

Summary Report

**Brain Drain or Brain Gain?
Education, Migration and
Development in Central Asia**

5 June 2018, Vienna
Rapporteur: Victoria Orazova

Academy Papers #2

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The globalization of the job market, rapid growth of education opportunities in developed countries and parallel economic and political instabilities in the Central Asian region prompt highly-educated and skilled workers to seek a brighter future abroad. One widely-held assumption posits that 'brain drain' has a strongly negative impact on sending countries. Nevertheless, 'Brain Drain' can become a 'Brain Gain' when migrants leaving their home countries use new skills to contribute to its development. In order to understand better how mobility and education can influence the development of the region, the OSCE Academy, OSCE Programme Office in Bishkek and the Italian OSCE Chairmanship organized an Alumni Conference in Vienna on 5 June 2018. Nine alumni of the OSCE Academy MA Programmes from Kazakhstan, Kyrgyzstan, Russia, Tajikistan, and Uzbekistan, currently residing in Europe, discussed the positive and negative consequences of the phenomenon, identified major challenges and developed recommendations for improving the situation. The conference was opened by Ambassador Dr. Pierre von Arx, Chairperson of the Board of Trustees of the OSCE Academy and Head of the OSCE Programme Office in Bishkek, followed by welcoming messages from Luca Fratini, Deputy Permanent Representative of the Italian Chairmanship and Dr. Indra Overland, Head of the Energy Programme of the Norwegian Institute of International Affairs.

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“Draining or Gaining? – Personal Reflections on International Student Mobility”

The first panel of the conference introduced the issue of ‘Brain Drain’ in Central Asia and highlighted the personal stories of alumni, who had moved abroad to advance their knowledge and gain new experience. The panel addressed problems including approaches to education and a lack of efficient policies that serve as motivations for young people to emigrate, but also discussed ways countries can benefit from having educated citizens abroad.

The panel started with a presentation of a PhD Student at the University of Kassel, Aiperi Otunchieva, who discussed the role of international migrants in the development of Central Asian region. Otunchieva, who is from Kyrgyzstan, acknowledged that migrants play an important role in globalization, but that the principal cost of their migration -- as far as sending countries are concerned -- is ‘brain drain’. Those residents of developing nations able to find work in the developed world are those who are well educated; unfortunately, they are also those that their native country needs the most. Brain drain hamstrings developing nations with lower productivity, technical skill deficits, and a disproportionately smaller tax base, since higher-educated, higher-earning workers pay more in taxes than they receive in services. However, Otunchieva argued that the costs of brain drain can be offset to some degree by the benefits of remittances that migrant workers send back to their native countries. While expatriates generally use these payments to support their less-fortunate family members, the resulting economic advantages extend well beyond any particular household. Referring to the World Bank findings Otunchieva stated that remittances help to significantly reduce poverty and equalize incomes. Higher rates of migration reduce the costs of moving overseas and allow poorer and less-educated workers to seek new economic opportunities abroad—which not only equalizes economic success and opportunity, but helps to counteract the unbalanced effects of the brain drain.

Returning to the question of ‘brain drain’, the author used a GlobSci study, which has shown that migration delivers overall benefits by stimulating research networks and knowledge exchange. But the biggest gainers from migration could be the scientific and research labs that attract people from different backgrounds and disciplines to create a dynamic team, thus transforming ‘brain drain’ into ‘brain circulation’, concluded Otunchieva.

Otunchieva’s presentation was followed by a report on education migration in Kazakhstan by Daniyar Kussainov, who is a Visiting Research Fellow at the Norwegian Institute of International Affairs (NUPI). Brain Drain and emigration are often discussed in Kazakhstan and even though the scale of the problem is not as drastic as in other Central Asian countries the issue is still present, Kussainov said. Kussainov started by presenting a survey conducted by the Friedrich Ebert Stiftung foundation in 2016, which revealed that almost half of the youth respondents would prefer to seek education opportunities outside Kazakhstan if they could. In fact, there are very few opportunities for Kazakhstani school graduates to get high-quality higher education within the country. While secondary education is considered to be of a fairly good quality, there are only a few universities with comparatively high standards of teaching in Kazakhstan. This gap between secondary and higher education, emphasized the author, is one of the main reasons why youth prefer to study abroad, particularly in Russia. There are 73,455 Kazakhstani university students currently studying in Russia, which is 15% of all Kazakhstan students.

Another important factor raised by Kussainov is the cost of higher education. A year of study at the Al-Farabi Kazakh National University costs around 2800 USD, whereas approximate tuition fees in other Kazakhstani universities vary from 500 USD up to 7700 USD. At the same time in Russia, of the 24 universities featured in the QS World University Rankings 2018, several, including good universities like Novosibirsk and Tomsk have fees of around 1000 USD. Graduates

access high quality education at an affordable price, and there are also grants and stipends available for citizens of Kazakhstan.

In addition to the gap between the secondary and higher education and the cost of higher education, Kussainov also discussed other important factors that push young people from Kazakhstan to seek opportunities abroad. These include low starting wages, the relative paucity of opportunities with international organizations -- Kazakhstan is less dependent on international assistance than other Central Asian countries like Kyrgyzstan or Tajikistan, hence there are fewer jobs in this sector -- and disenchantment with state service, which mainly offers low wages.

The regional overview of the ‘Brain Drain’ and the case study of Kazakhstan was followed by the personal story of Irina Khaldarova, who grew up in Osh before going on to study and work in Bishkek, Kyrgyzstan. Khaldarova is now residing in Finland where she is doing her PhD at the University of Helsinki. Khaldarova argues that cross-border flows of people do not necessarily mean the loss of ‘brains’ for one country and a gain for another. Rather they enrich migrants with a mixture of home-national and host-community loyalties, provide them with a better appreciation of different cultures and create the basis for a genuinely global labour market.

While living in Kyrgyzstan Khaldarova worked for international and domestic non-governmental institutions advancing the rights of journalists and independent media practices. She moved to Finland in search of further expertise and to explore and analyse the role of media in inter-ethnic conflicts. Based on her personal experience she suggests that one can contribute to the welfare of Kyrgyzstan more by being involved in international academia than by being based there. Immigrants who combine different identities represent connecting points between cultures in general and specific international projects. In other words, if a highly skilled professional becomes a gain for the host country, then that professional representing a home country (and its interests) abroad will also be a gain for the home country. In fact the ability of skilled workers to represent the interests of their home country is improved by new knowledge, and an affiliation to the host country and its values. The transnational mobility of skilled workers helps the country of origin increase its representation in foreign countries, modify prejudices there and boost mutual understanding.

Khaldarova also pointed out that booming information and communication technologies are a tool that can unite academics and researchers around the globe. To illustrate her argument she referred to her own experience in the Finnish initiative TSAMPO (<https://tsampo.com>) with its primary goal of bringing together experts, investors and end users of scientific products. TSAMPO, in this case, represents a platform where intelligent immigrants can make a valuable input to their home country or to global welfare without being obliged to settle in a particular geographical location. Therefore, concluded Irina, the ‘Brain Gain’ for the home country is not about where you live, but about what you do.

The first panel was concluded by Javlon Juraev from Uzbekistan, a Visiting Research Fellow at the Norwegian Institute of International Affairs (NUPI), who commented on the application of knowledge received by economics students to socio-economic realities in Central Asia. He stated that many economics students in Central Asian countries, even those who acquire international academic experience, realize there is a significant disparity between what they learn in lectures and classes and what is really happening in their home economies. They soon find out that many theories and models that they study in Economics classes do not fit in the case of Central Asian nations. Moreover, a recent World Bank report for Uzbekistan concluded that the skills students learn in Uzbekistan are not in demand in the labour market. Juraev conducted 12 interviews with economists from Central Asia and Afghanistan who are now based abroad.. It revealed that the majority of respondents left Central Asia only after obtaining a Master’s degree, whereas 4 peo-

ple left the region right after undergraduate-level studies. As to job-seeking, 9 respondents said they attempted to find a job in Central Asia before leaving, and 3 did not, while 7 respondents said that they did not work at a job related to their specialization -- Economics. Only 3 respondents indicated that they actually worked as economists or in a field related to Economics and 2 respondents chose not to answer the question.

Analyzing the results of his interviews, Juraev concluded that a focus on figures, variables, numbers, growth of output, prices, profits and costs, taxes and monetary policy, rather than on people was rendering the subject increasingly irrelevant in the region. Economists study people through the prism of bold assumptions that they are rational, self-centered, and efficiency-oriented. Economists build their models of demand (consumption) and labor (production) upon these assumptions. They spend a lot of time learning how to deal with big data, analyze it, run regressions and make estimations, but forget that the main subject of those data are individuals that are often neither rational nor efficiency-oriented. Juraev concluded that bridging the gap between the knowledge received in Economics departments and the socio-economic realities in the region might help retain more 'brains'.

The presentations were followed by alumni recommendations. The discussion is available on page 9.

“The International Mobility of Young Professionals and its Implications for Central Asia”

During the second panel participants assessed the Central Asian 'Brain Drain' to different receiving countries, including Russia, Japan, western Europe and the United States from a theoretical standpoint. Participants also tried to determine root causes and solutions.

Alexey Dunditch, Assistant Professor at the Department of International Applied Analysis and Coordinator of Master's Programs at Moscow State Institute of International Relations (MGIMO) opened the second panel with a presentation on migration from Central Asia to Russia. Dunditch specified that at present the migration of highly-qualified labor represents an important human resources asset that provides for economic growth and supports standards of living in host countries. Due to Russia's unfavorable demographic situation there is a need for a high-skilled migration to mitigate the effects of an aging population. To explain how this problem was dealt with, Dunditch described the policies and actions taken by the Russian government. One of the first steps was the development of the Concept of the State Migration Policy of the Russian Federation until 2025 and Federal Programme of Resettlement of Compatriots, which aims to create conditions and mechanisms to attract skilled and leading specialists on a long-term basis. Currently, however, the author noted, most migrants are low-qualified and in some cases illegal, mostly coming from CIS countries within the Eurasian migration system.

In addition to the resettlement of compatriots, continued Dunditch, highly qualified specialists are attracted by educational opportunities. Education is an important tool for integrating migrants into a host country's society. The state doesn't need a special adaptive program with its own budget to achieve this because universities themselves can successfully prepare such specialists. However, Dunditch cautioned, the complicated economic situation in Russia resulting from sanctions, the fluctuation of world oil prices, and a lack of foreign investment decreases Russia's migration attractiveness. For high-skilled migrants the countries of Europe and North America appear more attractive destinations than Russia.

Dunditch also broke down different types of the labour migration to Russian beginning from the independence of the ex-Soviet countries. If in the 1990s ethnic migration prevailed, in the 2000s

economic motivations became dominant for migrants. Whilst the outflow of ethnic Russian specialists from Central Asia in the 1990s was a classic case of brain drain, intensifying the negative impact of post-Soviet devastation, today’s educational migration along could become a brain gain if accompanied by targeted policies in the sending countries. The task here, Dunditch noted, is to balance state educational policy with people’s educational opportunities. This will create the possibility for so called “Reverse Brain Drain”, when returning specialists and scholars can start a related business or teach in universities and work in the national branches of international organizations.

At the same time, brain drain should not be considered only as a negative phenomenon. Human capital flight has positive externalities. Remittances can help strengthen the value of national currencies, support financial systems through remittances and decrease unemployment. Positive externalities could include lower risk of armed conflicts and social unrest in CA countries, while reducing the pull of terrorism, religious extremism and drug trafficking.

Arzuu Sheranova from Kyrgyzstan, who is a PhD Student at the Corvinus University in Hungary shifted the topic of discussion back to labour sending countries, in particular Kyrgyzstan. She started with a historic overview of labour migration. While massive labour migration from Kyrgyzstan started in 1998, as shuttle commerce became an important income-generating activity, existing studies suggest two prior periods of migration; ethnic emigration from 1991-1994 and early labour migration from 1994 to 1998. In most cases the country of destination is Russia, she said. Sheranova then looked at the period before and after accession to the Eurasian Economic Union (EEU). Before accession, the vast majority of migrants came from the southern part of the country and were predominantly males. Only one fifth of migrants had a university degree and were mainly involved in construction works and the shuttle trade. Since joining the EEU there has been a tendency towards the feminization of the labour migration and if before women migrated because of their husbands, now they are “unattached” migrants. The number of migrants holding high-waged and qualified jobs is also increasing, though the majority are still occupied with low/medium-skilled jobs. Migrants are getting younger, under 35 years old, and tend to seek longer-term occupations, she added.

Following this overview of labour migration in Kyrgyzstan, Sheranova tried to answer the question “Is labour migration from Kyrgyzstan ‘brain drain’ or ‘brain gain’?” She did so by analyzing the usage of remittances and newly acquired knowledge and skills. Remittances from migrants have become an alternative means for Kyrgyzstani society to enrich itself and develop social capital. Migrant transfers are mainly spent on families’ basic human needs, such as food, clothes, medical services and education, as well as startup capital to launch small and medium-size businesses. Finally, remittances are used for charities and social projects to improve social infrastructure. This all reveals that long-term labour migration can be considered as a solution for sustainable development in underdeveloped regions if remittances are invested in income-generating activities. In addition, labour migration positively impacts migrants’ qualifications and personal development. Labour migrants receive valuable work experience and learn new practices and skills. Upon their return -- most migrants acknowledge a desire to return to their home countries -- they are very competitive in the local job market.

Education and labour migration to Russia and the Western countries from Central Asia has been widely researched. But the next presenter, Bobur Nazarmuhamedov from Uzbekistan, focused on Asia-to-Asia migration, and specifically the interest and motivations of Central Asian youth to study in Japan. Nazarmuhamedov is a PhD Candidate at the University of Tsukuba in Japan and is currently a Development Cooperation Specialist at the International Labor Organization (ILO) in Switzerland. He introduced the topic and provided some statistics that prove Japan is one of the countries that has opened up for Central Asians, despite major differences in language and

culture. The motivations of students to study there are multi-faceted, he stressed, and include social, political, economic and cultural factors.

Due to a lack of available information on this phenomenon, the author conducted his own interviews to identify student motivations. His analysis revealed four main motivations. The first was the notion of self-realization, which in turn is determined by its own structural, cultural, social and economic factors. Students are in search of education in order to become somebody, Nazarmuhamedov asserted. The second reason he identified was Japan's status as a high-quality alternative to other countries where Central Asian students have traditionally studied abroad. The third reason is the existence of Japanese educational programs that have been made available to students in the region over the years via Japanese institutions. The final reason is country prestige, which Nazarmuhamedov said mattered more to some students than choosing a specific university. Japan is known in Central Asia for its high-quality technology from radios and watches to computers and robots, as well as unique cultural and sporting features. Nazarmuhamedov concluded that 'brain waste' in home communities is a push factor that moves students towards self-realization.

Reina Artur kyzy from Kyrgyzstan, a PhD Student at the Otto von Guericke University in Magdeburg, Germany, took a more theoretical approach by attempting to apply modern technology and Kurt Lewin's theory of change to find solutions to brain drain. Artur kyzy started by introducing Lewin's concept and theory, which posits that a loss of the most talented professional citizens represents a significant economic and human resource drain. This, according to Lewin, can then only be tackled and reversed through policymaking that addresses the root causes of the migration. Lewin introduced a three-step change model to explain people's decision-making, Artur kyzy explained. The Global brain drain described in Lewin's concept and theory of social change helps provide a framework for the push and pull factors relevant to separate national brain drains. Lewin views behavior as a dynamic balance of forces working in opposing directions. Driving forces facilitate change because they push employees in the desired direction. Restraining forces hinder change because they push employees in the opposite direction.

According to Artur kyzy, there is no reliable database documenting 'brain drain' statistics; only very generalized numbers for migration flows within and outside of Central Asia. Artur kyzy said this is the primary challenge for anyone seeking to develop strategic programs at the governmental and institutional levels in order to 'tackle' brain drain in light of Central Asia's wide range of socio-economic and political problems.

Nevertheless, the author argued that two of the levels in Lewin's theory could help build tentative solutions to the problem: Institutional (cooperation through educational institutions and respective governmental executive power branches) and institutional-personal (engaging individuals/civil activists and interest groups, educated or working abroad, in teaching of and experience sharing with governmental staff; open education through "blended" courses via Internet). These directions outlined by Lewin show how human capital can be strengthened through the extensive use of modern technologies and Internet, Artur kyzy said.

Among the variety of actors that could be engaged in this process, Reina highlighted the role of the OSCE Academy. Artur kyzy suggested creating a database at the Academy of potentially high-skilled and high-skilled workers originating from Central Asia who are working or studying outside, but willing to come back and work in their respective countries. The Academy could also lead a study of wide-scale quantitative and qualitative research to study the brain drain phenomenon in Central Asia.

The author summed up brain gain potential in terms of three Es: Education, Employment and

Engagement. The availability of skilled and knowledgeable people is, at any time, key to any economy’s development. Major outflows of human resources undoubtedly lower productivity and impact societal progress, hence questions of the brain drain should seriously be studied, Artur kyzy concluded.

The closing presentation was made by Jafar Usmanov from Tajikistan, a PhD Candidate at Germany’s University of Bonn, who argued that the mobility of Tajik nationals educated in social sciences in the West is a gain, not a drain. To start with, Usmanov provided a historic overview of educational mobility of qualified human capital from Tajikistan, which during the past decade or so has regularly been understood as brain drain. Analysts and practitioners point to the so-called second wave of outward migration of well-educated Tajik nationals as beginning from the mid-2000s and continuing today. A prior wave was in the early 1990’s when the mostly Russian ethnic minority left the country and re-settled in the Russian Federation. By the end of 1990s this first wave was perceived as having negative repercussions on economic development due to human capital loss. Yet, the author remarked that this argument has been consistently challenged in the past. A number of brain drain studies from developing countries referenced by Usmanov found that the mobility of a highly educated labor force produces diverse and not necessarily negative effects for the source country. In fact, Usmanov argued, the mobility of highly-educated human capital brings gains to both the source and receiving states.

Furthermore, Usmanov highlighted an important observation taken from the brain drain discussion in Tajikistan. It has been already established that many sectors of economy in the country face shortages of qualified professionals with high levels of cognitive and non-cognitive competencies, he said. The author also highlighted that Tajikistan is facing a shortage of qualified human resources particularly in technical professions, e.g. engineers, technologists, energy specialists, agronomists, geologists, teachers of applied sciences and doctors, etc. While many more students in the country opt for social science majors (e.g. economics, law, linguistics, finance and accounting, etc.), analysts contend that many graduates do not work according to their majors. In this regard, explained the author, the education of Tajik alumni at graduate and post-graduate levels in social sciences abroad is often seen as a loss for the country. Firstly, these graduates are believed to seek much better employment opportunities abroad than the country’s economy can offer, and thus, are highly likely to emigrate. Secondly, many of these graduates support their studies through scholarship programs offered to Tajikistan’s government, which reinforces the perception of lost investments.

To understand better, continued Usmanov, it is important to reflect on the implications that the education mobility of Tajik nationals educated in social sciences in Western or Western-type universities has on the ‘brain drain’ vs. ‘brain gain’ discussion in and around Tajikistan. Based on the results of the analysis undertaken by the author of available data regarding Tajik citizens that accepted scholarships offered by the Open Society Institute, the OSCE Academy in Bishkek, and the German Academic Exchange Service Usmanov argues that this group should be seen as offering gains for themselves, the state budget, employers, and their communities. Firstly, more than 80 per cent of these graduates return to Tajikistan, making their brains work in and for the country. Secondly, almost three quarters of the graduates find employment in well-paid jobs in either the private or development sector in the country. Thirdly, by virtue of their higher income, the state budget receives income taxes 4 to 6 times higher than that of an average employee in Tajikistan. Fourthly, social science graduates bring back subject-matter knowledge, competencies (inter-cultural communication, understanding of the current trends in the field, etc.), and new ideas, thus contributing to ‘best practice transfer’. Lastly, the example that the graduates set creates demand for and supply of better opportunities for higher, further and professional education in the country. Therefore, Usmanov said, although brain drain from Tajikistan may be a legitimate concern, the case of social science graduates may be an exception. Investing relatively little in

educating its young talents in Western universities, the country benefits from higher monetary and non-monetary returns. Hence, he concluded, education mobility of Tajik nationals in social sciences in Western universities is clearly a gain for the country.

Conclusions

'Brain Drain' and skilled-labour migration has both positive and negative implications for the Central Asian region. To improve the situation and try to minimize the negative impact of this mobility a number of recommendations and suggestions were provided by alumni during their presentations and follow-up discussions.

Keeping bright minds in a country with fewer attractive opportunities is a challenge. For countries where 'Brain Drain' is inevitable it is important to develop ways foreign professionals can contribute to their countries of origin. Academics who have emigrated for multiple reasons are recoverable assets who can play a part in developing new opportunities at home. However, recovery requires policies that can be both targeted and flexible. As an example, health services in the developing world must be supported to maintain their skilled personnel. Only when health staff have the tools they require to do their job, can access training opportunities, benefit from a network of supportive colleagues and receive corresponding wages and recognition for the difficult job they do will they feel motivated to stay put when opportunity beckons from elsewhere.

Alumni suggested using foreign professionals to develop innovative graduate education opportunities at home and technology that could be transferred to areas of national priorities for research and development. Ultimately, involving individuals who are living abroad in creating opportunities at home will help retain and repatriate national talent. One of the ways to enable this work is to create an open comprehensive database, an analogy of LinkedIn.com and similar platforms, which would contain the profiles of specialists, who are obtaining or have already obtained a degree from abroad, as well as a list of available vacancies. This database/online platform could subsequently be scaled up to become an educational-training platform. In this way, information technology might be deployed to disseminate knowledge and make good quality education more accessible to a larger audience through blended courses, short online training programs and lectures available in the region's local languages. Policies are needed to ensure that these favorable outcomes are realized.

If such initiatives take hold, 'Brain Drain' can truly be reconceptualized as 'Brain Circulation.' Scholars who had a chance to circulate outside of their home countries have more experience, are more productive and can therefore be of more use to their home countries.

Another set of recommendations developed by presenters at the conference focused on keeping bright minds inside the region. The current rule of hiring only nationals for particular positions in donor organizations creates limitations for youth of the region, participants noted. The elimination of such limitations would increase chances for mobility inside the region. Youth of the region should seize every opportunity to connect with peers from neighbouring countries and through those connections be involved in the development of their societies at home and abroad.

Governments of Central Asian countries and donor community should also contribute and invest more to create education opportunities for youth to get skills, in order to be competitive internationally in IT- and engineering-relating fields, rather than just in social sciences. The skills and knowledge transferred via these opportunities should logically be those that are required by the home country. Humanities graduates can pursue opportunities to requalify while retaining and recalibrating their existing skillsets.

Several important recommendations were developed by Javlon Juraev specifically for the field of Economics. It is crucial to bring back into focus the human nature of Economics as a science. It is necessary to include Behavioral Economics, Development Economics, Welfare Economics, and subjects from Psychology into Economics curricula. Economics faculties and their parent institutions also need to cooperate more with employers, so that students can gain real-life experience, instead of limiting themselves to theoretical models that may not be applicable for Central Asian countries. Students have to be taught how to question every theory rather than accept it as an ultimate truth.

In terms of labour migration (case study Kyrgyzstan) alumni paid more attention to the acknowledgment of the importance of remittances and the ways those remittances could be used in order to contribute to home-country development. Young labour migrant entrepreneurs should be encouraged to start businesses in their home countries. Successful entrepreneurs should share own experiences and skills with their peers in formats such as master-classes, forums, meetings and discussions, as today a great proportion of migrants are young people. State and private partnership development models should be promoted to attract and persuade labour migrants and Kyrgyzstani businesspersons working abroad to invest in domestic business-projects, bearing in mind available human and financial resources. The role of diasporas' in making migrants' remittances more sustainable in terms of their benefit and in encouraging long-term investment solutions for Kyrgyzstan should not be underestimated. Kyrgyzstan became a 'diasporized' country, therefore both the status and activities of the country's diasporas should not be limited to ethno-cultural or ethno-spiritual frameworks. Special attention should be given to female migrants, as with the feminization of labour migration, more and women have motivations to launch a small or medium business but lack knowledge in key areas including accounting. Finally, it was noted that Kyrgyzstan's membership in the EAEU and its impact on labour migration dynamics is an understudied topic in the literature. Therefore, alumni have suggested conducting surveys and research in post-EAEU Kyrgyzstan. Up-to-date research findings would be informative both to the government and the international community, enhancing understanding of labour migration dynamics in the context of regional economic integration.

Programme

14:00-14:15	Opening remarks Dr. Alexander Wolters , Director of the OSCE Academy Ambassador Dr. Pierre von Arx , Chairperson of the Board of Trustees of the OSCE Academy in Bishkek, Head of the OSCE Programme Office in Bishkek Mr. Luca Fratini , Deputy Permanent Representative of the Italian Chairmanship Dr. Indra Overland , Head of the Energy Programme, Norwegian Institute of International Affairs
14:15-15:15	Panel 1: “Draining or Gaining? – Personal Reflections on International Student Mobility” Moderator: Dr. Alexander Wolters <i>“Brain Drain or Brain Gain? Education and Migration in Central Asia,”</i> by Aiperi Otunchieva , alumna of 2012 (Kyrgyzstan), PhD Student at University of Kassel, Germany <i>“Brain Drain or Brain Gain? Education and Migration in Central Asia: The Case of Kazakhstan,”</i> by Daniyar Kussainov , alumnus of 201, (Kazakhstan), Visiting Research Fellow, Norwegian Institute of International Affairs (NUPI), Norway <i>“Being a Kyrgyz in Finland,”</i> by Irina Khaldarova , alumna of 2006 (Kyrgyzstan), PhD Candidate, University of Helsinki, Finland <i>“Mismatch between Education in Economics and Socio-Economic Reality of Central Asia,”</i> by Javlon Juraev , alumnus of 2017 (Uzbekistan), Visiting Research Fellow, Norwegian Institute of International Affairs (NUPI), Norway
15:15-15:30	Coffee break

15:30-16:40 **Panel 2: “The International Mobility of Young Professionals and its Implications for Central Asia”**

Moderator: Dr. Indra Overland

“Migration from Central Asia to Russia: Brain Drain or Brain Gain?”

by **Aleksei Dundich**, alumnus of 2005 (Russia), Assistant Professor, Department of International Applied Analysis; Coordinator of Master’s Programs, Moscow State Institute of International Relations (MGIMO), Moscow, Russia

“How to make Brain Drain a Brain Gain in Labor sending Countries of Central Asia (Kyrgyzstan)?”

by **Arzuu Sheranova**, alumna of 2015 (Kyrgyzstan), PhD Student, Corvinus University, Hungary

“Understanding Motivations and International Mobility: The Case of Central Asian Students in Japan,”

by **Bobur Nazarmuhamedov**, alumnus of 2011 (Uzbekistan), PhD Candidate, University of Tsukuba in Japan and Development Cooperation Specialist, International Labor Organization (ILO), Switzerland

“Modern Technology and Lewin’s Theory of Change: How to develop a Beneficial Brain Drain?”

by **Reina Arturova**, alumna of 2013 (Kyrgyzstan), PhD Student, Otto von Guericke Universität, Germany

“Gain, not Drain: Mobility of Tajik Nationals Educated in Social Sciences in the West,”

by **Jafar Usmanov**, alumnus 2005 (Tajikistan), PhD Candidate at University of Bonn and Nonresident Researcher at Bonn International Center for Conversion, Germany

16:45-18:00 **Donors & Alumni Reception**



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