

**БІЛІМ БЕРУ ЖӘНЕ ОҚЫТУ: ӘДІСТЕМЕ, ТЕОРИЯ, ТЕХНОЛОГИЯ
ОБРАЗОВАНИЕ И ОБУЧЕНИЕ: МЕТОДОЛОГИЯ, ТЕОРИЯ, ТЕХНОЛОГИЯ
EDUCATION AND TRAINING: METHODOLOGY, THEORY, TECHNOLOGY**

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**SOCIAL-ECONOMIC RISKS OF OUTBOUND
ACADEMIC MOBILITY OF KAZAKHSTAN**

Abstract

Kazakhstan has demonstrated significant achievements in the globalization of education and academic mobility. The country's accession to the Bologna Process marked a turning point in internationalization and mobility. However, such active cooperation between students and universities around the world also raises concerns about the risks and implications for Kazakhstan's educational security. Academic mobility in Kazakhstan is perceived positively, as the goals, objectives and results of the program are supported by students, universities and the scientific community. According to the authors of the study, a critical approach to assessing economic outcomes in the scientific and public spheres is also necessary when calculating the consequences of academic mobility for Kazakhstan. The research conducted by the authors shows the growing desire of Kazakhstani students to study at foreign universities. The focus group survey showed that academic mobility and the availability of international education significantly increase the desire of young people to study and subsequently move abroad. Modern global scientific research on the impact of academic mobility programs and outcomes also demonstrates the risks and dangers of losing the most talented and ambitious young people. The problem of "brain drain" is significantly exacerbated by uncontrolled academic mobility. The lack of a government-sponsored objective cost analysis and conclusions drawn from student academic mobility programs makes it impossible to assess the benefits of these educational programs for the country and its economy. Further economic analysis is needed, assessing the costs in terms of the economic impact and benefits of academic mobility programs for the country and society.

Keywords: academic mobility, Bologna system, education, students, "brain drain", university, economics.

Introduction

However, this growth is accompanied by a steady increase in students' desire to remain abroad after academic mobility, as confirmed by focus group results showing a shift in perceptions about

Kazakhstan's education quality and career prospects. This indicates a growing risk of intellectual migration that requires policy attention. However, this growth is accompanied by a steady increase in the desire of students to stay abroad after completing academic mobility, which is confirmed by the results of focus group showing a change in perceptions of the quality of education and career prospects in Kazakhstan. This points on the growing risk of intellectual migration, which requires attention from policy makers.

The Concept for the Development of Higher Education and Science (2023–2029) reaffirms Kazakhstan's commitment to the Bologna principles, emphasizing international cooperation, competitiveness, and the creation of a Central Asian educational space. It also promotes new initiatives such as the Network University of the Council of Turkic States and increased academic exchanges. Nevertheless, while the Concept advances the internationalization agenda, it overlooks the potential risks of outbound academic mobility for national educational security and talent retention [1–2].

Although academic mobility yields clear academic and humanitarian benefits – enhancing Kazakhstan's global visibility, research capacity, and integration into initiatives like ERASMUS – it also exposes systemic vulnerabilities. Government documents define mobility as the temporary transfer of students and faculty for study or research, yet the absence of return and retention mechanisms turns temporary study into long-term emigration [3]. The study's hypothesis therefore asserts that uncontrolled academic mobility risks the permanent loss of Kazakhstan's most capable youth, necessitating a strategic revision of national policy to balance openness with educational sovereignty.

Materials and methods

The study employed a mixed-methods design combining official statistical analysis, documentary review, and a sociological focus group. Primary data were obtained from the National Center for Educational Quality Enhancement of Kazakhstan, the Ministry of Science and Higher Education, and international sources such as the ERASMUS program. Comparative analysis of these materials enabled the identification of strengths and weaknesses in Kazakhstan's academic mobility policy and outlined potential directions for cooperation between state bodies and universities to improve educational quality. A historical approach was also used to trace trends in participation, funding levels, and institutional engagement, while secondary literature from Scopus, Web of Science, and Google Scholar provided analytical support and contextual data.

The focus group method served to collect qualitative evidence on students' experiences and attitudes toward academic mobility. Thirteen Kazakhstani students currently studying or having completed studies abroad participated in a moderated discussion. Their responses were analyzed through thematic categorization and qualitative data analysis (QDA), which allowed for the identification of key themes, emotions, and motivations. Despite limitations such as a small sample size and partial informality, this approach provided rich, reliable insights into how academic mobility affects students' perceptions of Kazakhstan's education system and their intentions to remain abroad.

The literature review confirmed that most Kazakhstani scholars view academic mobility as a positive driver of modernization, integration, and competitiveness of higher education [4, 7]. Programs such as ERASMUS are recognized as humanitarian and educational mechanisms fostering cooperation between Kazakhstan and the European Union [8]. However, the discussion about the necessity and importance of academic mobility is growing among other scientists who increasingly notice the disadvantages and risks of thoughtless and unsystematic academic mobility, openness of higher education for foreign students. The discussion is raised around the issue of the limits of attracting foreign students, limits of openness to foreign capital, education, attracting foreign teachers and students. For some countries of the world, academic mobility, foreign students become a risk zone for national security and socio-political stability in the conditions of global and regional instability [9]. Also, the topic of education, academic mobility causes discussions about connection with public diplomacy and “soft power” [10]. According to this position, academic mobility brings the most success to those countries where higher education is a strategic sphere and is formed in the form of a cluster. In these countries, academic mobility, higher education can also fulfill political and ideological tasks [11]. On the contrary, countries where external academic mobility prevails and young people are more interested in obtaining foreign

certificates, practice, “double diploma” can become the object of the influence of developed countries. Therefore, a rational policy in the educational sphere, a critical approach to the results and reports of academic freedom of students and teachers is required. A particularly negative example of studying the phenomenon of “brain drain” shows that it is academic mobility, uncontrolled educational freedom for students and teachers that create a real threat on a national scale [12]. The critical approach also allows the scientist to prove that European countries, where there is academic freedom, mobility can also get negative results. The complex nature of economic and demographic problems of European countries shows that academic freedom, supported in the European Union, experiences a “boomerang effect” [13]. Thus, it can be confirmed that the modern scientific community has a different position regarding the final results and influence of academic mobility, openness of the sphere of higher education and the entry of the country into the global educational competition. If for Kazakhstani scientists, this is, in general, a positive topic related to the development of higher education, improving the quality of education, providing free choice to students and teachers. Therefore, for foreign scientists, the subject of academic mobility, the country’s entry into the global education system is a more serious area of discussion, assessment of risks and negative results.

To complement the qualitative findings, the study conducted a quantitative estimation of economic risks using the human capital cost framework [14, 15]. Based on official data, the average annual state expenditure per student equals 1,000,000 KZT, with 4,416 participants in academic mobility programs and an assumed 30% non-return rate [16–19]. The direct fiscal loss was calculated using the formula:

$$\text{Loss} = \text{AvgCost}_{\text{per student}} \times N_{\text{students}} \times \text{Share}_{\text{not returned}}$$

Where:

$$\text{AvgCost}_{\text{per student}} = 1\,000\,000 \text{ KZT},$$

$$N_{\text{students}} = 4\,416,$$

$$\text{Share}_{\text{not returned}} = 0.3.$$

Substituting the data:

$$\text{Loss} = 1\,000\,000 \times 4\,416 \times 0.3 = 1.3248 \text{ billion KZT}$$

Thus, even under conservative assumptions, Kazakhstan’s direct budgetary losses from outbound academic mobility in 2024 could amount to approximately 1.3 billion KZT, excluding indirect effects such as lost taxes, pension contributions, and innovation potential. The calculation of economic losses is based on assumed default rates and simplified estimates of the cost of human capital was made due to insufficient factual and statistical materials available to the authors of the study.

Results

Since joining the Bologna Process in 2010, Kazakhstan has transformed its higher education system by aligning academic standards with European frameworks, which facilitated student mobility, double-degree programs, and mutual recognition of qualifications. Between 2011 and 2024, a total of 33,940 Kazakhstani students participated in academic mobility programs – 8,374 funded by the state and 25,566 through extra-budgetary sources. According to recent data, 570 mobility grants were distributed: 500 for European countries (including Turkey), 50 for Southeast Asia and China, and 20 for North America [20, 21]. As shown in Table 1 (Academic mobility of Kazakhstani students since the beginning of the program in 2011), the number of participants rose steadily—from 350 students in 2011 to 2,694 in 2019 – demonstrating the continuous growth and institutionalization of academic mobility as a major achievement of Kazakhstan’s integration into the European Higher Education Area.

Table 1 – Academic mobility of Kazakh students since the beginning of the program in 2011

	2011	2015	2020	2024
Financing at the expense of the state budget	350	909	33	539
Non-budgetary financing		1420	1340	3877
Total	350	2329	1373	4416

Note: Compiled by the authors based on the source [20].

In 2020, the number of Kazakhstani students participating in state-funded academic mobility programs dropped sharply due to the COVID-19 pandemic, which significantly affected funding and student activity [22, p. 128–129]. By 2024, participation had recovered, with 3,840 undergraduate, 382 graduate, and 41 doctoral students involved. As shown in Table 2 (Academic mobility of Kazakhstani students by study region since 2011), the European region remained the most popular destination with 2,360 participants, followed by the CIS countries (1,402) and Southeast Asia.

Table 2 – Academic mobility of Kazakhstani students by study region since 2011 (selectively)

№	Year	Region of education of Kazakhstani youth						Total:
		Europe	CIS	South-East Asia	America	The Middle East	Africa	
1	2011	131	149	70	-	-	-	350
2	2015	1238	448	575	68	-	-	2329
3	2020	865	424	72	12	-	-	1373
4	2024	2360	1402	598	56	0	0	4416

Note: Compiled by the authors based on the source [20].

A closer analysis of destination patterns shows that each region has its own stable leaders. In Europe, represented by 35 countries including EU members, Ukraine, Serbia, Georgia, and the Baltic states, the top destinations over the past eight years have been Turkey, Poland, Germany, the Czech Republic, and Hungary, which together account for about 85% of Kazakhstani students' academic mobility in Europe. Due to the lack of information on academic mobility in each individual country since 2011, the authors are forced to use only verifiable data from 2017 for the objectivity and reliability of the study (see table 3).

Table 3 – Academic mobility of Kazakhstani students in the most popular 6 countries of the European region since 2017 (selectively)

№	Country	2017	2019	2020	2022	2024
1	Türkiye	128	333	221	482	792
2	Poland	330	457	244	439	691
3	Germany	94	102	61	135	193
4	France	72	80	76	101	112
5	the Czech Republic	114	61	57	45	85
6	Hungary	13	59	14	37	69

Note: Compiled by the authors based on the source [20].

Data indicate that due to diverse financing mechanisms, partnerships, and inter-university cooperation, Turkey, Poland, and Germany have become the most popular European destinations for Kazakhstani students, showing rapid growth in mobility demand. Between 2011 and 2024, 18,051 students from Kazakhstan studied at European universities through academic mobility programs. In

Asia – represented by 13 countries including China, South Korea, Japan, Vietnam, Malaysia, and Indonesia – recent eight-year data also reveal stable and leading destinations consistently attracting Kazakhstani students.

Table 4 – Academic mobility of Kazakhstani students in the most popular 6 countries of the South, East Asia region since 2017 (selectively)

№	Country	2017	2019	2020	2022	2024
1	South Korea	165	142	30	118	238
2	The PRC	195	145	5	79	190
3	Japan	20	22	2	22	66
4	Malaysia	31	51	15	29	65
5	Indonesia	-	-	-	35	17
6	Thailand	1	-	-	2	16

Note: Compiled by the authors based on the source [20].

The Asian region also demonstrates stable leaders in academic mobility, with South Korea, China, and Japan ranking as the top destinations for Kazakhstani students. However, despite its proximity and strong higher education system, China attracts fewer students than many European countries and even South Korea, reflecting mixed perceptions of quality and competitiveness. At the same time, data on the CIS region show a marked decline in interest toward Russia and Belarus, largely due to geopolitical instability and logistical barriers, underscoring the shifting geography of academic mobility among Kazakhstani students.

Table 5 – Academic mobility of Kazakhstani students in the most popular 5 countries of the CIS region since 2017 (selectively)

№	Country	2017	2019	2020	2022	2024
1	Russia	490	453	326	1146	593
2	Uzbekistan	21	42	20	255	529
3	Kyrgyzstan	11	73	30	127	191
4	Azerbaijan	4	18	10	43	72
5	Belarus	121	65	4	21	15

Note: Compiled by the authors based on the source [20].

According to international statistics, Kazakhstan is one of the world’s leading countries in terms of the number of students studying abroad, and this trend has been confirmed by UNESCO, the World Bank and the OECD. Data from the UNESCO Institute of Statistics show that in 2021, Kazakhstan ranked ninth in the world with 91.2 thousand students enrolled in foreign universities. It is important to note that the world leaders in the total number of students who sent students to foreign universities were China, India, Vietnam, Germany, Uzbekistan, France, the United States and Syria. In the same year, Kazakhstan ranked first in the world in terms of the ratio of the number of students abroad to the total population, which illustrates the scale and alarming nature of this trend of external mobility [23].

Table 6 – Number of students studying in a foreign state as of 2021

№	Country	Number of students studying abroad
1	China	1, 021 thousand
2	India	508,2 thousand
3	Vietnam	137 thousand
4	Germany	126, 4 thousand

Continuation of table 6

5	Uzbekistan	109,9 thousand
6	France	105,8 thousand
7	The USA	102, 7 thousand
8	Syria	99,1 thousand
9	Kazakhstan	91,9 thousand
10	South Korea	90,2 thousand
Note: Compiled by the authors based on the source [23].		

On May 25, 2025, a focus group study was conducted to find out how academic mobility affects the perception of education by Kazakhstani students and their migration intentions. It was attended by thirteen students who are currently abroad or have recently returned – eight online and five offline. Despite the small group of respondents, they represent the main regions of outbound student academic mobility of modern Kazakhstan. They represent the countries that are the most attractive in terms of outbound academic mobility. The two-hour discussion consisted of three thematic blocks: reasons for participation, transformation of interests and the results of academic mobility. The participants represented their mobility cases to Poland, Hungary, the USA, Russia, China and France. Conclusions about intentions to continue studying abroad are presented in figure 1, and methodological details are summarized in table 7.

Table 7 – Focus Group: Methods and Materials

Item	Description
Date and format	25 May 2025; hybrid mode (8 online / 5 offline)
Duration	≈ 120 minutes: introduction 10 min; acquaintance 10; main I 30; break 10; main II 40; wrap-up 10; feedback 10
Moderators	Ishmukhamedov Sh.A., Associate Professor, Turan University; Co-moderator – Islam Ramazanov, BA (International Relations)
Participants	n = 13 Kazakhstani citizens with successful academic records; students abroad or returned
Mobility geography	Poland, Hungary, USA, Russia, China, France
Thematic blocks	1) Reasons for participation 2) Transformation of interests 3) Results of mobility
Question range	3–6 per block; progressive complexity; open discussion format
Main rules	Honest answers, no peer influence, moderator neutrality
Outputs linked	Intentions to continue study abroad – Figure 1; methodology overview – Table 4
Note: Compiled by the authors.	

As shown in figure 1, the participants’ responses revealed differences in intentions regarding continuing study abroad, reflecting how academic mobility shapes future educational and migration aspirations.

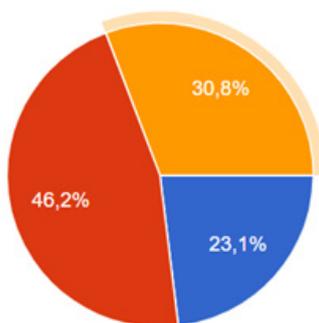


Figure 1 – Answers of the focus group to the question of the desire to stay for training, living in a foreign state

Note: Compiled by the authors.

Responses to the question “Would you like to stay at the host university after completing the program?” revealed that 46.2% would have stayed if they had found a job or scholarship, 30.8% planned to return to Kazakhstan, and 23.1% would have stayed if they had not been obligated by contract to return. Most agreed that employment opportunities and scholarship could have influenced their decision, while only a few were determined to return home. Several participants noted personal changes – one easily adapted without planning to stay, the other had a desire to continue working abroad. The final discussion block “Academic Mobility Outcomes” confirmed these mixed results, addressing issues such as culture shock, satisfaction with home universities, and future intentions to study or work abroad. The factors influencing students’ desire to stay abroad are shown in figure 2.

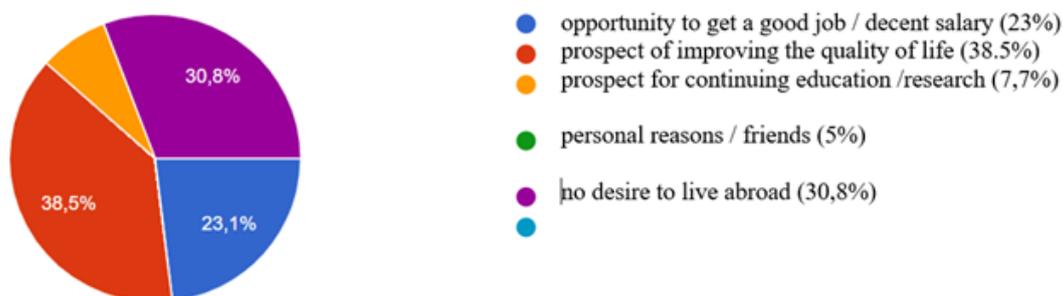


Figure 2 – What can affect your stay in this country after completing the program of academic mobility?

Note: Compiled by the authors.

The majority of respondents expressed their willingness to stay abroad and continue their studies, citing job prospects, better living conditions and professional growth as key motivators. It is noteworthy that one in four had already planned or thought about leaving Kazakhstan before participating in the program, while only one participant mentioned the possibility of continuing their studies as a reason to stay longer. In general, objective factors such as career and standard of living outweighed subjective ones such as friendship or personal connections. A discussion of how academic mobility shapes students’ interest in further interaction or immigration to a host country is summarized in figure 3.

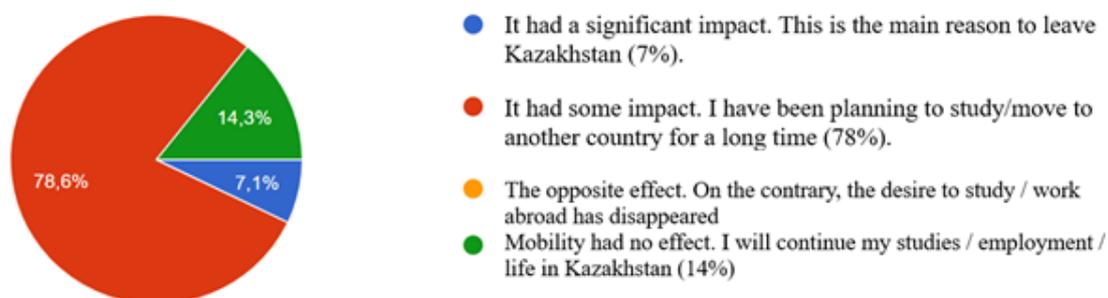


Figure 3 – How did academic mobility affect your desire to study only at a foreign university or move abroad?

Note: Compiled by the authors.

The majority of respondents confirmed that academic mobility to a certain extent directly affects the desire to study in a foreign country, and in the future, the desire to move abroad. Only one of the interviewed participants noted that academic mobility had no effect on position and attitude towards the education and living in Kazakhstan. A direct question about the most striking differences that have attracted attention and which may force to change plans for returning to Kazakhstan is a confirmation of the hypothesis of the study (figure 4).

The question of the most important motive for further actions after academic mobility revealed mixed results. The majority of respondents noted the economic factor, wages, and employment as the main motives for further actions. Many also noted the important moment of a sense of freedom,

a big difference in mentality, values that attract the attention of students. Among the respondents, the majority had clear plans to go abroad again and actively sought ways to legally find employment and additional education abroad, signaling risks to Kazakhstan’s intellectual potential (see figure 5).

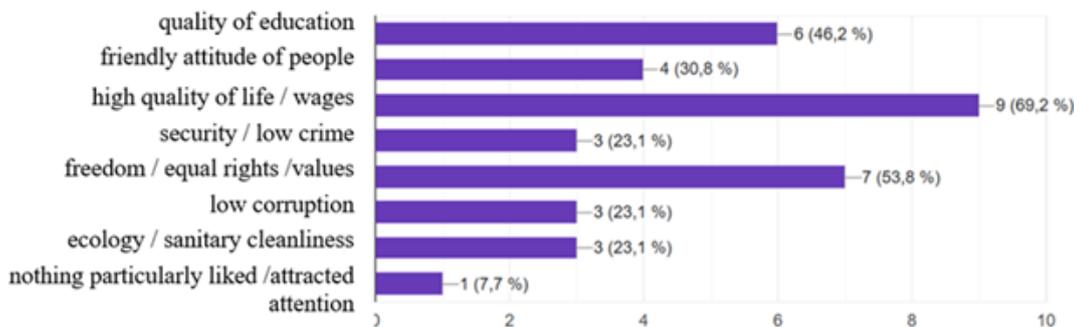


Figure 4 – What aspect of life/ study in foreign country attracted your attention the most and affected desire to stay even after academic mobility? (several factors could be identified)

Note: Compiled by the authors.

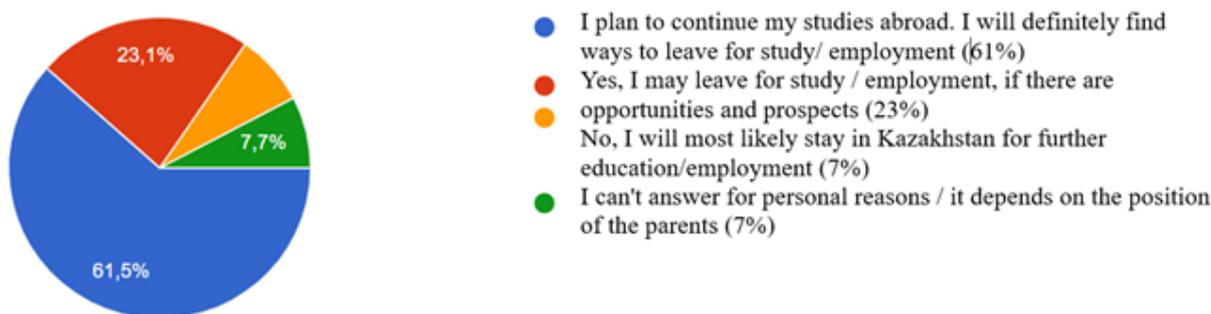


Figure 5 – Are you planning to look for opportunities to study or work abroad again?

Note: Compiled by the authors.

The study confirmed the hypothesis. UNESCO statistics, data from the National Center for Higher Education Development, and the focus group results indicate serious shortcomings in the country’s current policy in the field of academic mobility abroad. Government regulations make it impossible to assess the risks to educational security, and outbound mobility remains largely uncontrolled – with no restrictions for destination countries or universities. The results of the focus group also showed that academic mobility increases students’ interest in studying and living abroad due to the sharp differences in the quality of education, living standards and social conditions compared with the leading countries of Europe, Asia and North America.

Discussion

From 2011 to 2024, about 34,000 Kazakhstani students participated in academic mobility programs within the framework of the Bologna process, and their number is steadily growing every year. This trend will continue for many reasons, including those disclosed in this study. All statistics also confirm that universities from specific countries such as Poland, Turkey, Germany, the Czech Republic, and Hungary are the most attractive. These countries account for the main attention of students. Moreover, the growth is very fast and tends to increase continuously. The Asian region is also actively presented as an important region that attracts the attention of students from Kazakhstan. Universities of the People’s Republic of China and the Republic of South Korea attract the attention of students from Kazakhstan more than other Asian universities. Here you can observe an unusual situation where China is inferior to many European countries and even South Korea. The example of China or Russia

shows that it is important for students not only to undergo mobility, but also to get acquainted with the country and culture. The discussion question shows that Turkey, Poland, Hungary, and Germany are more interesting in terms of the attractiveness of local culture and extracurricular activities. In addition, other data indicate the growing popularity of the post-Soviet region in terms of academic mobility. The CIS region is represented by eight countries with a common history, similar social and economic conditions, such as Russia, Uzbekistan, Kyrgyzstan, Azerbaijan and others. Recent data indicate various trends and processes in the CIS region in terms of academic mobility. Russia, as a traditional “magnet” for Kazakhstani students, is losing its appeal for objective reasons related to international sanctions imposed on Russia after the outbreak of war in 2022. Universities of the Republic of Belarus also show a negative example of decreasing attractiveness. The sharp drop in interest can also be explained by the difficulties associated with crossing the border, transferring, exchanging money, paying for education expenses, as well as the psychological reasons for the growing conflicts and tensions on the border between Russia and Belarus. On the contrary, a significant increase in interest can be observed, for example, towards Uzbekistan, Kyrgyzstan and Azerbaijan, which attract the attention of many students from Kazakhstan. The fact discussed here is that academic mobility is more popular among undergraduate students. These data for Europe, the CIS, and Asia show steady growth among specific countries such as Turkey, Poland, China, and South Korea. The increase in the number of people willing to participate in academic mobility occurs simultaneously with the growth in the number of Kazakhstani students studying for bachelor’s and master’s degrees at foreign universities. There is a mutual influence and a certain connection here, which proves the existence of a dangerous global trend in Kazakhstan. Academic mobility, preparatory courses, and language courses are influencing the growth in the number of applicants for higher education in foreign universities. The data obtained indicate that academic mobility correlates with an increase in the number of students receiving higher education abroad, which increases the outflow of talented specialists.

The results of the focus groups showed that mobility affects not only academic growth, but also students’ perception of their home country. A higher standard of living, modern infrastructure and greater freedoms abroad strengthen their desire to stay abroad. Seventy-five percent of the students surveyed believe that they could better realize their potential internationally, while only a third intend to return to Kazakhstan. This trend reflects both the attractiveness of global opportunities and dissatisfaction with domestic conditions, contributing to a growing brain drain. The focus group proved that academic mobility programs have different outcomes and affect students in different ways. These are not only positive outcomes such as obtaining quality education, new knowledge, acquaintances, creative experience, and learning the culture of other peoples and countries. It is also a change in the mood and attitude of students due to the inevitable comparison of foreign universities, teaching methods and standard of living. Many confirmed the change in their position regarding the quality of education and the future in Kazakhstan. Academic mobility influenced and strengthened the desire of students to seek opportunities to obtain legal rights for residence and employment in a foreign state. It is interesting that 75% of the respondents who took part in the survey said that they could fully realize their potential in an international academic environment, unlike in Kazakhstan. The main reason for staying abroad was the desire to find a job (25%), and only a third (33%) of participants said that they would like to return home after completing the program. It is important to note that despite the fact that only 25% of respondents are aware of immigration programs, the majority (41%) have shown interest a practical interest to them. In addition, there are alarming signals about a possible “brain drain” from the country, as 66% of students are already actively looking for new opportunities to study or work abroad. It is important to note that academic mobility, as a rule, is not the main reason for migration sentiments: 83% of respondents stated that they had a desire to leave even before participating in the program. However, mobility is crucial because it encourages students to leave Kazakhstan, giving them access to a different educational, social and financial system, highlighting differences in local conditions. The participants named the high standard of living and wages, freedom and legal protection, academic infrastructure, as well as a safe and clean urban environment as some of the most attractive aspects of living abroad. While these qualitative data highlight the social and personal motivations behind students’ decisions to stay abroad, they also point to deeper structural implications for Kazakhstan. The choice of highly qualified young people to settle outside the country

not only changes the demographic and intellectual landscape, but also entails significant financial costs. Every student who does not return represents not only a loss of human capital and innovation potential, but also an unrealized return on significant government investments in higher education. Therefore, it becomes necessary to supplement qualitative data on the impact of academic mobility with a quantitative assessment of the direct budgetary risks associated with student outflow. From an economic point of view, this outflow entails significant financial costs. With an average level of government spending of 1 million tenge per student and the participation of about 4,400 students in 2024, even a conservative non-repayment rate of 30% equates to direct losses of 1.3 billion tenge. Beyond direct costs, Kazakhstan is facing a loss of tax revenues, a decrease in research capacity and a weakening of innovation potential. The absence of systematic data on post-mobility outcomes also hinders an objective assessment of the effectiveness of the program. Given these findings, the policy of academic mobility in Kazakhstan requires modernization. Instead of increasing the number of grants, the focus should be on efficiency and national benefit. The selection criteria should emphasize not only academic merit, but also the desire of students to contribute domestically. Universities should track and publish post-mobility achievements, promoting accountability. Finally, group-based or project-oriented mobility, linked to national research priorities, can transform academic mobility from a brain drain factor into a catalyst for innovation and sustainable development.

Conclusion

The participation of Kazakhstani students in academic mobility programs is steadily increasing, with Turkey and Poland remaining popular European destinations, and China leading the way in Asia. In contrast, interest in Russia declined in 2022–2023 due to war-related instability and security concerns. Although international education provides valuable experience, skills, and connections, the results of the focus groups show that it also contributes to brain drain, as many students seek to continue their studies or careers abroad when faced with a higher standard of living and quality of education in higher education institutions.

This trend has economic consequences: Kazakhstan invests about 1 million tenge per student annually, and since about 30% of participants do not return, the state's direct budget losses exceed 18 billion tenge, not counting lost taxes, pensions and innovation potential. Thus, academic mobility represents not only intellectual migration, but also a significant financial risk to national development.

Instead of simply increasing the number of grants, we should also focus on the effectiveness and benefits of each guarantor for the country and society. Currently, KPIs (Key Performance Indicators) in academic mobility are quantitative indicators that assess the effectiveness of international university cooperation. The main metrics include the number of students, undergraduates, or teaching staff (teachers) who have completed internships, the number of joint educational programs, the number of incoming/outgoing mobility, and the level of grant funding raised. It is necessary to implement system changes where the metric will also be a qualitative indicator and effectiveness. To improve the effectiveness and accountability of budgetary academic mobility programs, it is necessary to introduce a multi-level system that includes stages such as pre-selection and post-program support. Pre-selection should be the stage of selecting students not only based on their high academic achievements and loyalty to the university, but also on scientific and creative tasks, projects, and proposals that they must implement as a result of their mobility. In order to increase group responsibility, the financing of student groups corresponding to a specific scientific, technical, and humanitarian task of the university could also be more effective. The post-program stage can also contribute to improving the quality of academic mobility outcomes. The current situation of the lack of a report on the further educational and work activities of students does not allow to prepare objective conclusions and scientific research. The existing Unified Higher Education Platform (EPVO) in Kazakhstan (epvo.kz) can become an electronic database for storing and studying the results of the academic program of Kazakhstan. This platform may contain planned pre-selection tasks and the results of the implementation of these plans by a student who has completed academic mobility on a budget basis. Such reporting can increase the responsibility of universities when choosing students to participate in academic mobility and increase the focus on results, than simple quantity.

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ҚАЗАҚСТАННЫҢ СЫРТҚЫ АКАДЕМИЯЛЫҚ ҰТҚЫРЛЫҒЫНЫҢ ӘЛЕУМЕТТІК–ЭКОНОМИКАЛЫҚ ТӘУЕКЕЛДЕРІ

Аңдатпа

Қазақстан білім беруді жаһандануда және академиялық мобильділікте айтарлықтай жетістіктерге жетті. Республиканың білім беру жүйесінің Болон процессіне қосылуы интернационалдандыру мен ұтқырлық үшін бетбұрыс болды. Дегенмен, студенттер мен университеттердің мұндай белсенді ынтымақтастығы, Қазақстанның білім беру қауіпсіздігіне қауіптер мен салдарға қатысты алаңдаушылық тудырады. Академиялық мобильділік Қазақстанда оң бағаланады, бағдарламаның студенттер, университеттер және ғылыми қоғамдастық үшін мақсаттары, міндеттері мен нәтижелері қолдау табады. Зерттеу авторларының пікірінше, академиялық мобильділіктің Қазақстан үшін салдарын есептеу кезінде ғылыми және қоғамдық салалардағы экономикалық нәтижелерді бағалауға сыни көзқарас қажет. Авторлар жүргізген зерттеу қазақстандық студенттердің шетелдік университеттерде оқуға деген ынтымақтың артып келе жатқанын көрсетеді. Фокус-топтық сауалнама академиялық мобильділік пен халықаралық білімнің қолжетімділігі жастардың оқуға және кейіннен шетелге көшуге деген ынтымақын айтарлықтай арттыратынын көрсетті. Бағдарламалардың әсері мен академиялық мобильділік нәтижелері бойынша жүргізілген қазіргі заманғы жаһандық ғылыми зерттеулер ең талантты және амбициялы жастарды жоғалтудың қауіптері мен сындарын да көрсетеді. Бұл зерттеу сонымен қатар Қазақстандағы академиялық мобильділіктің экономикалық тәуекелдерді және ең талантты жастарды

жоғалту қаупін тудыратынын растайды. «Мидың ағуы» мәселесі бакылаусыз академиялық мобильділікпен айтарлықтай күшейеді. Студенттердің академиялық мобильділік бағдарламаларының нәтижелерінен алынған қорытындылар мен шығындардың үкіметтік қаржыландырылған, объективті талдауының болмауы бұл білім беру бағдарламаларының ел мен оның экономикасы үшін пайдасын бағалауды мүмкін емес етеді. Шығындарды экономикалық әсер ету тұрғысынан және академиялық мобильділік бағдарламаларының ел мен қоғам үшін пайдасы тұрғысынан бағалай отырып, одан әрі экономикалық талдау қажет.

Тірек сөздер: адемиялық ұтқырлық, Болон жүйесі, білім, студенттер, «мидың кетуі», университет, экономика.

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СОЦИАЛЬНО-ЭКОНОМИЧЕСКИЕ РИСКИ ИСХОДЯЩЕЙ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ КАЗАХСТАНА

Аннотация

Казахстан показывает большие достижения в сфере глобализации образования и академической мобильности. Присоединение образовательной системы Республики к Болонскому процессу, стало поворотным моментом в интернационализации и мобильности. Однако такое активное сотрудничество студентов и университетов также поднимает вопрос о рисках и последствиях для образовательной безопасности Казахстана. В Казахстане сложилась положительная оценка академической мобильности с поддержкой целей, задач, результатов программы для студентов, университетов, научной сферы. Согласно позиции авторов исследования, в научной и государственной сфере должен присутствовать критический подход в оценке экономических результатов, при подсчете выводов академической мобильности для Казахстана. Проведенное авторами исследование показывает наличие тенденции роста желаний казахстанских студентов обучаться в иностранных университетах. Проведенный опрос в виде фокус группы доказывает, что академическая мобильность, доступность иностранного образования многократно увеличивают желание молодежи обучаться и впоследствии переезжать в иностранные государства. Современные мировые научные исследования эффекта программ и результатов академической мобильности также доказывают наличие рисков и опасностей потери наиболее талантливых, амбициозных молодых людей. Данное исследование также подтверждает, что выездная академическая мобильность в Казахстане создает экономические риски и опасности потери наиболее талантливой молодежи. Проблема «утечки мозгов» многократно усиливается по причине наличия неконтролируемой академической мобильности. Отсутствие государственного, объективного анализа расходов, выводов по итогам деятельности программы академической мобильности студентов не позволяет оценить пользу для страны и ее экономики данных образовательных программ. Необходимо проведение дальнейшего экономического анализа с точки зрения экономического эффекта, пользы программ академической мобильности для страны и общества.

Ключевые слова: академическая мобильность, Болонская система, образование, студенты, «утечка мозгов», университет, экономика.

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