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Вызовы современного мира в рамках социально-гуманитарного знания. В поисках альтернативы : материалы II Всероссийской научно-практической конференции, Ижевск, 28–29 февраля 2024 г. – Ижевск : Изд-во УИР ИжГТУ имени М. Т. Калашникова, 2024. – 719 с. – 8,21 МБ (PDF). – Текст : электронный.

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Настоящий сборник включает статьи участников II Всероссийской научно-практической конференции (Ижевск, 28–29 февраля 2024 г.) – представителей различных научных направлений: права, истории, философии, политологии, языкознания, психологии, религиоведения, социологии, педагогики. Тематика статей отражает специальные вопросы права и управления; проблемы социального государства и политической сферы общественной жизни; общие вопросы профессионального образования и медицины; проблемы личности и языкознания; общие вопросы культуры.

Рекомендовано студентам, аспирантам, магистрантам, преподавателям общественных и гуманитарных наук.

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Educational Migration from Tajikistan to OECD Countries: Scale and Trends

Abstract. *Tajikistan, as a country with a young age structure of the population, has become a prominent participant in various migration flows in recent years. Many labor migrants from Tajikistan to the OECD countries has been noted since 2014, which is associated with the fall in the ruble exchange rate and a decrease in the income of migrants in Russia in currency terms. At the same time, Tajik youth traditionally went to study in Russia and Kazakhstan, but in recent decades the flow to OECD countries has also increased significantly.*

Keywords: emigration, educational migration, Tajikistan, OECD countries, students, youth, labor migration.

The age structure of Tajikistan's population is characterized by a high proportion of young people. In 2012-2020, the number of young people in Tajikistan averaged 2.66 million out of the total population of the republics (Fig. 1). Also, the number of full-time students in 2012-2017 amounted to 8.8 million people [1].

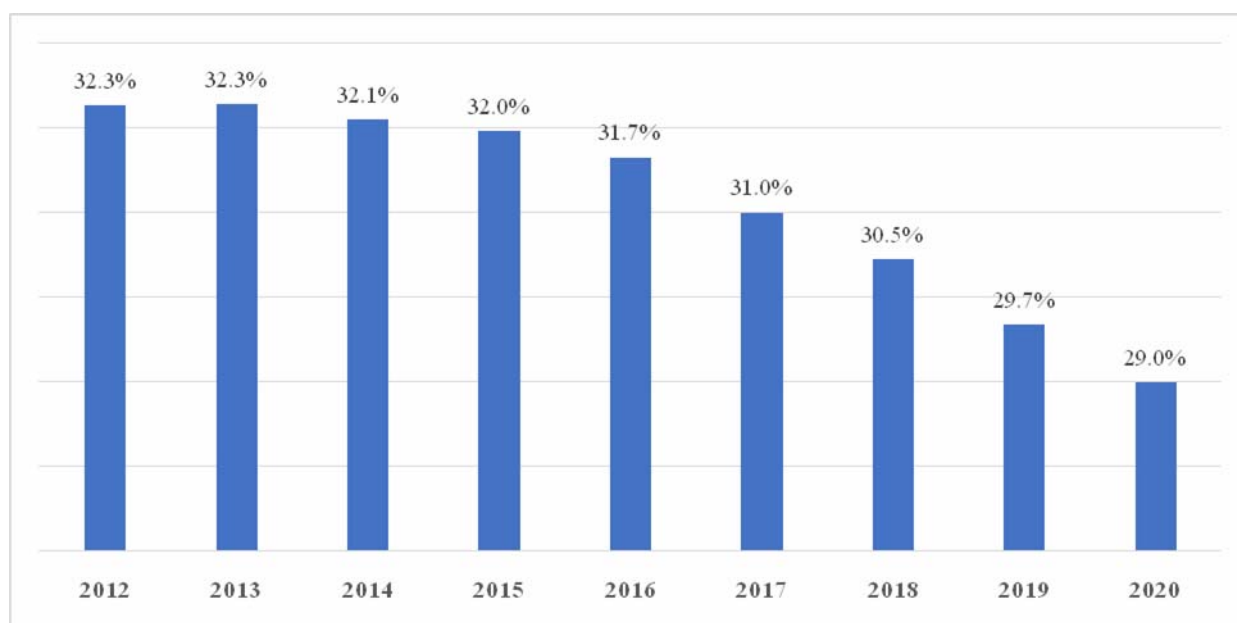


Fig. 1. The share of the young population (aged 15 to 30 years) in the structure of the total population of Tajikistan for 2012-2022., % [2]

After gaining independence, many private universities were opened in the Republic of Tajikistan, and state universities also increased the number of faculties and specialties. The country was experiencing an explosive growth of the higher education system. At the same time, the network of secondary specialized educational institutions (technical schools and vocational schools) was shrinking [3]. Many people sought to get a second and regular education, usually economic or legal, which were in demand on the labor market. A stream of people wishing to study abroad also began to form. Moreover, getting an education abroad in the minds of not only young people, but also their parents is closely related to the prospects of finding a job in the country of study. All these circumstances contributed to the formation of large migration flows of young people from Tajikistan abroad.

Tajik youth do not seek to return to their homeland after studying abroad. Many young people seek additional or higher education, seek work, and find employment in host countries, obtain a residence permit and citizenship [4]. To identify adaptation strategies for young emigrants from Tajikistan in the OECD countries, we conducted an online sociological survey. The questionnaire was posted via the social Internet network Facebook (banned in Russia) on the pages of several associations of Tajik citizens abroad. The questionnaire contained 17 questions about the adaptation and integration of migrants, their level of education, the gender and age structure of migrants, migration channels, the reasons for the reorientation of migrants to a new direction of labor emigration to OECD countries, resettlement, and sectoral employment of migrants in host countries. The sample was random. The sample size was 417 people who were studying in Austria, Germany, the USA, and Canada at the time of the survey. An online sociological survey showed: 77 % had higher education (university, institute), 10% had specialized secondary education, 10 % had a PhD degree, about 3 % had general secondary education (Fig. 2). It is important to note that the educational level of Tajik migrants in the CIS countries (primarily the Russian Federation and the Republic of Kazakhstan) differs significantly – has an education level much lower: only 19 % of migrants have higher and incomplete higher education, 28 % have specialized secondary education, and on the contrary, 34 % of respondents have secondary general education, and 19 % - incomplete secondary and primary education. It can be said that the migration flow from the Republic of Tajikistan to the OECD countries is an order of magnitude higher than to the countries of “traditional emigration” (the Russian Federation and the Republic of Kazakhstan).

In the USA, an “F” visa is issued to students who want to study in academic and language programs. Every year, many Tajik citizens apply for a US student visa “F”. According to the U.S. Department of State, 4,526 Tajik citizens entered the United States to study as students in 2000-2021. Due to the COVID-19 pandemic, in 2020, the number of students from Tajikistan in the United States decreased by 3 times compared to 2019 (Fig. 3).

Students from Tajikistan mainly study at universities in the USA such as the University of the Highlands of New Mexico (New Mexico), Texas A&M University (Texas), the University of South Alabama (Alabama), the University of Akron (Ohio), Columbia University (New York), etc [6].

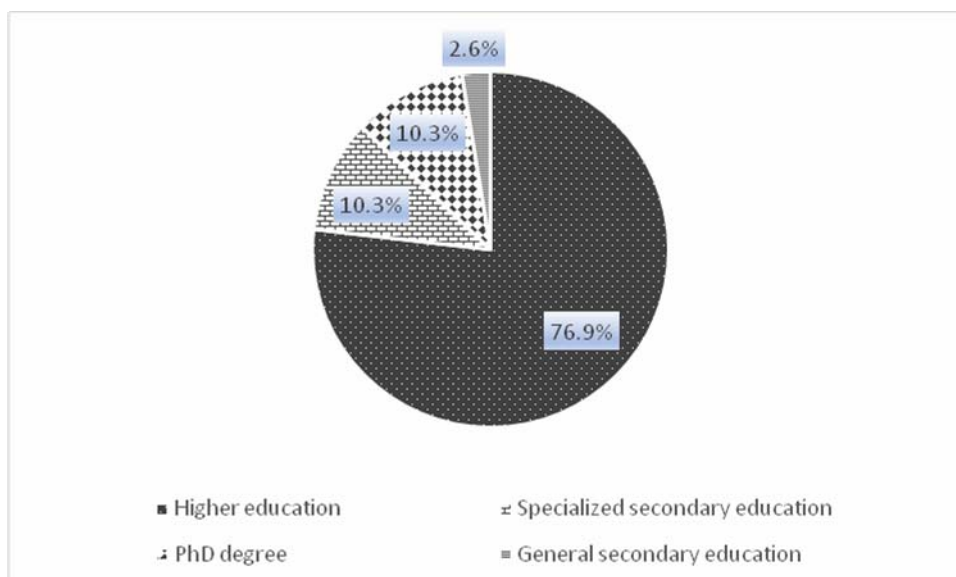


Fig. 2. The level of education of Tajik citizens in the OECD countries, % (according to the results of an online sociological survey, $N = 417$ respondents)

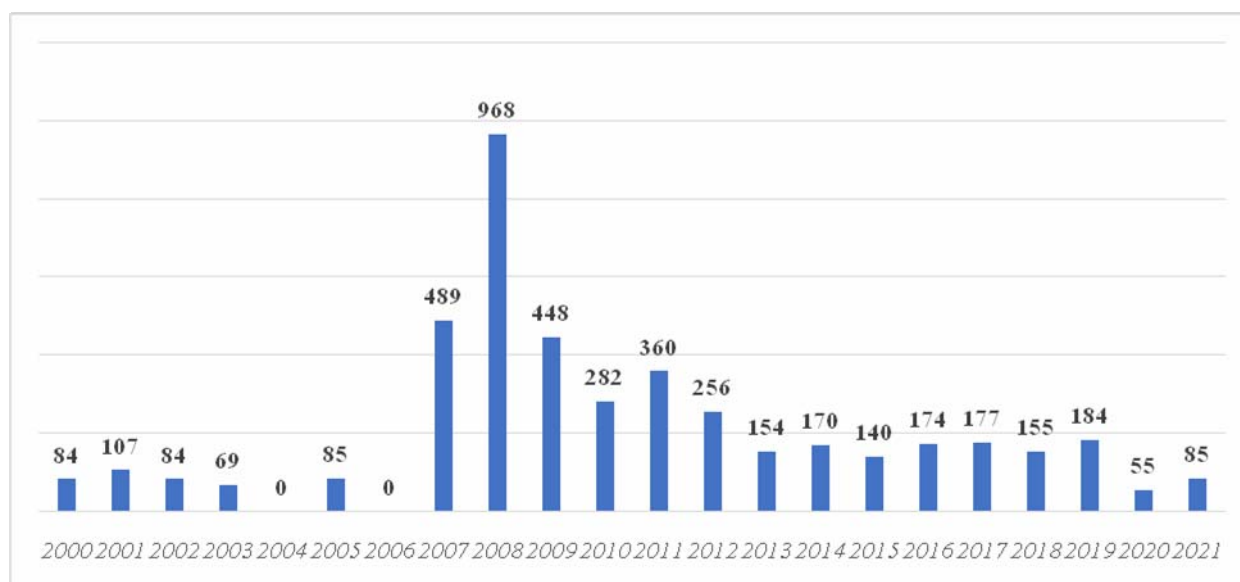


Fig. 3. The number of category “F” visas issued to Tajik citizens to study in the USA in 2000-2021, units [5]

European countries are becoming popular destinations for education from Tajikistan [7]. There are various educational programs for studying in the countries of the European Union. One of them is Erasmus, a non-profit program of the European Union (EU) for the exchange of students and teachers, which cooperates between Europe and other regions of the world, including Tajikistan. According to Eurostat data for 2015-2019, 5,053 citizens from Central Asian countries studied at universities in Western and Eastern Europe, of which 4 % were citizens of Tajikistan (Table 1).

Among European countries, the main directions of educational migration from Tajikistan are Germany, Austria, Poland, Great Britain, Sweden, Cyprus, etc. Tajik citizens study most of all at such European universities as Johann Wolfgang Goethe University of Frankfurt, Vistula University, Heidelberg University, University of Salerno, London School of Economics and Political Sciences Sapienza University, etc.

Table 1. The number of grants issued to citizens of Tajikistan within the framework of the educational program “Erasmus” in 2015-2020, people [8]

Years	Total number of grants	Tajikistan's share of the total number of grants (%)	
		- by Central Asian countries	- by all over the world
2020	57	18	2
2019	55	17	2
2018	38	16	2
2017	36	19	3
2016	56	17	2
2015	36	11	2

In recent years, the Republic of Korea and Japan have become new areas of education for students from Tajikistan. In 2019, in Dushanbe, the Prime Minister of the Republic of Tajikistan, Kohir Rasulzoda, and the Prime Minister of the Republic of Korea, Lee Nak Yong, signed an agreement on student exchange, including a draft invitation to study and the provision of scholarships for students from Tajikistan to the Republic of Korea. According to the Korean Statistical Information Service, in 2010-2020, 1,027 Tajik citizens studied and completed an internship in Korea. Of these, 79 % are men, 21 % are women (Table 2). Among the universities of the Republic of Korea, Tajik students study most at Seoul University, UNIST (Ulsan National Institute of Science and Technology), Korea Science Academy of KAIST (KSA of KAIST), etc. Most students from Tajikistan, after graduating from Korean universities, return to their homeland, as they study at the expense of the state or under student exchange programs. Some of them, who came on a scholarship from the Government of the Republic of Korea, remain in the country and become migrant workers, because in addition to the student visa, all other visas are designed for a month period. Here is an excerpt from an interview with an employee of a commercial company: *“I came to Seoul in 2008 and entered Seoul University for a master's degree. In Seoul, after graduating from university, I got a job at a commercial company whose products are aimed at the CIS market, and now I work for this company”* [9]. Many Tajik students, after graduating from university, prefer to stay in this country and get a job at enterprises in their specialties [10].

In recent years, Japan has been pursuing an active policy of attracting foreign students to Central Asian countries. Japanese public and private foundations provide grants for students to study at universities in the country. According to the OECD, Japan occupies a significant place in the global educational market: in 2017, it owned 4 % of the global educational services market, including 4 % of the bachelor's market, 2 % of the master's market, 4 % of the global postgraduate and doctoral studies market [12].

In 2006-2020, Japan accepted 625 Tajiks for studies and internships (Fig. 4). During the period 2006-2019, there was a sevenfold increase in the number of students from Tajikistan who arrived to study in Japan: from 11 to 81 people. In 2020, the number of students from Tajikistan to Japan was 38, and the growth of Tajik students was strongly influenced by COVID-19.

Table 2. Distribution of students and trainees from Tajikistan in the Republic of Korea by categories of long-term (D-2) and short-term (D-4) student visa for 2010-2021, people [11]

	Men	Women
<i>Students (D-2), including:</i>	521	150
Associate degree (D-2-1)	37	3
Bachelor's degree (D-2-2)	273	55
Master's degree (D-2-3)	147	43
Doctorate degree (D-2-4)	12	2
Scientific research (D-2-5)	1	0
Exchange student (D-2-6)	25	23
Exchange student (D-2-F)	0	0
Job training (D-2-7)	26	24
Short-term training (D-2-8)	0	0
<i>General Intern (D-4), including:</i>	287	69
Korean language training (D-4-1)	287	69
Foreign Language Intern (D-4-7)	0	0
Total students and interns	808	219

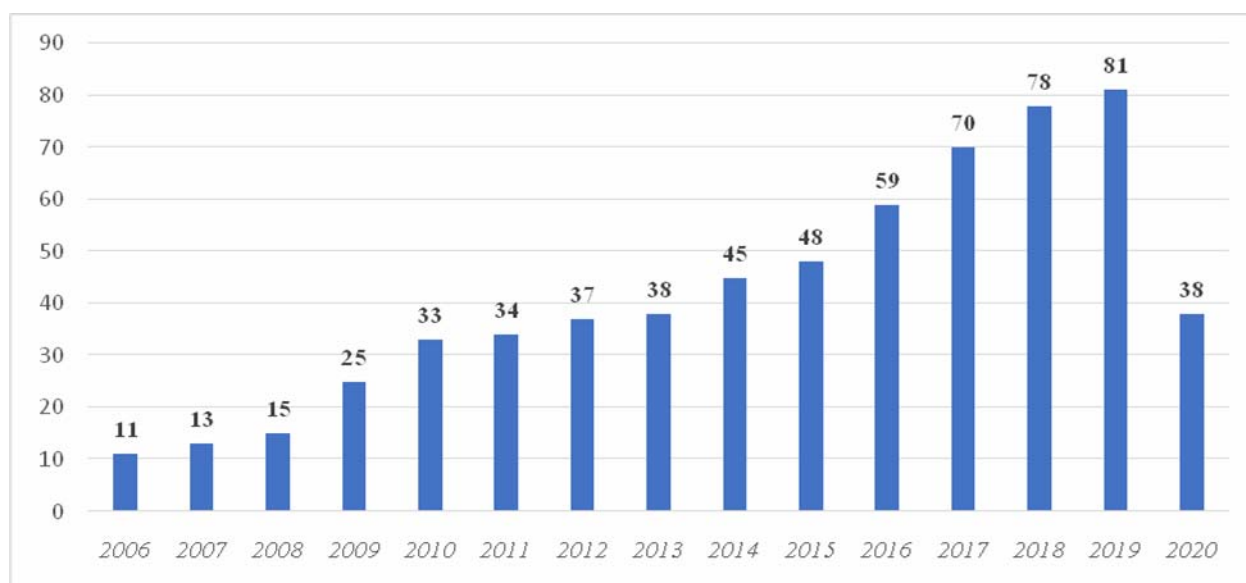


Fig. 4. Dynamics of the number of students from Tajikistan to Japan for 2006-2020, people [13]

Thus, the flow of students from Tajikistan is becoming more and more focused not only on the Russian Federation, but also on new directions – the OECD countries. Moreover, Tajik youth are starting to travel to the United States and Europe, but they are also exploring new educational markets – Asian countries – the Republic of Korea and Japan.

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Образовательная миграция из Таджикистана в страны ОЭСР: масштабы и тенденции

Аннотация. *Таджикистан как страна с молодой возвратной структурой населения в последние годы становится заметным участником в различных потоках миграции. Большое число трудовых мигрантов из Таджикистана в страны ОЭСР отмечается*

с 2014 года, что связывают с падением курса рубля и снижением доходов мигрантов в России в валютном эквиваленте. Вместе с тем традиционно таджикистанская молодежь выезжала на обучение в Россию и Казахстан, но в последние десятилетия также значительно возрос поток в страны ОЭСР.

Ключевые слова: эмиграция, образовательная миграция, Таджикистан, страны ОЭСР, студенты, молодежь, трудовая миграция.