



## ARTÍCULOS

UTOPIA Y PRAXIS LATINOAMERICANA. AÑO: 25, n° EXTRA 5, 2020, pp. 265-278  
REVISTA INTERNACIONAL DE FILOSOFÍA Y TEORÍA SOCIAL  
CESA-FCES-UNIVERSIDAD DEL ZULIA. MARACAIBO-VENEZUELA  
ISSN 1316-5216 / ISSN-e: 2477-9555

### Academic Mobility as a Factor of Migration Activity of Students<sup>1</sup>

*Movilidad académica como factor de actividad migratoria de los estudiantes*

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Este trabajo está depositado en Zenodo:  
DOI: <https://doi.org/10.5281/zenodo.3984251>

#### RESUMEN

El propósito del artículo fue identificar grupos de la población estudiantil propensos a la movilidad académica. Para ello, se analizó la actividad migratoria de grupos seleccionados de estudiantes con la ayuda de bases de datos de información. El estudio hizo tres contribuciones: en primer lugar, se identificaron los grupos sociales con mayor probabilidad de migrar y se identificaron las diferencias de género. En segundo lugar, el aprendizaje de la actitud de los jóvenes hacia estudiar en el extranjero. En tercer lugar, la actitud de trabajar en el extranjero, así como la emigración permanente. Las propuestas del autor para la formación de la política rusa en el campo del desarrollo de la movilidad académica están presentes.

**Palabras clave:** movilidad académica, emigración educativa, diáspora científica

#### ABSTRACT

The purpose of the article was to identify groups of the student population prone to academic mobility. For this, the migratory activity of selected groups of students was analyzed with the help of information databases. The study made three contributions: first, the social groups most likely to migrate were identified, and gender differences were identified. Second, learning the attitude of young people towards studying abroad. Third, the attitude of working abroad, as well as permanent emigration. The author's proposals for the formation of Russian policy in the field of the development of academic mobility are present.

**Keywords:** academic mobility, educational emigration, scientific diaspora.

Recibido: 24-06-2020 • Aceptado: 15-07-2020

<sup>1</sup> The research was conducted with the support of RFBR (project No. 18-29-15043).



## INTRODUCTION

The issue of student mobility has been widely discussed as part of internationalization of higher education processes by many authors. Student mobility can be both inward and outward movement of students from one country to another either between regions of the world or within a region such as Africa. Conceptualizing student mobility in higher education has been challenging as students' movement across national borders has sometimes been confused with other concepts like migration and brain drain. But, the duration of stay of international students in the host country can be considered as a determining factor for understanding and using the terms related to student mobility. Accordingly, student mobility can be for a short period of time as 'exchange programmes' or it can be for the whole programme as 'study abroad'. If students, however, decide to stay and work after graduation, then it can also be termed as 'working abroad' or 'skill migration'. Thus, international student mobility can be described as students that cross borders and stay in another country to take either short or long term training in higher education either within a region, intra-regional or among countries across different regions inter-regional (Knight, Woldegiorgis: 2017).

In the 2017/2018 academic year, the total number of foreign citizens who studied at universities in the Russian Federation was 256.9 thousand people. The most significant donor countries for foreign students are Kazakhstan (41.3 thousand), China (29.2 thousand) and Turkmenistan (22.1 thousand). In recent years, the number of foreign students from Asian countries (primarily Turkmenistan, India, Uzbekistan, Tajikistan and China) has been growing at the most active rate (Training of foreign citizens in higher education institutions of the Russian Federation: Statistical collection, 2019).

Internationalisation (Globalisation) of education which has developed in recent years has had a big influence on the national educational system. The concepts of academic mobility and global academic mobility are closely connected with such scientific ideas as the internationalisation of education, which appeared in the 1990's (Almazova, Andreeva, Khalyapina: 2018). Russia adopted the European model of education having followed the higher education modernisation programme that was "the main trend in the development of Russian education" (Vorontsov, Vorontsova: 2015). Academic mobility became one of the outcomes of the globalisation process. Global academic mobility is described as an instrument or as a dimension of internationalisation (Egrom-Polak: 2017). International academic mobility (IAM) has, over the past ten years, become an increasingly important part of the higher education internationalisation landscape in China and other countries (Cao, Zhu, Meng: 2015).

Education is a key aspect of human capital and population quality (Adidam: 2006). The issue of international migration has been actively discussed for several decades among scientists-human resources specialists (HR), labor economists, political scientists and other scientists (Sjaastad: 1962; Becker: 1964). According to Becker, "mobility is a way to invest in human capital (HC)", and migration is one form of investment in HC and "is a form of HC" (Becker: 1964). HC constitutes people's qualities, abilities, skills, talents, and experiences that make them economically productive. International academic mobility is a relevant and highly differentiated phenomenon, shaped by a complex set of factors and bearing different impacts upon the internationalisation of academic activities, splitting the academic profession not only between mobile and non-mobile academics but also between different types of mobile academics (Rostan, Höhle: 2014).

Indeed, as migrations of different durations have been spreading, the associated motivations for these movements, and the associated migrant characteristics, have changed. Alongside economic, political, and familial motivations, education - and especially higher education - has also become a motive for migration, increasing student mobility (Rostan, Höhle: 2014). In analysing international mobility, a distinction is made between short-term mobility and long-term mobility. Usually, periods abroad lasting 1 year or less are considered short-term academic mobility while periods lasting more than 1 year are considered to be long-term mobility (Hoffman: 2009).

These factors and the direction of migration fluxes are similar: people move from emerging and less developed economies to mature economies and from non-English-speaking countries to English-speaking countries. While early migration for study is not affected by gender, later employment-based migration is less open to women than to men (Rostan, Höhle: 2014). The common reasons for international migration are well established. People move to other countries to improve their standard of living, to provide their children with better opportunities, to more fully employ their skills and talents, and to make investments toward their own stable future (The Future of Migration: Building Capacities for Change: 2010).

International academic mobility is an unequal phenomenon. Professional circulation involves academics from mature countries more than others and academics from non-English-speaking countries more than those working in English-speaking countries. Further, gaining an advanced degree has a positive impact upon international mobility subsequently arising in these academics' careers. Also, albeit with significant exceptions, international academic mobility is a gender orientated phenomenon. Finally, family, social, cultural, and economic capital, approximately measured by a fathers' higher level of education, increase the chances of being internationally mobile (Rostan, Höhle: 2014).

The "Brain drain" refers to emigration of highly skilled and well-educated professionals to other countries in search of a better life and a place to utilise their human capital. "The Brain drain" is considered by many to be a major disadvantage that donor countries experience. This is especially important for poor, developing countries, because most of the time they serve as donors of bright people to wealthy countries. Instead of contributing to increasing welfare in their own poor countries, their bright and smart people leave and increase the wealth of already well-to-do nations (Hornstein Tomić, Taylor: 2018).

Newland suggested a few snapshots of the "brain drain effect" on donor countries (Newland: 2003). The "Brain drain" negatively affects national economies as the loss of skilled people imposes significant cost to their home countries. This cost arises from several variables. First, losses of highly skilled professionals may cripple institutions, sectors of the economy, and the economy itself. This is especially detrimental for poor countries with weak educational systems that cannot quickly replace those who migrate.

Closer scrutiny of the "brain drain" phenomenon, however, shows that the mobility of qualified employees and young graduates – the so-called 'skilled mobility' - is not only a consequence of developmental deficits but also of developmental progress. This can have a positive impact in the home country: for example, in the form of financial remittances (economic capital), through the formation of transnational contacts and networks/social remittances (social capital) and, last but not least, through the cross-border transfer of knowledge and experiences (cultural capital), which can all contribute to development (Taleski, Hoppe: 2015).

Indeed, a slow shift towards recognition of the possible benefits of migration for development - and, more specifically, brain circulation - have created public awareness of the importance of education and at the same time of migration policy reform (Taleski, Hoppe: 2015).

Rostan M. and Höhle E.A. considered the main types of academic migration and circulation for work and study: Non-mobile (no experience abroad throughout their entire life history); Circulating for study (short term); Circulating for work (short term); Circulating for work (long term); Migration for study (long term); Migration for work (long term) (Rostan, Höhle: 2014).

It is important to know which groups of the population are prone to academic mobility in order to develop it fruitfully, so that it really contributes to the development of society and education. Academic Mobility did not contribute to the outflow of brains abroad but contributed to the enrichment of its own labour market and education system.

The purpose of the article was to study the nature of the academic mobility of Russian students.

The Research questions:

- 1) What are the social groups that tend to academic migration?
- 2) What are the key forms of academic mobility within the youth groups studied?

- 3) What were the attitudes / reactions of young people to different types of academic and labour emigration?
- 4) What were the attitudes / reactions of young people to different types of labour emigration?.

## **METHODOLOGY**

An analytical analysis of the literature to identify populations prone to migration has been carried out. Data from statistical sources were used.

In the youth environment, 574 young people aged 16-29 years were interviewed, who were students and graduates of several leading universities in Russia. They voluntarily agreed to answer the three questions and to identify their attitude to the question according to several possible answers.

## **MATERIALS**

Analysis of the academic migration relied on four sources of statistical data; The Federal State Statistics Service (Rosstat) data; The Federal Migration Service of Russia; Statistics from foreign countries; and the expert assessments, which were given by the rectors of universities, directors of academic institutions and representatives of other educational bodies.

The survey was conducted among students and graduates of some of Russia's leading universities. young people were asked to answer the following questions in writing and choose one of the suggested answers. Would you like to study abroad? Students were asked to choose one of the answers:

- a. Yes (only for language learning);
- b. Yes (for receiving bachelor, master or PhD degree);
- c. With no answer.
- 2) Have you considered emigrating for permanent residence? Possible answers:
  - a. Yes, I'm just thinking about it;
  - b. Yes, I'm looking for relevant information;
  - c. Yes, as soon as there are certain circumstances (graduation or employment contract, marriage, earn the necessary money);
  - d. Yes, I'm ready to leave now;
  - e. No;
  - f. With no answer.
- 3) Would you like to work abroad? Possible answers:
  - a. Yes, I would like, on a regular basis;
  - b. No;
  - c. I haven't thought about it;
  - d. With no answer.

For those students who indicated "With no answer" or "I haven't thought about it;" from a statistical perspective they were be classified as 'non-migrants' as it is clearly a major step in anybody's life and to not have thought about it equates to a 'no intention of leaving' category.

## **PROSEDURE**

The study included three phases.

At the first stage, the authors presented a list of available statistical data, the analysis of which allowed for highlighting the main social groups that were prone to academic mobility.

At the second stage, the authors analyzed data on academic mobility and identified the forms of academic mobility characteristic of Russian reality.

At the third stage, the authors of the study conducted a survey, which was undertaken by the young people from leading universities of Russia.

## **RESULTS AND DISCUSSION**

### The Scale Assessment of Academic Mobility in Russia

Let us dwell on the nature of statistical information sources which are characterising the process of emigration by highly qualified specialists and scientists from the Russian Federation. According to the authors, the key sources of statistical information sources and statistical data on the quantitative content of academic mobility in Russia are:

The first source - is the Federal State Statistics Service's (Rosstat) data (The number and migration of the population of the Russian Federation in 2017: 2017). The number of emigrants from Russia who have left for permanent residence abroad is reflected in it. The data are published annually and available in the digest "Population Size and Migration of the Russian Federation" and "Demographic Yearbook of Russia". However, this information has a significant drawback – only those who withdrew from the registration at the place of permanent residence in Russia are reflected in it, but with "losing sight of" a large category of emigrants who live and work abroad without "discharging" from their homes. The figure on Russian citizen's emigration is significantly underestimated in this source.

The second source is the data of the Federal Migration Service of Russia (On April 5, 2016 the FMS was dissolved, and its functions and authorities were transferred to the Main Directorate for Migration Affairs - MVD) with information of the number of Russians who went abroad for temporary employment (The Demographic Yearbook of Russia: 2017; Skorobogatova: 2016). These data have been available since 2002. The information in terms of level of education, with selection of individuals with higher education and those who left the countries "far" abroad is collected in it. However, it was not possible to determine the number of people with a scientific degree on the basis of these statistics. The Data of this source can be considered as relatively accessible – they are published in the following digest: "Labour and Employment in Russia" (2017). It should be noted that in recent years the first digest has not been published by FMS. As for the second one it is published only once per year (on odd years). Another drawback of this array of information is the accounting of only those temporary labour migrants from Russia who are employed through official channels (firms licensed by the FMS for employment, as well as directly through the FMS). However, studies show that many Russian citizens are now finding work abroad, by-passing the official channels, travelling to different countries on work, business, tourist and visitor visas, directly going to employers and by-passing the registration with the FMS. It can be argued that the scale of temporary labour emigration from Russia is much higher than it is shown in the FMS data.

The third source of information is the data of national statistics from foreign countries which have received the main flows of migrants from Russia. The Organization for economic co-operation and development (OECD) annually published this data in the digest "Overview of Migration" and statistical reports (Vorontsov,

Vorontsova: 2015; Perspectives on Global Development 2017: International Migration in a Shifting World: 2016; International Migration Outlook: 2018; The Future of Migration: Building Capacities for Change: 2010; World Migration Report: 2010). This information has been available since 1996. in the context of the key countries of the world, including the following categories:

the number of emigrants from Russia in the annual dynamics (migration flows),

the number of Russian citizens who have received citizenship of the host countries in the annual dynamics,

the number of people born in Russia, but living in the territory of the host country in the annual context,

the number of Russian citizens living abroad in the annual context.

The analysis showed that the data of foreign statistics have significantly higher values relative to the number of Russian citizens abroad. They more adequately reflect the numbers associated with the phenomenon of Russian emigration. However, these data are deprived of a qualitative slice on the level of education and a scientific degree. In addition, in some States before or until now they include citizens of the entire former USSR and do not distinguish Russia. These circumstances significantly impeded comparative analysis in this study. Nevertheless, we were able to compare the data of Russian and national statistics on some of the above indicators, which clearly demonstrated greater realism of foreign sources of information in comparison with Russian data.

The fourth source of information can be considered the expert assessments, which are given by the rectors of universities, Directors of academic institutions, trade Union leaders, Russian Academy of Sciences, employees of the Ministry of education and science of the Russian Federation, employees of international organizations (IOM, ILO, UNESCO), the leaders of the associations of Russian citizens abroad.

### **The Forms of Academic Mobility of Russian Students and the Youths**

The emigration of Russian students and youths is one of the most promising areas of academic mobility development. It was intensified significantly in the 2000-2010 period, when many wealthy parents began to send their children to study abroad, with the subsequent prospect of obtaining permanent resident status (residence permit). Also, the countries of Europe and the United States developed the programmes for supporting the education of the Russian students which also stimulated educational immigration. According to UNESCO data, in 2013 the number of students from Russia in all countries amounted to 45,200 people and was an increase of more than twice when compared to 2000. The distribution of Russian students by countries of admission was as follows: Germany-21%, USA - 12%, France, UK, Czech Republic – 8% (Official website of the representative Office of the European Union in Russia: n.d.) [23]. Very often, educational migration could take the form of labour emigration – i.e. many Russian students remain to work in the host countries.

The phenomenon of "constantly circulating" educational migrants from Russia and the countries of the former USSR was formed. Some of the young people constantly extend their stay abroad on the basis of various grants and so on so as not to return home. For those who cannot afford to study abroad, there are many youths exchange programmes. These programmes, at the very least, contribute to the formation of young people's migration attitudes, and, as a mechanism, are channels of a permanent emigration. The most well-known international exchange programmes are the following: state programme "Global education", Work & Travel USA, Au Pair Camp, FLEX, Work in France, Teach in China, Internship/Training Programme in USA, Study and Work in Portugal, different kinds of volunteer traineeships - research projects from the world wildlife Fund WWF; Working Holiday Canada; the Fulbright Programme and many others.

Temporary educational emigration of young people from Russia began in the 1990s, after the collapse of the USSR. Also, the United States, Canada, Australia, some European and Asian countries developed the programmes for supporting the education of their foreign students which also stimulated educational immigration. For example, in Germany, the education in universities is free for foreigners. It is not coincidental that there is traditionally the largest number of Russian students here. In addition, in recent years, many

Russian universities began to develop programmes of double diplomas, exchanges and internships, seeking to enter the world educational rankings. Some capital and prestigious universities (for example, MGIMO, Moscow State University named after MV Lomonosov, RUDN, etc.) are examples that have succeeded in this. And finally, the Russian government has launched the state programme "Global education" (Global education program: 2013).

There are no accurate data on the annual flows of educational emigrants in Russian statistics. But there are UNESCO estimates based on data from the world's leading universities on Russian students' admission (Lukyanets, Maksimova: 2016). According to the data from this source, about 25,000 Russian students were studying abroad in 2002. In 2013, the number of students from Russia in different countries almost doubled and amounted to more than 45,000 people. Although, it is most likely that the real number of Russian students abroad is probably even more.

In recent years students and graduate students from Russia have begun to actively explore the Asian direction – they are studying in Japan, Korea, Australia, Thailand, Singapore, etc. The United States has the most attractive postgraduate studies for Russian students. In 2006, more than 180 people from Russia defended their candidate's (PhD) theses in the USA (Outbound internationally mobile students by host region: n.d.).

The analysis of the temporary labour emigration.

On average, the share of young people aged 16-29 years in the flow of Russian labour emigrants amounted to a third of the year's original student input (Table 1). This shows that young people from Russia are in demand in the international labour market. This bias is particularly noticeable among female labour emigrants from Russia, most of whom belong to young age groups. In 2011, there was a slight decrease in the absolute number of young migrant workers from Russia due to stricter visa requirements of the recipient countries. For example, in recent years the experts noted the increasing of the number of refusals in the US for visas for Russian citizens. In the emigration of young people, men predominate over women: in 2012, the ratio was 76% to 24%, respectively. According to our estimates, more than 330,000 young Russians aged 16 to 29 took part in labour emigration in 1994-2015. In fact, their real number could be 2-3 times greater due to those who received tourist visas and then went in search of work abroad.

Russian youths actively use the channel of temporary labour emigration; according to the Federal migration service, the share of young people aged 16-29 years in the flow of labour emigrants has averaged 30% in recent years. A slight decrease in the absolute number of migrant workers in this group is also due to a decrease in the number of young people in Russia and the tightening of recipient countries' visa requirements during the crisis of 2008-2012.

**Table 1:** Russian youths aged 16-29 by quantity, age and gender, who went abroad for labour (people)

Year	Total, including	Male	Female	Youths rate in the General flow of labour emigration from Russia, %
1994	1.884	1.539	345	23,3
1995	2.574	2.103	471	23,0
2000	12.419	8.611	3.808	27,1
2001	13.759	8.272	5.487	30,1
2002	14.048	9.640	4.408	28,5
2003	13.587	7.945	5.642	28,5
2004	18.985	11.084	7.901	33,7
2005	20.995	12.763	8.232	34,5
2006	27.238	15.780	11.458	41,4
2007	25.088	16.030	9.058	35,9
2008	26.646	16.628	10.018	36,4

2009	22.090	13.943	8.147	33,3
2010	24.866	16.035	8.831	35,4
2011	19.979	14.622	5.357	29,6
2012	19.097	15.368	3.729	29,7
2013	15.428	12.382	3.046	25,2
2014	14.481	12.242	2.239	24,9
2015	14.211	12.406	1.805	24,9
2016	14.561	12.713	1.848	24,3

Sources: Labour and employment in Russia 2017: Statistical digest (Perspectives on Global Development 2017: International Migration in a Shifting World: 2016); Youths in Russia 2010: Statistical collection (Youths in Russia 2010: Statistical Collection: 2011); data of the Federal migration service, obtained at the request of the authors.

### The Reasons Encouraging Russian Youths to Emigrate in Order to Receive Education Abroad

According to the results of the sociological survey a third of the Russian youths is oriented on temporary emigration in order to study the language. And the same number is focused for receiving education abroad (Table 2). It should be noted that young people, especially those who receive higher education in Russian universities, are actively implementing their emigration attitude: they are studying with their parents' money, as well as actively using the opportunities of grants and programmes offered by foreign backgrounds and universities.

**Table 2:** Intentions of the Russian youth to get education abroad (The answers to the question: "Would you like to study abroad?")

Intention	Quantity	Percentage
Yes (only for language learning)	220	38,3
Yes (for receiving bachelor, master or PhD degree)	208	36,2
No	134	23,3
With no answer	12	2,1
Total	574	100,0

The phenomenon of "circulation of educational migrants in Russia and countries of the former USSR" ("eternal students abroad") can be highlighted. As a rule, these are students who are looking for the next educational programme to extend their staying abroad even without completion of the previous one. The good knowledge of foreign language and a high degree of adaptability are helpful for this (Lukyanets, Maksimova: 2016; Klementovichus: 2015).

After the collapse of the USSR, the emigration of Russian citizens to permanent residence was traditionally directed mainly to three countries of "classical emigration", which are: the USA, Germany, Israel (Official website of the representative Office of the European Union in Russia: n.d.). However, in recent years there has been a significant diversification of destinations due to the countries of "new emigration" (Finland, Bulgaria, Czech Republic, Turkey, Australia, New Zealand, Thailand, Latin America) (Labour and employment in Russia: statistical digest: 2017; Iontsev, Ryazantsev, Iontseva: 2016; Ryazantsev, Bogdanov, Dobrokhleb, Lukyanets: 2017; Ryazantsev et al.: 2017). The Russians actively went along with capital, before investing it in the economy of the host countries and becoming their citizens (Ryazantsev, Pismennaya: 2013; Ryazantsev et al.: 2019).



The total number of young people aged 14-29 years who left Russia for permanent residence abroad for the period 1994-2014 amounted to 1.2 million people. That means that every third Russian emigrant was a young man. The results of the sociological survey show that a fifth of respondents thought about emigration abroad (Table 3). Although only 4% were looking for relevant information, 16% are ready to emigrate under certain circumstances.

**Table 3:** The migration plans of the Russian youth (Answers to the question: "Have you considered emigrating from Russia for permanent residence abroad?")

Intention	Quantity	Percentage
Yes, I'm just thinking about it.	129	22,5
Yes, I'm looking for relevant information	25	4,4
Yes, as soon as there are certain circumstances (graduation or employment contract, marriage, earn the necessary money)	91	15,9
Yes, I'm ready to leave now	12	2,1
No	307	53,5
With no answer	10	1,7
Total	574	100,0

And there are two ways for young people to go abroad to earn money: first, through special youth programs launched by the authorities of some countries; and second, through companies or independently.

The special programmes allow young people to work on vacation and then travel around the country. Temporary visas are issued for several months, with the possibility of extension in rare cases. For example, the most famous are "Work and Travel USA", "Camp America", "AU Pair", "Work in France", "Study and work in Portugal", "Working Holiday Canada", "Teach in China". The Scandinavian countries attract many young people from Russia for seasonal works for the gathering of berries. According to the U.S. Department of Homeland Security, more than 20,000 Russian citizens participated in various exchange programmes in 2013 (Official website of the representative Office of the European Union in Russia: n.d.; Brinev, Chuyanov: 2016; Galichin et al.: 2009).

Young people also occupy a significant place in the overall flow of labour emigrants from Russia. According to official data of the FMS, labour emigration amounted to 60-70 thousand people in recent years (Perspectives on Global Development 2017: International Migration in a Shifting World: 2016). The disadvantage of this array of information is the accounting of only those migrant workers who are employed through official channels (firms licensed by the FMS for employment abroad of Russian citizens). However, studies show that many Russian citizens are currently finding work abroad, bypassing official channels, traveling to different countries on work, business, tourist and visitor visas, directly going to employers and do not get into the data. Recently, the presence of Russians in the labour markets of Asia, Latin America, Australia and New Zealand has become more noticeable (Gafurova: 2015; Gromov: 2016).

The results of our sociological survey show that 39% of Russian youths want to work temporarily abroad and 25% - permanently. That is, more than half of the young people surveyed have emigration attitudes to work abroad (Table 4).

**Table 4:** Migration intentions of labour migration for Russian youths (The answers to the question "Would you like to work abroad?")

Answer options	Quantity	Percentage
Yes, I would like, but only temporarily	214	38,7
Yes, I would like, on a regular basis	142	25,1
No	88	14,1
I haven't thought about it	128	21,7
With no answer	2	0,4
Total	517	100,0

In most host countries the requirement of legal residence in the country for a certain period of time (usually five years) is one of the conditions for obtaining permanent status. As a rule, the period of study at universities and colleges is from four to six years. In addition, the emigrant gets acquainted with the culture, learns the language, acquires a specific accent while studying or working. The presence of a document on education, knowledge of language and culture, continuous presence on the territory of a foreign state allows Russian citizens to apply for the status of a resident of the host country. This is also partly true for labour emigration as well. Quite often, migrant workers enter courses or colleges and universities to obtain a diploma in education in the host country (Ryazantsev, Bogdanov, Dobrokhleb, Lukyanets: 2017).

### ***Proposals for the Formation of Russian Policy Regarding the Development of Academic Mobility***

Traditionally, the process of migration of highly qualified specialists in Russia was considered only through the prism of a "brain drain", as an exclusively negative trend. We believe that assessments of the effects of international migration in Russia should be made on the basis of two streams - emigration and immigration. The authors note that due to the second component, Russia is currently compensating for its losses as a result of "brain drain". Russia's policy for the near future should be directed not only at maintaining a positive trend in attracting highly skilled migrants from the near and far abroad, but also at further developing forms of academic mobility. The main directions of this policy should be:

- development of a special programme in order to stimulate the attraction of highly qualified personnel from the nearby and far abroad with the possibility of simplifying bureaucratic delays in obtaining citizenship and entering the country, the provision of various benefits and preferences, assistance in employment, etc;

- creating the necessary conditions for retaining and attracting new specialists and especially young people to Russian science, by providing housing, increasing salaries and scholarships, creating new promising scientific schools and areas, increasing the prestige of scientific activities;

- it is necessary to encourage the development of circulation migration by increasing financial assistance to international scientific projects and programmes, stimulating and supporting scientific co-operation between Russian and foreign scientists, and active development of international internship programmes for Russian specialists. For example, in the framework of the Presidential programme of management training for the Russian Federation aimed at increasing the proportion of highly qualified managers in all sectors of the Russian economy, it is planned to increase the scope of foreign internships for domestic specialists, to strengthen new production-economic, business and friendly ties with foreign partners and colleagues, and encourage Russian specialists to study foreign languages. The main objective of this programme is the annual retraining in Russia and abroad of 5,000 top and middle managers.

## **CONCLUSION**

According to the results of the sociological survey a third of the Russian youths is oriented on temporary emigration in order to study the language. And the same number is focused for receiving education abroad.

Russian youths actively use the channel of temporary labour emigration. According to the Federal migration service, the share of young people aged 16-29 years in the flow of labour emigrants has averaged 30% in recent years. A slight decrease in the absolute number of migrant workers aged 16-29 is also due to a decrease in the number of young people in Russia and the tightening of recipient countries visa requirements during the crisis of 2008-2012. The men predominate over women in the youth emigration flow: in 2012, the ratio was 76% to 24% respectively.

The results of the sociological survey show that a fifth of respondents thought about emigration abroad. Although only 4% were looking for relevant information, 16% are ready to emigrate under certain circumstances.

The results of our sociological survey show that 39% of Russian youths want to work temporarily abroad and 25% - permanently. That is, more than half of the young people surveyed have emigration attitudes to work abroad.

Russia's policy for the near future should be directed not only at maintaining a positive trend in attracting highly skilled migrants from the near and far abroad, but also at further developing forms of academic mobility.

The migration attitude aimed at consolidation in the country of studying as a permanent resident is one of the distinctive features of Russian students studying abroad. Our sociological research shows that 90% of Russian students who enrolled in undergraduate and graduate programmes in the United States would like to obtain the status of a permanent resident of the United States, 60% of them are ready to renounce Russian citizenship, if it is necessary to obtain a GREEN CARD (residence permit).

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