

**A.A. Mukhametzhan***L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan**(E-mail: muhametzhanova_ayaulym@mail.ru)***Educational migration: social threats, prospects and dynamics case of Republic of Kazakhstan**

Abstract. The article considers educational migration as one of the significant drivers for the integration development of the countries of the Eurasian Economic Union. Educational migration is the basis of new integrational problems, and this question on the agenda of all ministers of education of the EAEU member states, because many students change places of living and more intelligent is trying to find the better life for them and for their family, which leads to the migration problem not only for students but for all people. This issue is not fully disclosed within the Eurasian Economic Community, that's why the description of social threats and risks of integration policy in the field of education, as well as possible ways of development and prospects of cooperation is described and analyzed by us. Also, this work describes the forms of educational cooperation and the optimal organizational ways of implementing the EAEU integration. Much attention is paid to the method of statistical analysis of the students who arrived from the EAEU member states since 2019/20 academic year (statistics are given before world COVID19 situation for each country: Armenia, Belarus, Kazakhstan, Kyrgyzstan, Russia).

Keywords: educational migration, academic mobility, integration, EAEU.

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Introduction

The processes related to the movement of people are one of the key elements of contemporary socio-economic reality. To some extent, this applies to such forms of mobility as migration for economic purposes, which undoubtedly became the subject of many researches just after intensification of migration related to the EAEU perspectives due to accession of countries such as Armenia, Belarus, Kazakhstan, Kyrgyzstan, Russia. However, this also applies to such forms of mobility, having the character of internal population movements caused by other purposes than employment or higher earnings, namely educational migrations, which rely on movements of people from their current place of residence to an academic centre in order to undertake higher education.

The impact of educational migration on local labour markets of academic cities rarely becomes a subject of an academic study. However, this aspect of migration should be regarded as a process of the influx of students to an academic city; and it has a lot in common

with the immigration process, which is far more frequently undertaken in the literature concerning the issues of migration processes. In this context, literature research helps us to identify basic spheres of the influx of population affecting the local labour market. The influx of educational migrants to academic cities and the fact that they are undertaking employment during their study and after graduation affect the labour supply growth in the area of the influx. Such an apparent impact of educational migration on the labour market demonstrates the ongoing research surveys and observations performed at the mesoeconomic level. However, in literature on migration much more attention is paid to the effect of international economic migrants on the increase of labour supply in the influx area regarded in the macroeconomic perspective. In the literature concerning this subject matter there are also research studies that consider the possible effect of the influx of migrants on wages in the influx area. However, economists do not agree on the subject-matter of the unequivocal direction of this effect. Some of them argue that the influx of immigrants and the fact of undertaking by them employment in the influx area affects impact on the decrease of wages in the local labour market, while others show that the influx of labour force to local markets does not affect the value of wages received by local workers, and certainly it does not lead to the decline in wages. An explanation for lack of such an effect is the fact that poorly skilled immigrants are mostly undertaking jobs which are not demanded by the natives. The lack of the abovementioned effect is also explained by the case that the influx of migrants leads to the outflow of local workers from other regions causing return to the balance state in the local labour market.

Research methodology

The research carried out in this paper proved that migration can affect the demand for labour. The effect of migration on the labour demand is associated with the influx of people and the fact that they become consumers who increase the demand for goods and services on the local market which in turn leads to an increase of local demand for labour. The same consequences can bring on influx of students connected with educational migration – the language [1].

In Kazakhstan, about 23% of the population speaks Russian as their mother tongue. Here, we would like to emphasize, the Russian language acts as a second language or (depending on the level of education and place of residence) the first foreign language for the entire non-Russian population of the republic, primarily the Kazakhs. Despite the consolidation of the official status of the Russian language in the Constitution of Kazakhstan, it is leveled by other legislative acts and implemented state programs. In particular, the regulation on the translation by 2020 of the entire document flow into the Kazakh language, the introduction into the educational process of the concept of trilingualism, which implies the use of English as the language of teaching several serious disciplines in senior classes, as well as the translation of Kazakh language to Latin graphics. As a result of the introduction of such normative acts, the Russian language is gradually being squeezed out of the socio-political, economic life, the education system, the field of culture and the media [2].

In Armenia, the Russian language does not have an official status, but it is widespread, it is spoken by more than half of the population (58.6%). The Russian language in Armenia is recognized as the language of the national minority. In Belarus, only 15% of the

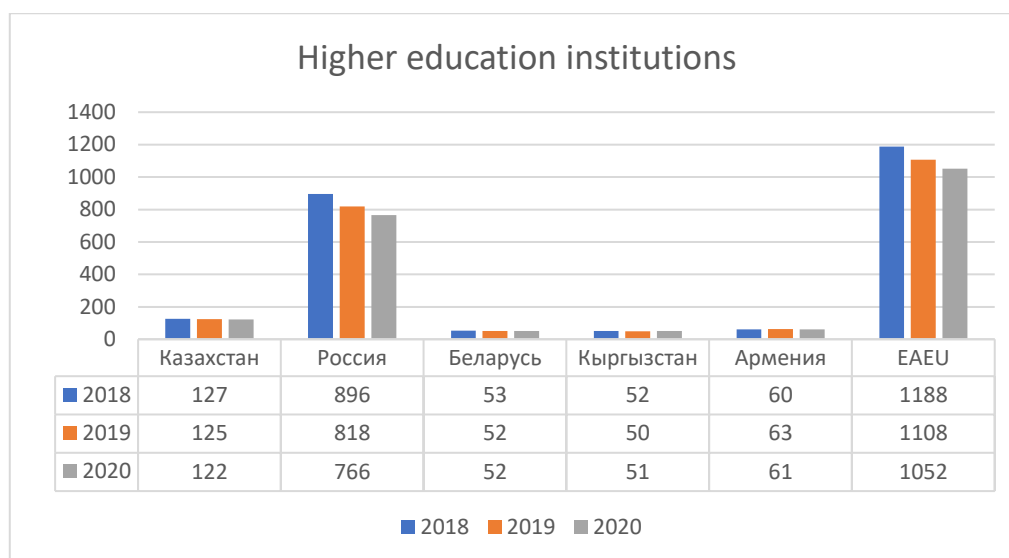
population define themselves as ethnic Russians. However, more than 80% of the country's citizens use Russian in almost all spheres of life.

For Kyrgyzstan, Russian is not an official language, but, unlike its neighbors, as a language of interethnic communication. There is still the possibility of obtaining in the country education in Russian, although since 2019 the following trend has been observed: the priority right when entering local universities is given to those who will study in the Kyrgyz language. Over the past few years, the position of the Russian language in the republic has weakened, as the republic's authorities pay attention to a deeper study of the Kyrgyz and English languages. Thus, the office work in the authorities in the coming years will be completely translated into the Kyrgyz language, citizens without sufficient knowledge of the Kyrgyz language can no longer apply for certain state positions. Mandatory testing for knowledge of the Kyrgyz language is being introduced in government departments. However, based on the massive participation of the labor force from Kyrgyzstan on the territory of Russia and Kazakhstan, the demand for the study of the Russian language in the republic seems to be quite high. Each of the EAEU member states has its own history, tradition and culture, differing significantly in scale, economic and resource potential, but having one common goal - to increase the efficiency of socio-economic policy to ensure the growth of the quality of life and well-being of its population. One of the significant drivers for the development of integration of the countries of the Eurasian Economic Union is the sphere of education and science. The common linguistic and scientific and educational space most effectively contributes to the integration process of the union [3].

According to the dynamics of the number of students in programs of higher professional education, a stable decline can be traced in all member countries of the union.

Figures 1 show statistics on the number of educational higher education institutions, according to which the dynamics is manifested not in intensive growth, but in stable moderate development in all EAEU members state. The data was taken from 2018 till 2020, because the statistical data of 2021 in other countries is not clear till this moment.

Figure 1. The number of educational institutions of HEI (at the beginning of the academic year; units)



Academic Mobility in EAEU countries

The development of academic mobility is reflected in the joint agreements of the EAEU and in the legal frameworks of the countries themselves. For example, in the Concept of the export of educational services of Kazakhstan for the period 2011–2020, among the priorities were “increasing the competitiveness of the Kazakhstan education system in the world”, “Increasing the level of income from the export of educational services”, “attracting qualified personnel to the country” [4]. In the Concept of long-term educational development of Kazakhstan for the period up to 2020, one of the target areas is called “increasing the share of foreign students in Kazakhstan educational institutions to 5% of the total number of students” [4].

The number of students of educational institutions of higher professional education who arrived from the EAEU member states, from 2018/19 to 2019/20 academic year grew 1.4 times.

Moreover, the dynamics for countries is different - in Kazakhstan this indicator increased 2.4 times, and in Belarus it decreased 2.1 times. In Armenia and Russia, the dynamics are unstable. The high level of academic migration of students between the EAEU countries is due to the same conditions for admission to universities for their own citizens and citizens of the member countries of the integration association - competitive selection. However, the Covid19 gave his results and the amount of students has immediately decreased.

Minister of Education and Science of the Republic of Kazakhstan notes the expediency of cooperation in the social and humanitarian sphere is noted, in particular, the importance of assisting higher educational institutions of the EAEU countries in establishing interuniversity relations, implementing joint projects and programs, expanding student exchanges and increasing academic mobility [5].

Figure. 2. The number of students who arrived in Armenia (at the beginning of the academic year; people)

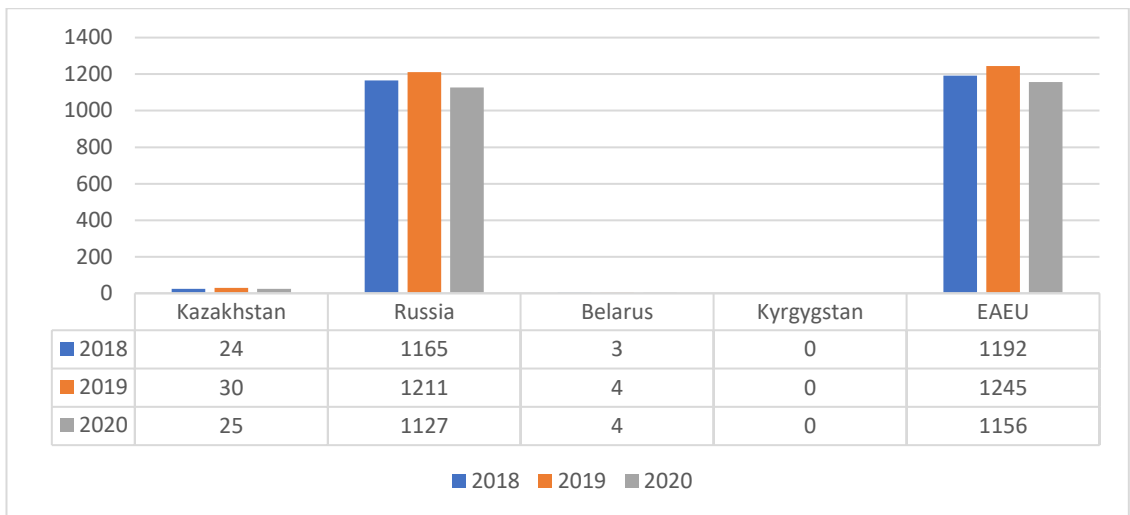


Figure 3. The number of students who arrived in Kazakhstan (at the beginning of the academic year; people)

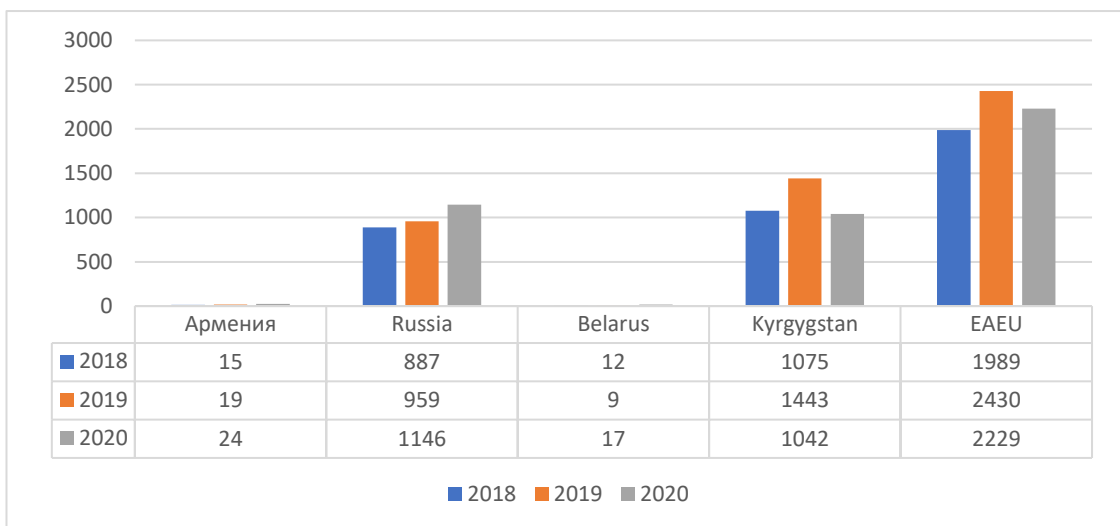
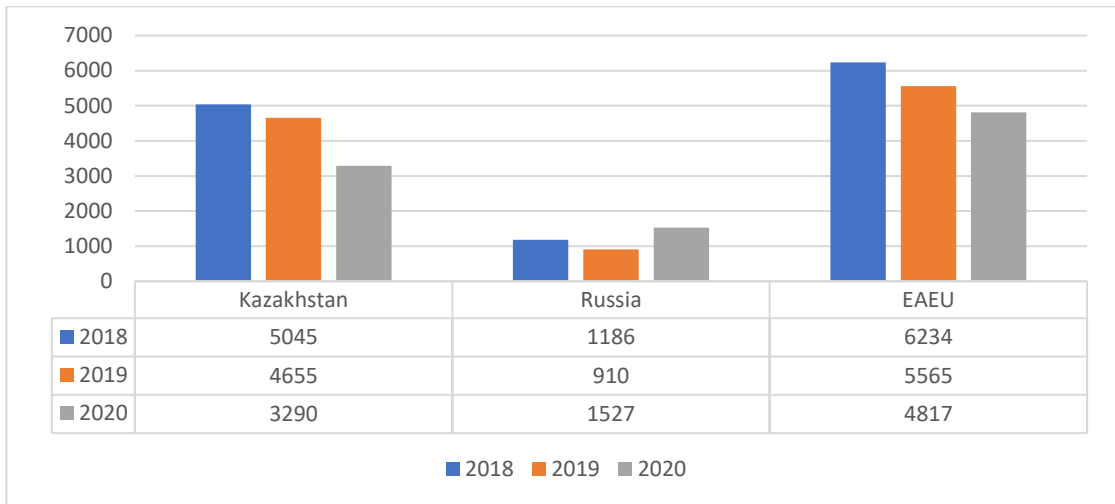


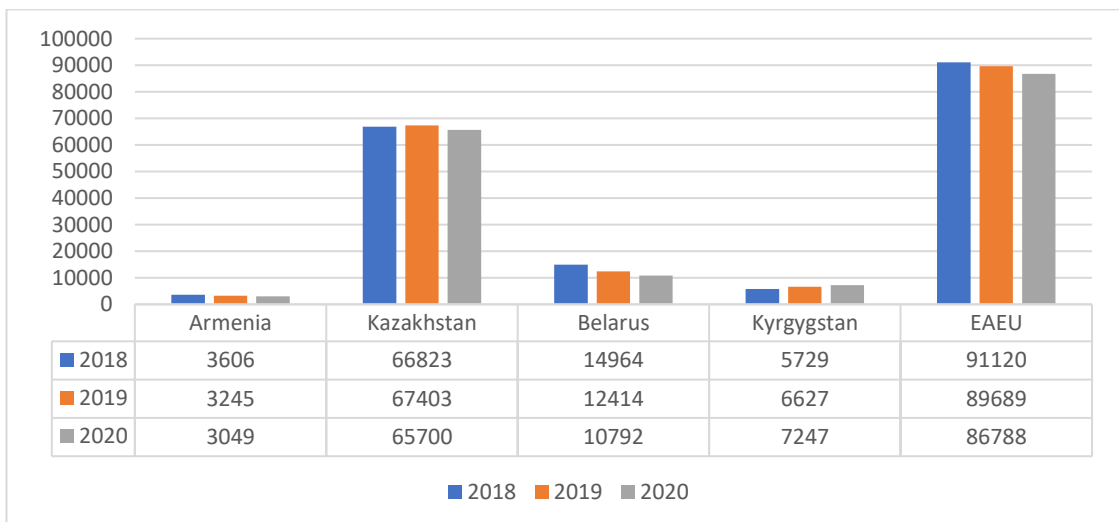
Figure 4. The number of students who arrived in Kyrgyzstan (at the beginning of the academic year; people)



The development of educational cooperation in the EAEU space is designed to help achieve the key goals of the National Education Project, including increasing competitiveness and developing the export of Kazakhstan education, introducing new practices and teaching methods, supporting talented youth, developing vocational education and lifelong learning.

The number of foreigners in Kazakh universities actively increased in 2018–2020, reaching its peak in the 2019 year (Figure 3). The liberalization of the labor market within the EAEU had a noticeable impact on the socio-economic situation in Kazakhstan. In 2018-2020 the number of citizens of Kazakhstan employed in other countries of the Union has grown 2.5 times. Almost 90% of them work in Russia.

Figure 5. The number of students who arrived in Russia (at the beginning of the academic year; people)



As we can see from Figure 5, in Kyrgyzstan for the period under review, no students from Armenia and Belarus were recorded, which indicates that there is no demand for a diploma from this country from friendly partner states. For many years, Kazakhstan has been the

undisputed leader in the number of students enrolled in Russian universities. In the 2018 year in Russia there were 66,821 students from this country, in the 2019 academic year enrolled 67 403 students. It is possible to trace the growth trend in the number of Kazakhstan students, but in 2020 65,700 students arrived, which is 2% less than according to the statistics of the previous year.

Discussion

Education, training, research, expert and analytical support, regular information exchange are important factors in the development of all EAEU member states. But educational cooperation in the EAEU is not yet a sphere of supranational regulation and remains in the sphere of national competence of the member states. The idea of a common Eurasian educational space, which Russia has repeatedly advocated, has not yet found support from all countries of the Union. At the same time, cooperation in the educational sphere in the EAEU space is consistently evolving and becoming more and more diverse in formats, including the formation of international associations and consortia of universities; international bilateral educational cooperation; online educational formats; educational programs on Eurasian integration and its specific areas at the level of bachelor's, master's, additional vocational education; development of educational and teaching materials, publication of specialized periodicals on Eurasian topics; short-term scientific and educational events, including educational schools, as well as joint research activities.

Cooperation in the field of education in the EAEU space goes beyond the formal political framework of integration. Thus, the Eurasian Association of Universities, which unites more than 100 universities of the CIS countries, seeks to preserve a single educational space and ensure the equivalence of university degrees, and the development of university cooperation. The possibility of implementing educational programs in a networked form has a number of advantages - improving the quality of education, accumulating the best practices of international experience, updating educational programs, as well as developing personal and professional competencies and motivation of students.

The most active educational cooperation in the Eurasian space is developing in a bilateral version. Most Kazakhstan universities consider universities from neighboring countries, including those from the EAEU, as priority international partners, and students from these countries dominate the composition of foreign students. Such bilateral cooperation includes joint educational programs, double degree programs, the organization of joint centers on the basis of universities. Joint (Slavic) universities, which are created on the basis of bilateral agreements in Armenia, Belarus, Kyrgyzstan and Tajikistan, can be considered a successful example of bilateral cooperation that also "crosses" the political borders of the EAEU.

Network forms of educational cooperation are the optimal organizational way to implement integration in the educational sphere. The EAEU is not an exception: The CIS Network University functions as a Consortium with equal partnership of all partner universities and is open for the entry of other organizations in the manner established by the Consortium.

The Eurasian Network Financial Institute, an association uniting six educational

institutions of the EAEU member states, was created for cooperation in the field of education and science in the field of finance in order to provide human and scientific support for the effective interface of national financial systems in the EAEU. This consortium undoubtedly increases the competitiveness of the Union countries, provides an opportunity for a wide range of citizens to use massive open courses, establishes educational and cultural exchange not only between the participating countries, but also with foreign countries, makes it possible to invite highly motivated students and scientific teaching staff.

The inclusion of the "Eurasian dimension" (by analogy with the "European dimension" within the Bologna process) in the educational programs of higher education has also become a vivid manifestation of the evolution of educational cooperation in the EU. Specialized bachelor's and master's programs have been developed on the topic of Eurasian integration. At the present time, the format of additional professional education has not yet gained sufficient popularity with the projected high demand for such programs, since there is an objective need to raise awareness of the Eurasian integration of officials and business representatives, the academic community and the general public of the EEU member states.

Many educational and scientific organizations conduct research on processes in the EAEU, thereby forming centers of competence for Eurasian integration, solving problems of teaching and popularizing Eurasian subjects, informing professional communities, authorities and the public about the integration processes taking place in the EEU [6].

One of the solutions within the framework of integration in the field of education could be the creation of a single Eurasian educational space. It was Kazakshtan that repeatedly put forward this idea and substantiated the expediency of creating a Eurasian educational space, considering it one of the key tasks of Eurasian integration [7]. Most often, these ideas emphasized integration in the field of higher education (the most sensitive, from the point of view of national interests, and the most difficult to integrate due to differences in educational standards, approaches to quality assessment). In addition, the four EAEU countries are included in the broader framework of international educational integration, while remaining participants in the Bologna process, which is also a deterrent to the formation of a single Eurasian higher education space. The need for a unified educational space is urgent, because the existing requirements for specialists in the 21st century are fully integrated into the global economy. The internationalization of education in the EAEU member states presupposes the unification of efforts to develop and implement certain measures to create common scientific bases.

There is a lack of harmonization of national legislation and regulatory practice in the field of education, including in the area of assessment and mutual recognition of learning outcomes, requirements for teacher training, as well as intercountry inequality in financing education, development of education infrastructure, levels of education [8]. "Digitization" of education and linguistic difficulties remain a challenge for educational integration in the strict sense of the word. In addition, when discussing Eurasian cooperation in education, less attention is paid to school education, as well as postgraduate education and adult education. At the same time, it is at these levels of education that the cooperation of the EAEU countries can be significantly enhanced and important integration effects can be achieved, since the future of an integration

association directly depends on its human resources, citizens of the EAEU countries, their participation in the development of specific Eurasian projects [9].

Results

Recommendations for deepening and developing cooperation in the field of education of the EAEU include:

- establishing close contacts between educational institutions of the allied countries, including ties between pedagogical universities, expanding student exchange, creating specialized network educational structures;

- the formation of common approaches to assessing the quality, primarily of school education and education for adults, as well as the implementation of joint projects and initiatives to ensure the quality of education based on the use of the best experience of intercountry comparative studies of learning outcomes;

- formation of a single space in the field of vocational education and training in order to ensure lifelong education;

- introduction of a system of Eurasian grants to support the most talented students and teaching staff;

- expanding the range of programs of additional professional education in the field of Eurasian integration processes, aimed at representatives of government, business, academia, the general public;

- development of research and information infrastructure and the formation of a comfortable environment;

- solid professional education in the field of Eurasian integration processes, focused on representatives of government, business, academia, the general public;

- development of research and information infrastructure and the formation of a comfortable environment;

- assistance in the provision of scientific, educational, methodological, reference, spiritual, moral and artistic literature, audio and video materials;

- the formation in the authorities of the allied countries of specialized structures responsible for humanitarian and technological cooperation, scientific and educational integration, cultural and scientific and technical activities within the framework of the Eurasian project.

Internal restrictions and barriers: inability to enter the world rankings, lack of practice of obtaining international grants and difficulties with publishing activities (affiliation problems), lack of a database of university graduates, a small number of contacts with employers, possible problems with the choice of an intermediary language, insufficient linguistic literacy of students and university staff. There is a need for gradual and consistent harmonization of legislation and regulatory practice in the field of education, science, innovation, intellectual property, educational and professional standards in all partner countries of the Union.

Conclusion

Due to historical, socio-cultural, economic factors, Kazakhstan becoming attractive country in terms of migration in the Eurasian and post-Soviet space. First, in some Kazakhstan regions and sectors of the Russian economy there is an objective need for the population in general and labor resources in particular. Currently, sectors of the economy and individual enterprises in Kazakhstan need certain categories of foreign workers and specialists, the education system requires foreign students, and the implementation of the idea of “innovative development” of the country is impossible without the involvement of highly qualified specialists from abroad [10].

Now Kazakhstan still has the opportunity to make the most of the migration resource to replenish the country's population at the expense of a culturally, linguistically and mentally close population. However, migration resources in the countries of the former USSR are not endless, there is a competition for them, migration flows from the countries of Central Asia, Ukraine, Moldova are reoriented to new directions. In this context, the migration policy of Kazakhstan should be more adequate for the time, and the state should actively work on the migration attractiveness of the country. The EAEU needs the support of the scientific and expert community. His opinion seems to be extremely important for ensuring the completeness of information from various sources when regulators make decisions. The expert community collects and analyzes facts that, for various reasons, are not made public in the official environment, and identifies unresolved issues. The role of the expert community is also great in the perception of the population of certain problems associated with migration and integration processes.

Note

In Kazakhstan, undergraduate programs refer to programs of higher professional education and master's programs refer to programs of postgraduate education.

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Білім көші-қоны: Қазақстан Республикасының әлеуметтік қауіп-қатерлері, болашағы және динамикасы

Аңдатпа. Бұл жұмыста білім беру миграциясы Еуразиялық экономикалық одақ елдерінің интеграциялық дамуының маңызды драйверлерінің бірі ретінде қарастырылады. Білім беру көші-қоны - бұл жаңа интеграциялық мәселелердің негізі, және бұл мәселе ЕАЭО-ға мүше мемлекеттердің барлық білім министрлерінің күн тәртібінде тұр, өйткені көптеген студенттер тұрғылықты жерін ауыстырады, ал ақылдылары өздері үшін жақсы өмір табуға тырысады. Иммиграция проблемасына алып келетін олардың отбасылары ғана емес, студенттер, сонымен қоса барлық адамдар. Бұл мәселе Еуразиялық экономикалық қоғамдастық шеңберінде толық ашылмаған, сондықтан бұл жұмыста білім беру саласындағы интеграциялық саясаттың әлеуметтік қатерлері мен тәуекелдерінің сипаттамасы, сондай-ақ ынтымақтастықтың даму жолдары мен перспективалары сипатталған және талданған. Бұл жұмыста білім беру саласындағы ынтымақтастық нысандары мен ЕАЭО интеграциясын жүзеге асырудың оңтайлы ұйымдастырушылық жолдары көрсетілген. 2019/20 оқу жылынан бастап ЕАЭО-ға мүше

елдерден келген студенттерді статистикалық талдау әдісіне көп көңіл бөлінеді: әр мемлекет үшін COVID19–пен жаһандық жағдайға дейінгі статистика.

Түйін сөздер: білім беру миграциясы, академиялық ұтқырлық, интеграция, ЕАЭО.

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Образовательная миграция: социальные угрозы, перспективы и динамика на примере Республики Казахстан

Аннотация. В данной работе образовательная миграция рассматривается как один из значимых драйверов интеграционного развития стран Евразийского экономического союза. Образовательная миграция - основа новых интеграционных проблем, и этот вопрос стоит в повестке дня всех министров образования государств-членов ЕАЭС, потому что многие студенты меняют места проживания и более умные пытаются найти лучшую жизнь для них и для своих семей, что приводит к проблеме миграции не только студентов, но и всех людей. Этот вопрос не раскрывается полностью в рамках Евразийского экономического сообщества, поэтому описание социальных угроз и рисков интеграционной политики в сфере образования, а также возможные пути развития и перспективы сотрудничества описываются и анализируются нами. Также в данной работе описаны формы образовательного сотрудничества и оптимальные организационные способы реализации интеграции ЕАЭС. Большое внимание уделяется методу статистического анализа студентов, прибывших из стран-членов ЕАЭС с 2019/20 учебного года статистика приведена до мировой ситуации с COVID19 для каждой страны: Армении, Беларуси, Казахстана, Кыргызстана, России статистика приведена до мировой ситуации с COVID19 для каждой страны: Армении, Беларуси, Казахстана, Кыргызстана, России.

Ключевые слова: образовательная миграция, академическая мобильность, интеграция, ЕАЭС

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