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**Faculty of Economics and Management**

**Department of Management**



**Diploma Thesis**

**Brain Drain in Higher Education. Case of Kazakhstan**

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## DIPLOMA THESIS ASSIGNMENT

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Thesis title

**Brain Drain in Higher Education. Case of Kazakhstan**

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### Objectives of thesis

The main aim of the research is to define the main tendency of the brain drain process in Kazakhstan and reveal the main influencing factors for intellectual brain drain.

### Methodology

The first part is based on the related literature review of author's addressed to the problem, gathering and then analysing existing data for further investigation on the issue. For practical part of the thesis the questionnaire was used as a common research method appropriate for the studied case with focus to define the main tendency of the brain drain process in Kazakhstan and reveal the main influencing factors for intellectual brain drain.

## **The proposed extent of the thesis**

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## **Keywords**

brain drain, human capital, education, migration, students, university, Kazakhstan, labour force, development, government, employment

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Boeri Tito, Brucker Herbert, Docquier Frederic, Rapoport Hillel. 2012. Brain Drain and Brain Gain : The Global Competition to Attract High-Skilled Migrants. Oxford: Oxford University Press  
Docquier Frederic, Rapoport Hillel, 2011, March. Globalization, Brain Drain and Development. IZA DP No. 5590  
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### **Declaration**

I declare that I have worked on my diploma thesis titled "Brain Drain in Higher Education. Case of Kazakhstan" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 31.03.18

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Lyazzat Kazkenova

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# **Brain Drain in Higher Education. Case of Kazakhstan**

## **Abstract**

The aim of the research is to define the main tendency of the brain drain process in Kazakhstan and reveal the main influencing factors for intellectual brain drain.

The brain drain, as a process of social mobility and a global phenomenon, has attracted interest for decades. Intellectual migration has not lost its relevance, and moreover, acquires new features in a modern world. Due to the rapid development of globalization, the processes have incredibly grown and can even be perceived as a threat to the future and the economies of some countries.

This paper is focused on the analysis of the tendencies of the educational brain drain processes in Kazakhstan, country with an increasing number of citizens leaving the country over the last 4 years. It is necessary to find out the main significant motives of young educated people to change their place of residence and employment. Over the past 2017, about 20 thousand people left the country. Recently, more students, both real and potential, are eager to leave Kazakhstan. The problem of brain drain has become one of the central themes discussed in Kazakh society. All the mentioned above caused interest in writing this work.

According to the comprehensive analysis, the research represents the increasing level of intellectual migration from Kazakhstan, and the main incentives to leave the country (corruption, low wages, weak economic and social development) and return there (family, patriotism and language). Additionally the areas of future potential and areas which need to be improved were covered.

**Keywords:** brain drain, human capital, education, migration, student, university, Kazakhstan, development, government, employment

# Únik mozků ve vysokoškolském vzdělávání. Případ Kazachstánu

## Abstrakt

Cílem této práce je definovat proces odlivu mozků z Kazachstánu a identifikovat hlavní faktory, ovlivňující intelektuální odlivu mozků.

Odliv mozku, jako proces sociální mobility a celosvětový jev, byl zajímavý po celá desetiletí. Inteligentní migrace neztratila svou významnost a navíc získává nové příležitosti v moderním světě. Kvůli rychlému rozvoji globalizace procesy neuvěřitelně rostou a mohou být dokonce vnímány jako hrozba pro budoucnost a ekonomiku některých zemí.

Praktická část práce se zaměřuje na analýzu trendů vývoje odlivu vzdělaných mozků z Kazachstánu - ze země s rostoucím počtem občanů opouštějících zemi za poslední 4 roky. Je třeba určit hlavní motivaci mladých vzdělaných lidí ke změně místa pobytu a práce. V průběhu roku 2017 opustilo zemi asi 20 tisíc lidí. V poslední době chce více studentů, ať už skutečných nebo potenciálních, opustit Kazachstán. Problém úniku mozků se stal jednou z hlavních témat projednávaných v kazašské společnosti. Všechno výše uvedené vzbudilo zájem o psaní této práce.

Podle komplexní analýzy studie představuje rostoucí úroveň intelektuální migrace z Kazachstánu a hlavní pobídky k opuštění země (korupce, nízká mzda, slabý hospodářský a sociální rozvoj) a k návratu do Kazachstánu (rodina, vlastenectví a jazyk). Kromě toho byly pokryty oblasti budoucího potenciálu a oblastí, které je třeba zlepšit.

**Klíčová slova:** únik mozků, lidský kapitál, vzdělání, migrace, student, univerzita, Kazachstán, rozvoj, vláda, zaměstnání

# Table of content

<b>1</b>	<b>Introduction</b>	<b>12</b>
<b>2</b>	<b>Objectives and Methodology</b>	<b>13</b>
2.1	Objectives	13
2.2	Methodology	13
<b>3</b>	<b>Theoretical Concept of Brain Drain</b>	<b>16</b>
3.1	Definition and Development of the Theory of Brain Drain	16
3.2	Trends of the Brain Drain around the World	17
3.2.1	Brain Drain in Developing Countries	20
3.3	Overview of an Educational Brain Drain	22
3.3.1	World's Tendency in Academic Migration	23
3.4	Brain Drain in Higher Education of Kazakhstan	25
3.4.1	General Information of Migration	26
3.4.2	Analysis of Actual Data on Intellectual Brain Drain in Kazakhstan	28
3.4.3	Causes of Intellectual Migration	32
<b>4</b>	<b>Practical Part</b>	<b>34</b>
4.1	Result of the questionnaire responses	34
4.1.1	Part I: Requisite part	34
4.1.2	Part II: Educational preferences and willingness to leave/stay abroad	38
4.1.3	Part III: Incentives and reasons to leave/stay abroad	42
<b>5</b>	<b>Results and Discussion</b>	<b>50</b>
5.1	Results	50
5.2	Discussion	53
<b>6</b>	<b>Conclusion</b>	<b>55</b>
<b>7</b>	<b>References</b>	<b>57</b>
<b>8</b>	<b>Appendices</b>	<b>60</b>



## List of figures

Figure 1 – Number of foreign students enrolled 1975 – 2015 (in millions).....	24
Figure 2 – External migration (thousands of people) .....	28
Figure 3 – External migration of the population left. January – December 2017 (thousands of people) .....	29
Figure 4 – External migration of the population arrived. January – December 2017 (thousands of people) .....	29
Figure 5 – External migration of the population over 15 years in specialties. January – December 2017 (thousands of people) .....	30
Figure 6 – Dynamics of indicators of external migration of population older than 15 years for specific specialties 2007/09 – 2017/09 (thousands of people) .....	31
Figure 7– International student mobility. Country of origin: Kazakhstan. 2013-2015 .	31
Figure 8 – Question 1. Age .....	34
Figure 9 – Question 2. Gender .....	35
Figure 10 – Question 3. Current degree program .....	35
Figure 11 – Question 4. Length of leaving abroad .....	36
Figure 12 – Question 5. Source of income .....	36
Figure 13 – Question 6. How many countries have you ever visited .....	37
Figure 14 – Question 7. Have you ever participated in exchange programmes? .....	38
Figure 15 – Question 8. What were the reasons for choosing Czech University of Life Sciences as the destination for studies abroad? .....	38
Figure 16 – Question 9. Do you think that education important for the development of a country? .....	39
Figure 17 – Question 10. How would you rate the quality of the education in your home country as compared to that of CZU? .....	40
Figure 18 – Question 11. When you applied for Czech University of Life Sciences, were you willing to stay abroad after finishing your program? .....	40

Figure 19 – Question 12. Are you planning on “returning home and work there” finishing your program?..... 41

Figure 20 – Question 13. If you are not moving back to your home country, where are you planning / willing to work?..... 42

Figure 21 – Question 14. What would influence our decision to move back and work in your home country? ..... 43

Figure 22 – Question 15. What are the reasons for working abroad and not going back home after finishing your education? ..... 44

Figure 23 – Question 16. What things ought to be changed in your home country in order for you to be willing to return? ..... 44

## **List of abbreviations**

UN DESA - United Nations Department of Economic and Social Affairs

CIS - Commonwealth of Independent States

MES RK - The Ministry of Education and Science of the Republic of Kazakhstan

MNE RK - Ministry of National Economy of the Republic of Kazakhstan

UNT - Unified National Testing

CZU – Czech University of Life Sciences

CR – The Czech Republic

OECD – Organisation for Economic Co-operation and Development.

# 1 Introduction

Brain drain is one of the forms of migratory behaviour. The history of the development of mankind is a constant process of migration of the intellectual potential of the carriers of the most advanced scientific knowledge through various, including ethnic and national boundaries, and in the modern world this process is becoming more active.

For the last century, the size of the global migration of qualified specialists has grown enormously and is now perceived as a serious threat to the future of many states.

Millions of people participate in migration processes on a global scale every year. An important argument in favour of studying population migration is the scale of the phenomenon under consideration. Migration affects the economic, social, environmental and demographic development of the country and its individual regions.

Migration flows are an integral part of the modern global world order. According to UN DESA's final (2017) Report there are now an estimated 258 million people living in a country other than their country of birth — an increase of 49% since 2000. The Report states that 3.4% of the world's inhabitants today are international migrants.

A special feature of intellectual migration is an outflow from developing to developed countries. In recent years, migration is gaining momentum; it is expressed in quantitative and qualitative form. That is, with a change in the number of migrants, the forms and species, and the directions of migration flows also change.

Regarding a specific country, in this case the Republic of Kazakhstan, the interest has been aroused by a dramatically increasing number of people leaving for the last few years. No one will dispute the fact that the inhabitants of Kazakhstan continue to leave their homeland. Recently, more and more ordinary students are eager to leave the country. The majority of those leaving are highly educated people, qualified specialists. As if today Kazakhstan is experiencing a second wave of "brain drain", as in the 90s of the last century. In general, the outflow in recent years has increased by almost 35%, and reaches a record for the last ten years.

The resulting trend is that graduates of schools, after graduation, choose foreign universities to apply for, in which the conditions for admission and prices are more attractive. This leakage leads to the fact that educated citizens benefit foreign host countries. In this scope it is particularly important to study the ongoing processes; and it is significant not only from a scientific point of view, but from a practical point as well.

## 2 Objectives and Methodology

### 2.1 Objectives

The **main aim** of the research is to define the main tendency of the brain drain process in Kazakhstan and reveal the main influencing factors for intellectual brain drain.

The implementation of goals involves the following **partial aim**:

- Define what the brain drain is.
- Describe the main trends in the brain drain in the World.
- Determine what an educational brain drain is.
- Characterize the processes in the brain drain occur in Kazakhstan
- Identify the main reasons for the young generation of Kazakhstan to leave the country.

The **relevance** of the chosen topic is the growing globalization of the ongoing processes of moving abroad for the development of the country. Indeed, highly qualified specialists bring immense benefit to foreign countries; in particular, the achievements of scientists become the property of the host country.

The results of the research have a **practical significance** on the state and international levels of migration and education institutions of countries of departure and arrival and can be applied in the practical activities of modern processes of intellectual migration.

### 2.2 Methodology

This paper represents application of both qualitative and quantitative methods were implemented to achieve the main aim. The research paper consists of two parts: theoretical and practical.

The **objectives** of the thesis are to review the theoretical concept, including the definition and development of the brain drain; to identify the trend of intellectual migration in the world; to specify educational and academic brain drain and its trends worldwide; to provide analysis of brain drain in Kazakhstan; to highlight the processes of migration in the country and the actual data on migration; to formulate the causes of the problem; to conduct a study for practical part and provide the result for further discussion.

The first practical part is based on the related **literature review** of authors addressed to the problem, **gathering** and then **analysing** existing **data** for further investigation on the issue. Analyses of information and data allowed discussing trends and changes in the brain drain processes. The goal of the practical part is to create a coherent, logical theoretical basis for empirical research. The core of the theoretical part was the principle of working from general to particular. It included analyses of books, reports, articles. In addition to scientific literature, such as books, sources of primary information (documents, scientific journals with impact factors, archives of news agencies and analytical portals) are also used. It should be mentioned, that statistics on the brain drain from Kazakhstan are characterized by a lack of resources in the open access, as well as its depth. Online information resources were used that covered the selected topic to a certain extent.

For **practical part** of the thesis the **questionnaire** was used as a common research method appropriate for the studied case. Questionnaires are widely applied in social sciences. This method was used in this paper to analyse the opinion of Kazakh student at Czech University of Life Sciences on given topic of brain drain, as a personal examples of the process considered here. Research questions served to collect standardised information, which helped to compare information.

The questionnaire was conducted via Google Form Online Platform by the following link <https://goo.gl/forms/H1Wq3nHXIIyCGClh2>. In this case online questionnaire is the appropriate form to collect all responses in the same database and allowed to compare received valuable information for further analysis.

The target audience of the questionnaire consisted of students and citizens of the Republic of Kazakhstan, regardless their age, language or ethnic group, studying at the Czech University of Life Sciences Prague, majority at Economic and Managements faculty.

The survey was based on previous research in the field of brain drain, as well as supplemented by the author's research paper (Wytttenbach, 2010; Afu Immaculate Ache, 2016; Njoroge-Krüger, 2015).

In the preamble of the questionnaire, in brief form, it was reported who and why conduct the study, on the objectives pursued by this survey. Respondents were assured of the anonymity of the survey and also expressed gratitude for the time given by the respondent.

The total number of questions was composed by 21: both closed multiple choice and open-ended questions for respondents. The majority of them consisted of 15 multiple choice questions divided by 5 with the option to select multiple answers and 10 with the only possible answer. And 6 open question were determined to obtain detailed answers and give a chance to express one's opinions on given topics, mostly related to specific questions about own perspectives and reasons. In case of option with more than one answer amount of responses exceeds 100%, since respondents could choose several options. Thus, they were faced with non-alternative questions. This method of analysis is the most optimal and suitable to collect quantitative and qualitative data.

At the end of the research, in total, 52 responses were received during 1.5 months of availability of the survey.

Combination of mentioned methods allows achieving the aim, which ultimately provides the basis to make the conclusion of the research.

### **3 Theoretical Concept of Brain Drain**

This chapter contains the main theoretical positions in the field of brain drain and intellectual migration, which are the basis for understanding the basics and for subsequent practical research. These provisions were formulated on the basis of working with scientific literature.

#### **3.1 Definition and Development of the Theory of Brain Drain**

The first mention of the “brain drain” was used by the Royal Society’s 1963 report with regard to concerns about the loss of British scientists to the US and elsewhere grew slowly throughout the 1950s and early 1960s (Balmer, Goodwin, Gregory, 2009). Generally, a “brain drain” is a process in which educated, talented and highly-skilled individuals move from country, region or economic area to another for economic, political, religious and other reasons. It is a process that causes very significant cultural, economic, and sometimes political damage. Brain drain turns into a billion loss to the state (Martin, 2003).

The brain drain is also known as human capital flight or high-skill migration. Highly skilled workers are commonly describe as those having an academic degree or extensive/equivalent experience in a given field (Iredale,2001).

In the broad sense, "brain drain" refers to the departure from the country of specialists engaged in qualified, intellectual or creative work, as well as potential specialists - students and trainees; in the narrow sense - one of the parts of the flow of interstate intellectual migration - the flow of scientific and teaching staff of high qualifications, i.e. workers who are actually or potentially engaged in research and development (Docquier, Hillel, 2011).

Theoretically, the migration of highly qualified personnel in the scientific literature is considered within the framework of two basic concepts:

1. As a share of knowledge and experience (brain exchange), including the "influx of minds" (brain gain) and the leakage of minds (brain drain). The essence of this concept is to find a new place for the migrant to apply his labor, based on the existing profession and qualifications (McAusland, C. and P. Kuhn). In accordance with this this concept, the exchange of knowledge and experience implies the existence of a bilateral exchange of information on the emerging conditions and situation in the exporting country and the



importing country. This direction is typical for various forms of economies of all countries, and information includes information not only on labor markets, but also on finance, living conditions, and commodity markets (Iredale, 2001).

2. As waste of minds (brain waste). In this concept, the emigration of highly qualified personnel is seen as a loss not only for the total labor of the exporting country, but also, as a consequence, for a decrease in the standard of living and potential development abilities (Iredale, 2001).

"The drain of minds" is one of the forms of migratory behavior associated with the decision of representatives of highly skilled mental labor to migrate from one country to another and stay in it. A brain drain is a one-way process of outflow, real or virtual, of an intellectual worker from a donor country, which threatens the last irreplaceable loss (Kugler, Rapoport, 2007).

The causes of intellectual emigration are the relationship between the objective factors of the existence of an individual and his subjective needs. Of particular importance are the two most important, objective in nature regulators of migration behavior - the environment and social norms that determine the process of making migration decisions at the individual level. Immediate cause of emigration, as a rule, is the contradiction between the level of development of the individual, its needs and opportunities, on the one hand, and the conditions for their satisfaction, on the other. A potential emigrant gradually comes to the conviction that he can only resolve this contradiction by stepping across the state border (Carrington, Detragiache, 1999).

### **3.2 Trends of the Brain Drain around the World**

In a number of states and regions, political reasons play an important role in the formation of the setting of intellectual migrants for temporary or permanent departure. The conditions of intellectual migration are significantly different from those inherent in resettlements within the country. "The drain of minds" automatically falls under the influence of mechanisms for the protection of national sovereignty. The state of the national and international labour markets, the ratio of demand and supply by occupation and skill to them form an area in which the interests of different states can both coincide and collide, but in any case require agreement (Docquier, Rapoport, 2011).

In legal terms, this presupposes the existence of legislation acting at the international, national and regional levels. Depending on the structural characteristics of migration, they either contribute to the inflow of migrants, or limit it, to a greater or lesser degree ensuring the safety of those involved (Gibson, McKenzie, 2011).

For a knowledge-based economy, trained highly skilled personnel really acquire key importance and become a constantly in demand factor of production. Their mass migration, especially from developing countries, is becoming a phenomenon of modern times, developing such accompanying tendencies as: raising the level of education and knowledge of the population of countries, reducing difficulties in overcoming language barriers in the world economy and increasing international mobility of people. Thus, a specific sector of the international labour market is formed, also associated with changes in the structure of supply and demand for a highly skilled part of migrants (Martin, 2003).

Among scientists and specialists, there continue to be significant disagreements about the true causes of brain drain. Cross-country studies indicate that the development of this phenomenon is largely promoted by aspirations for better living conditions and creativity (Ellerman, 2003).

Moreover, in the era of global information, the relatively high standards of living and work in economically developed countries are becoming more accessible, especially for the intellectual elite of other states. In this regard, the real possibilities of increasing their incomes and conditions for creative work become the most important stimulating factors of emigration from developing countries, regardless of the difficulties and obstacles caused by resettlement and adaptation in the new environment (Docquier, Rapoport, 2011).

In addition, a subtle, active, purposeful immigration policy to attract highly qualified specialists from those states that are interested in the inflow of minds and know their true economic price also has an impact on the geography and scope of intellectual emigration from developing countries (Carrington, Detragiache, 1999).

The modern stage of development of mankind is characterized by the complication of the external organizational environment, a sharp increase in the rate of its change and a toughening of competition in world markets. All this required the search for hidden reserves and new ways to improve the efficiency of the use of human capital. Of all the resources, it was "intellectual capital" that became the resource that hides the greatest reserves for increasing the effectiveness of the functioning of modern society. "The human

factor" is considered as an object of investment, and skilful regulation of its intercountry movement is a source of accumulation and increment of human capital, as well as an increase in its qualitative parameters (Dodani, LaPorte2005).

In the process of globalization, an increasing number of countries are focusing on knowledge and information, while the importance of human capital, primarily its intellectual component, is multiplying, and international intellectual migration is becoming an important factor in the concentration and redistribution of resources. International intellectual migration as a phenomenon was formed at a late stage in the development of international labour migration, a distinctive feature of the current stage of which is the involvement of hundreds of thousands of intellectuals (Boeri, Brucker, Docquier, Rapoport, 2012)

In the world practice, the regulation of intellectual migration occurs in the context of three concepts of emigration and immigration policy, based on the principles of the three main areas of micro- and macroeconomic regulation (McAusland, Kuhn, 2009).

The concept of "non-interference", widely used by developed countries, is aimed at respecting the interests of recipient countries. It is based on a principled denial of state interference in the process of international intellectual emigration as incompatible with the full realization of human rights and freedoms in the modern integrating world. Any forms and methods of state regulation of these rights are considered to restrict personal freedom and therefore unacceptable. This concept is followed, first of all, by the USA, Canada, Australia, some EU countries (Docquier, Rapoport, 2011).

The processes of global globalization contribute to the spread of the concept of "orientation to the future," based on the thesis that the problems of regulating intellectual emigration are solved only in the long run and at the supranational level, with the necessary observance of the interests of the individual and the donor state. This concept finds application mainly in developing countries, for example in China, where students, undergraduates, and graduate students are most often sent abroad to reduce demographic tension. In the future, by offering very favourable working conditions, the state returns them to their homeland (Ellerman, 2003).

The concept of "active regulation", widely used by the donor countries of intellectual capital, is based on the principle possibility and expediency of state regulation of intellectual emigration through economic, legal, administrative and other instruments and

the introduction of mechanisms for retaining intellectual capital in the country. This immigration policy pays much attention to the creation of programs for re-immigration and at least to the "point" attraction of highly qualified specialists (such approaches are typical first of all for the countries that suffer the greatest losses from the "brain drain", for example, Pakistan, India, Brazil, Paraguay and other) (Gibson, McKenzie, 2011).

Donor countries and recipient countries in the mechanism of regulating external intellectual migration use both administrative and economic methods. However, recipient countries, as a rule, possessing more financial resources than donors, have the possibility of large-scale monetary injections into measures to attract holders of intellectual capital. These countries provide grants for work in national scientific institutes, provide high wages and subsidies, and solve social issues. At the same time, they can afford to finance the outflow of excesses in their labour market of intellectuals. Moreover, the administrative methods of these countries are mainly aimed at creating barriers for undesirable external migrant (Boeri, Brucker, Docquier, Rapoport, 2012).

Obviously, donor countries in most cases cannot scale the outflow of intellectuals by economic methods due to inadequate financial resources, and therefore they make greater use of methods of prohibitive influence, such as the restriction of the issuance of passports, the ban on the departure of certain categories of workers, emigration quotas (Friedman L. 2000).

### **3.2.1 Brain Drain in Developing Countries**

In developing countries, the incentive factor of emigration (its drivers) can be divided into two main groups: pull factors that summarize the power of emerging opportunities, and push factors, or the burden of expected difficulties. And in both groups of factors, there are economic and non-economic factors (Friedman L. 2000).

Thus, with regard to the countries of Eastern Europe, it was noted that, due to the deterioration of working conditions and serious socio-economic problems that exert a strong influence on creative work, most workers leave their countries not for professional but purely economic reasons (Harrison, Britton, Swanson, 2004). The economic effects of immigration are often described in a simplistic way as negative, as workers coming from abroad reduce the number of jobs and increase unemployment among the indigenous population. Without denying the existence of such a problem, it is necessary, however, to

note that immigrants bring new experience, knowledge, skills. The United States, Canada and Australia are countries that have emerged as a result of immigration (Peftiev, 2000).

The "brain drain" from third world countries to developed countries adversely affects economic development, which determines the vulnerability of developing countries to external factors that may have a major impact on their economic and social situation (Friedman L. 2000). "Brain drain" is a serious problem for most developing countries, especially in Africa (Malawi, Sudan, Zambia). However, the "brain drain" in most cases terminates when the country's economic situation improves. Thus, Indian scientists who returned home after working for several years in high-tech American corporations in the Silicon Valley area, have become the founders of the development of Indian industry in the creation of new computer programs (Ozden, Schiff, 2005).

Along with the growing globalization and the role of states in regulating immigration and their cooperation in this area, the attitude of the host population to those who come from abroad also has a significant impact on the conditions of intellectual emigration. On the whole, it should be noted that even the force of the pressure of the labor determinant on the migratory behavior of scientists and specialists is tangibly dependent on how - pushing out or restraining - on intellectual migration is influenced by its politico-legal and socio-psychological conditions, increasingly acquiring the character of a systemic migration regime (Ellerman, 2003). Most emigrants are guided by two main targets. For some, the main purpose of the move is to ensure purely professional interests, and the movement itself serves only as a means of its implementation. In other words, the need for professional implementation, without which it is problematic to ensure reliable provision of personal status and personal dignity; it seems to dictate a change in the place of application of labor and residence. People may be unhappy that there are no necessary conditions to fully realize their creative potential. The causes of migration can be material, informational and other obstacles (Hatton, Williamson, 2000).

The emigrant first of all assesses the differences in the levels of social and economic development of the state of departure and arrival. The main goal is to move to another country, the new job is just a means of subsistence. However, both settings are interrelated and form a single set of motivations and which one will prevail depends on the individual. So, for example, in Kyrgyzstan the main motive for potential migrants for leaving is the desire to earn, to support the family. Considering the fact that about 60% of the country's

population is on the verge of poverty, this motivation is not surprising: the desire to earn, improve their professional level, explore the world, learn the language (Marat E, 2009).

The increase in the share of intellectual migration, volumes and intensity is today one of the features of the migratory labor flows of our time. It is becoming involved in an increasing number of both highly developed and developing countries. Moreover, donors are mainly developing countries, and recipients are developed countries of the world (Hatton, Williamson, 2003).

The revealed tendencies allow assuming that in the near future these countries-recipients can sharply activate the attraction of foreign intellectual workers. In this regard, the less developed countries, including the small open economy, which are in the majority of donors of intellectual capital, face very difficult tasks of implementing economic policies that put barriers to the "brain drain" and ensure at least a point-in-time engagement (Friedman L. 2000).

### **3.3 Overview of an Educational Brain Drain**

Educational migration is the movement of people from country to country for different periods in order to obtain education of one level or another. Educational migration involves schoolchildren, students, graduate students, doctoral students, trainees, professionals who increase their qualifications in different structures and companies. This is one of the most desirable categories of migrants, because it includes young and enterprising people, open and ready to receive new knowledge and technologies. (Ryazancev, 2009).

Academic migration can be carried out by two methods: moving from one developed country to another developed country and from developing countries to developed countries. In the first case a person goes from his developed country to another, while having obtained a scientific degree and in most cases this is accompanied by a fact, that it becomes difficult for a given person to gain access to equipment or resources due to overcrowding. This refers to the movement between such developed countries and regions as the United States, Canada, the European Union, Australia, New Zealand. In the second example, people leaving their developing countries, in which the quality of education and received skills are much lower, than among citizens of developed countries, for applying to the desired degree and field of study. And this development, upon graduation and arrival

home, demonstrates the difference in the educational environment (Williams, 2003). As shown by OECD data, the bulk of student migration is sent to developed countries: in 2005, over 80% of all foreign students were enrolled there.

Particularly in this concept, the brain drain is associated with educational motives, since an international student usually decides to remain in the learning country for the purpose of improving the skills. For countries sending their citizens to study abroad, especially for developing countries, student migration, given the high proportion of countries remaining in the country, often creates a certain threat of brain drain (Straubhaar, 2000).

The geography of student migration is greatly influenced by the linguistic factor, namely the language spoken and taught in the country of instruction. For foreign students, the overwhelming majority of whom speak English, English-speaking countries are more preferable, where more than half of the educational migrants rush (Belkhodja, 2011).

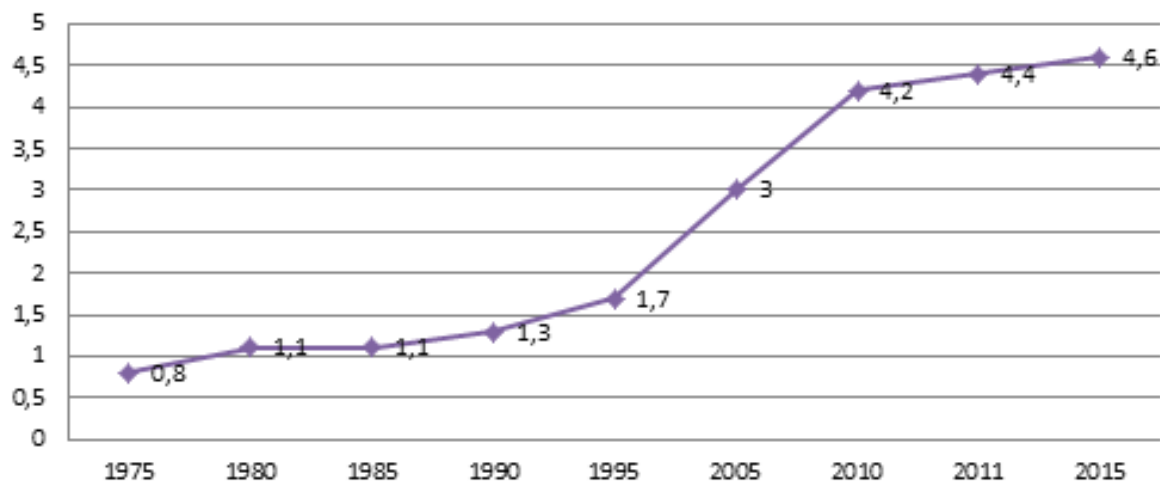
Global educational networks also arise due to the creation by the leading educational centers of their branches abroad. And the number of such foreign educational institutions is constantly growing. An increasing number of local students are enrolled in foreign programs, which in no small measure is facilitated by the development of distance education (OECD, 2006)

Foreign students not only serve as a source of additional funding for universities, but also contribute to the modernization and development of their structure, the emergence of new training directions and departments, the preservation of relatively small but important programs, etc (Belkhodja, 2011).

### **3.3.1 World's Tendency in Academic Migration**

One of the characteristic trends in the development of the modern education system is the rapid growth of student migration. According to the OECD, the number of foreign students as of 2015 was 4.6 million (Figure 1). In 1975-2015, it increased 5.5-fold from 0.8 million. By 2025, according to forecasts, the number of educational migrants can reach 7.2 million people. The increase in mobility began to increase significantly from 2010 (OECD, 2017)

Figure 1 – Number of foreign students enrolled 1975-2015 (in millions)



Source: Figure was compiled by author using data from official website of the OECD: <https://stats.oecd.org>

The globalization of the sphere of education is manifested primarily in the harmonization of educational standards and programs, especially at the level of bachelors and masters. The so-called Bologna process, which is one of the key links of European integration in the spheres of education and science, is called upon to contribute to the creation of a space within which unified conditions for the recognition of diplomas on education, employment and citizens' mobility will operate. In addition to the openness of borders, the intensive migration of students within the European region is explained by the existence of agreements between universities, the unification of educational standards and programs, the prevalence of internship practice abroad, the provision of scholarships and material benefits to students in exchange and other opportunities (OECD, 2002).

The attractiveness of these or those countries depends on the national policy in the field of recognition of foreign diploma in this field. The high concentration of students in this direction in the EU countries is largely due to the fact that this issue has already been resolved on the territory of the European Union (Fassmann, Dr. Haller, Lane, 2009).

On the territory of the EU, within the framework of the Erasmus program, there is an active exchange of students and teachers. The legislation of the EU provides for an



accelerated and simplified procedure for issuing visas to foreign students, providing opportunities for their work during the training period (OECD, 2017)

Foreign students attach great importance to the flexibility of curricula and courses, the possibility of using a credit-module system between higher education institutions of the motherland and the country of instruction, clarity of qualification requirements for obtaining a diploma or degree, etc (Fassmann, Dr. Haller, Lane, 2009)

Among other factors, the geographic proximity of the country and the country of instruction, historical, economic and cultural ties between them, the opportunities for subsequent employment in the home country or in the country of instruction, etc., influence the student streams directions. Additional attraction to specific countries is provided by providing them with the social insurance of students, housing on university campuses, advisory services on education and other aspects of life in this country, language support et al. A variety of reasons lie at the basis of the growth of student migration, among which the key role is played by globalization processes. The geography of student flows is largely determined by linguistic factors (OECD, 2006)

Thus, the increased internationalization of the education process and the expansion of trade in services in this sphere are accompanied by the intensification of student migration, which is one of the most dynamically growing flows of intercountry human movements. Admission of foreign students has a significant positive impact on the countries of their education, providing these countries with highly qualified personnel and increasing their income by exporting educational services. Therefore, real competition for attracting foreign students has developed in the market of educational services between the developed countries (Straubhaar, 2000).

### **3.4 Brain Drain in Higher Education of Kazakhstan**

Consideration of the migration processes in higher education in Kazakhstan must begin with consideration from the general to the particular: from the origins of migration, the general contemporary migration processes in the country, and then move on to intellectual migration and the mass outflow of students. This way of reviewing information will allow a deeper and more systematic understanding of the causes and trends of the increase in the outflow in recent years from the country and link them together logically

### **3.4.1 General Information of Migration**

It is necessary to begin with the fact that migration processes in the period of the Independence of Kazakhstan start from the disintegration of the USSR. In the CIS countries, a massive outflow of personnel began in the 1990s, after the collapse of the USSR. This was due to the fact that after seventy years of the Iron Curtain people had the opportunity to go abroad. The brain drain is characterised by closed social systems (which was the USSR), but in the case of an open society and the presence of cultural and scientific ties, the academic environment demonstrates the properties of a self-organizing and equilibrium system (Beissinger, 2002)

With regard to the CIS countries, there is such a non-economic expulsion factor as the impoverishment of the intellectual environment, caused by the policy of states in the field of language and culture in general, and the consequences of migration - erosion and the collapse of the intellectual community that existed before it. Other kinds of discrimination should be included in the category of incentive factors: national, linguistic, educational, religious characteristics, etc. Still, the labour determinant seems to be of decisive importance: great differences in the remuneration of highly skilled personnel employed in different countries. It immediately becomes apparent that in many developing countries the relative price of a highly skilled labour force when compared to the price in developed countries has been and remains low (ICMPD, 2006)

One of the reasons for this laborious transfer between citizens of the former Soviet Union is also due to the following factor. On the example of multinational and diverse Kazakhstan, as well as the ease of movement between the countries of the current CIS, the differences between migration processes are not as noticeable and laborious as in the rest of the world. As for non-Kazakh groups of the country's population, the application and receipt of foreign citizenship is not difficult. The similarity of laws, the general history, one Russian language in the vast territory of the former union makes it possible to make all these processes many times easier (Becker, Musabek, Seitenova, Urzhmurova, 2003).

In CIS countries, major recent trends in migration flows are possible to divide by two main parts: decreasing trends and increasing trends. The first one is combines by decline in migration for permanent residence, refugees flow, commercial circular migration, and transit migration. At the same time labour migration (both regular and irregular) and

student migration are increasing their presence in the general flow of migration movements (Ivakhnyuk, 2006).

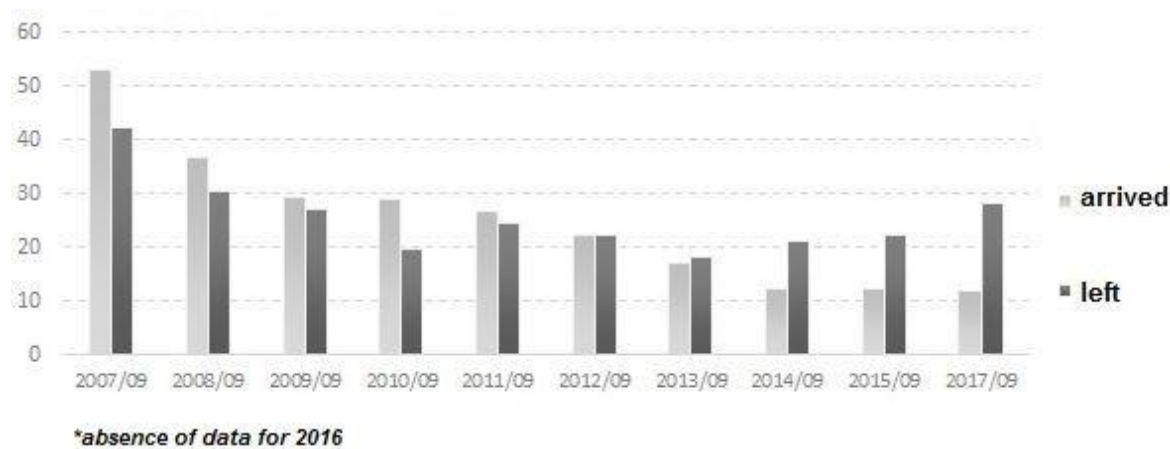
In recent years, the Kazakhstan society and politics have recorded an increasing interest in intellectual migration, as evidenced by several speeches in parliament and the number of young citizens leaving the country to search for a "better life". The increasing number of Kazakh citizens leaving the country for the purpose of studying in foreign higher educational institutions is beginning to arouse the interest of officials and journalists. During the last months of the past 2017 year, the problem of "brain drain" has become one of the central topics discussed. As an example can serve a statement of Mazhilis deputy Arthur Platonov on a systemic brain drain. He announced to the MES RK the need to develop a government program that would reduce the outflow of Kazakh graduates abroad. He argued that the number of grants in the country is limited and led to the fact that most students will be trained on a fee basis. But far from all parents can afford a high cost of education in universities, because of that they often have to send graduates out of the country, where prices are affordable. The existing system of grant distribution encourages many young people to look for other ways of obtaining free higher education in other countries (Russia, Czech Republic, China, etc.) after which young specialists in Kazakhstan no longer return. In his opinion, young people leave for neighbors, where regional universities receive a desirable state order for training, which provides a scholarship and accommodation and most do not return. In fact, it is a systemic "brain drain". The deputy asked to instruct the relevant ministries and higher educational institutions to coordinate their activities in the field of education, which would preserve the educational and scientific and cultural potential within the country and solve existing problems. In response, the vice minister of the MES RK, Askhat Aimagambetov, said that the ministry is ready to replace the UNT with entrance examinations for applicants for paid departments of universities. In addition, the ministry is considering granting the grant to current entrants with high UNT results for other specialties, where there are undistributed grants. (TengriNews, 2017).

### 3.4.2 Analysis of Actual Data on Intellectual Migration

According to the analytical portal Finprom, the situation in Kazakhstan is characterized by an increasing outflow of specialists leaving the country. The leakage of professional and qualified specialists accelerated by 34-88% over the last 4 years. Over the past 2017 the country has left more than 20 thousand people. It is also noteworthy that almost four times less qualified personnel arrived in Kazakhstan. The growth of outflow of Kazakhstanis abroad is fixed for the last 4 years.

It is necessary to clarify that from 2007 to 2011 the picture was different - more people came to Kazakhstan, less actively left, the balance of external migration was positive (Figure 2). However, in the period from January to September 2012 the number of arrivals and departures was equal, but in subsequent years the rate of outflow of population only increased. At that time, the number of people wishing to live and work in the Republic of Kazakhstan decreased significantly. (Finprom, 2017)

Figure 2 – External migration (thousands of people)

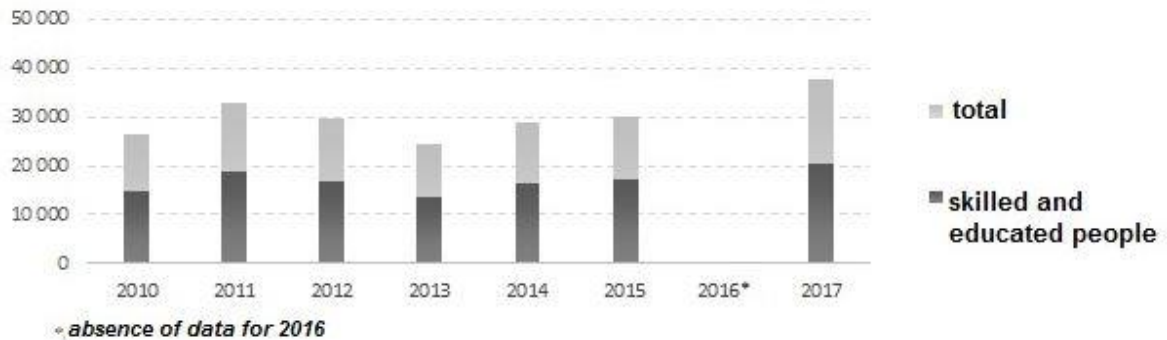


Source: Data from the official website of the Committee on Statistics of MNE RK provided by analytical portal [www.finprom.kz](http://www.finprom.kz)

At the moment, a critical outflow is observed in groups of professionals of technical, economic, pedagogical and medical specialties. According to the Committee on Statistics of the Ministry of National Economy of the Republic of Kazakhstan, for the year of 2017, 37.7 thousand people left the country. That is 25.3% more than in 2015 (exact figures for 2016 are absent in Figure 3), when the country was left by 30,1 thousand

people. Predominantly, Kazakhstan citizens left for the CIS countries - 33.7 thousand, 4 thousand people dropped out to other countries (MNE RK, 2018).

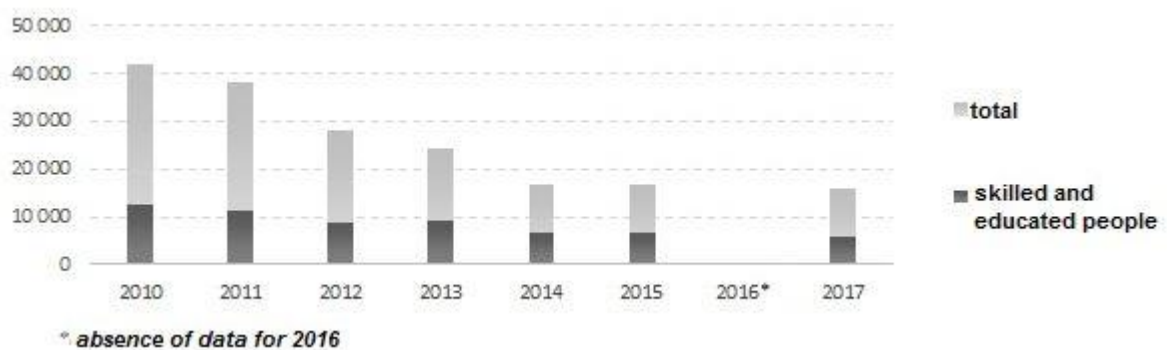
Figure 3 - External migration of the population left. January – December 2017 (thousands of people)



Source: Data from the official website of the Committee on Statistics of MNE RK provided by analytical portal [www.finprom.kz](http://www.finprom.kz)

In the course of 2017, only 16.1 thousand people arrived in Kazakhstan (11.6 thousand from the CIS, 4.5 thousand from other countries) , which is 3.5% less compared to 2015 (there were 16.7 thousand), which is shown in Figure 4. The negative balance was 21.6 thousand people, for comparison in 2015 - 13.4 thousand people. Qualified personnel came to 5.8 thousand in 2017, which is 15% less than in 2015. Their share of the total number arrived in Kazakhstan was 36%, in 2015 - 40.9% (MNE RK).

Figure 4 – External migration of the population arrived. January – December 2017 (thousands of people)



Source: Data from the official website of the Committee on Statistics of MNE RK provided by analytical portal [www.finprom.kz](http://www.finprom.kz)

Traditionally, the outflow on technical specialties - 6.6 thousand people, economic - 3.6 thousand and educational - 2.3 thousand (Figure 5). In return, 1,300 technical specialists, 841 economists and 718 teachers came to Kazakhstan. It should be noted that it is in these three areas the balance of migration indicators are most negative, that is, the outflow of specialists in these sectors is not being filled up to extent properly. The majority of those who leave the country make their choice in favor of the CIS countries (Finprom).

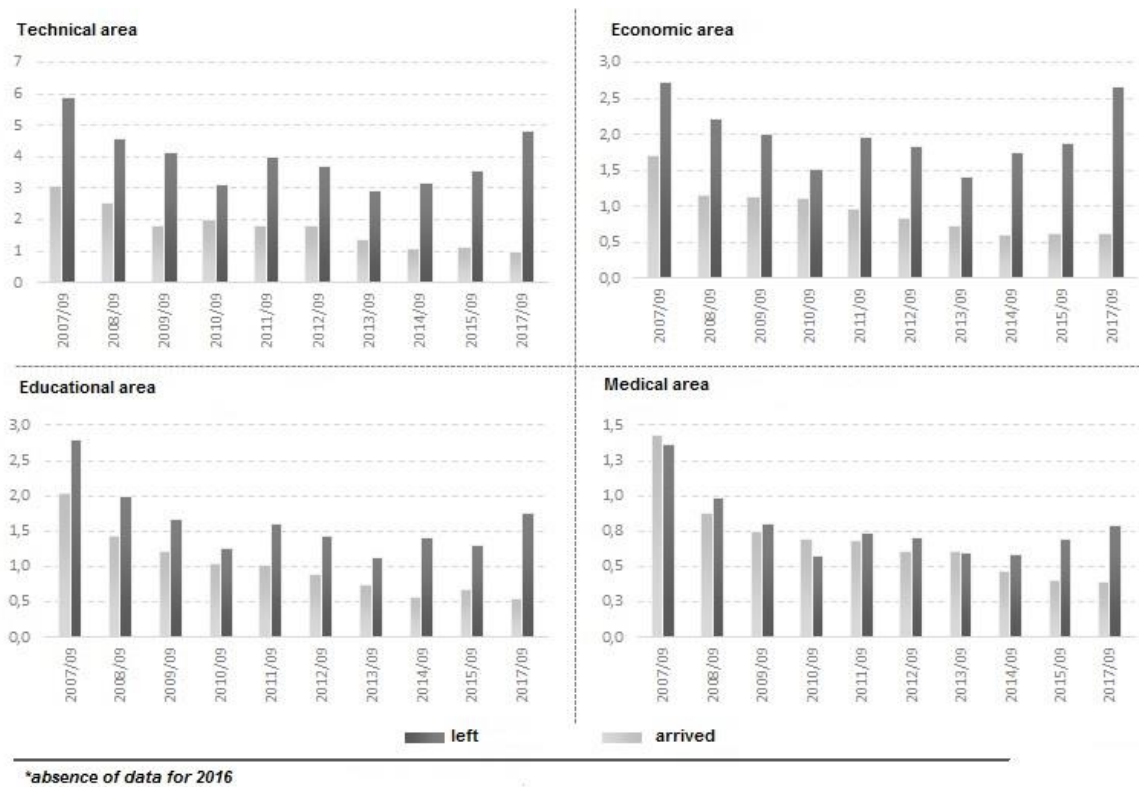
Figure 5 – External migration of the population over 15 years in specialties. January – December 2017 (thousands of people)

	left	arrived	balance
<b>Total</b>	20 372	5 786	-14 586
technical area	6 587	1 328	-5 259
economic area	3 629	841	-2 788
educational area	2 334	718	-1 616
medical area	1 063	491	-572
juridical area	870	231	-639
architectural and construction area	715	257	-458
agricultural area	376	156	-220
other	4 798	1 764	-3 034

*Source:* Data from the official website of the Committee on Statistics of MNE RK provided by analytical portal [www.finprom.kz](http://www.finprom.kz)

During the last 10 years, the minimum level of outflow of techies from Kazakhstan was fixed in January-September 2013, then 2.9 thousand such specialists left the country (Figure 6). For 4 years the flow of those leaving this qualification increased by 63.9%. The outflow of economists this year almost reached the record fixed in 2007. Then from the RK for 9 months, 2.73 such specialists left. However, the inflow of new cadres of economic specialties in January-September 2007 was at the level of 1,7 thousand people – which is 2.7 times more than it came in 2017. Health care workers are also leaving the country - this year they left the Republic of Kazakhstan by 31.6% more than in January-September 2013 (MNE RK).

Figure 6 - Dynamics of indicators of external migration of population older than 15 years for specific specialties 2007/09 - 2017/09 (thousands of people)



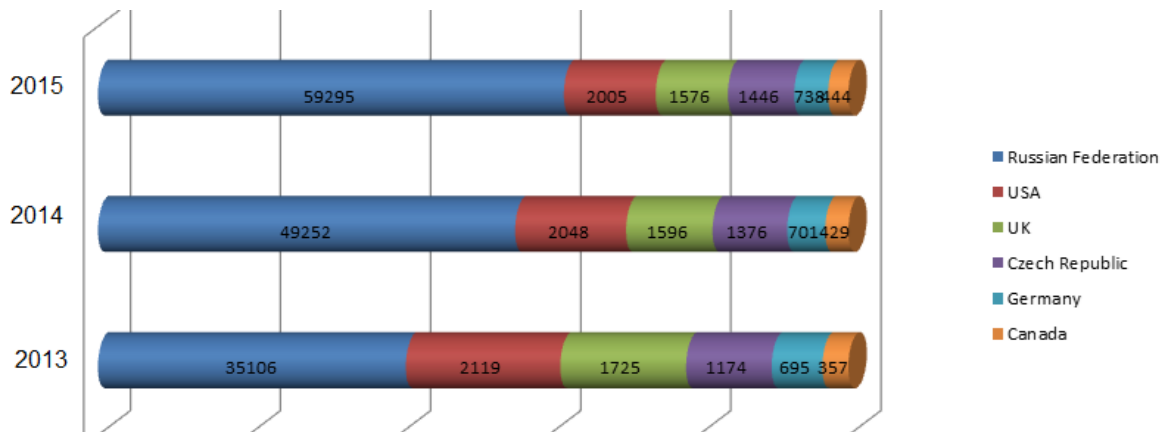
\*absence of data for 2016

Source: Data from the official website of the Committee on Statistics of MNE RK provided by analytical portal [www.finprom.kz](http://www.finprom.kz)

According to the Ministry of Education and Science of Kazakhstan, in higher education and universities in Kazakhstan there are more than 470 thousand students. More than 50,000 self-financed students study abroad. Considering the most popular destinations of study for Kazakh students, Russia, China, Czech Republic, United States of America and United Kingdom are leading.

According to the data of the OECD (Figure 7), in 2015, the number of Kazakh students in the Russian Federation were 59295 thousand students, in the United states of America 2005, in the United Kingdom 1576, in Czech Republic 1446, in Germany 738 and in Canada 444 students.

Figure 7 - International student mobility. Country of origin: Kazakhstan. 2013-2015



Source: Figure 1 was compiled by author using data from official website of the OECD: <https://stats.oecd.org>

### 3.4.3 Causes of intellectual migration

According to the official website MES RK, one of the initiatives to solve the problem of brain drain was proposed by the ruling party of the country Ak Zhol. At a regular meeting, Ministry of Education and Science Republic of Kazakhstan discussed the initiative of the party to abolish UNT for young people entering universities on a fee-paying basis. According to the representatives of Ak Zhol, "the existing system of grant allocation stimulates the brain drain from our country ... especially since the universities offer opportunities in Russia, the Czech Republic, China and other countries. Many young specialists in Kazakhstan are no longer coming back. "

Chairman of the Public Council Irsaliev S emphasized that in today's world, many countries, including Russia and China, are trying to increase the percentage of people in their population with higher education, this trend should be in our country, so it is really necessary to expand the accessibility of higher education - in terms of creating flexible and needs of young people for the conditions of the UNT deposit. The Public Council recommended that the Ministry consider introducing changes and amendments to normative legal acts with a view to abolishing UNT for applicants enrolling in universities on a fee-based basis and establishing UNT as a tool for competitive selection for receiving state educational grants (MES RK, 2017).

The right to free higher education in state institutions to citizens is available on a competitive basis (WDE, 2010/11). The average cost of education in universities in



Kazakhstan is about 380-400 thousand tenge per year (approx.1000 euros) and reaches 2 million per year in prestigious universities (approx.10000 euro) (TengriNews, 2014). 32 528 entrants in Kazakhstan became holders of the state educational order (grant) for training specialists with higher education for the 2017-2018 academic year on bachelor's degree. According to the deputies, because of a single national testing graduates are constantly in a state of stress. A limited number of grants and fierce competition cause stress, to avoid this, applicants often leave to study abroad. (ZakonKz, 2017)

The brain drain from the country is affected by a whole range of factors. First of all, it is necessary to consider political factors - political instability, conflicts, unrest, military actions. Economic factors - economic problems cause migration in this case. Due to insufficient salary, vacancy, unemployment and inflation. In our case, the country is developing. Social factors play a big role. Brain drain can occur due to disrespect for social rights, inaccessibility of social benefits and insecurity, leading to social exclusion. Oppression and isolation of certain classes of people has different and complex causes (ethnic origin, gender, religion). This can be manifested through educational discrimination, dismissal from work, lack of medical and social protection. Some qualified professionals tend to migrate to the places of residence of a large number of similar people (Ushkalov, Malakha, 1999).

According to World Bank, Kazakhstan faced economic crisis from 2014 with decrease of GDP growth and started to recover from the crisis caused by the global oil prices. Kazakhstan ranks 122nd in the list of the least corrupt country out of 175 countries, according to the 2017 Corruption Perceptions Index reported by Transparency International. Corruption Rank in Kazakhstan averaged 113.84 from 1999 until 2017, reaching an all-time high of 150 in 2007. Corruption in the educational sphere is one of the most prosperous in recent years. The number of registered corruption cases in the education of Kazakhstan increases every year. According to the Financial Police, corruption cases in education system makes up 16% of the overall number of corruption crimes in Kazakhstan (TengriNews).

## 4 Practical Part

This chapter provides and describes the results of the completed questionnaire “Brain Drain in Higher Education. Case of Kazakhstan (only for students from Kazakhstan)”, in which 52 Kazakh students from Economics and Management faculty at Czech University of Life Sciences took part.

### 4.1 Results of the questionnaire responses

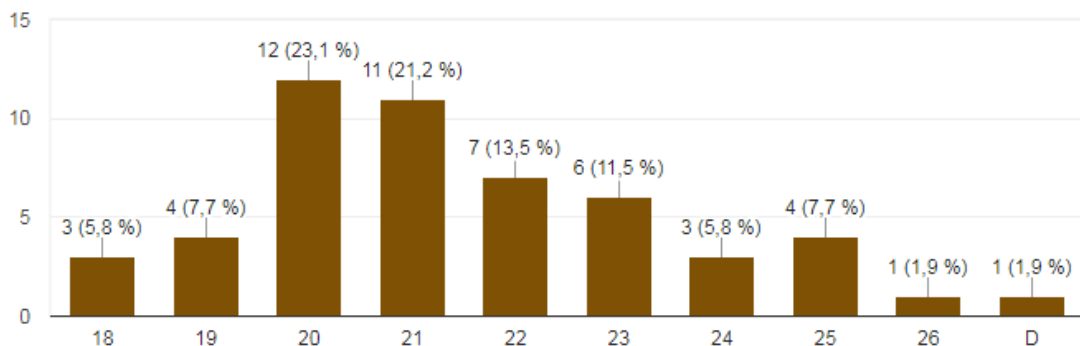
This section of the research paper presents the analysis of the data collected from the field by the author. The complex of answers should give a characterization of the problem under study and the aim posed. The survey divided by three parts: requisite part and body part, which was divided by I and II for convenience of presentation and analysis. The sample of this questionnaire, as well as open questions for body parts is provided in the appendices 2 and 3.

#### 4.1.1 Part I: Requisite part

The first part of the questions is the requisite part, which reflects issues related to gender, age, occupation, source of finance, and other. This introductory part allowed to get acquainted with the audience and make the first characteristic of the respondents. Many of the figures in this section speak for themselves and do not need detailed comments.

Figure 8 – Question 1. Age

52 ОТВЕТА

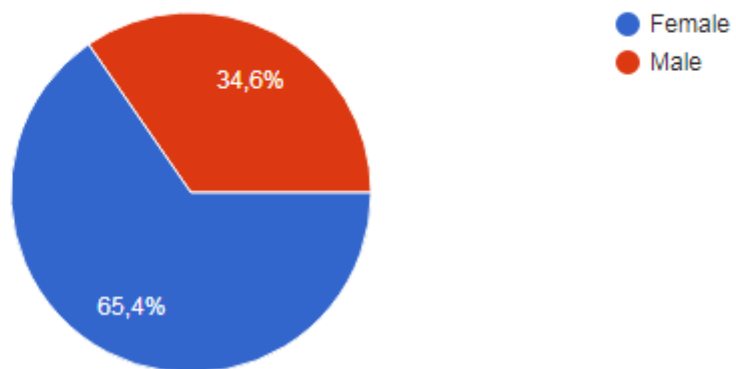


Source: Compiled by author on the basis of data provided in Appendix 1

The age group of respondents varies from 18 to 26 years inclusive (Figure 8). Age from 20 to 23 years is noticeably prevails. 12 persons are 20 years old (23,1%), 11 persons are 21 years old (21,2%), 7 persons are 22 years old (13,5%) and 6 persons are 23 years old (11,5%). The rest of the group consists of 3 students who are 18 years old (5,8%), 4 students are 19 years old (7,7%), 3 students are 24 years old (5,8%), 4 students are 25 years old (7,7%), and 1 student is 26 years old (1,9%). One of the respondents refused to indicate his age.

Figure 9 – Question 2. Gender

52 ОТВЕТА

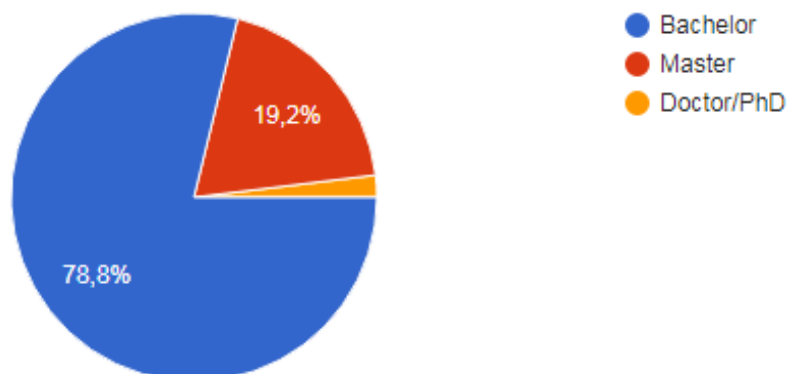


Source: Compiled by author on the basis of data provided in Appendix 1

Among the participants, the female person predominates: 65,4%. Male gender is slightly more than one third of all participants (Figure 9).

Figure 10 – Question 3. Current degree program

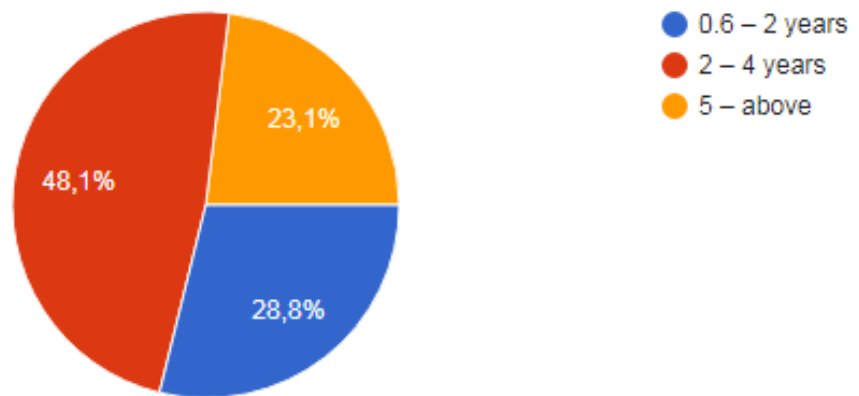
52 ОТВЕТА



Source: Compiled by author on the basis of data provided in Appendix 1  
 Concerning the current degree program (Figure 10), 78,8% percent of students undergo a bachelor's degree program, with a big difference followed by students of master's (19,2%) and doctoral programs (1,9%).

Figure 11 – Question 4. Length of leaving abroad

52 ОТВЕТА

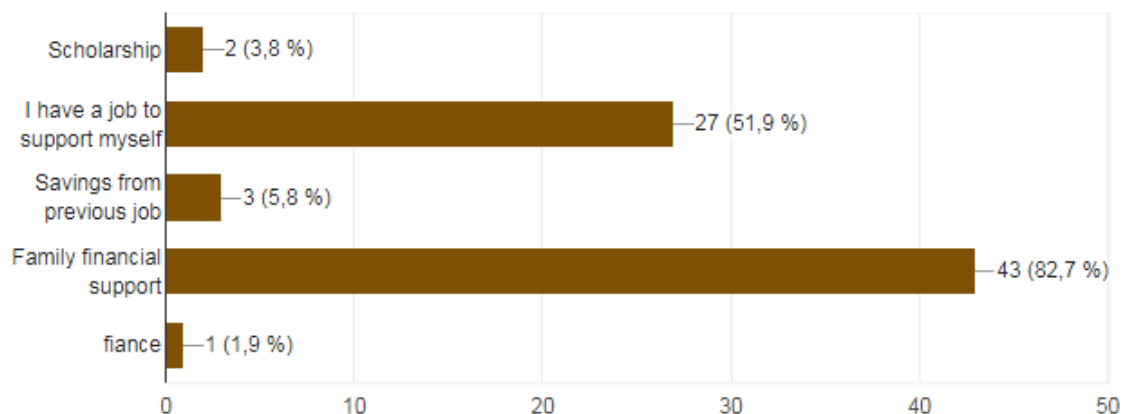


Source: Compiled by author on the basis of data provided in Appendix 1

According to the data (Figure 11), the majority, which is almost half the students, 48.1% live abroad from two to four years. Then follow students who live overseas for up to two years: 28,8%, and the rest live in foreign land from five and more years: 23,1%.

Figure 12 – Question 5. Source of income

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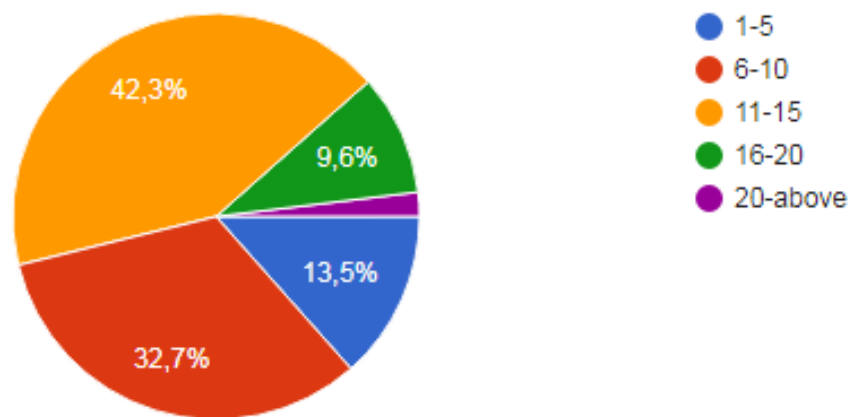


Source: Compiled by author on the basis of data provided in Appendix 1

This question allows to select more than one answer option (Figure 12). In terms of financial condition among respondents, the majority of students receiving support from their own family: 43 students out of 52 form 82,7% in total. Nearly half of the students (27) financially support themselves by having a job: 51,9%. A relatively small percentage are students, who have savings from the previous job: 5,8%; students receiving scholarship: 3,8%; and one of the respondents have financial support from his/her partner: 1,9%.

Figure 13 –Question 6. How many countries have you ever visited

52 ОТВЕТА

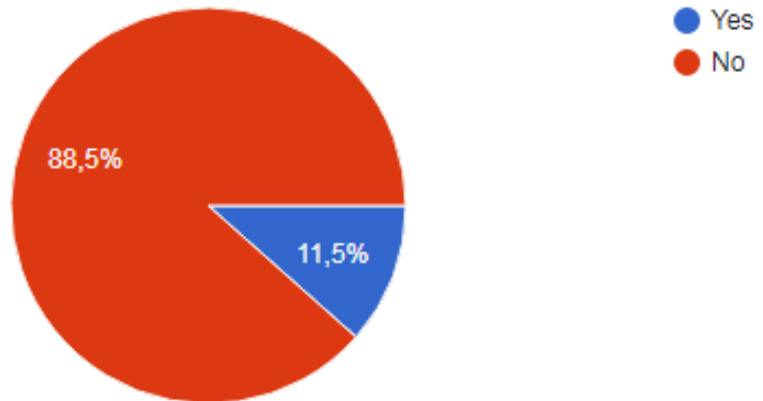


Source: Compiled by author on the basis of data provided in Appendix 1

Traveling is the sphere that greatly influences people's world views and open-mindedness, it also changes established opinions to new and open ones, that is why this question was selected in this topic. The majority of the participants visited around 11-15 countries: 42,3%; and 32,7% visited around 6 and 11 countries (Figure 13). The rest is 9,6% visited 16-20 countries and 13,5% visited between 1 and 5 countries. Only one person visited more than 20 countries.

Figure 14– Question 7. Have you ever participated in exchange programmes?

52 ОТВЕТА



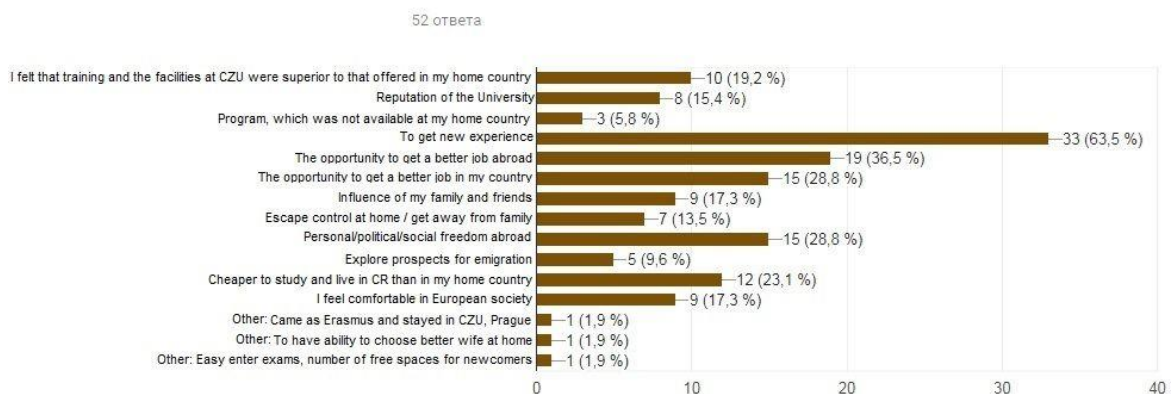
Source: Compiled by author on the basis of data provided in Appendix 1

And the last introductory question concerns the topic of participation in exchange programs (Figure 14). It should be noted that this activity during studying is not so popular among Kazakh students. Only 11% of participants were exchange students.

#### 4.1.2 Part II: Educational preferences and willingness to leave/stay abroad

The next section covers questions related to education, importance of it and will help to form a picture of students' preferences in the educational and career spheres. Also these questions are related with the desire to stay abroad or willingness to return to homeland.

Figure 15 – Question 8. What were the reasons for choosing Czech University of Life Sciences as the destination for studies abroad?

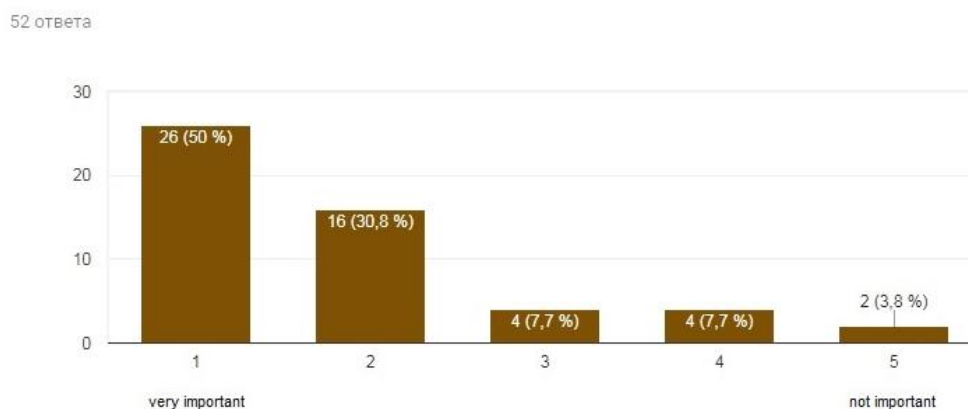


Source: Compiled by author on the basis of data provided in Appendix 1

This question allows to select more than one answer option and to add other personal reply. As represented in Figure 15, more than half of the participants (33 students) have chosen the answer “to get new experience” as the most significant and popular reason for applying for CZU as the destination for studies abroad: 63,5%. The second most selected answer was “The opportunity to get a better job abroad”: 19 persons or 36,5% respondents. The third place on the choice was occupied by two answers with equal percentages 28,8% which equals to 15 persons: “The opportunity to get a better job in my country” and “Personal/political/social freedom abroad”. The fifth frequently chosen reason is “Cheaper to study and live in CR than in my home country” make up 23,1 % or 12 students.

The rest have chosen “I felt that training and the facilities at the CZU were superior to that offered in my home country ” (19,2% = 10 respondents), “Influence of my family and friends” (17,3 % = 9 respondents), “I feel comfortable in European society” (17,3 % = 9 respondents), “Reputation of the University” (15,4% = 8 respondents), “Escape control at home / get away from family” (13,5 % = 7 respondents), “Explore prospects for emigration” (9,6 % = 5 respondents), “Program, which was not available at my home country” (5,8% = 3 respondents). Three other optional answers were added from the perspective of personal experience: “Came as Erasmus and stayed in CZU, Prague” (1,9 % = 1 student), “Too have ability to choose better wife at home” (1,9 % = 1 student) and “Easy enter exams, number of free spaces for newcomers” (1,9 % = 1 student).

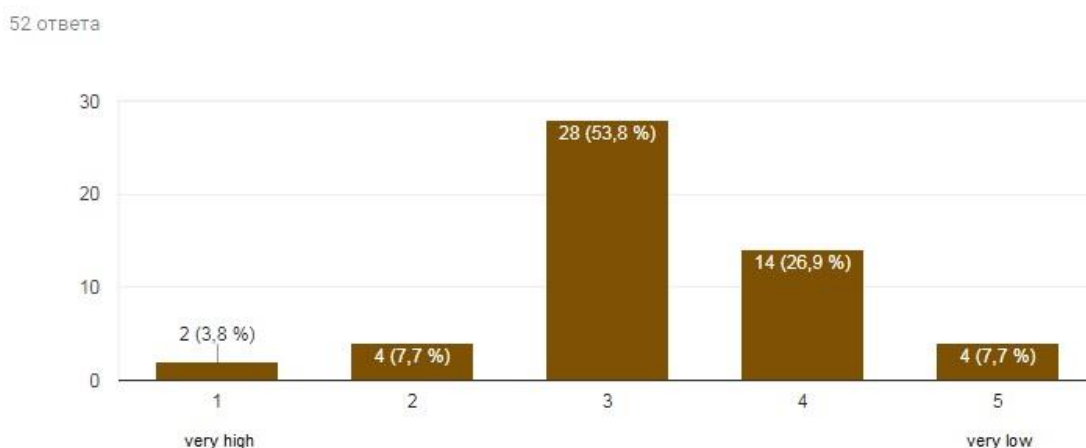
Figure 16 – Question 9. Do you think that education important for the development of a country?



Source: Compiled by author on the basis of data provided in Appendix 1

Concerning the importance of education for the development of the country accurately 50 % of respondents noted this as 1 - “very important” on a scale provided. The remaining 50 % consist by decreasing from 2 (30,8%), 3 (7,7%0), 4 (7,7 %) and 5 – “not important” 3,8 % of students find education not significant for the improvement of the country (Figure 16).

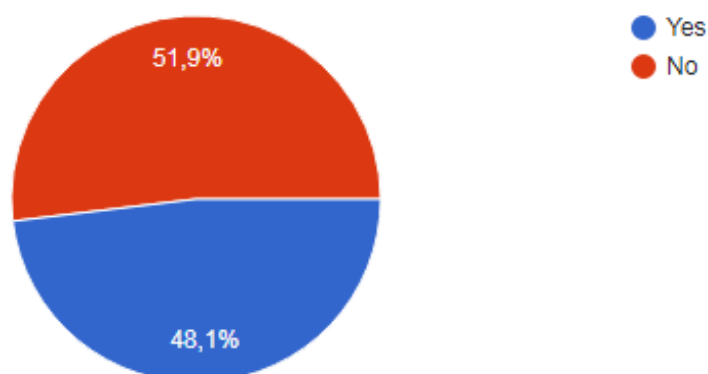
Figure 17 – Question 10. How would you rate the quality of the education in your home country as compared to that of CZU?



Source: Compiled by author on the basis of data provided in Appendix 1

Regarding the rating of the quality of education in Kazakhstan compared to the Czech University, the majority of 53, 8% chose the average position of 3 and 26, 9% are inclined to 4 on the quality scale (Figure17). The minority of respondents chose extreme positions 1 – very high (3,8 %) and very low (7,7) followed by 2 (7,7).

Figure 18\_– Question 11. When you applied for Czech University of Life Sciences, were you willing to stay abroad after finishing your program?



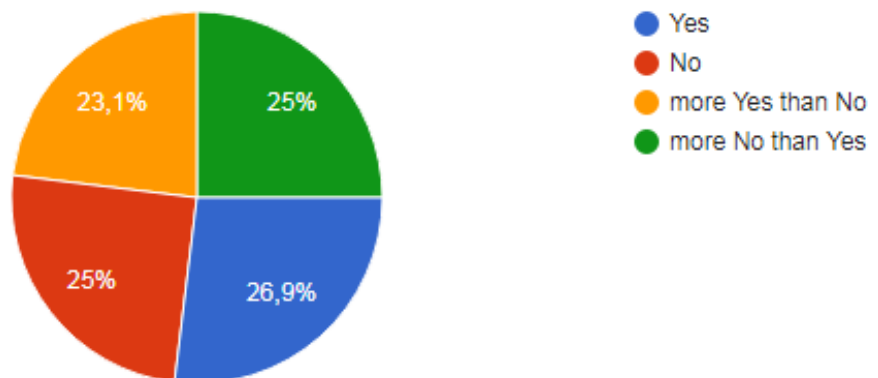
Source: Compiled by author on the basis of data provided in Appendix 1



The question reveals the past intentions to stay abroad during the applying to the Czech University. Answers were almost evenly distributed between “Yes” and “No”, 48,1% and 51,9 % respectively (Figure 18).

Figure 19 – Question 12. Are you planning on “returning home and work there” after finishing your program?

52 ответа

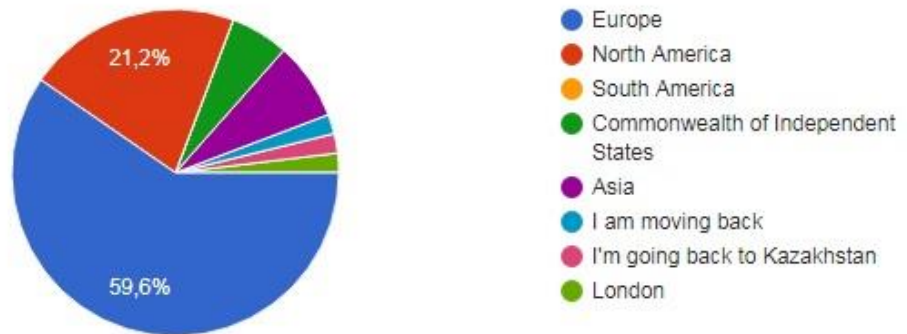


Source: Compiled by author on the basis of data provided in Appendix 1

This question is important from the perspective of how the opinions of students have changed and whether they have a desire to “return home and work there” now (Figure 19). Even with almost equal percentages, but with a small margin, most students (26,9 %) are confident that they will return home and work there . 25% of participants are not going to come back by selecting option “No”. The rest of participants are not sure about final decision about migration yet and their answers distributed by 25% and 23,1% for “More No than Yes” and “More Yes than No” respectively.

Figure 20 – Question 13. If you are not moving back to your home country, where are you planning / willing to work?

52 ответа



Source: Compiled by author on the basis of data provided in Appendix 1

Regarding the places where respondents are willing to move, in case of not coming back to home country, 6 areas were provided as options and other additional choice was possible. 59,6 % have decided that Europe can remain an area where they see themselves in the future (Figure 20). While 21,2% have chosen North America, 7,7 % Asia, and 5,8 % CIS countries. And other answers like “I am moving back”, “I’m going back to Kazakhstan” and “London” were added by respondents : 1,9%. The option “North America” have not been selected.

#### 4.1.3 Part III: Incentives and reasons to leave/stay abroad

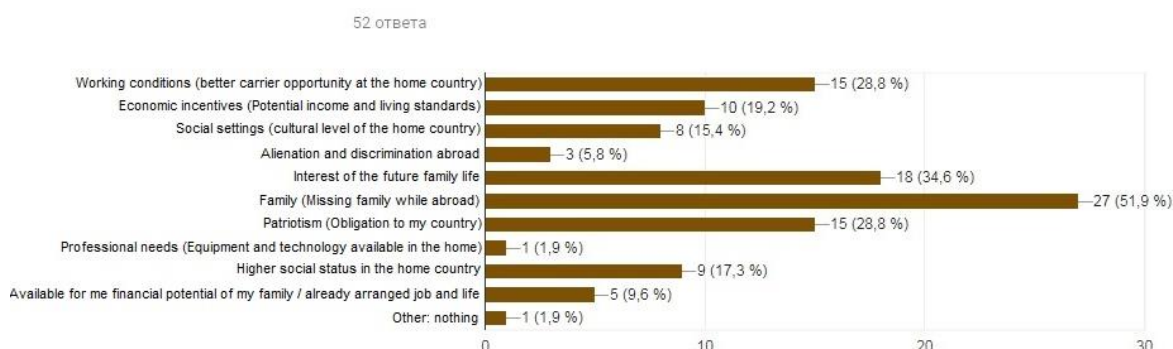
This second part of the body covers questions of the respondent’s incentives to stay abroad, and reasons to come back to Kazakhstan. Also the most valuable open questions related with opinion what should be changed in their home country, what can influence on it and what they find the most attractive overseas or at home. This part of the question is the most significant for the research, because it will expose the motives and incentives from the perspective of students abroad, which were put in the aim to achieve. Majority of the questions are open and allow estimating personal preferences without narrow limitations, and better understanding this phenomenon.

They allow the respondents to express their opinion completely and without any restrictions on the part of the respondents and raise hidden problems. An analysis of the

respondents' statements allows in many cases to identify problems, contradictions, unresolved issues, to reveal the scope of the phenomena under study, to present them in an unexpected foreshortening.

The main principle of the analysis of open answers is to determine the presence of a common feature. For the typology of answers, it is advisable to group them according to frequently repeated answers into separate groups, and unique ones that are not included in the selected groups can be referred to as "other answers".

Figure 21– Question 14. What would influence your decision to move back and work in your home country?

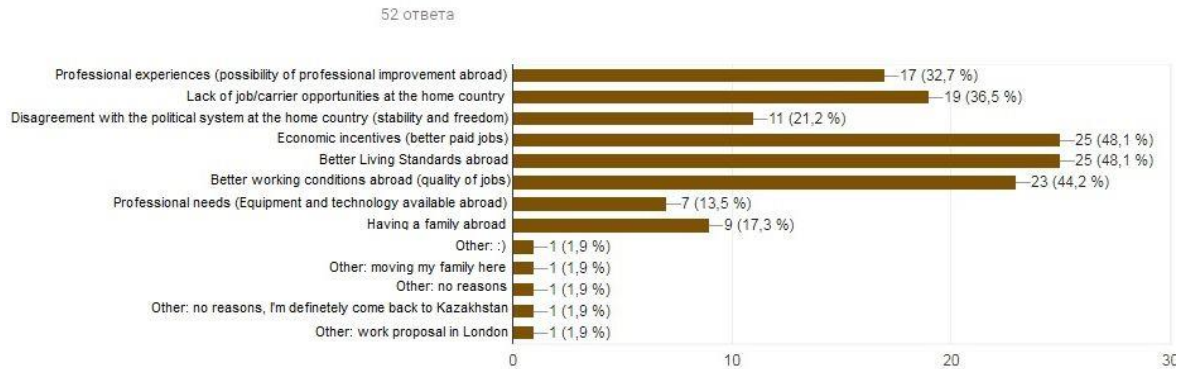


Source: Compiled by author on the basis of data provided in Appendix 1

This question allows to select more than one answer option and to add other personal reply. Most respondents - 51,9 %, have chosen “Family – missing family while abroad” as a reason which would influence more on decision to move back to home country and work there. The next most important reason might be “Interest of the future family life” – 34,6%. “Working conditions – better carrier opportunity” and “Patriotism” have equal percentage from participants – 28,8 % (Figure 21).

Following answers are: “Economic incentives, potential income and living standards” – 19,2%, “Higher social status in the home country” – 17,3%, “Social settings – cultural level” – 15,4%, “Available financial potential of the family/arranged job and life” – 9,6%, “Alienation and discrimination abroad” – 5,8%, “Professional needs - equipment” – 1,9%. Optional answer “nothing” was added – 1,9%.

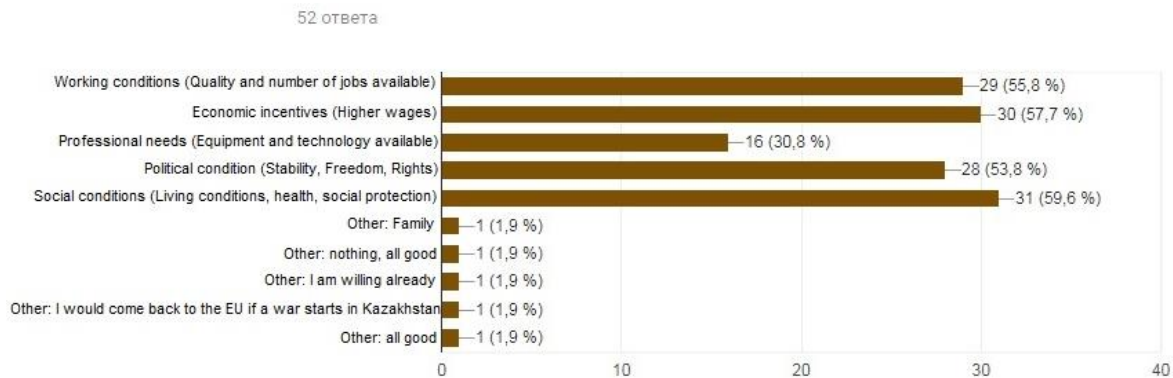
Figure 22 – Question 15. What are the reasons for working abroad and not going back home after finishing your education?



Source: Compiled by author on the basis of data provided in Appendix 1

Students find the most important reasons to stay in a foreign country the economic incentives (better paid jobs) and better living standards abroad, both scored 48,1% each (Figure 22). The following three selected answers refer to the professional sphere and carrier: “Better working conditions abroad (quality of jobs)” – 44,2%, “Lack of carrier opportunities at the home country” – 36,5%, and “Professional experience (possibility of professional improvement abroad)” – 2,7%, and “Professional needs (equipment and technology available abroad)” – 13,5%. Remaining reasons are mostly related with personal life and experience: “Disagreement with political system at the home county” – 21,2% and “Having a family abroad” – 17%. Five other additional answers were added entered by participants. Two of them expressed the same idea of absence of reasons to stay abroad – each for 1,9%. One of them chosen “Moving my family here” as another reason – 1,9%. Other person is already have a work proposal in London – 1,9%. And the last respondents did not give clear answer by putting the smile icon.

Figure 23\_– Question 16. What things ought to be changed in your home country in order for you to be willing to return?



Source: Compiled by author on the basis of data provided in Appendix 1

According to the students, 59,6% believe that social conditions, including living conditions, health and social protection, ought to be changed firstly in order for them to be willing to return (Figure 23). The next reasons to change their mind and be back are economic incentives like higher wages – 57,7%, working conditions, quality and number of jobs available – 55,8%, political conditions of stability, freedom and rights – 53,8%, professional needs, including equipment and technology - 30,8%. For this, 5 additional answers were given by student: “Family” – 1,9%, “Nothing, all good” – 1,9%, “I am willing already” – 1,9%, “I would come back to the EU if a war starts in Kazakhstan” – 1,9%, “All good” – 1,9%.

To the following open question 17 **“What are the positive aspects (for you as a professional) of your home country”** it was suggested to enter full open answer, as display in appendix 3.

All relevant answers were divided by 10 main groups with the most frequently used replies: “Culture and traditions” mentioned seven times– 13,5%, “Feeling to be at home” – 13,5%, seven answers have been summarised by the phrase “Young country means new area and opportunities to explore” – 13,5%, “Language” mentioned by six students – 11,5%, “Family and friends” – 9,6%, “Safety and peace” were mentioned 4 times – 7,7%, “Mentality” – 7,7%, “Easy to find a good job” – 7,7%, “Familiar system of relations and communications” – 3,8%, somebody find “Bribery and corruption” as a positive aspect of living in Kazakhstan – 3,8%. Other: “Work permission” – 1,9%, “Low number of population” – 1,%, “Natural resources” – 1,9%, “Foreign diploma” – 1,9% and some unique answers like “Nazarbayev knows” – 1,9% and 1 person (1,9%) which indicated that he has influential family ties. In regards to opinion about positive aspects three students

(5,8%) refused to reply by entering a sign “ – ”. And four persons – 7,7% – decided that there are no positive sides of the home country.

The next question 18 with no alternatives **“What are the negative aspects (for you as a professional) of your home country?”** reveals what does not suit peoples life in their country of origin, as display in appendix 3

“Bribes and Corruption” is the main problem of the country, according to 13 students, and even one student mentioned that it comes from the family and seems normal for majority of citizens of the country. Most of the respondents – 15,3%, chose the problem of low wages as a common example of negative side, as well as lack of opportunities and availability of jobs – 15,3% - 8 students. 5 participants expressed “Low economy, development and infrastructure” as another negative reason – 9,6%; and 3 participants emphasize, that “Poor people, who cannot afford better living standards” can be a significant negative side of life in the country – 5,8%. Each other group of answers was marked by 5,8% of students and includes opinions are united by common characteristics like “Political condition and government”, “Privilege of people with influential relatives” and “Lack of Freedom and democracy “. Additional negative aspects are: “Country does not appreciate professional skills”, “Ignoring main problems of citizens” and “Lack of technology available”: each of them are for 3,8%. And other: “Worse living conditions” – 1,9% “Air pollution” - 1,9%, “Low population” – 1,9%, “Huge territory difficult to rule - 1,9%, “Lazy people” - 1,9%, “Bad working conditions for women” – 1,9%, “No chance to get experience” – 1,9%.

Six students (11,5%) refused to reply by entering a sign “ – ” and “no comments”, one (1,9%) of the students does not know the negative aspects. Equally distributed such extreme answers like “No negative” and “Everything” – both for 7,7%.

To the question 19 **“What do you admire from the developed countries/regions (EU, US)?”** 23,1% of students appreciate freedom of rights, choice and speech, equality. 21,2% value the existing quality and level of life. The next aspect “Level of education systems / free education” is important for 9,6% of students and 7,7% find that in developed countries are more perspectives and opportunities for future. 9,6% respect the democracy and governing body and 5,8 % admire the absence of corruption. Following answers are: “Job market and business ethics” – 5,8%, “Social sphere and Medicine” – 7,7% and “Architecture, streets and nature” – 3,8%. The next group is united by common descriptive

concepts: “Well structure” – 7,7%, “Culture and mentality” – 7,7%, “Accessibility” – 3,8%, “Responsibility and dedication” – 5,8% and “Stability” – 1,9%. And the rest supplemented by “Technology” – 1,9%, “Working conditions for women” – 1,9% and “Kruhach, trdlo, knedliky” – 1,9%. Three students (5,8%) refused to reply by entering a sign “ – ”, and 9,6 % admire literally everything from the developed countries, as display in appendix 3.

The question 20 **“What does the government in your country have to do to attract educated professionals / develop labour market?”** demonstrated the extent to which students see ways to change the labour market and attract specialists, as display in appendix 3. It should be noted that in this question, the maximum number of answers from different spheres for the improvement of life were provided. Overwhelming majority of student consider that government in order to attract professional should firstly eliminate corruption (15,4%) and increase the level of salaries in the country (17,%). As well as 15,4% of the respondents believe that renovation should be conducted by improving level of life and changing all spheres of life (social, economic, political). Next group might be combines by educational attributes: “Be more open minded / support ideas and creativity”– 7,7%, “Provide quality education / competent entrance exams” – 7,7%, “Support young professionals” – 7,7% ,“Provide scholarships” – 3,8%, “Decrease / eliminate fees for education” – 3,8 and “Provide sources for experience during the school” – 1,9%.

According to single students development of labour market should be carried out by changing the government – 3,8%, protecting the right of workers and working conditions – 3,%, launching one single system of searching the job position in the country – 1,9%, starting to produce own products - 1,9% and make smart decisions – 1,9%.

And the rest of the participants expressed desire to “stop discrimination” – 1,9%, “Make all opportunities are possible for everybody” – 1,9%, “start relations within society” – 1,9%, “Help young families with babies” – 1,9% and “Give free apartments or travelling” – 1,9%. And two answers are not included in the described groups due to some specific features like “Shal has to go” (Shal – old man) and “Repair streets of Almaty”: each of them were offered by single individuals.

Four students (7,7%) refused to reply by entering a sign “ – ”, 15,4% of respondents decided that they do not know the answer. And 1,9% that “nothing” should be done.

Answers to the question 21 **“Do you think that your home country, considering the present level of education, has a potential for economic growth? (Please explain)”** were analysed by quantitative and then qualitative method, due to the complexity of the responses, as display in appendix 3.

Firstly, by number of answers, it is possible to conclude that, 23 students do believe that their home country has a potential for economic growth, considering the level of education in Kazakhstan – 44,2%; 14 of them are confident that there is no potential for development – 26,9%, 7 participants expressed their uncertainty in this matter – 13,5%, and 8 of participants refused to answer or did not give an unequivocal opinion.

As regards the qualitative analysis of this point, detailed replies with explanations were taken into consideration.

Positive answers were provided with the following explanation. Four students mentioned that country has all natural resources, huge territory, available fossils, but only with proper management and rational usage country will profit from it and boost economic growth; couple of participants assume that current level of education in the country is enough for development. Additionally they conclude that a lot of skilful young people and graduates are the main asset for achieving this goal. An interesting point of view of people who believe that country has a potential but they do not expect it in the foreseeable future. Plus apart from the timing, willingness and effort of all people in the country and smart decision are necessary. Some of the students sure that there is a potential, but they are not able to evaluate and express in words what is going wrong and in what sphere particularly.

Participants doubted about the availability of potential, because of a range of negative aspects of life in a country. They have provided descriptions of the existing problems as absence of freedom of choices, inability to take right actions due to low educated government members, and three of students mentioned that education level is too low and evaluation based on corruption and strong web contacts and relations are in demand to get a good job, in which case education does not matter at all. Another opinion was expressed about lack of governmental support to the spheres like art, humanitarian and sport. One student defined that there is nobody who can change the situation at the moment. The part of the students concerned about lack of smart management which prevents from the progress.



Some of the observers offered their ideas for improvement and identified what exactly the country needs to work on. One of the answers is that the government should support all spheres of life and initiatives from the citizens, and do not insist just on own decisions, as well as both sides (citizens and government) have to do right things toward improvement. One of the students made a convincing statement that that is why he/she is in the Czech Republic: to get the best education for developing my country. And another interesting opinion was expressed: “We are still living in USSR and thinking that Russia is the best; freedoms of Chinese and other coming-from-god knows where employees are way important than ours. There's nothing for citizens of Kazakhstan, but still we live in an illusion that one day things magically will change. I'm trying to change my way of thinking and be a better person for my country, but now my motherland just spits on me”. She/he also added that most of citizens are narrow-minded due to education. Additionally, was mentioned that education and economic systems should be changed and as a consequence more professionals rise more impact on economy.

## **5 Results and Discussion**

This chapter allows focusing on result of the experiment, in this case demonstrating the most relevant results of the questionnaire and emphasising the key points of the survey.

### **5.1 Results**

To imagine a complete picture of the students interviewed, we can conclude that the majority of students in the age of 20 to 23 and currently studying at the bachelor program. Half of the participants live abroad around 2 and 4 years – 48,1%, which coincides with the number of years of study as a bachelor. Nearly 82,7% of the respondents have financial support from the family and 51,9% have a job to support themselves. It is noticeable and leads to the fact that most people live by combining financial resources. Minority of the students participated in educational exchanges or academic mobility and has an educational scholarship.

Based on the study, students were asked about the reasons for choosing Czech University of Life Sciences. The majority mentioned the importance to get new experience as the reason for studying abroad – 63,5%. 19 students out of 52 stressed on importance of foreign education in order to get a job better abroad, while 28% of students decided to get degree abroad for a better chances for an employment opportunities in the home country. This suggests that the main reason, in addition to gaining new experience, is further employment in the modern globalised world, regardless of the country of residence. Equally important is the cause of personal, political and social freedom abroad, as well as financial accessibility and relative cheapness to study abroad than in one's own country.

If we compare the educational aspect, 50% of respondents believe that education is very important for the development of the country and 53 % of students noted that the level of education in Kazakhstan compared to the Czechs has relatively average positions on the scale.

In the Figure 18, it is visually noticeable, that during the enrolment, almost half of the students did not plan to stay abroad – 51,9%, and other half was willing to stay in the foreign country – 48,1%. And in the Figure 19 we see that the half of the each of both groups remained in their opinion, but by the time another changed their mind after studying abroad or unsure about the decision. Details of percentage can be found in the

description under Figure 18 and 19. That suggests that, time spent abroad changed people's opinion on this issue.

The results of the question 13 (Figure 20) suggest that Europe with 59,6% of respondents remains the destination of living abroad, in case of refusal to return home, along with North America – 21,2%. In this group consists of developed countries. And the minority of the respondents prefer to move to CIS countries and Asia region, with majority of developing countries - 5,8% and 7,7%. According to the literature, developed countries are the most attractive destinations, rather those developing countries.

According to the result of question 14, 28 students out of 52 mentioned that the family is the main reason which would influence the decision to move back and work in the home country. The following reason is also related with personal factor. 34% of respondents pointed that interest of the future family life is the another reason to come back. Patriotism and better working conditions at the home country are influential factor in the decision to return. Thereby, majority of the factors are personal, rather than professional or economic.

For the students, who are willing to stay abroad, economic factors like better paid jobs and better living standards are more important when it comes to the decision. Economic factors are the most influential in this case. Employment related reasons re the following ones. As an example, better working conditions abroad and professional experience are mostly available in the foreign country. Additional important reason is lack of carrier opportunities at the home country.

Students were asked about those factors that should be changed and improved in their country in order to want them to return to the country (Figure 23). 4 out of 5 available answers were chosen more than 28 times, which is 53.8%. It includes working conditions, economic incentives, political conditions and social conditions. The remaining professional need selected by 30,% of student. This gives a complete picture of all areas in which the country needs improvements, according to students. We see that this topic is very broad and covers almost all spheres of human life. In developing countries, the pool can be acted upon by several factors at once.

As can be understood from the question 17, the positive aspects are mostly related with non-governmental and non-economic reasons, but personal. According to the findings, 13,5% mentioned culture and traditions as the most strong positive aspect of the

country. The same percentage of respondents believes that feeling to be at home another valuable positive aspect. Seven students decided that Kazakhstan is a young country, which has new areas and opportunities to explore. The rest of the answers are related with family, safety and peace, and language. The question was about positive aspirations as professionals, but at the same time the majority gave deeply personal answers, not concerning employment and employment. Minority of students mentioned work permission, easiness to find a job or familiarity of the relations and communications in the country as a positive factors as professionals.

But at the same time concerning negative aspects, majority mentioned non-personal factors. Absolute majority of the students are not satisfied of the existence of bribery and corruption in the country – 25%, low wages and lack of opportunities of the job. According to the students opinions, the gaps exist in economic development, infrastructure, poor living standards, political conditions, lack of freedom and development. From the two previous answers, based on students, the country does not focus on the development of economic factors and the development of the country as a whole, but on non-economic factors, such as the development of culture, language and patriotism.

In the question 19, 23,1 % of student admire from developed countries mostly freedom of rights, choices and speech, 21,2% existing quality of life and 9,6% admire level of education and free education as well. Important fact, it can be noted that these participants' responses are proportionally antonymous to what they noted as negative aspects in their country.

To the following question 20, students explained in the open answers what the government in the country has to do to attract educated professionals. The answers to this question coincide with the negative factors in the country that the government should improve in this context. And this is eliminating corruption, increasing wages and improving social, economic and political life in the country.

The last question 21 covers students' opinions whether the country has a potential for economic growth or not. 44,2% are confident in the potential of Kazakhstan, and 26,9% do not. In this case, the picture is positive, and may well indicate that attracting students back will not be so hopeless. Most of the students believe in the potential and development, but are not entirely sure that they will see this time of change in the future. Interesting answer was given during the survey: "...We are still living in USSR and thinking that Russia is the

best; freedoms of Chinese and other coming-from-god knows where employees are way important than ours. There's nothing for citizens of Kazakhstan, but still we live in an illusion that one day things magically will change.. And most of our people are narrow minded due to our education...I'm trying to change my way of thinking and be a better person for my country, but now my motherland just spits on me". This answer is one of the most revealing about the attitude of students towards the development of their country, and it is easy to feel uncertainty about their future, and also regret that changes may not occur.

## **5.2 Discussion**

Deputy Artur Platonov announced that the growing outflow of students from Kazakhstan is caused precisely by the existing educational system in Kazakhstan. He said that a limited number of grants and scholarships in the country lead to the fact that students prefer to study abroad (TengriNews). As we saw from the survey, 23% of students believe that education in the Czech Republic is cheaper than in their country and 9,6% of respondents admire free education from the developed countries.

However, as the students' answers in the questionnaire have shown, the desire to leave is much deeper and more extensive than just the cost of studying at home and abroad. It is necessary to start with the fact that it is the quality of education that is important for students, as well as the fact that this education allows you to get a well-paid job abroad and at home. According to the respondents' answers we noticed that the desire not to return home has a number of reasons, not personal, but concerning the development of the country and the economic situation in general, and the desire to return home has no economic reasons, but mostly personal. All this leads to the fact that the country, in order not to lose its youth, necessary to work not only on one problem, but to improve a whole range of spheres of life of the population, such as eliminating corruption, improving social life, making the job market more affordable, increasing the salaries of the population, provide young people with scholarships, practice and freedom of choice.

As we seen from the data from Corruption Perceptions Index, Kazakhstan ranks 122 in the list of the least corrupt country. This also prevails in the educational system. The government must fight corruption, not young people, who simply leave the country, realizing that nothing has changed. It should also be noted that the increasing brain drain coincided with economic crises (WorldBank), or rather was a consequence.

As we seen in the theoretical part, a number of reasons, such as political, social and economic, lead to a brain drain. In most cases, the brain drain concerns specifically moving from developing to developed countries. The questionnaire showed us that students prefer developed countries, as possible destinations for their further life. After the collapse of the USSR, the brain drain of the current CIS countries has common characteristics and an increasing number of people leaving (Beissinger, 2002). Deep analysis of all causes and a single system of retention of outflows can lead to positive results.

The principal implications of the findings might be emphasizing the importance of studying the processes going in the kazakh society related with brain drain. Given findings are important for further understanding and developing the single system of fight with increasing outflow, as well as developing all spheres citizens' life. Respondents believe in future potential of the country, but the main point is to reverse all processes in own favor and demonstrate that young generation is the most valuable asset of the country.

## 6 Conclusion

The phenomenon of brain drain has existed for decades and with the onset of globalization gains strength with own specific attributes. The brain drain did not pass Kazakhstan, the developing country, and gaining its spread and new wave of outflow. An increasing number of citizens leaving the country last years is arousing particular interest in the study of this topic and emphasizing the particular relevance of it.

The main aim of this research paper was achieved. The definition and main tendencies of the brain drain were revealed through the available literature on this topic. It is known as a movement of educated and skilled persons and citizens, mostly from developing country to developed one, for better living conditions. Special interest was caused by educational or academic migration of young people. Also the main influencing factors for intellectual brain drain were described.

According to the comprehensive analysis based on conducting a questionnaire, the main incentives to leave the Kazakhstan in the opinion of surveyed students are corruption, low wages, weak economic and social development and reasons to return there are family, patriotism and language. According to the opinion of the Acting government the problem lies in the educational sphere: limited number of grants and high fees for the education. But various answers of the respondents indicated that this topic is much broader and incentives to leave the country are in different spheres of life, such as economic, social, political, and even cultural and personal. Also significant is that in the list of reasons to return home personal and non-economic incentives are prevail, but reasons to leave the country are mostly related with economic and social spheres.

During the research the lack of national statistics to describe accurately the phenomenon was in some way an obstacle, namely, the lack of a single accessible database on migration patterns, particularly those related to academic migration.

Nowadays, for Kazakhstan, it is extremely necessary to create a single system of control of educational outflow of young generation, develop and establish all favourable conditions for keeping educated and creative citizens in the home country. Leadership style, according to sources and surveyed, should be recognized as one of the main factors responsible for the brain drain, which ultimately means an economic backlog leading to the loss of human capacity necessary for the stability of the country. If the country succeeds in

improving the living conditions in all the listed areas for both adults and young generation, if the country shown the importance of the citizens and their opinion for the country, then both sides will cease to suffer and will achieve success. It requires legislative initiatives, new reforms and regional development, broad discussion of this topic, working with people left and willing to leave, investigating of world practice in this matter. In a word, the brain drain requires an integrated and comprehensive approach.



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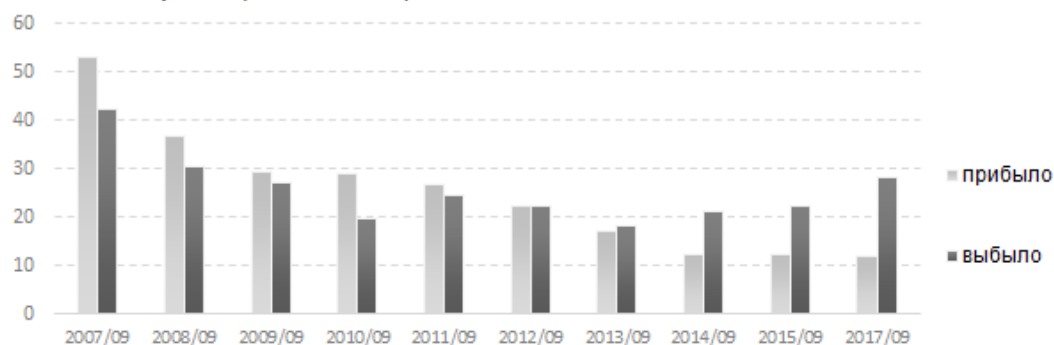
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## 8 Appendices

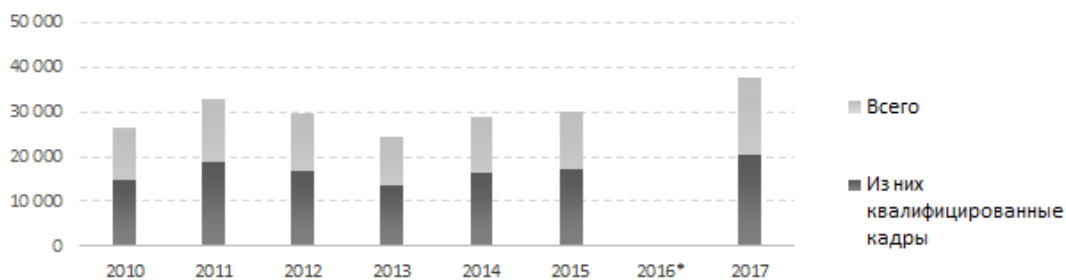
- 8.1 Appendix 1. Data provided by analytical portal Finprom..... lx
- 8.2 Appendix 2. Sample of the questionnaire ..... lxii
- 8.3 Appendix 3. General opinion of students on question 17-21..... lxvi

### 8.1 Appendix – 1. Data provided by analytical portal Finprom

**Внешняя миграция (тыс. человек)**

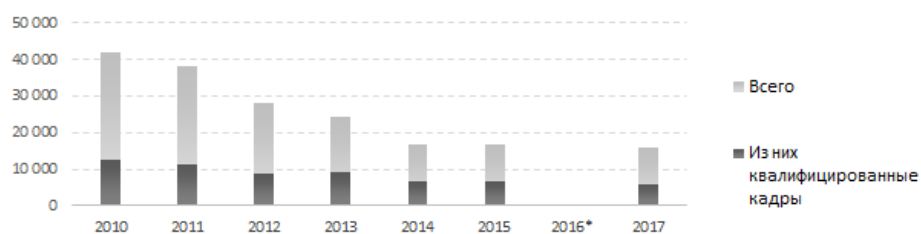


**Внешняя миграция населения. Выбыло. Январь-декабрь 2017 (человек)**



\*данные за 2016 год отсутствуют

**Внешняя миграция населения. Прибыло. Январь-декабрь 2017 (человек)**



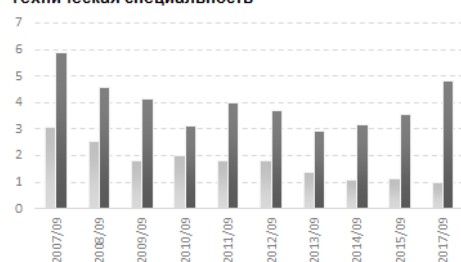
\*данные за 2016 год отсутствуют

## Внешняя миграция населения старше 15 лет по специальностям. Январь-декабрь 2017 (человек)

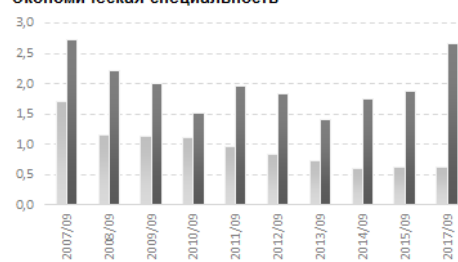
	Выбыло	Прибыло	Сальдо
<b>Всего</b>	<b>20 372</b>	<b>5 786</b>	<b>-14 586</b>
техническая сфера	6 587	1 328	-5 259
экономическая сфера	3 629	841	-2 788
педагогическая сфера	2 334	718	-1 616
медицинская сфера	1 063	491	-572
юридическая сфера	870	231	-639
архитектурно-строительная сфера	715	257	-458
сельско-хозяйственная сфера	376	156	-220
прочее	4 798	1 764	-3 034

### Динамика показателей внешней миграции населения старше 15 лет по отдельным специальностям (тыс. человек)

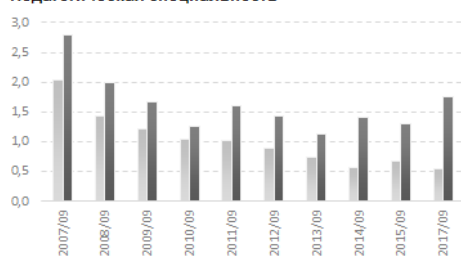
**Техническая специальность**



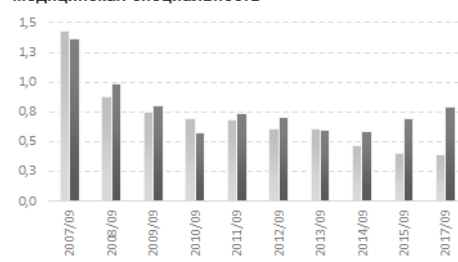
**Экономическая специальность**



**Педагогическая специальность**



**Медицинская специальность**



■ Выбыло      ■ Прибыло

## **8.2 Appendix – 2. Sample of the questionnaire**

Hello! I, Lyazzat KAZKENOVA, Master student of Diplomacy. I am conducting a research on the educational migration and brain drain in Kazakhstan. It will not take more than 5 minutes, but your contribution is priceless for research and awareness about processes in our country. The work is purely for academic purpose and your confidentiality and anonymity will be duly respected in regards to any personal information provided here. If you are interested in the questionnaire results, link your email and I will send it for you! I shall be very grateful for every person who will take his/her time to share with me his/her views to this research topic. Thank you for your help!

**Age:\***

**Gender:\***

- a. Female
- b. Male

**Current degree program:\***

- a. Bachelor
- b. Master
- c. Doctor / PhD
- d. other:

**Length of leaving abroad?\***

- a. 0.6 – 2 years
- b. 2-4 years
- c. 5- above

**Your source of income:\***

- a. Family financial support
- b. I have a job to support myself
- c. Savings from previous job
- d. Scholarship
- e. other:

**How many countries have you ever visited?\***

- a. 1-5
- b. 6-10
- c. 11-15
- d. 16-20

e. 20-above

**Have you even participated in exchange programmes?\***

a. Yes

b. No

**What were the reasons for choosing Czech University of Life Sciences as the destination for your studies abroad?\***

a. I felt that training and the facilities at CZU were superior to that offered in my home country

b. Reputation of the University

c. Program, which was not available at my home country

d. To get new experience

e. The opportunity to get a better job abroad

f. The opportunity to get a better job in my country

g. Influence of my family and friends

h. Escape control at home / get away from family

i. Personal/political/social freedom abroad

j. Explore prospects for emigration

k. Cheaper to study and live in CR than in my home country

l. I feel comfortable in European society

m. other:

**Do you think that education is important for the development of a country?\***

1 (very important) to 5 (not important)

**How would you rate the quality of the education in your home country as compared to that of CZU?\***

1 (very high) to 5 (very low)

**When you applied for Czech University of Life sciences, were you willing to stay abroad after finishing your program?\***

a. Yes

b. No

**Are you planning on “returning home and work there” after finishing your program?\***

a. Yes

b. No

c. More Yes than No

d. More No than Yes

**If you are not moving back to your home country, where are you planning/willing to work?\***

- a. Europe
- b. North America
- c. South America
- d. Commonwealth of Independent States
- e. Asia
- f. other:

**What would influence your decision to move back and work in your home country?\***

- a. Working conditions (better career opportunity at the home country)
- b. Economic incentives (potential income and living standards)
- c. Social settings (cultural level of the home country)
- d. Alienation and discrimination abroad
- e. Interest of the future family life
- f. Family (missing family while abroad)
- g. Patriotism (obligation to my country)
- h. Professional needs (equipment and technology available in the home country)
- i. Higher social status in the home country
- j. Available for me financial potential of my family / already arranged job and life
- k. other:

**What are the reasons for working abroad and not going back home after finishing your education?\***

- a. Professional experiences (possibility of professional improvement abroad)
- b. Lack of job/career opportunities at the home country
- c. Disagreement with the political system at the home country (stability and freedom)
- d. Economic incentives (better paid jobs)
- e. Better Living Standards abroad
- f. Better working conditions abroad (quality of jobs)
- g. Professional needs (equipment and technology available abroad)
- h. Having a family abroad
- i. other:

**What things ought to be changed in your home country in order for you to be willing to return?\***

- a. Working conditions (quality and number of jobs available)



- b. Economic incentives (higher wages)
- c. Professional needs (equipment and technology available)
- d. Political condition (stability, freedom, rights)
- e Social conditions (living conditions, health, social protection)
- f. other:

**What are the positive aspects (for you as a professional) of your home country?\***

**What are the negative aspects (for you as a professional) of your home country?\***

**What do you admire from the developed countries and regions (EU, US)?\***

**What does the government in your country have to do to attract educated professionals/develop labour market?\***

**Do you think that your home country, considering the present level of education, has a potential for economic growth?**

### 8.3 Appendix – 3. General opinion of students on question 17-21.

What are the positive aspects (for you as a professional) of your home country?

52 ОТВЕТА

- (3)
culture (2)
East or west the home is best. All aspects
Close mentality, more empathetic people
culture, i guess
Nazarbayev knows :)
kazakh people value traditions
new county-more opportunities
Bribery
You feel good at home
peace and kind of stability
Nothing
Country is developing, I like new generation, is smarter and active , I have a strong belief, once we will get on the top.
relative safety
Foreign diploma
Family
Everything is native to me. My family, friends are someone who can support me. Due to this I realize I can entirely express myself
relatively familiar system of established communications, working conditions and mentality
Easy to find a job
Only work permission as a citizen
Local understandable market and society
Culture
My people, my country, good jobs
Easy to live and work on mother tounge
The poitive aspect is that I'm a relative of a Kazakhstan's president.
No positive aspects
Culture, language
Developing region
People can respect me if I have good job
easy to find a better job with my education
Home country is always better
mentality
all
traditions
Language (much easier way of communication)

language and mentality which is make easier study and working
for me everything, it is my home
more opportunities for development as a young country
corruption
family and feeling to be home
peace in a multinational country
none
a lot of not explored areas - more chances to create and open smt new and creative
new areas to explore
language which makes business go easier
mentality, culture, family, language, and low number of population and natural resources in some point which makes easier to develop the country
safe multinational countrv
home is always be home, family and everything is familiar
safety

## What are the negative aspects (for you as a professional) of your home country?

52 ответа

- (5)
Corruption (2)
There is no negative aspects
They don't appreciate professional skills
political condition, low wages
There's no job I guess or money lol
no development, bad economy, no infrastructure, unemoloyment, low wages, no opportunities for fresh graduates
Authorities' relatives are more likely to get well paid working places
air pollution, less perspectives
Everything
Country isn't developed enough in many spheres.
the rest
Idk
Bribes and corruption
The negative aspects are the lack of job opportunities, especially in the case of absence of job experience. Another one is the lack of self-development despite the fact you are very erudited person who receives high education in Kazakhstan.
corruption, country is not paying attention to the most important problems in life of citizens
Low salary
Corruption, lack of culture, opportunities and technology
Bad working conditions for women
No negative aspects
Worse living conditions
Corruption, lack of opportunities
None

It's hard to get a well-paid job if you don't have any relations in government.
Lack of technology available
corruption, culture
salary
lack of jobs and low salary
don't appreciate educated professional, corruption
poor people, low salary, difficult political conditions
none
bad development nearly of all spheres of life
Low level of salary, lack of rights and freedom
indifference of the government and rich people of our country about the rest of people who are living under the middle class, and cannot afford better living standarts
low population and lazy people
bribes and corruption in general
your career and salary relates with the social level of your family and relatives. corruption exists, even they are trying to hide and eliminate, but poor people the only ones who suffer from it
nearly everything, especially corruption
no perspectives, lack of freedom, huge territory difficult to rule
all
no comments
no chance to get experience and a job, it is vicious circle.
bribes and lack of freedom
government and the way of ruling the country
no democracy
bribes and corruption everywhere and especially that it seems normal for almost everybody fro the childhood to old age

**corruption**

**What do you admire from the developed countries/regions (EU, US)?**

52 ОТВЕТА

everything (4)
- (3)
well structure (2)
quality of life (2)
Culture, rules
Business ethics, lack of corruption
freedom of speech, rights
You can always make a choice
democracy
Legislative system
Education system, level of life
more perspectives for future

Level of life
They care about people and nature.
level and quality of life, well-organized on different levels and spheres of life, equality
Better conditions to live there
Quality of life
Responsibility and well-organised system of life
Rising in job career. You get inspired by myriad factors and people. Also I like the friendliness of foreigners. They have the same attitude to everyone even though I'm not a citizen of this country.
responsibility in all spheres of life
Medicine
Culture, opportunities and technology. Less corruption.
Working conditions for women. Ability to have job and family.
Free education

Stability
Hugh living standarts
Kruhach, trdlo, knedliky
Freedom
High level of education
Culture, education
social conditions
medicine
lack of corruption
freedom and the right of speech
freedom of choice
A lot of things. I like people in Europe, I mean their mentality, culture, a way of thinking. Architecture and order in the streets, non-discrimination, job market.

dedication
Democracy
education (developed and for free), quality of life, democracy and freedom
a way lot of chances to have a better life
development
chances are open for everyone, doesn't matter of race and social level, more important intelligence and your talent. Kindness and freedom are always make me feel better and feel comfortable.
almost everything
freedom
accessibility

## What does the government in your country have to do to attract educated professionals/develop labour market?

52 ОТВЕТА

- (4)
i dont know (2)
Scholarships, better and more interesting education. Compitent entrence exams
Salary, work ethics
dk
Nothing
to improve level of life
less corruption, more attention to people who has potential and intelligent
Shal has to go
increase quality and decrease the price of education, encrease the salary
eradicate corruption
Start to make smart decisions, as in Almaty do repairs on the streets. Start to produce own products. I don't know\)
eliminate corruption and make all opportunities are possible for everybody
Raise the salaries
?
eliminate corruption
To change everything in system including social, economic, political spheres. Starting from relations within the society to understanding actual time choosing the right people who deserve this in accordance with their abilities and capabilities.
provide sources for experience during the school, make one system of searching the job positions in the country
Salary and support programmms
Support and develop programmes for young professionals
Raise women's salary and stop descrimination
Help young families with babies
Give free apartments or travelings
I don't know
Change the economic situation in Kazakhstan
Make salaries bigger
The government should establish a state without corruption.
Protect the rights of workers
the system of education
financing of the education and provide more scholarship
salaries and working conditions, be more open minded with creativity and new ideas of workers
have no idea
no idea
improve life
They need to improve social aspects for all people in country

allow new generation to realize their ideas and help with support (financial, freedom)
pay more, more freedom of ideas and choices
give freedom for potential for young generation and their ideas without rule of old generation and to do this we need to eliminate corruption
to change the head of the country
not sure
increase salaries, eliminate fees for education, develop the whole level of life of citizens
get rid of corruption
increase wages
change ALL spheres of life. and accordance the willigns and wiches and capabilities of each single person and citizen of the coutry
give more chances for young generation
to change the government
get rid of negative aspect - corruption
improve the quality of life of poor people

Do you think that your home country, considering the present level of education, has a potential for economic growth? (Please explain)

52 ОТВЕТА

- (3)
Yes (2)
not sure (2)
yes (2)
More proffessionals rise more impact on economy
no, because kids don't have a freedom of choice, government doesn't support spheres like art, humanitarian, sport and majority must study technical subjects to study free
I mean, we are still living in USSR and thinking that Russia is the best; freedoms of Chinese and other coming-from-god knows where employees are way important than ours. There's nothing for citizens of Kazakhstan, but still we live in an illusion that one day things magically will change :) And most of our people they're hella narrow minded due to our education, so idk really. I'm trying to change my way of thinking and be a better person for my country, but now my motherland just spits on me lol
yes, we have all natural resoures , huge terrtory, a lot of skilful young people whi just graduated etc
I have no idea

Sorry I want to sleep
No
50/50
Not at all
I think yes, we have not so bad education, but smth is wrong with us.
yes, all resources are in the country. but smart management is absent. it will take a hundreds years of development
The level of the education in my country is bad
would be great, but no chance
Of course yes. Cause these two spheres are closely connected with each other. I mean education and economic growth. At least, I hope.
It has. need time and of course willingness of all people in the coutry and smart decisions
No, education level is too low and grades are related to corruption

No, government is low educated and unable to take right actions
Yes of course, we have enough fossils
yes our universities level is enough ok
May be
Kazakhstan will have potential for economic growth only if the economic and educational systems will be changed.
Why not
No.
That's why I'm here in the CR. I'm getting the best education for developing my country.
I guess any country has a potential for economic growth. But it will grow very slowly.
we have all elements and resources, even this 1 factor means a lot with proper usage
I dont think so because government should supports all spheres of lifes and initiatives from the citizens, and dont insist just on owm decisions
of course, if both sides will do good things for the country government and every single citizen situation will change
yes: territory, resources, people. we should manage all of these
No, usually you should have a strong web of contacts to get a good job. In this case, your education doesn't matter
I am not sure. It depends on the both internal (people) and external (government) factors
yes. we just need time and effort
it has
we do. but I am not sure that will be alive when these times come
I don't think so
country has a potential, but hasn't smart rule and government
not in this century
no, we need to change the education and the system of development in general
Sure. they are interrelated.
it has, but not now for sure
no
NO
it has, but there is nobody who can do it