

**EXTERNAL EDUCATIONAL YOUTH MIGRATION IN KAZAKHSTAN IN THE POST - QUARANTINE PERIOD: POLITICAL ANALYSIS OF RISKS AND MINIMIZATION OF NEGATIVE CONSEQUENCES***Abstract*

Increasing competition for qualified and highly qualified human resources in order to increase human capital both among developed countries and among developing countries is currently a global trend in migration processes. The article analyses the problem of migration in the XXI century on the basis of political scientific analysis in the context of educational migration among youth. The main purpose of the article is to define to what extent covid-19 impacted to the external youth educational migration? To what extent and how Kazakhstani universities should survive during pandemics? And are there any opportunity to both side to get on the winner side? The way of gathering data in order to analyse the situation we went through by main two ways. At first, we collected data from op-to-ed web sites, latest articles on the relationship between educational youth migration and covid - 19. Then we did comparison with other nations. In general, the issue of regulating youth migration in Kazakhstan has raised new problems during the post-pandemic period. In the XXI youth make up about a third of the total number of migrants in the modern world. Defining clear mechanisms, the causes and consequences of youth migration by a particular approach to regulating youth migration in Kazakhstan is a main task of this paper. Currently, external migration has become a serious problem for the receiving and sending countries. The process of mass globalization of the education sector is undergoing a kind of crisis. In this regard, there is a need to study and develop new effective methods of regulating external migration processes. The purpose of the article is to identify its own mechanism for assessing the regulation of academic migration among young people in Kazakhstan.

**Keywords:** youth migration, academic studies, higher education, values, change, transnational challenges.

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**ҚАЗАҚСТАНДА КАРАНТИННЕН КЕЙІНГІ КЕЗЕҢДЕГІ ЖАСТАРДЫҢ СЫРТҚЫ БІЛІМ АЛУ МИГРАЦИЯСЫ: ТӘУЕКЕЛДЕРДІ АНЫҚТАУ ЖӘНЕ НЕГАТИВТІ САЛДАРЛАРДЫ АЗАЙТУҒА САЯСАТТАНУЛЫҚ ТАЛДАУ***Аңдатпа*

Мақалада ХХІ ғасырдағы миграция мәселесі жастар арасындағы білім миграция контекстінде саясаттанулық талдаулар негізінде талданады.. Дамыған елдер арасында да, сондай- ақ дамушы елдер арасында да адами капиталды ұлғайту мақсатында білікті және жоғары білікті адам ресурстары үшін бәсекелестіктің күшеюі қазіргі уақытта көші-қон процестерінің жаһандық үрдісі болып табылады. Қазақстандағы жастар көші-қонын реттеу тәсілдері, жастар көші-қонының себептері мен салдарлары қандай механизмдер бойынша жұмыс жасайтындығы анықталды. Осыған байланысты сыртқы көші-қон процестерін реттеудің жаңа тиімді әдістерін зерделеу және әзірлеу қажеттігі туындап отыр. ХХІ ғасырда жастар қазіргі әлемдегі мигранттардың жалпы санының үштен бірін құрайды. Дамыған елдер арасында да, сондай-ақ дамушы елдер арасында да адами капиталды ұлғайту мақсатында білікті және жоғары білікті адам ресурстары үшін бәсекелестіктің күшеюі қазіргі уақытта көші-қон процестерінің жаһандық үрдісі болып табылады. Мақала ХХІ ғасырдағы көші-қон мәселесі

жастардың білім беру көші-қоны контекстіндегі саяси талдау негізінде талданады. Мақаланың негізгі мақсаты covid-19 пандемиясының жастардың сыртқы білім миграциясына қаншалықты әсер еткенін анықтау? Қазақстандық университеттер пандемия кезінде қандай шамада және қалай сақтануы тиіс? Екі жақтың да жеңімпаздың жағына шығуға мүмкіндігі бар ма? Жағдайды талдау үшін деректерді жинау әдісі біз екі негізгі әдісті қолдандық. Алдымен біз ашық веб-сайттардан мәліметтер жинадық, соның ішінде жастардың білім беру миграциясы мен covid-19 арасындағы байланыс туралы мақалаларға анализ жасадық. Содан кейін жинақталған ақпараттарды басқа кәйстермен салыстырдық. Жалпы, пандемиядан кейінгі кезеңде Қазақстандағы жастар көші-қонын реттеу мәселесі жаңа проблемалар туғызды. Қазақстандағы жастар көші-қонын реттеудің нақты тәсілінің көмегімен жастар көші-қонының нақты тетіктерін, себептері мен салдарларын айқындау осы баптың негізгі міндеті болып табылады. Қазіргі уақытта сыртқы көші-қон қабылдау-шы және жіберуші елдер үшін күрделі проблемаға айналды. Білім беру саласының жаппай жаһандану процесі өзіндік дағдарысты бастан кешуде. Осыған байланысты сыртқы көші-қон процестерін реттеудің жаңа тиімді әдістерін зерделеу және әзірлеу қажеттілігі туындайды. Мақаланың мақсаты Қазақстан жастары арасында академиялық көші-қонды реттеуді бағалаудың өзіндік тетігін анықтау болып табылады.

**Кілт сөздер:** жастар көші-қоны, академиялық зерттеулер, жоғары білім, құндылықтар, өзгерістер, трансұлттық сын-қатерлер.

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## **ВНЕШНЯЯ ОБРАЗОВАТЕЛЬНАЯ МОЛОДЕЖНАЯ МИГРАЦИЯ В КАЗАХСТАНЕ В ПОСТКАРАНТИННЫЙ ПЕРИОД: ПОЛИТИЧЕСКИЙ АНАЛИЗ РИСКОВ И МИНИМИЗАЦИЯ НЕГАТИВНЫХ ПОСЛЕДСТВИЙ**

### *Аннотация*

Молодежная миграция представляет собой отдельное самостоятельное направление исследований, прежде всего по причине ее связи с получением образования. Такое решение оказывает колоссальное влияние как на последующую жизнь молодого человека, так и в целом на пространственное распределение человеческого капитала. Конкуренция за лучшую молодежь становится существенным фактором развития регионов. Усиление конкуренции за квалифицированные и высококвалифицированные людские ресурсы как среди развитых, так и среди быстро развивающихся стран с целью увеличения человеческого капитала в настоящее время является глобальной тенденцией миграционных процессов. В статье анализируется проблема миграции в XXI веке на основе политологического анализа в контексте образовательной миграции молодежи. Основная цель статьи – определить, в какой степени covid-19 повлиял на внешнюю молодежную образовательную миграцию? В какой мере и как казахстанские университеты должны выживать во время пандемий? И есть ли какая-то возможность для обеих сторон попасть на сторону победителя? Способ сбора данных для анализа ситуации мы прошли двумя основными путями. Сначала мы собирали данные с открытых веб-сайтов, включая статьи о взаимосвязи между образовательной молодежной миграцией и covid - 19. Затем мы провели сравнение с другими кейсами. В целом вопрос регулирования молодежной миграции в Казахстане в постпандемический период породил новые проблемы. В XXI веке молодежь составляет около трети от общего числа мигрантов в современном мире. Определение четких механизмов, причин и последствий молодежной миграции с помощью конкретного подхода к регулированию молодежной миграции в Казахстане является основной задачей данной статьи. В настоящее время внешняя миграция стала серьезной проблемой для принимающих и направляющих стран. Процесс массовой глобализации сферы образования переживает своего рода кризис. В связи с этим возникает необходимость изучения и разработки новых эффективных методов регулирования внешних миграционных процессов. Целью статьи является выявление собственного механизма оценки

регулирования академической миграции среди молодежи Казахстана.

**Ключевые слова:** молодежная миграция, академические исследования, высшее образование, ценности, перемены, транснациональные вызовы.

### **Introduction**

Increasing competition for qualified and highly qualified human resources among both developed and rapidly developing countries to increase human capital is now a global trend in migration processes.

These trends apply to all Central Asian countries including Kazakhstan and largely determine the pace and nature of their development, as well as the development of the entire region as a whole. In this context, the increasing migration of young people to get education in other countries is main existing problem for Kazakhstan education sphere for the long-term interest. Since educational migration is started becoming global in nature and at the same time is a sign of globalization itself, its analysis requires new research mechanisms to identify the structure of migration flows and its causes. The consequences of migration are manifested in various spheres: political, social, economic, cultural and psychological, educational, and others. They can be both positive and negative for society and for the individual. All this determines the relevance of studying the problems of territorial population movement, including migration regulation in the field of education. In the Western scientific literature, it is customary to distinguish the category of college bound among young people, which has a clear age profile of migration with a maximum in late adolescence, when most young people move for the purpose of education [1]. It is empirically established that the intensity of migration in this age group, in contrast to all other ages, did not decrease even under the influence of the recent economic crisis. In many ways, this feature is associated with the ubiquity of higher education. To study the migration of individual age groups, many countries have extensive statistics available from both national censuses and administrative registers. This information allows us to trace in detail both the directions of migration and the structural characteristics of the population groups involved in it. In the modern world, the focus countries for studying migration processes are the host countries. Accordingly, migration-related opportunities and risks are most often highlighted in these areas. It is obvious that migration processes also have an impact on sending countries, but in-depth, systematic analysis of the impact of migration on such states remains limited. This article is intended to study the external educational youth migration in Kazakhstan – its motivators, factors that can intensify or slow it down, as well as processes that can affect the return or non-return of young people to the country of origin. The most important issue for exodus countries is whether youth migration contributes to or hinders their further development. In the course of youth migration, one of its most valuable resources – human capital – flows from the country of origin to the host country. Moreover, given that the highest intensity of migration processes is inherent in people aged 19-35 years, and the lowest in adolescents aged 12-16 years, it can be said that the countries of origin incur significant costs for socialization and basic education of young people, the results of which are used by the host countries [2]. Finally, it is necessary to take into account such risks associated with youth migration, ageing population outcome and reducing its potential for social support of the elderly population. Given that in most cases they retain the citizenship of the country of origin, this situation directly affects the country itself. In Central Asian countries, there are two approaches to defining the concept of "youth". In Kazakhstan, "youth" refers to persons aged 14 to 28 years inclusive. A similar understanding is recorded in the statistical reports of these countries. Thus, the Yearbook "Youth of Kazakhstan" covers people aged 14-28 years. The country of origin will only benefit from the investment of its human capital if it can make productive use of the accumulated experience of returning migrants, and such benefits will outweigh the costs [3]. In General, we can say that labour migration within the framework of the Eurasian migration system and its Central Asian subsystem is well studied. Labor migration within the framework of the Eurasian migration system is integral (systemic) and unites interrelated groups of interests: donor states, recipient states, migrant workers, employers, migration police, migration networks, intermediary organizations, etc. At the same time, the key system-forming factor is the maximization of the profit received by all participants in the short term. The purpose of the study is a deep analysis on the basis of mixed methods of youth migration in Kazakhstan, as well as the development of recommendations for minimizing risks

and related problems with migration.

### **Main part**

Migration has historically been an essential part of human existence, contributing to the survival and competitiveness of individual peoples and individuals. They were the basis of the processes of settlement, economic development of the land, the development of productive forces, the formation and mixing of races, languages and peoples, and the creation of new States. Traditionally, it is believed that migrants cross borders in search of better living conditions [4]. In today's globalized world, the population has become more mobile, and migration is becoming an integral part of globalization. Given the increasing impact of migration on society, its main task is to manage it effectively and minimize its negative consequences. However, the research field of migration problems has not yet been fully explored. In practice, attempts have been made to study educational migration, since this phenomenon itself is a new process. Further analysis requires the study of the causes of educational migration and its impact on regions, migration and social mobility, the essential features, impact, and refinement of social- psychological mechanisms of individual and group migration behaviour, specific migration behaviour of different ethnic groups in the country and different age groups, as well as the problem of educational migration of ethnic Kazakhs - migrants'. In our opinion, for a systematic study of all aspects of the migration phenomenon, it is important to study the essence of social processes, including political and, consequently, historical ones. The Covid-19 infection, which originated in Wuhan at the end of 19, not only swept the entire universe in six months, killing millions of people, but also contributed to a change in the functioning function of social institutions that have survived for centuries. One of them is the system of secondary and higher education. According to the British Economist magazine, various barriers to distance learning and quarantine will inevitably negatively affect the global literacy rate in the long run. The coronavirus pandemic has brought a huge delay to the education sector, a scale never seen before in human history. According to the United Nations, during the first six months, about 1.6 billion students in 193 countries [Secondary, Higher Education] were deprived of the opportunity to receive traditional education. Some public figures and lecturers refer the fight against coronavirus infection to the basis of the "hybrid war". If we attribute the period of global quarantine declared for contact with coronavirus to the period of war, then the consequences of the post-epidemic period will be serious. The reason why the global pandemic is causing a huge blow to the education sector is also obvious. In the last quarter of the twentieth century, F. Fukuyama, in his work "the end of history and the last man", points out that liberal values and principles, which were first proclaimed to the public, were one of the first reasons for the rapid spread of geometric progression to the world. In comparison with other public spheres, education, including higher education, has become very broad and less globalised. Since 1995, the number of applicants traveling to study abroad has increased. Accordingly, the education market has also expanded. Not only did backward, developing "northern" citizens move to the developed, "southern" countries to receive education, but the countries of the East and Oceania have also become the destination for the education of the human race as a whole [5]. As a vivid example, millions of applicants annually visit the world's top fifty universities. As a result of the coronavirus pandemic, the higher education sector in the world is experiencing devastating changes that no one expected. Since the pandemic continues at different levels in every part of the world, No one knows exactly what changes are ahead in the field of Higher Education. But now, based on the information we have, we can analyze the present and predict the near future. Taking into account the designated national characteristics and the fact that the issue of external labor and educational migration of young people affects almost all aspects of public life in the Republic of Kazakhstan. In the early 1990s, the post-Soviet space was dominated by "forced migration" associated with the collapse of the Soviet Union and the sovereignization of new States, including on the basis of the concept of a "titular nation", which led to a powerful pressure on representatives of non – titular ethnic groups, primarily in terms of forming social (identification) challenges and risks for them [6]. At the same time, certain components of migration within the Eurasian migration system, even labor migration, remain virtually unexplored. Such issues include, for example, the gender profile of migration flows, and the impact of migration on the identification of migrants and the host community, including in terms of the possibility of their

radicalization. Youth migration, both in its labor and educational components, remains a poorly studied issue. This report is aimed at this segment of the migration process. There are no accurate, systematic data on educational migration from Kazakhstan. Interested ministries and departments usually record the volume and direction of migration of persons studying abroad at the expense of the national budget. However, a significant part of Central Asian citizens study abroad at the expense of their personal funds or international scholarships, which, accordingly, is not reflected in national statistics. Thus, to determine the approximate number of citizens of the Republic of Kazakhstan studying abroad, it is advisable to use aggregate data from their ministries and departments, as well as countries where the volume of educational migration from Central Asian countries is the most significant. The main direction of educational migration from Central Asian countries is the Russian Federation. Moreover, for all countries in the region, there is a growing trend in the number of people traveling to the Russian Federation for educational purposes. The exception is Kyrgyzstan, where the volume of educational migration to the Russian Federation in 2016-2018 stabilized at the level of 4.9-5.2 thousand people. According to the Federal state statistics service of the Russian Federation, the number of citizens of Central Asian countries studying in the Russian Federation in full - time higher education programs has a steady trend towards growth and in the 2018-2019 academic year amounted to about 75 thousand people [7]. Total number of Kazakhstanis studying outside the country is not recorded. The most popular areas of educational migration are: China, Russia, and European countries. Although online education has had a different impact on the rich and poor, it still provides a common opportunity for everyone. Since the beginning of the year, the global quarantine, which has spread all over the European continent, has first transformed education from a traditional offline format to an online format on a revolutionary basis. While some educational institutions have not seen much difficulty in gradually introducing new technologies into the field of education for a long time, the overall approach to education has undergone a devastating change. According to the QS rankings Center, the lack of readiness of individual countries for the transition to online education was the result of the ongoing "economic inequality" between previous countries. Taking into account the existing social and intellectual role of universities, we see that in the near future it is impossible to completely switch to the form of distance education. After all, higher education institutions are not only a theoretical educational institution, but also a public institution that plays an important role in personal development, finding friends and colleagues. The second point of the problem lies in the fact that every crisis in the history of mankind has become dissymmetric. That is, any war, political and economic crisis can have a devastating negative impact on one side, but it can create opportunities for the other side. Here are some examples from history. The United States, which achieved a lot of economic success as a result of World War II, China, which was able to become a key player in the global economy, which accelerated after the global financial crisis at the turn of the century, etc. The increasing importance of online education is more an opportunity than an obstacle for citizens who, even during the coronavirus pandemic, have not yet had access to education in the developed countries of the world, and are financially unable to attend scientific conferences, which are held annually by scientists in every field of science. According to the analytical company HolonIQ, the online segment still accounts for a small share of the education market [8]. The total share of the global higher education market is only 2%, or 2.2 trillion. It is true that the mass quarantine of coronavirus is increasing, which is an indispensable opportunity for the online education industry. Accordingly, during the post - pandemic period, students' attitudes to online education are likely to change and demand will increase. For example, before the pandemic, many universities saw a decrease in the number of students enrolled in campus programs and a parallel increase in the number of students enrolled in their online courses.

While traditional universities once viewed online education as a threat and argued that it has no future, today this "unpromising industry" is saving the entire education sector from disaster. As a result, no matter how difficult this period is, it can lead to a long-awaited and long-awaited renewal of our education system. This pandemic will contribute to a significant leveling of the situation, allowing all stakeholders (teachers, students, directives, and the public as a whole) in developed and developing countries to better understand the vulnerabilities and shortcomings of our current education systems. He deeply understood that it is necessary to ensure the digital literacy of the population, eliminate social

distancing, comprehensively digitize public life, and from this point on, humanity should be ready for any "black swan" [according to Taleb "black swan"] [9]. In addition, COVID-19 has forced us to confront a deep understanding of when, where, and how to teach, the role of colleges and universities, the importance of lifelong learning (life-long learning), and the difference between traditional and non-traditional education. COVID-19 has made lightning changes to our education system, which has been considered the "most effective" for centuries by the entire human race. Just as the First Industrial Revolution shaped today's education system, we can expect a different education model to emerge from COVID-19. Education market and readiness and potential of Kazakhstan in the post-pandemic period. According to a recent study by Goldman Sachs, the global education market will reach 1 10 by 2030, which is 6% of the world's per capita income (GDP) [10]. According to The Economist magazine, before the start of coronavirus infection, about 5 million students in the world annually went to another country where they live. The globalization of the educational process has become the basis for the widespread expansion of private universities in many countries of the world. In addition to local government subsidies, a third of the University's budget was formed with the involvement of foreign students. Income from international students in 2018 accounted for 26.2% of the income of all universities, which is just under 9 9 billion. In some universities, the dependence on international students is even greater, about 30- 40% [11]. For 20 years, Kazakhstan has been operating educational and cultural, language centers, alliances that implement programs of various courses, language training courses, programs for deepening language learning, mutual understanding, information exchange, cultural, educational and educational work. The activities of such centers are often supported by diplomatic missions and embassies of foreign countries in Kazakhstan. As a result, the world's leading universities, which "live" through international students, will inevitably increase their subordination to the local government during the post - pandemic period. According to the Institute for Fiscal Studies(ifs), even in Britain itself, 13 universities without foreign students are on the verge of financial bankruptcy. For example, countries that earn 30% of per capita income [GDP] through " higher education institutions " have experienced a significant crisis after the pandemic of the coronavirus. Given that the main source of the market for foreign universities is students from China, the post-pandemic period will be the beginning of major changes [12]. Currently, all higher education institutions are urgently preparing for the post-pandemic period. Because, as we have already noted, the mass introduction of quarantine shows that countries are different in their readiness for an emergency, and the post-quarantine period provides equal opportunities for everyone. This is very important. Returning to Kazakhstan, we were not ready to switch from an offline, traditional system of education to online education, and now how ready are we to switch from online to offline again? This is because the pre-pandemic period will never come again. In this regard, in our opinion, it is very important that universities in Kazakhstan can attract foreign students to the country through online education [13]. This is due to the fact that over the years of independence, Kazakhstan has been paying special attention to the education sector and allocating millions of funds. Over the past twenty-seven years, within the framework of the Bolashak program alone, about 13,000 young professionals have trained in the best universities in the world. The potential of these specialists is sufficient to create world higher education institutions based on scientific research in other regions on the example of Nazarbayev University. Because the geographical location of Kazakhstan can become the most profitable place to receive high-quality education for the people's Republic of China, Central Asia, Iran, Mongolia, as well as for the countries of Eastern Europe and South Asia.

### **Conclusion**

The low level of statistical support for migration processes, in particular the lack of statistics on migrants leaving Kazakhstan without registration for permanent residence, requires improvement of the system for processing migrant data. It is advisable to involve the consular and diplomatic structures of the countries of the region in the collection of statistical data, as well as to activate the work of a number of relevant ministries (in particular, the Ministries of education and science) to collect data on Central Asian citizens studying abroad through interaction with similar foreign ministries. It is possible to work out the creation of coordinated statistical accounting within the framework of the Eurasian migration system or its Central Asian subsystem. It is possible to organize online monitoring of the movement of

migrants abroad by encouraging their registration on a specially created website. Kazakhstan's governments should work to support links with educational migrants. To do this, you can use graduate networks, for example, as is the case in almost all foreign universities. It is necessary that highly qualified specialists and students do not lose touch with their homeland and have the opportunity to help the country, if not directly, then indirectly. If this is not done, it is obvious that the system of higher education institutions of the country will not be able to compete on a large scale. If the pandemic lasts longer, if there is no vaccine, or if the economic climate is bad, the situation will be even more serious. Politicians will have to think about more important things than protecting universities. The first two decades of the Twenty-First Century were a period of exceptional University growth in many countries. This golden age is over. The first two decades of the Twenty-First Century were a period of exceptional University growth in many countries. This golden age is over. Now the task is to adapt to the new realities of life. Looking back on history, the human race has experienced several global changes. The Industrial Revolution, which began in England during the Renaissance, which saved the first feudal system of existence, and eventually changed the way of thinking of humanity as a whole, was the basis for human progress for several centuries. Now, a big change is coming from the East. The main lesson that we can learn from all the stages of history is to turn any crisis into a source of opportunity. Today, the world space is transformed into a single zone where information, goods and services move freely, where ideas are freely distributed and their carriers move freely. Therefore, students, undergraduates, doctoral students and University teachers should make full use of the excellent opportunities for learning, sharing experience, and conducting joint research with foreign partners that have become available through the implementation of international programs and projects. Cooperation is the key to success.

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