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WORLD AND KAZAKHSTANI EXPERIENCE OF ACADEMIC MOBILITY: HISTORY AND CURRENT TRENDS

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Abstract. Introduction. This study examines the historical stages of the process of accession of the Republic of Kazakhstan to the Bologna Convention on the training of competitive specialists based on the investigation of the positive and negative aspects of academic mobility. Particular attention is paid to the history of the European educational space and development of the Bologna Process, the principles, goals, and concept of the educational process, which are currently still relevant. *The Goal and objectives* of this paper are to study the formation of the Bologna system in industrial and post-industrial conditions in comparative and retrospective analysis, starting with the idea of creating a common educational space of European countries, which started in the 70s of the 20th centuries. In the 1990s, this initiative was supported by 48 states and in 2010 the Republic of Kazakhstan joined them. This study reflects application of comparative, historical, systematic and statistical methods. Based on the retrospective approach, the specific features of academic mobility in Kazakhstan, changes in this system over the years of independence and after joining the Bologna system, the contribution of the Bolashak program to the development of education in the framework of academic mobility were studied. *Results.* The study of diverse historiographic materials allowed researchers to consider the stages and consequences of academic mobility, identify its advantages, as well as the

risks for Kazakhstan, which are regarded as intellectual losses. *Conclusion.* This allowed to identify one of the main reasons for the “brain drain”, which is an unstable socio-economic situation in the country and low wages level for the intellectual elite. The authors attempt to analyze government programs aimed at reducing negative processes of the intellectual emigration and offer practical recommendations for preserving the country’s intellectual potential.


Keywords: Republic of Kazakhstan, academic mobility, Bologna Process, migration, “brain drain”, international cooperation, intellectual property


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АКАДЕМИЯЛЫҚ ҰТҚЫРЛЫҚТЫҢ ӘЛЕМДІК ЖӘНЕ ҚАЗАҚСТАНДЫҚ ТӘЖІРИБЕСІ: ТАРИХЫ ЖӘНЕ ҚАЗІРГІ ТРЕНДЕНЦИЯЛАР

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Аңдатпа. Атаулы зерттеу жұмысында академиялық ұтқырлықтың оң және теріс жақтарын сараптау негізінде бәсекеге қабілетті мамандарды даярлау мәселелері бойынша Қазақстан Республикасының Болон конвенциясына қосылу үрдісінің тарихи кезеңдері қарастырылады. Қазіргі кездегі өзекті болып табылатын еуропалық білім беру кеңістігінің даму тарихына, Болон конвенциясының қалыптасуына, білім беру үрдісінің принциптері мен мақсаттарына, тұжырымдамасына ерекше назар аударылады. Мақаланың *мақсаты* мен міндеттері ХХ ғасырдың 70-жылдарында басталған Еуропа елдерінің жалпы білім беру кеңістігін құру идеясынан бастап, индустриалды және постиндустриалды жағдайдағы Болон жүйесінің қалыптасу тарихын салыстыру мен ретроспективада зерттеуден тұрады. 1990 жылдары бұл бастаманы 48 мемлекет қолдады, ал 2010 жылы оған Қазақстан Республикасы қосылды. Зерттеу *материалдары мен әдістері*. Бұл зерттеуде салыстырмалы, тарихи, жүйелі және статистикалық әдістер қолданылды. Ретроспективті тәсіл негізінде Қазақстанның академиялық ұтқырлығының өзіндік ерекшеліктері, тәуелсіздік жылдарындағы және Болон жүйесіне қосылғаннан кейінгі осы жүйедегі өзгерістер, академиялық ұтқырлық

шеңберінде білім беруді дамытуға «Болашақ» бағдарламасының қосқан үлесі зерттелді. *Нәтижелер.* Әртүрлі тарихнамалық материалдарды зерделеу зерттеушілерге академиялық ұтқырлықтың кезеңдері мен салдарын зерттеуге, оның артықшылықтарын ғана емес, сонымен қатар зияткерлік шығындар ретінде қарастырылатын Қазақстан үшін тәуекелдерді де анықтауға мүмкіндік берді. Бұл «ақылдың сыртқа кетуінің» негізгі себептерінің біріне-елдегі тұрақсыз әлеуметтік-экономикалық жағдайды және зияткерлік элитаның жалақысының төмен деңгейін анықтауға мүмкіндік береді. Зерттеушілер зияткерлік эмиграцияның келеңсіз үрдістерін азайтуға бағытталған мемлекеттік бағдарламаларды талдауға тырысып, елдің зияткерлік әлеуетін сақтау бойынша тәжірибелік ұсыныстар ұсынады.


Түйін сөздер: Қазақстан Республикасы, академиялық ұтқырлық, Болон үрдісі, көші-қон, «ақылдың сыртқа кетуі», халықаралық ынтымақтастық, зияткерлік меншік.


Алғыс. Мақала «Қазақ мемлекеттілігінің тарихи дәстүрлері және ұлттық бірегейлікті сақтау мәселелері» BR20280975 жобасы аясында орындалды.

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МИРОВОЙ И КАЗАХСТАНСКИЙ ОПЫТ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ: ИСТОРИЯ И АКТУАЛЬНЫЕ ТРЕНДЫ

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Аннотация. Введение. В данном исследовании рассматриваются исторические этапы процесса присоединения Республики Казахстан к Болонской конвенции по вопросам подготовки конкурентоспособных специалистов на основе экспертизы положительных и отрицательных сторон академической мобильности. Особое внимание уделено истории развития европейского образовательного пространства и формированию Болонской конвенции, принципам и целям, концепции образовательного процесса, которые являются актуальными на современном этапе. *Цель и задачи* статьи состоят в исследовании истории становления Болонской системы в индустриальных и постиндустриальных условиях в сравнении и ретроспективе, начиная с идеи создания общего образовательного пространства европейских стран, стартовавшего в 70-е годы XX века. В 1990-х годах эта инициатива была поддержана

48 государствами, а в 2010 году к ней присоединилась Республика Казахстан. В настоящем исследовании были использованы сравнительные, исторические, систематические и статистические методы на основе ретроспективного подхода исследованы специфические особенности академической мобильности Казахстана, изменения в этой системе за годы независимости и после присоединения к Болонской системе, вклад программы «Болашақ» в развитие образования в рамках академической мобильности. *Результаты.* Изучение многообразного историографического материала позволило исследователям рассмотреть стадии и последствия академической мобильности, определены не только ее преимущества, но и риски для Казахстана, которые рассматриваются как интеллектуальные потери. *Заключение.* Это позволило выявить одну из основных причин «утечки умов», как нестабильная социально-экономическая ситуация в стране и низкий уровень оплаты труда интеллектуальной элиты. Исследователями предпринимается попытка анализа государственных программ, нацеленных на сокращение негативных процессов интеллектуальной эмиграции и предлагаются практические рекомендации по сохранению интеллектуального потенциала страны.

Ключевые слова: Республика Казахстан, академическая мобильность, Болонский процесс, миграция, утечка умов, международное сотрудничество, интеллектуальная собственность

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Introduction

In 2010, Kazakhstan was the first Central Asian nation to officially support the 47th European recommendation on higher education. This phenomenon can be attributed to two primary sources. First and foremost, the previous experiences of European nations offered significant beneficial perspectives on developing patterns in higher education in an interconnected world. Furthermore, the incorporation of the higher education system provided Kazakhstan with an opportunity for further global integration. The objective of passing and executing this resolution was twofold: to bolster the development of the national system for training highly qualified persons and to promote intercultural collaboration.

Academic mobility, a fundamental element of the Bologna process, is a technique employed to impart intercultural communication proficiency. Academic mobility primarily encompasses many opportunities for extensive collaboration across universities. This technique functions as an efficient tool for attracting highly skilled instructors and fostering more extensive scientific collaboration.

Due to serious funding and other forms of support in the sphere of education, academic mobility in Europe is one of the most effective in the world, and therefore, it is rightly considered one of the most successful examples for other regional integrations.

Thanks to substantial financing and many types of assistance in the sphere of education, academic mobility in Europe is highly efficient and regarded as a successful model for other regional integrations.

Over the past decade, the education system in Kazakhstan has experienced substantial transformations to accommodate the rise of a market economy. The aforementioned modifications were facilitated by the systematic execution of legislative measures, other regulatory instruments, and the approval of international legal instruments pertaining to education.

The Republic of Kazakhstan engages in international collaboration in the sphere of education strictly in compliance with its domestic legislation and international treaties (Methodological, 2018: 17).

The procedure for being recommended to study abroad, particularly in the context of academic mobility, is specified in the Law of the Republic of Kazakhstan “On Education” established on 27 July 2007, as well as the “On Approval of the Rules of referral to study abroad, including within the framework of academic mobility” (On amending).

The research work is significant because it examines academic mobility not only as a positive trend in the international education sector, but also as a factor contributing to intellectual migration, along with its associated negative implications.

This type of mobility is considered initially useful, contributing to the development of the educational space and the global labor market in the aspect of academic and political discourses. There are most often noted among the advantages the activization of the exchange of knowledge and innovations, the assistance to the intercultural dialogue and ideology of tolerance, and the spread of polylinguistic space.

The research purpose is to study the results and consequences of academic mobility – advantages and risks for Kazakhstan; within the framework of the implementation of this purpose, to consider the history of the emergence of academic mobility through the analysis of the prerequisites of the emergence of the Bologna Convention, to determine the geography and range of academic mobility of students and teachers of Kazakhstan, to consider academic mobility as the new form of population migration in a globalizing world.

Research application: the research results can be used in planning academic mobility by universities. In addition, the suggested practical recommendations can help to resolve personnel issues of various governing structures (Ministry of Education and Science, Committee of the Migration Service of the Ministry of Internal Affairs of the Republic of Kazakhstan).

Novelty/Originality of the research: For the first time, the research of academic mobility in the Republic of Kazakhstan and other countries will be conducted, the factor of the influence of state policy on the development of academic mobility processes will be considered. For the first time, academic mobility will be considered in the context of migration processes.

Discussion

Academic mobility is understood to mean that students and teachers at the universities move to another educational institution inside or outside their country to study or teach for a certain period of time. A multitude of political, cultural, familial, socio-economic, and other obstacles impede academic mobility. The Bologna process originated as an endeavor to eradicate these barriers within the European educational sphere. Thus far, it has disseminated to different geographical areas throughout the globe. Consequently, the contemporary student population engaged in academic mobility can be potentially categorized into two groups: the first group consists of students who are enrolled in specialized exchange programs at either the international or local levels; the second group comprises students who are pursuing various courses at different universities on their own initiative (Haiyan, 2018: 59).

Many scientists (Van Haiyan, A.V. Kuzmin, etc.) consider that academic mobility directly affects the internationalisation of the educational process and promotes the right to free movement of knowledge and human resources (Kuzmin, 2007: 26).

Moreover, L. Harvey points out that academic mobility of learners is a means of internationalisation of education for sharing experience and challenging national limitations between HEIs, as well as preparing learners for the international professional environment (Stavruk, 2009).

While E. Suomela-Salmi focusses on the language of academic mobility, M. Tayamo examines the barriers to achieving academic mobility, such as inadequate funds, poor language preparation, and discrepancies in study programs and curricula (Safronova, 2013).

A. Barblan explores academic mobility as an opportunity to obtain versatile knowledge, expanding the services of access to international centers (Teichler, 2012: 14–16).

The Bologna process, within the context of spatial and social mobility and higher education in Europe, acts as the driving force for Europeanization by emphasizing the ways in which intergovernmental and national stakeholders tackle common mobility concerns. The present research

analyses the main categories of mobility, specifically social and geographical, together with the associated selection processes employed at universities (Powell, Finger, 2012: 270–285).

Mobility may differ in terms of its length, timing within a student's academic program, and the magnitude of inter-institutional study or work abroad initiatives. It may be either coordinated by the student's department or pursued autonomously. Acquired knowledge can include academic study, self-directed learning, teaching, practical work experience (like internships or clinical practice), or other unstructured life experiences unrelated to a higher education degree (Allan, Findlay, 2005: 193).

H. Bauder in his research pointed out that, “mobility” concerns cross-border mobility rather than mobility among occupations and labor markets. Then, he discusses the institutional context of academic mobility, mobility as an academic practice and the limitations of academic mobility (Bauder, 2015: 84).

M. Lu and co-authors contend that efforts by host countries to enhance their regulatory capacities have resulted in increased diversity in the pathways for highly skilled migrants to enter. Furthermore, migrants themselves are displaying a more entrepreneurial approach in navigating these pathways. Previously overlooked strategies for mobility, such as marriage channels, are now being actively utilised. Additionally, state and/or commercially organised models are being combined with network-related approaches (Florinskaya, Karachurina, 2018: 187–188).

L.V. Goryunova emphasizes that academic mobility is spatial mobility, which allows students to choose freely the educational trajectory and it contributes to the realization of the right of students to qualitative education (Goryunova, 2006: 39).

The main principles of the organisation of student mobility, as identified by I.M. Mikova, are as follows: the duration of training at the foreign university is either an entire academic year or one semester; English or the language of the host country is used during training; students receive free training on mobility programs; students are responsible for covering any outside expenses; educational credits received at another university are credited; graduates are able to obtain joint and double diplomas (Mikova, 2013: 224).

A.Yu. Slepukhin believes that “academic mobility is the form of internationalization of education through international exchange of students” (Slepukhin, 2004: 17).

Intra-European migration of youth is both internal migration within the Schengen area and external migration outside it (Hauvette, 2010: 47–58).

T.V. Kuprina and L.V. Sergeeva argue that transnational migration flows encompass not just labor and commerce migration, but also educational migration, which is seeing a yearly growth in volume. This form of migration enhances the advancement of human potential, which is intimately linked to the human capital quality (Kuprina, Sandler, 2015: 194–207).

Sharing the above-mentioned estimates of academic mobility, we would like to note that this migration process in the educational space, which includes all the above-mentioned criteria. Firstly, academic mobility is the spatial movement; secondly, it is the realization of the right to free choice of the right to education, which is not always available at home; thirdly, it is the possibility to study another language and other culture of another country; fourthly, it is the development of international ties; fifthly, it is the cultural exchange between developed and developing countries.

Methodology

To examine academic mobility on a global and national scale, the authors employ a range of analytical approaches including comparative, historical, systematic, and statistical methodologies. An analysis of academic mobility and intellectual emigration was conducted using the retrospective approach. For the purpose of conducting qualitative research, the literature and Internet material were reviewed utilising the systematisation approach.

Results

1. Academic mobility as the modern form and factor of social mobility in post-industrial conditions of development.

Multiple phases were traversed in the progression towards the establishment of a fully formed post-industrial society. The education system underwent transformation in response to the rising challenges and issues of the modernising society, effectively meeting its needs. During the Middle Ages, the education system was primarily religious in nature and catered to the interests of the church. However, during the Enlightenment period, there was a strong emphasis on the study of natural sciences and art. During the 19th and 20th hundreds, educational institutions such as secular schools, secondary vocational schools, and higher education institutions were established. The conventional education system has been widely implemented for many decades and has seen little alterations. Family education served as an additional component to this system.

During industrial society, great careful consideration was given to the selection of knowledge and professions; the number of schools, technical schools, specialized schools and universities was increased. Along with raising the status of scientists and teachers, the role of science, technology and education was increased. Changes in the economic system of production required vocational education, and the demand for skilled labor resources was increased. The availability of the specialized diploma contributes to the social and professional growth of the individual, which increases the demand for educational institutions.

The post-industrial educational space opens the way to continuous personal education, self-development, self-esteem, personal development and education. The continuous educational process contributes to the implementation of the social role of the individual in work and society. If education becomes the institutional social elevator already in the conditions of industrial development, then academic mobility, as educational innovation, begins to play this role in the post-industrial conditions.

Thanks to academic mobility, there is improved not only the quality of education, but also the socialization of students, young scientists and professionals of high qualifications is more actively underway. The process of globalization develops free academic mobility in the educational space and expands possibilities for education abroad and international integration.

Analyzing the geographical range of student mobility, it can be possible to distinguish two predominant directions having different motives and developing with different rates:

- mobility between OECD states has been slowing due to the economic crisis since 2013
- mobility in Asian countries, on the contrary, is increasing.

Based on the statistics from the OECD's 2013 edition "Education at a Glance", the worldwide academic mobility of higher education more than doubled between 2000 and 2001. Based on UNESCO's forecast, the global population of international students is projected to reach 8 million individuals by the year 2025 (International student, 2015: 7). However, it is important to bear in mind that in the conditions of the coronavirus pandemic, all predictions are subject to correction.

One of the centers of attraction of international academic mobility is European countries. Students and teachers from developing countries certainly want to acquire knowledge and experience in the "Top 10" of the best universities or scientific centers in Europe. Academic mobility increases its rates every year, the results of which is reflected, generally, in developed countries.

Motivational guidelines for young students, stimulating migration activity, can be: increasing professional competitiveness, possibilities to get acquainted with another culture, exploring the space of potential employment after receiving the education, changing or acquiring additional citizenship. These causes can affect both individual factors and in the complex. Depending on the socio-economic, political and other conditions in the student's homeland, various factors will manifest themselves to varying degrees.

2. History of the origin and development of the Bologna process

The course to create the single educational space in European countries was taken in the 1970 and it is associated with the intensive formation of the single economic space. The closer the economic ties became, the more acute the problem of united approaches to vocational training

became. An important element in this sequence, which has a direct impact on the establishment of shared educational standards, was the systematic progression of the common European cultural sphere. This purpose was achieved by several European Union member states in the 1990. So, the concept of the Bologna process is included in the international turnover. Since that time, the exchange of experience through academic mobility has become the main principle of the educational system and goes beyond the European Union.

The globalization of higher education institutions is resulting in significant implications for mobility. Each institution, with consideration for its own national features, aims to generalize and exchange research expertise and scientific knowledge in the context of globalization. The interest in cross-border education system has grown due to advancements in modernization. This motivation has led to the widespread implementation of diverse educational programs aimed at developing highly skilled professionals who possess a competitive advantage outside national boundaries.

The Sorbonne Declaration was signed in 1998 by the Ministers of Education from four European countries: France, Germany, the United Kingdom, and Italy. The objectives outlined in the Sorbonne Declaration were reaffirmed during the signing of the Bologna Declaration in 1999. The Bologna Declaration establishes the overall guidelines for standardizing the European Higher Education Area, with a particular emphasis on promoting mobility for university students, graduates, and teaching staff's professional growth (History).

Besides government support, other mobility agents are objective demographic, economic, political and technological changes. Over the latter part of the 20th century, developed economies increasingly control and restrict labor immigration, thus making it more difficult to move human resources. The main purpose of these measures is to protect the domestic labor market and curb unemployment. These countries are also increasingly interested in acquiring highly qualified specialists capable of creating innovations. This discrepancy is resolved through the system of academic mobility, which makes it possible to select the most promising young people at the stage of education. Academic mobility has become a factor of socialization and cultural integration of future specialists in the country of study.

These steps allowed to facilitate the mobility of students and personnel, made higher education more inclusive and accessible, as well as made higher education in Europe more attractive and competitive worldwide (What is).

The Bologna Convention establishes six core principles that include the establishment of a two-tier education system followed by a three-tier system (bachelor, master, doctorate), the adoption of a credit system, the maintenance of education quality control, the facilitation of student mobility, the assurance of graduate employability, and the improvement of the attractiveness of the European education system. The Bologna Convention integrated eight credentialing systems specifically designed for the European Higher Education Area. The primary objective of the Bologna Declaration was to implement a uniform system of ECTS-type credits, which pertains to the credit-based methodology in education. Furthermore, the implementation of a three-tiered structure for university and postgraduate education was highlighted, encompassing the awarding of Bachelor's, Master's, and PhD degrees.

Until 2010, that is before the accession of the Republic of Kazakhstan to the Bologna system, integration processes had already covered 46 European countries.

Kazakhstan, seeing these results, joined to this system, hoping to get additional impulse for its own development.

3. Geography and range of academic mobility (Bologna process and other regions)

Throughout the course of human history, there have been occurrences of territorial extensions and transnational migrations of exceptionally talented individuals, sometimes referred to as "intellectual migration". Throughout the Middle Ages, a multitude of distinguished intellectuals, persons in liberal occupations, respected scientists, and university professors moved in search of improved security, the support of monarchs or their trusted associates, ideal circumstances for scientific investigation, and other personal or broader motives. One notable example of an intellectual migrant is Leonardo da Vinci, who undertook the relocation from Italy to France. Having received

the support of the monarch, he settled himself in the castle of Amboise and effectively continued his artistic efforts. However, the historical events of migrations of highly trained professionals often manifested in a far more spectacular fashion. The voluntary nature of cross-border migrations was not universal, and not all persons who relocated from one country to another held a significant level of professional competence. Furthermore, not all tourists experienced successful adaptation to the unfamiliar social environment. Nevertheless, there has always been a persistent high level of public and political interest in enlisting exceptionally talented persons, irrespective of their origin, geographical region, or even personal beliefs (Intellectual, 2014: 19).

However, in past times, education and science did not play the role of the main factors that sent migration activity. Only with the advent of the industrial epoch, it was formed the new request for professional knowledge. This process is even more relevant in the post-industrial information society. It can be traced how the geography of intellectual (academic) mobility was expanded and the range of territories, connected by scientific and educational contacts, was grown.

The means of supporting the international market of training of professionals, highly qualified specialists serve the purposeful development of academic mobility of students through the implementation of various programs ERASMUS, TEMPUS, COMMETT, LINGUA and others (Devyatova, 2012: 113).

The most widespread exchange system was the ERASMUS program, which was begun in 1987 and had no historical analogues. The purpose of the program is to promote the mobility of students and teachers in Europe. This program was preceded by the analysis of the reasons that slowed down the development of academic exchanges. They are: insufficient information, inadequate financial support, low level of knowledge of foreign languages by students and such legal aspects as difficulties in getting the visa and non-recognition of diplomas received abroad. The processes of student exchanges and differences in the curricula of universities were difficult; therefore, the students had to pass the academic difference upon returning.

At the first stage, five hundred educational institutions participated in the program, subsequently their number increased to five thousand. In 1997, the level of academic mobility of students under this program increased to 10,000 students per year.

The next successful step was the “TEMPUS” program, approved by the European Commission in 1989. Within its framework, students from Eastern Europe were sent to study in Western Europe in order to obtain high-quality education. The success of these two programs had been achieved through the national educational policies of the countries of the European Union (Bazhenova, 2013: 147–149).

Over time, there has been a notable progress in the assimilation of Kazakhstan into the worldwide instructional framework. International credit mobility (ICM) program activities were undertaken by a total of 61 institutions from 15 regions of Kazakhstan. Total funding provided over a four-year period (2015–2018) for international credit mobility projects involving universities in Kazakhstan amounted to 11,338,545 euros. The allocation of this sum facilitated the funding of 3, 224 projects focused on student and teacher mobility.

In 2018, a sum of 3,506,545 euros was designated for the purpose of facilitating academic mobility between universities in Europe and Kazakhstan. Funding facilitated 1008 cases of migration, encompassing 307 students and 363 university employees from Kazakhstan who journeyed to Europe (EU educational).

Since 1995, Central Asian countries have joined TEMPUS. This has helped to train the new generation of scientists and managers and to support the processes of reform, needed to modernize national higher education systems. During the entire period of this program (1995–2013), there were financed 76 projects (23 national and 53 regional) (TEMPUS, 2014: 16) of TEMPUS with the participation of higher educational institutions of Kazakhstan. The TEMPUS program had the significant impact on the processes of modernization of higher education in Kazakhstan.

The implementation of such programs as COMMETT, LINGUA did not have the systematic basis and wide coverage of students.

4. Kazakhstan's place in academic mobility processes

The Republic of Kazakhstan gained independence in 1991. The breakdown of the Soviet Union was accompanied by economic difficulties that could not but impair the progress of the national education system. The first years of independence for Kazakhstan were difficult: the delay in paying salary for teachers, the closure of educational institutions due to lack of own funding, the relocation of qualified specialists abroad, the decrease in state educational grants, the appearance of paid training against the background of the economic crisis led to negative consequences. Together with the fall of the Soviet Union, the Soviet system of academic mobility also collapsed – young people were actually locked in the structural blueprint of the national education system and national culture.

In Kazakhstan, the processes of reforming education and science were begun. The interest in studying at universities abroad was grown with the sharp drop in attention to universities of the former Union republics. Academic links between geographically remote universities (for example, between universities in Western Europe and Central Asia) were begun to form and expand.

The new forms and directions of migration were arisen as the result of the development of academic mobility processes. In the history of Kazakhstan, migrations always played the significant role: beginning from the nomadic lifestyle of the indigenous population finishing to the massive multi-ethnic migration flows of the Soviet time.

However, it was not until 1991 that migration activity began to exhibit the characteristics that led to the creation of human capital. Primarily, this refers to the process of urbanisation, which resulted in a swift rise in the need for proficient individuals. During the initial years of independence, this issue was resolved solely via funding from its own higher education system. However, as early as 1993, the Decree of the President of the Republic of Kazakhstan N.A. Nazarbayev officially created the “Bolashak” international scholarship. The program's objective is to educate and prepare professionals and specialists for the key areas of the national economy. The curriculum encompasses academic courses such as magistracy and doctorate studies, as well as scientific-production internships in renowned firms and institutions worldwide (JSC). This marked the initial phase in actively integrating into the global educational arena and making a significant contribution to the advancement of human resources. This initiative facilitated the opportunity for exceptionally talented young individuals from Kazakhstan to pursue their study at the most prestigious colleges worldwide.

The scholarship “Bolashak” was primarily granted to graduates of economic and humanities faculties of Kazakhstani universities during the period of 1994–1997. There was a significant under-representation of graduates from technical faculties in the program. This discrepancy might be attributed to the fact that the curriculum for technical specialties allocated less time for the study of foreign languages compared to the curricula for economic and humanitarian specialties. Since 2000, candidates with engineering and technical education have been granted the privilege, as per the Decree of the President of the Republic of Kazakhstan, to participate in the competition without the need to demonstrate proficiency in a foreign language.

At its inception, the programme was restricted to four countries for students receiving financial assistance: the United States, Great Britain, Germany, and France. On an annual basis, the geographical range of the countries being studied has been expanded. The “Bolashak” scholarship was awarded to 10,117 Kazakh students between 2005 and 2013 to enable them to study in the top 200 universities in 30 countries globally (Bolashak).

Between 1991 and 2010, Kazakhstan emerged as the frontrunner in academic mobility among the Commonwealth of Independent States (CIS) nations. Following its accession to the Bologna process, Kazakhstan's higher education system underwent substantial transformations. The Central Asian states' adherence to the Bologna Declaration has been crucial in facilitating the growth of academic mobility for students and teachers. It has also served as the foundation for mutually advantageous collaboration between the Central Asian region and the European Union in the realms of education and science.

Furthermore, governmental policy has substantially augmented English-language instruction across in the previous decade. Regarding the mobility of incoming students, over 14,000 international students from Uzbekistan, Turkmenistan, Kyrgyzstan, China, India, and other nations are enrolled in

Kazakh colleges. It is projected that the total count of international students would reach 50,000 by the year 2025 (Higher education).

One of the conditions of the Bologna declaration is the exchange of diplomas and the demand of specialists in the domestic and international labor markets.

Funding for academic mobility of students and teachers in Kazakhstan is carried out in three directions:

1. disbursed from the budget of the Republic of Kazakhstan, specifically the Ministry of Education and Science;
2. applying extrabudgetary monies allocated to institutions;
3. derived from the personal finances of students.

According to diagram 1 (Analytical report, 2019: 5), the total number of Kazakhstani students who participated in the program of external academic mobility at the expense of the Ministry of Education and Science of the Republic of Kazakhstan for the years 2011–2019 was 16,834 individuals.

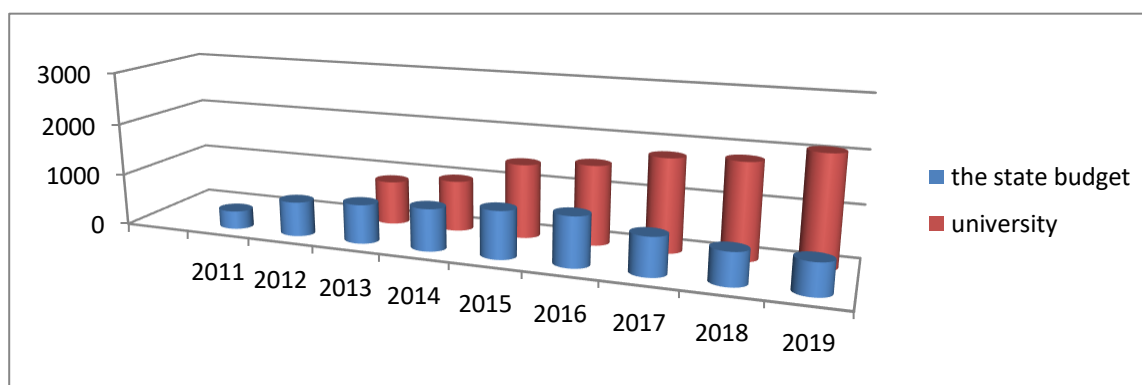


Diagram 1 – External outgoing academic mobility of students 2011–2019 of Kazakhstan

In 2018 and 2019, students' personal finances were the predominant alternative source, accounting for 46% and 51.9% respectively. Annually, the primary languages used for academic instruction among Kazakh students are English (62%) in the European zone and Russian (24.3%). Out of the total number of Kazakh students, 1273 reside in Europe. 677 individuals were received by the CIS nations, 360 from SEA, 28 from USA, and 356 from other countries.

South Korea (39.2%) and China (38.4%) are the countries of Southeast Asia receiving the largest number of students from Kazakhstan (Analytical report, 2019: 5).

Kazakhstani indicator of external academic mobility is not comparable to external inbound mobility. One of the problems of academic mobility is the small number of people who want to get an education in Kazakhstan.

The indicator of external inbound mobility in 2019, compared to 2018, is insignificant (2018 – 637; 2019 – 681 students). They are: bachelors – 604, masters – 68, doctoral students – 7, residency students – 2. The largest representation of those who want to study at universities in Kazakhstan is represented by the CIS (303 people) (Analytical report, 2019: 8).

Problems, arising in student mobility, are also reflected in mobility of teachers. For example, the number of teachers, coming from abroad studying in Kazakhstan in 2010–2019, attracts 11,306 foreign specialists and is grown every year. On the contrary, the number of Kazakhstani teachers, traveling abroad, is small. In 2017, 1765 Kazakh professors and associate professors visited abroad to conduct the classes and researches (Methodological, 2018: 19).

In 2019, 260 foreign specialists came to Kazakhstan for teaching activity and they were financed by the Ministry of Education and Science of Kazakhstan in the amount – 318 696 000 tenge. 237 foreign specialists were invited at the expense of budget funds (in 42 universities). This is 90% of the total approved number of places. 237 involved foreign teachers were consisted of: the largest representation from European countries – 149 people (60%), 21 people from North and

South America (9%), 12 people from Southeast Asia (5%), 38 people from the CIS (16%), 17 people from other countries (Analytical report, 2019: 20).

Indicator in the context of regions: CIS – 81 people, Europe – 71, SEA – 11, USA – 2, others – 23. Of the 188 teachers: 58 are candidates of science, 75 are doctors of science (Analytical report, 2019: 23).

The new intellectual project is being implemented in Kazakhstan – university of international standard – Nazarbayev University with the involvement of a large number of foreign teachers. Nazarbayev University has seven schools representing postgraduate education programs and 300 faculty members from 55 foreign countries, as well as three professional schools supported by partner universities of Cambridge University, Carnegie University, and Duke University.

5. Benefits and risks of academic mobility for developing countries (on the example of Kazakhstan)

Furthermore, the advantages, academic mobility also entails certain disadvantages that require thorough investigation. Therefore, one of the immediate outcomes of academic mobility is the depletion of intellectual capacity, sometimes known as “intellectual emigration”. This is applicable to all emerging nations. Historically, society has linked the phrase “brain drain” with a well-defined negative connotation. Due to the prevailing globalization patterns, there has been a progressive rise in the participation of individuals from many age groups and geographical areas in this form of migration. Another factor that has contributed to this change in perspectives on migration is the prevalent practice of student exchange (Florinskaya, Karachurina, 2018: 185).

“Brain drain” is considered as the migration of highly qualified specialists to developed countries in search of better living conditions, high wages, access to advanced technologies and the stable political system. Despite the fact that professionals are needed at every point of the world, the number of different economic, political, cultural reasons attract talents from less developed countries to countries with developed economies (Shmeleva). Such countries are actively investing in education and training, both local and foreign young professionals, luring more and more personnel from abroad. The main reason of social problems is the salary of specialists. The salary ratios of teachers in the economically developed and developing countries of Europe and Asia are shown in diagram 2.

As can be seen from diagram 2, England has the first place in the structure of Bologna system, Kazakhstan – has the last place: very low salaries of teachers. Accordingly, this table mirrors the socio-economic situation in these countries.

857 Kazakhstani students are now enrolled in the “Bolashak” program, undertaking their studies overseas. A total of 603 students were sent to foreign institutions in 2019 under the academic mobility program, funded by budgetary resources. During the period from 1990 to 2010, the trained students from the Republic of Kazakhstan departed for countries such as Malaysia, Singapore, China, the USA, Canada, EU countries, and others. This program, which had different objectives, contributed to intellectual emigration from Kazakhstan and incurred costs from public financial resources.

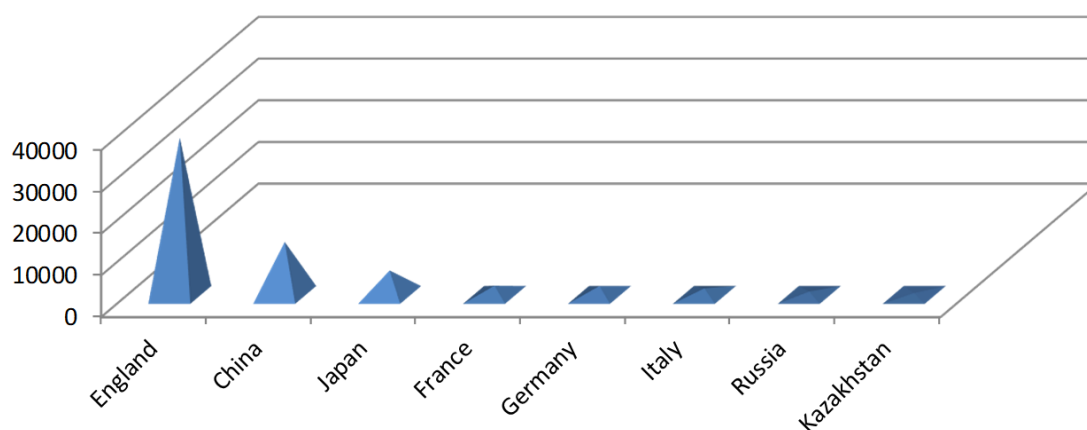


Diagram 2 – The average salary of teachers for the 2018–2019 school year. Unit of measure – €

Since 2010, appropriate changes have been made to the program, which obliged graduates to return to the country after graduation. In recent years, various programs are implemented to attract graduates to the public service and a lot of campaigning are carried out. In 2019, the Presidential Youth Personnel Reserve began to form, which unites potential candidates for the highest managerial positions of the state, the so-called leaders of the “new formation”, who are able to quickly make decisions and quickly adapt to changing working conditions.

Since 2011, only master’s and doctoral students are sent abroad by state order. Over the 25 years of implementation of the “Bolashak” program, 13,244 scholarships were awarded, including 12,459 scholarships from 2005 to 2018.

As for the specialties of people who left the Republic of Kazakhstan, persons with technical, economic and legal education prevail. More people with education began to leave Kazakhstan to the countries of far abroad – this is the main trend of the last 10 years (Bolashak).

One part of this policy may be systematic work with people leaving Kazakhstan. It should not consist in bringing them back by all means, but about developing joint projects that they can combine with their main work abroad. Another important component of this policy is to reduce the outflow of people of non-Kazakh nationality. It should not be forceful; it is much more important to direct efforts to integrate other nationalities into the general cultural environment. Its third component needs to be the fundamental overhaul of the education system, which would teach people to think, improve themselves and navigate the current social changes.

During the 2000s, a significant number of our compatriots emigrated mostly to the United States and Canada. Furthermore, the opportunity to pursue education overseas has become increasingly attainable for those with high means, who have not hesitated to enroll their children in top schools and colleges. This is seen as a favorable initial step towards acquiring a temporary residency visa, and eventually citizenship. Essentially, they departed for the aforementioned countries such as the USA, Great Britain, France, Spain, and others (Top 16).

Indeed, the majority of highly skilled individuals emigrate from Kazakhstan. In the first six months of 2018, a total of 13 thousand individuals aged 15 and above emigrated from the nation for permanent residency. Among them, 5.25 thousand, or 40%, possessed a higher education degree, while 4.19 thousand, or 32%, had completed secondary vocational education. A total of 2.28 thousand individuals, which accounts for 18% of the population, successfully completed secondary school. In contrast, only 10% (equivalent to 1.3 thousand people) have an incomplete level of education (Migration as).

First of all, the problem of obtaining education plays the main role, they also often leave for the purpose of employment, searching for the high salary. Many of them remain living abroad. That is, socio-economic factors are at the forefront of the corner. At the same time, the problem of unemployment in Kazakhstan is retouched with the help of official statistics, but in fact, it is manifested in the growth of uncontrolled internal migration, which in 2015–2018 increased by several tens of thousands of people a year, reflecting the differentiation of regions in economic, social plan, in the level of unemployment, employment possibilities.

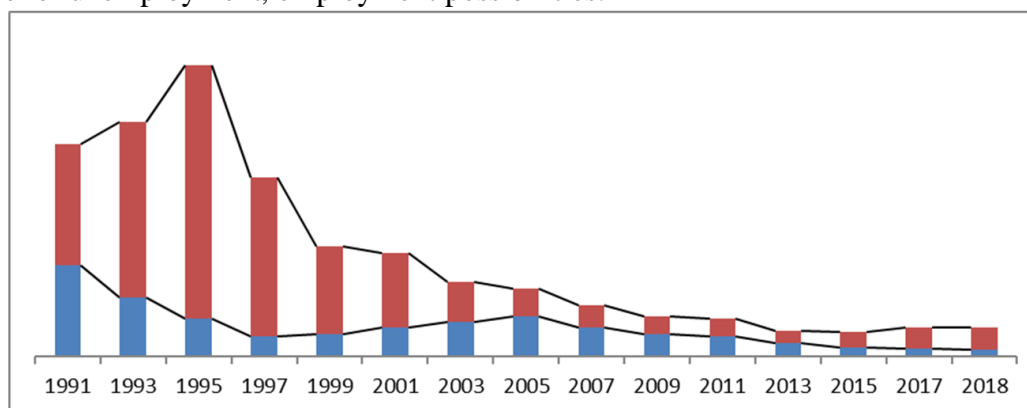


Diagram 3 – Foreign migration in Kazakhstan: 1991–2018 (Unit of measure – person)

Note: Data of the Committee on Statistics of the Ministry of National Economy of the Republic of Kazakhstan

Diagram 3 illustrates a consistent annual increase in the number of emigrants coming in Kazakhstan. Consequently, migrants that come to the nation often possess a lesser degree of education. Therefore, labor migrants from Central Asia are finding Kazakhstan increasingly appealing as a destination. This is because the economic situation in Russia is deteriorating and their rules on luring foreign labor are becoming stricter, reducing its appeal as the major recipient country for labor migrants. Concurrently, a substantial section of the population migrates to Kazakhstan with the purpose of living and working without proper legal permission.

According to data from 2018, 33.6% of the total number of qualified persons who emigrated from Kazakhstan were professionals in technical sectors. An undeniable phenomenon is the substantial departure of “technical specialists” from the republic, as they predominantly relocate to Russia, where there is a dearth of such individuals (More and).

Altogether, in 2017, a total of 37.7 thousand individuals emigrated from the nation. This is a growth of 25.3 percent compared to the figure of 30.1 thousand individuals who departed the nation in 2015.

Only 16.1 thousand people arrived in Kazakhstan (11.6 thousand from the CIS, 4.5 thousand from other countries), on 3.5 percent less in comparison with 2015 (there were 16.7 thousand people). The negative balance was 21.6 thousand people, for comparison, in 2015 – 13.4 thousand people (More and).

In addition to the mentioned above, the reasons of intellectual emigration are: insufficient financing of science, insufficient material and technical support of the research process, slow introduction of the results of scientific research in productions, low material and moral assessment of the work of scientists, lack of modern scientific equipment, insecurity of property rights to the product of intellectual labor, material, informative and other restrictions of possibilities on communication with foreign colleagues, economic crisis in the country, political instability.

Methods for evaluating the negative consequences of “brain drain” and the advantages of its influx have already been established worldwide. Based on one estimate, the emigration of highly educated experts from Kazakhstan between 1991 and 2005 was around 200 – 250 thousand individuals. The overall economic loss resulting from this “brain drain” is estimated to be around \$100 – 125 billion USD.

Furthermore, alongside the emigration of intellectuals, a substantial number of skilled professionals and workers with secondary vocational education also departed from Kazakhstan. These individuals were employed in the industrial and agricultural sectors. The economic repercussions of their departure can be estimated to amount to tens of billions of US dollars. Emigration has resulted in a scarcity of individuals in several sectors such as industry, agriculture, education, and healthcare. This has led to a decline in the quality and effectiveness of work, as well as a fall in production rates. Additionally, the quality of education and healthcare has also been negatively affected (Sadovskaya, 2016: 5).

Despite significant successes in these processes, it is necessary to note a number of difficulties faced by teachers, researchers and students: the language barrier, significant financial difficulties caused by living abroad, given the average level of income in Kazakhstan, bureaucracy in the processing and filling out of documents necessary for traveling abroad, low motivation and the decrease in the self-esteem of domestic teachers and scientists, the overestimation of foreign educational methods.

The issue of academic mobility remains substantial particularly considering the growing global collaboration and the participation of the Republic of Kazakhstan in it. Geopolitical considerations have a significant role in shaping academic mobility when students move abroad for educational purposes. These elements have a specific effect on the progress of academic mobility in each nation. The administration of the national education system depends on foreign colleges for the training of highly skilled professionals. Therefore, the efficiency of governmental control over the progress of domestic scientific and educational processes is diminished. The loss of social potential resulting from intellectual emigration might be seen as the greatest detrimental effect of academic mobility in underdeveloped nations.

Conclusion

We should say that “brain drain” is the serious problem for developing countries, including Kazakhstan. Emigration of specialists abroad is irreparable for the state and society. This becomes the serious competitive advantage for the host country of specialists, and for donor countries this process can lead to the slowdown in development of science and the decrease in economic security.

Summing up, the authors consider it necessary to note:

1) Studying in another country, after completing the practical training in the foreign company, students get the possibility to demonstrate and test the acquired knowledge and experience in their country. This experience should be useful for Kazakhstan, since almost all foreign universities have high-tech equipment, modern research centers where the development of science is stimulated and supported at all levels.

2) Academic mobility of students and scientific and pedagogical workers of Kazakhstani universities will strengthen and expand international cooperation, accelerate the development of innovative technologies of conducting scientific research, will allow adapting the scientific environment to the practical activities of enterprises of distinct segments of the economy.

3) In order to prevent intellectual emigration from Kazakhstan, it is necessary to direct all efforts to create attractive socio-economic and socio-cultural conditions for scientific and professional creativity in their own country.

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