

Evaluating Youth Well-Being in Western Kazakhstan: A Comprehensive Analysis of Education, Health, and Civic Engagement

Aigerim Baikulova¹, Malika Knissarina², Aigul Syzdykbayeva³, Galiya Taubayeva⁴ & Kulbarshyn Meterbayeva^{5*}

Abstract

This study aims to evaluate the well-being of young learners in Western Kazakhstan across six key criteria: citizenship, economic opportunities, education, health, information, and communication technologies, and safety. Utilizing a mixed-methods approach, the research surveyed 285 students from Aktobe, Atyrau, Aktau, and Uralsk. The study findings reveal varying levels of well-being: moderate citizenship engagement (60% active participation), limited economic opportunities (35% satisfaction), high accessibility to education (80%), though with quality concerns (40%), positive health indicators (75% good access), widespread technology usage (90%) but with digital literacy challenges (30%), and mixed perceptions of safety (55% feeling secure). These results underscore both strengths and areas needing improvement in youth well-being, offering critical insights for targeted policy interventions in Western Kazakhstan.

Keywords: *youth, youth well-being, youth well-being criteria, diagnostics of youth well-being, youth development index.*

Introduction

In recent years, the condition of young people has become a focal point for research organizations and global institutions such as the United Nations (UN, 2023), UNESCO (2023), and the World Bank (2023). This focus underscores the growing recognition of youth as a critical asset for sustainable societal development (Bartsch, 2014; Jones, 2009). Young people bring innovative potential and a willingness to embrace new ideas and technologies, driving progress across various domains. Those raised in the digital age are particularly adept in fields such as information technology, start-ups, and advancements in artificial intelligence and big data (Umaschi Bers, 2006; Anderson, 2002).

¹ Dr., Kazakh National Women's Teacher Training University, Almaty, Kazakhstan; E-mail: aigerim.baikulova@mail.ru

² Assoc. Prof., West Kazakhstan Marat Ospanov Medical University, Aktobe, Kazakhstan; E-mail: uku_malika@mail.ru

³ Dr. Kazakh National Women's Teacher Training University, Almaty, Kazakhstan; E-mail: sizdikbaeva-aya@mail.ru

⁴ Dr. Abai Kazakh National Pedagogical University, Almaty, Kazakhstan; E-mail: galiya_63@bk.ru

^{5*} Corresponding Author, Dr. Kazakh National Women's Teacher Training University, Almaty, Kazakhstan; E-mail: meterbaeva@bk.ru

The demographic importance of young people is substantial, as they constitute a large portion of the population in several countries, thereby exerting considerable social and economic impact. In nations with predominantly young populations, such as India and several African countries, youth play an essential role in driving economic growth. Their active participation in the workforce boosts productivity and creates new demand for products and services, contributing to overall economic progress (Malik, 2015; Garcia & Fares, 2010). The Global Partnership for Education (2024) emphasizes the importance of integrating digital skills into educational curricula to prepare youth for the demands of the digital economy.

Young people make substantial contributions to the development of culture, music, art, and fashion. Their tastes and perspectives drive emerging cultural trends and lifestyles, which often become mainstream. This impact is amplified by social media and online platforms, enabling youth to rapidly disseminate their ideas and opinions (Kilinc et al. 2023; Knowles et al., 2023; Pumariaga & Joshi, 2010; Tolen et al., 2023). Atske and Atske (2024) explore the impact of digital life on youth, highlighting both the opportunities for learning and the challenges related to digital literacy and online safety.

Young individuals often lead social transformations, advocating for causes such as civil rights, environmental protection, and equality. Initiatives like Fridays for Future, led by Greta Thunberg, highlight the crucial role of youth in addressing global challenges like climate change (Huttunen & Albrecht, 2021). This activism extends beyond environmental issues, with youth-led movements addressing a broad spectrum of social justice concerns, including racial equality and digital rights. The March for Our Lives movement in the United States exemplifies young people's commitment to gun control and school safety. The digital age has further amplified youth activism, enabling rapid mobilization and global coordination through social media platforms, which allows young people to challenge traditional power structures more effectively (Assyltayeva et al., 2024; Tolen et al., 2023; Yussupova et al., 2023).

The pursuit of higher education and ongoing self-directed learning fosters the development of increasingly skilled and knowledgeable generations, equipped with the ability to think critically and solve complex problems (Chimbunde et al., 2023; Desjardins, 2020; Knissarina et al., 2024; Steyn & Vanyoro, 2023). Exchanges between diverse cultures and the sharing of knowledge, particularly within universities and international educational platforms, promote global collaboration and mutual understanding (Mørch, 2003; Dwyer & Wyn, 2001). This global

perspective on youth education and well-being is supported by research from international organizations. The OECD (2020) highlights the importance of education in shaping future opportunities, while UNESCO (2019) underscores the role of youth in sustainable development. The World Bank (2021) emphasizes the economic implications of youth well-being. National studies, such as conducted by Helliwell et al. (2020) on global happiness and well-being, and regional research conducted by Inglehart et al. (2018) on shifting values among youth, offer a comprehensive framework for understanding youth well-being in various contexts.

Youth Well-Being: Theoretical Foundations and Research

Youth well-being is a multifaceted concept that includes dimensions such as physical health, mental health, education, economic opportunities, and social engagement. Theoretical foundations of youth well-being frequently draw from developmental psychology, sociology, and public health, highlighting the importance of holistic development for young individuals. Research shows that well-being is shaped by factors including access to education, economic stability, social support, and opportunities for civic engagement (OECD, 2020; UNESCO, 2019).

Despite extensive research on youth well-being, gaps persist, particularly in understanding regional variations and the specific challenges faced by youth in different contexts. This study aims to address these gaps by focusing on the well-being of youth in Kazakhstan, examining how cultural, social, and climatic conditions impact their overall well-being.

The category of youth in the Republic of Kazakhstan (RK) encompasses citizens aged 14 to 35, as defined by the Law "On State Youth Policy" (2022). As of early 2023, there are 6.05 million young people in Kazakhstan, making up nearly 31% of the total population (Bureau of National Statistics, 2023). The largest concentrations of youth are found in Almaty, Turkestan, and Astana, with significant numbers also present in the Mangistau and Atyrau regions.

Kazakhstan's youth policy has evolved since the introduction of the first normative legal act in 1991, reflecting the transition to a market economy and emphasizing democracy and transparency. Subsequent policies have concentrated on fostering youth patriotism, moral and spiritual development, and addressing socio-economic needs. Current state programs, such as "Youth Practice," "With a Diploma - to the Village!," and "Zhasyl Yel," are designed to support youth employment, education, and environmental awareness.

The examination of normative-legal regulation shows support for youth in Kazakhstan; however, its adequacy and importance will be assessed through a diagnostic study of a sample from the following cities in Western Kazakhstan: Aktobe, Atyrau, Aktau, and Uralsk.

Method

Research Objective

The main purpose of this study is to examine the well-being of young learners in Western Kazakhstan, focusing on the following six key criteria: civic engagement, economic opportunities, education, health, information and communication technologies, and safety and security. By examining these areas, the study aims to provide a comprehensive understanding of the factors affecting youth well-being in the region.

Research Question

This study seeks to answer the following research question: What is the current level of well-being among young learners in Western Kazakhstan across the six identified criteria? Additionally, the study aims to determine which factors have the most significant impact on their overall well-being. By addressing this inquiry, the research intends to highlight areas of strength and opportunities for improvement, thereby guiding targeted policy interventions and support mechanisms for youth in the region.

This study employs a mixed-methods approach, combining both quantitative and qualitative techniques to evaluate the well-being of young learners in Western Kazakhstan. This approach is particularly effective in capturing the complexity of youth well-being, as it allows for the triangulation of data, thereby enhancing the validity and reliability of the findings (Creswell, 2018). By integrating quantitative and qualitative data, the study provides a comprehensive understanding of the factors influencing youth well-being, addressing both measurable outcomes and contextual insights.

The research design is cross-sectional, providing a snapshot of youth well-being at a specific point in time. Cross-sectional studies are valuable for identifying associations and patterns within a population, providing insights into the current state of well-being among youth (Levin, 2006). This design is particularly well-suited for exploring the multifaceted nature of well-being, as it enables the examination of various dimensions, including civic engagement, economic opportunities, education, health, information and communication technologies, and safety and security.

Sample Selection Process

The study involved 285 students from a total population of 26,900 students in Western Kazakhstan, based on data from the Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan (release dated 15.12.2022). The sample included representatives from all four universities in the region, with the following distribution:

NCSC "M. Ospanov Western Kazakhstan Medical University" (88 students)

NCSC "M. Utemisov Western Kazakhstan University" (175 students)

NCSC "Sh. Yesenov Caspian University of Technology and Engineering" (8 students)

The sample was determined using a statistical formula for finite populations, ensuring a confidence level of 95% and a margin of error of $\pm 5.8\%$. The sampling approach is mixed: it incorporates cluster sampling, as only university students were included; stratified sampling, as it covers four regions of Western Kazakhstan; and simple random sampling, as any student meeting the specified characteristics (region and university) could participate.

Participation in the survey was voluntary, and the research team included respondents who expressed a willingness to participate. Two members of the research team working at two universities facilitated the recruitment of respondents, while participation at the other two universities faced challenges due to the voluntary nature of the survey.

Data Collection Tools

Questionnaire: The research team developed the survey questions using frameworks from The Global Youth Wellbeing Index and the Youth Development Index from Kazakhstan's Ministry of Information and Social Development. The questionnaire evaluated six areas: citizenship, economic opportunities, education, health, information and communication technologies, and safety and security, with three specific questions for each area. The Research Ethics Council of Western Kazakhstan Marat Ospanov Medical University validated, verified, and standardized the questions. This validation ensures that the questions effectively measure the six criteria. The reliability of the survey was ensured through rigorous testing and standardization processes, as confirmed by the Research Ethics Council, guaranteeing that the findings are dependable and can be replicated in similar studies. **Interviews:** A total of 20 students participated in semi-structured interviews, providing a robust sample size for qualitative research. These interviews provided in-depth qualitative data that complemented the quantitative survey results.

Data Analysis Techniques

Quantitative data from the questionnaires were analyzed using descriptive and inferential statistical methods. SPSS software was employed for statistical analysis, including frequency distributions, cross-tabulations, and correlation analyses, to identify patterns and relationships within the data.

Qualitative data from the interviews were analyzed using thematic analysis, which involved coding the transcripts, identifying recurring themes, and interpreting patterns in relation to the research questions. The mixed-methods approach facilitated data triangulation, thereby enhancing the validity and reliability of the findings.

Findings

The diagnostic findings enable a comparison of youth well-being across different regions of the country, providing insights into how cultural, social, and climatic conditions affect young people's well-being. The study highlights factors influencing youth well-being and identifies areas needing improvement to create a more supportive and nurturing environment for young individuals.

The results are presented and analyzed in Tables 1 through 9:

Table 1

Results of Descriptive Statistics on Input Data and Criteria of Citizenship, Economic Opportunities

Question	Mean	Standard Deviation
What's your gender?	1.13	0.33
What's your age?	1.27	0.44
The name of your university?	2.97	1.37
Do you participate in community events or activities for the betterment of your area?	1.96	0.74
Do you engage in political activities or participate in discussions about issues in your region?	2.04	0.76
Do you know your rights and responsibilities as a citizen?	2.47	0.58
Is it easy for you to get education or vocational training?	1.69	0.49
Do you have the financial means to pursue education or training?	1.67	0.62
Do you manage your finances and feel financially independent?	2.25	0.62

Table 2

Results of descriptive statistics by criteria education and health

Question	Mean	Standard Deviation
Is the education you want to pursue available to you?	1.80	0.44
Do you feel that the level of education meets your needs?	1.25	0.48
How do you use educational resources (digital course materials, web pages, websites) for your personal and professional growth?	1.37	0.54
How do you assess the accessibility of medical care in your region?	1.42	0.53
What aspects of health are most meaningful to you or need more attention?	1.86	0.68
Do you know how to lead a healthy lifestyle?	1.21	0.43

Table 3

Results of descriptive statistics for the criteria information and communication technology, safety, and security

Question	Mean	Standard Deviation
Do you often use computers and the internet in your daily life?	1.75	0.47
Do you have access to the internet and new technology?	1.17	0.39
How often do you use technology (internet networks, artificial intelligence, office programs) to learn or work?	1.38	0.51
Do you feel your security is threatened in the region?	1.58	0.74
What measures do you take to ensure your safety?	2.56	1.80
Do you know your rights and protections in the event of a threat?	1.36	0.48

Table 4

Civic participation

Do you participate in community events or activities for the betterment of your area?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, I'm actively involved	85	29,8	29,8	29,8
	Sometimes I participate	127	44,6	44,6	74,4
	No, I'm not	73	25,6	25,6	100,0
	Total	285	100,0	100,0	

Do you engage in political activities or participate in discussions about issues in your region?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid		1	,4	,4	,4
	Yes, I'm actively involved	75	26,3	26,3	26,7
	Sometimes I participate	121	42,5	42,5	69,1
	No, I'm not	88	30,9	30,9	100,0
	Total	285	100,0	100,0	

Do you know your rights and responsibilities as a citizen?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid		1	,4	,4	,4
	Yes, I'm fully aware	148	51,9	51,9	52,3
	I know the ground rules	124	43,5	43,5	95,8
	No, I'm not aware	12	4,2	4,2	100,0
	Total	285	100,0	100,0	

A study on the well-being of young people in Western Kazakhstan, focusing on the cities of Aktobe, Uralsk, Atyrau, and Aktau, included a question about their participation in public events or activities aimed at regional development. The findings, presented in Table 4, show that over half of the respondents, 85 individuals (53%), reported active participation in such events, reflecting a strong sense of civic engagement and commitment to regional development. Meanwhile, 127 respondents (79%) mentioned occasional participation, indicating an interest in community initiatives but facing challenges such as time constraints. Additionally, 73 respondents (45%) reported they do not engage in community activities. Interviews revealed various reasons for this, including:

Time limitations: "I'm interested, but my studies and part-time job at a store to support my family limit my availability".

Financial constraints: "Participating in events incurs extra costs for clothing, travel, and meals, which I can't afford, so I choose not to spend money on it".

Lack of information: "I don't get involved in community activities because I'm not aware of them; the university doesn't provide any information".

Family obligations: "I can't join social activities because I don't have the time. After school, I head straight home to assist my grandmother".

The analysis reveals that the majority of young individuals in Western Kazakhstan are enthusiastic about participating in public life. Regarding their involvement in political activities or discussions on regional issues, the findings are as follows: 75 students (46%) reported active participation in political activities or discussions about regional problems, reflecting a strong level of political engagement among youth who are eager to contribute to social and political matters. Meanwhile, 121 respondents (38%) indicated occasional engagement in political activities or discussions, suggesting a broad interest in political issues, though participation may be inconsistent due to various factors. Lastly, 88 respondents (16%) reported that they do not participate in political activities or discussions, which may indicate a lack of interest, confidence in political processes, or barriers to participation.

The analysis shows that many young individuals in Western Kazakhstan are keen on engaging in political activities and discussing regional issues. However, several factors contribute to their lack of active participation:

Disinterest or Lack of Confidence: Some individuals express a lack of interest in politics, believing that their involvement would not result in meaningful change in the region. Others feel unprepared, citing insufficient knowledge and skills, and prefer to concentrate on their studies to excel in their chosen professions, such as becoming a doctor.

Time Constraints: Many are preoccupied with their academic commitments, leaving little room for political engagement.

Distrust in Political Institutions: Negative experiences with law enforcement have led to a general mistrust of political structures.

Economic Pressures: Young individuals with family responsibilities prioritize providing for their families over political involvement.

Fear of Repression: The political climate, characterized by instability and authoritarianism, deters active participation due to fears of potential repression.

Complexity of Regional Issues: The intricate nature of regional problems leaves some feeling unsure about how to contribute effectively.

These factors collectively contribute to a high degree of similarity in the reasons for political inactivity among the youth in the region.

A study examining the well-being of young learners in Western Kazakhstan assessed their understanding of their rights and responsibilities as citizens. The findings revealed that 148 participants (45%) reported being fully aware of their civic rights and duties, indicating a high level of awareness and civic responsibility among a substantial portion of the youth. Meanwhile, 124 students (38%) indicated that they knew the basic rules, suggesting a foundational grasp of their rights and responsibilities but with potential for deeper understanding. A smaller group, comprising 12 students (4%), admitted to being unaware of their civic rights and responsibilities.

Interviews provided further insights into these findings: some respondents mentioned that "civil rights and obligations are not topics of discussion in our family;" others expressed a lack of interest, stating, "I don't see a direct benefit in knowing my rights," or admitted, "to be honest, I don't care about this topic, as I am focused on survival, making it less of a priority to know and understand my rights".

The analysis indicates that a majority of young individuals in Western Kazakhstan possess either a basic or comprehensive understanding of their civic rights and duties. Nonetheless, there is a need to enhance the knowledge of those with only a fundamental grasp and to develop educational and informational programs for those who recognize their lack of awareness. Several factors contribute to the insufficient knowledge of rights among the youth

Educational programs in society and higher education do not adequately emphasize the importance of understanding civil rights and responsibilities, leading young people to undervalue their importance.

Some young individuals may lack access to reliable and comprehensible information about their rights due to insufficient resources or challenges in accessing them. Additionally, those not engaged in public life may not recognize the importance of being informed about their rights and responsibilities. To address this issue, it is crucial to develop effective educational initiatives, provide accessible and clear information, and encourage public engagement with a focus on civic education.

Table 5*Economic opportunities*

Is it easy for you to get education or vocational training?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yeah, it's easy	188	66,0	66,0	66,0
	No, it's hard	4	1,1	1,1	67,0
	There are difficulties	93	32,6	32,6	99,6
	Total	285	100,0	100,0	

Do you have the financial means to pursue education or training?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yeah, there's a lot of possibilities	145	50,9	50,9	50,9
	There are several possibilities	117	41,1	41,1	91,9
	No, there are practically no opportunities	23	8,1	8,1	100,0
	Total	285	100,0	100,0	

Do you manage your finances and feel financially independent?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, I'm financially independent	157	55,1	55,1	55,1
	No, I'm financially dependent	28	9,8	9,8	64,9
	Manage finances, but don't always feel independent	100	35,1	35,1	100,0
	Total	285	100,0	100,0	

According to Table 5, the survey on educational accessibility revealed that a great majority of the 188 respondents (61%) found it easy to access education or training, suggesting that many young people in the region have adequate access to educational resources. However, 99 respondents (30%) reported facing challenges in obtaining education or training, and a small group of 4 respondents (1%) found it particularly difficult. This analysis highlights that while most youth in Western Kazakhstan find education or vocational training relatively accessible, there are notable challenges for some. Identifying these challenges is crucial for developing targeted programs to address them. Key issues include:

Economic challenges: "With a large family of six siblings, I am the eldest. The high costs of education, study materials, and city living make education either inaccessible or financially burdensome for many, including myself".

Limited educational choices: "All universities offer the same programs." "My mother insisted I study medicine," indicating that some young people face restricted options in educational programs or institutions in their area.

Infrastructure inaccessibility: "Living in the suburbs, there are no dormitory spaces available." The distance of some communities from educational centers creates barriers to accessing quality education. A lack of transportation or insufficient educational institutions in certain areas further complicates educational access.

In interviews, several students subtly pointed out the inadequate quality of education in local schools, which diminishes their motivation to study in the area. Despite this, financial limitations hinder them from seeking education in larger cities. Additionally, technology access poses a problem: "A friend of mine was expelled from university during the pandemic due to insufficient internet access, which prevented him from completing exams on time." The lack of widespread modern technology, such as reliable internet access, was mentioned as a significant concern during the interviews.

To address these issues, it is essential to develop more affordable financial mechanisms, broaden the range of educational programs, enhance the quality of education, improve infrastructure, and increase the accessibility of information about learning opportunities.

Regarding financial opportunities for education or training, 145 respondents (47%) reported having substantial financial resources, indicating they have adequate funds or access to financial support for their education. Meanwhile, 117 respondents (38%) mentioned having some financial opportunities, suggesting they have limited resources but can still manage to afford education to some extent. However, 23 respondents (8%) reported having almost no financial opportunities, highlighting a significant lack of resources and limited access to financial support or credit.

In summary, while many young individuals in Western Kazakhstan have some financial resources for education or vocational training, a significant number face challenges due to limited financial means. Interviews revealed several contributing factors:

Economic instability: "My mom is a teacher with a stable salary, but my dad's income is unpredictable and depends on orders, so my parents can't always set aside extra money for my education." Financial challenges at the family or individual level can affect the availability of financial resources for education.

Lack of state support: "We don't have enough state or regional financial support programs for students; for instance, only four students receive grants." The absence of sufficient state or regional financial aid programs can leave young people without the necessary funds for education, making it unaffordable for many due to the limited availability of grants or soft loans.

Limited employment opportunities: "In our families, it's not typical for girls to work, and if a boy takes on a part-time job, the wages aren't sufficient to cover school fees." Limited employment opportunities or low wages can make it difficult for young people to earn enough to fund their education.

High costs of education: "In my opinion, tuition fees at our university are high and don't match the income level of our region, especially since many families have multiple children and can't afford education for all." High education costs can be an important barrier for students, particularly for families with limited financial resources or multiple children in need of education.

Inability to balance work and study: "I'm struggling to balance my part-time job and studies. My education often takes a back seat as I prioritize meeting material needs, leaving me with little time to prepare for classes."

To address these issues, it is essential to improve access to both public and private financial aid programs, establish a framework for grants, subsidies, and educational incentives, and support initiatives that improve the economic stability of young individuals. The survey results reveal that 157 participants (51%) reported managing their finances and feeling financially self-sufficient. Conversely, 28 participants (9%) acknowledged being financially dependent, often relying on support from parents and family. Additionally, 100 participants (33%) indicated that while they manage their finances, they do not always feel financially independent, suggesting they have some control over their finances but face challenges that impact their sense of autonomy.

The findings reveal that more than half of the youth in Western Kazakhstan either claim financial independence or effectively manage their finances. However, some individuals, despite managing their finances, do not always feel fully independent due to several factors.

Economic instability: "Even though I can manage my finances, I face instability in the economic environment, such as high inflation and rapid changes in the labor market, particularly in the cosmetics sales sector".

Low income: "I have a low income and fear going broke, which limits my financial resources".

Family dependence: "My parents helped me start an online store selling phone accessories. While I seem to manage my finances independently, I still feel morally dependent on my family".

High living expenses: "The high costs of rent, food, education, and other expenses significantly impact our family's financial independence. We are doing well, but these high costs impose limitations".

Credit dependence: "Many of my friends purchase expensive phones on credit, making them financially dependent on credit organizations".

Lack of financial education: "I lack effective money management skills, which I believe causes many people, including myself, to feel financially dependent".

Addressing these issues should involve fostering economic stability, increasing income levels, making financial education more accessible, and implementing other measures to improve the financial well-being of young people.

Table 6

Education

Is the education you want to receive available to you?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, available in its entirety	219	76,8	76,8	76,8
	Accessible with some difficulty	62	21,8	21,8	98,6
	No, it's not available	2	,7	,7	99,3
	Total	285	100,0	100,0	

Do you feel that the level of education meets your needs?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, fully compliant	219	76,8	76,8	76,8
	Doesn't quite fit	59	20,7	20,7	97,5
	No, it doesn't	7	2,5	2,5	100,0
	Total	285	100,0	100,0	

How do you use educational resources (digital materials in the form of courses, web pages, websites) for your personal and professional growth?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	I actively use it for personal and professional growth	188	66,0	66,0	66,0
	I sometimes use it for personal and professional growth	89	31,2	31,2	97,2
	I don't use it for personal and professional growth	7	2,5	2,5	99,6
	Total	285	100,0	100,0	

The survey on educational accessibility in Western Kazakhstan shows that 71% of respondents (219 individuals) perceive the education they seek as fully accessible, reflecting a generally favorable situation regarding educational programs and resources in the region. However, 20% of respondents (62 individuals) encounter challenges, primarily financial, that affect their access to education. Additionally, 1% (2 respondents) find education completely inaccessible.

Most young people in the region view education as accessible, suggesting a generally favorable educational environment. However, certain groups face challenges that may need to be addressed by educational institutions and authorities:

Financial Challenges: Some individuals encounter financial barriers, including high tuition fees, the cost of materials, or living expenses, which can impede their ability to pursue their desired education.

Limited Options: A shortage of diverse specializations or high-quality institutions restricts educational choices for some young people.

Geographic Isolation: Remote communities face difficulties accessing educational institutions due to transportation issues or relocation challenges.

Quality Concerns: The perceived quality of education may fall short of expectations, reducing motivation and the sense of accessibility.

Insufficient Financial Aid: A lack of grants, scholarships, or financial support affects perceptions of affordability.

Economic and Sociocultural Barriers: Social or cultural status can create obstacles to achieving certain educational levels.

Information Gaps: Limited awareness of educational opportunities, support programs, or enrollment processes impacts perceptions of accessibility.

Addressing these issues involves developing financial support programs, improving the quality of education, and expanding educational choices and information for youth in the region.

Regarding the alignment of education with needs, 74% of respondents (219 individuals) feel that their educational level meets their needs, indicating high satisfaction with the programs and conditions. However, 20% (59 respondents) feel that their needs are not fully met, suggesting deficiencies in educational programs or teaching methods, while 2% (7 respondents) consider the education inadequate.

The majority of young people in Western Kazakhstan generally feel that their educational needs are being met, indicating a favorable view of the educational programs. However, some express dissatisfaction, suggesting that universities may need to improve the quality and relevance of their offerings to better align with student needs.

Factors affecting the perception that education does not fully meet the needs of young people in Western Kazakhstan include:

Program Relevance: Students perceive the knowledge gained at university as outdated compared to the practical training they receive in schools. If educational programs do not align with current labor market demands or fail to impart relevant skills, students may find them inadequate for their future careers. Providing ample practical experience is crucial for preparing students for real-world work scenarios.

Teaching Quality: Some students report that classes involve merely transcribing lectures or repeating the same information in seminars, leading to a lack of engagement. Ineffective teaching methods or unqualified instructors can diminish the educational experience and affect student satisfaction. Improving teaching methods and increasing student involvement can enhance the perceived value of education.

Flexibility in Learning: Students express concerns about the lack of choice in elective courses, as individual curricula are standardized. Programs that do not offer flexibility fail to cater to the diverse interests and needs of students.

To address these issues, educational programs should be analyzed and revised to improve teaching quality, increase opportunities for practical experience, and offer greater flexibility in course selection.

Regarding the use of educational resources, including digital materials, for personal and professional development, 61% of respondents (188 individuals) actively engage with these resources, indicating a high level of awareness and involvement. Meanwhile, 29% (89 respondents) use them occasionally, suggesting potential barriers such as accessibility or time constraints. A small group, 2% (seven respondents), do not use these resources at all.

Most young individuals in Western Kazakhstan are enthusiastic about using digital learning tools for growth. However, some are less active or not engaged, which could be improved by addressing accessibility, awareness, and support for digital education. Reasons for this include:

Resource Accessibility: Some students have outdated technology or limited internet access, which affects their ability to use educational resources effectively.

Time Constraints: Employment and other commitments can limit the time available for engaging with educational materials.

Lack of Support and Motivation: Inadequate internet access at universities and outdated equipment can demotivate students from using digital resources.

Diversity and Personalization: A lack of varied and personalized educational materials can reduce student interest.

Enhancing the accessibility, quality, and personalization of educational resources, along with fostering motivation and interest, can encourage greater use among young people.

Table 7
Health

How do you assess the accessibility of medical care in your region?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Getting medical care easily	172	60,4	60,4	61,1
	It's hard to get medical care	6	1,8	1,8	62,8
	There are difficulties in obtaining medical care	106	37,2	37,2	100,0
	Total	285	100,0	100,0	

Which aspects of your health do you find most meaningful or believe require more attention?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Social health (interpersonal relations, interaction with society and environment)	9	3,2	3,2	3,2
	Medical problems or chronic illnesses that require constant attention and care	22	7,7	7,7	10,9
	Psychological health (stress management, support for emotional well-being)	79	27,7	27,7	38,6
	Physical health (healthy lifestyle, physical activity, proper nutrition)	175	61,4	61,4	100,0
	Total	285	100,0	100,0	

Are you familiar with how to lead a healthy lifestyle?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, well-informed.	227	79,6	79,6	79,6
	No, I don't know.	2	,4	,4	80,0
	I know the ground rules	56	19,6	19,6	99,6
	Total	285	100,0	100,0	

According to Table 7, in a survey assessing the accessibility of healthcare in the region, 172 participants (56%) reported that accessing medical services is straightforward, indicating that the healthcare system is functioning well, and services are accessible to young individuals. Conversely, six participants (2%) found it challenging to obtain healthcare, potentially due to factors such as distance from medical facilities or a lack of specialized services. Meanwhile, 106 respondents (35%) experienced difficulties in accessing healthcare, highlighting issues such as long wait times, resource shortages, or limited access to specialized care.

Most young individuals in Western Kazakhstan perceive healthcare as accessible. However, a notable portion faces challenges, indicating a need for healthcare services and authorities to address these issues. The difficulties in accessing healthcare among young people stem from several factors: *Geographical and Transport Barriers*: Some areas are remote with poor transport links, and there is often a shortage of medical personnel. For example, a village 240 km from Aktobe has only one medical center, where a single practitioner trained as an obstetrician also serves as a general physician and pediatrician. This situation makes it difficult for young people to receive quality healthcare due to the distance from facilities.

Limited Medical Technology: Respondents noted a lack of modern equipment and technology in regional medical institutions, which restricts diagnostic and treatment options.

Financial Constraints: High costs of medical services pose a financial barrier, especially for students. Although university-affiliated clinics are available, the expense of services such as dental care remains prohibitive.

Sociocultural Barriers: Language differences, cultural factors, and a lack of information about available services also hinder access to healthcare.

Addressing these challenges requires a comprehensive strategy that includes improving healthcare infrastructure, enhancing access to specialized services, upgrading the skills of healthcare workers, and reducing financial barriers for young people.

Regarding health priorities, nine respondents (3%) prioritized social health, emphasizing the importance of social interactions and environmental factors. Meanwhile, 22 respondents (7%) were concerned about chronic medical conditions, highlighting ongoing health issues among youth. Psychological health was a priority for 79 respondents (26%), reflecting increased awareness of mental well-being. The majority, (175 respondents, 57%), prioritized physical health, focusing on healthy lifestyles, physical activity, and nutrition.

The analysis shows that physical health is the top priority for most young people in Western Kazakhstan, indicating a strong interest in healthy living. However, psychological health is also significant, highlighting the need for emotional support. While medical and social health received less attention, they remain important to some young people.

In terms of knowledge about healthy lifestyles, 227 respondents (74%) reported being well-informed, while two respondents (0.6%) admitted to lacking knowledge. Another 56 respondents (18%) understood the basics but might lack insight into more complex aspects.

Overall, most young people in Western Kazakhstan are knowledgeable about healthy living, indicating a positive trend in healthy lifestyle practices. However, the presence of a small group with limited knowledge suggests a need for further education and awareness initiatives.

Table 8

ICT (information and communication technologies)

Do you often use computers and the internet in your daily life?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	I rarely use	5	1,8	1,8	1,8
	I sometimes use	75	26,3	26,3	28,1
	I can't imagine my life without the internet anymore	205	71,9	71,9	100,0
	Total	285	100,0	100,0	
Do you have access to the internet and new technology?					
		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, there's full access	239	83,9	83,9	83,9
	There is access but with restrictions	44	15,4	15,4	99,3
	No access to the internet and new technologies	2	,7	,7	100,0
	Total	285	100,0	100,0	
How often do you use technology (internet networks, artificial intelligence, office programs) to learn or work?					
		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	On a daily basis, technology plays a key role in my learning or work experience	179	62,8	62,8	62,8
	Use occasionally for academic or work-related tasks	103	36,1	36,1	98,9
	I don't use technology for school or work	3	,4	,4	100,0
	Total	285	100,0	100,0	

The survey on the use of computers and the Internet in daily life yielded the following insights: 1.6% of respondents (five individuals) reported infrequent use of these technologies. Meanwhile, 24% (75 respondents) mentioned occasional use, suggesting a balanced approach or potential limitations such as accessibility. A significant 67% (205 respondents) indicated they couldn't envision life without the Internet, highlighting a strong reliance on online resources, social media, and other digital technologies among young people.

In Western Kazakhstan, most young individuals view the Internet as essential to their daily routines, thanks to widespread technology access and growing digital literacy. However, a small segment uses technology less frequently, influenced by various factors. These include:

Access limitations: Financial and geographical barriers restrict some respondents' access to computers and the Internet.

Technological skills: Some individuals lack confidence or skills in using technology, preferring traditional communication and information sources such as face-to-face interactions or traditional media.

Personal preferences: Certain respondents favor conventional communication and information-gathering methods, avoiding extensive use of digital technologies.

Cultural and religious influences: Concerns about privacy, cybersecurity, or digital threats, shaped by cultural or religious beliefs, lead some to limit their technology use.

The varied interests and needs of young people suggest that infrequent technology use typically arises from a combination of these factors. To address this issue effectively, targeted support considering specific needs and circumstances may be required.

Regarding Internet and technology access, 78.6% (239 respondents) reported having full access, indicating a high level of technological availability in the region. However, 14.4% (44 respondents) experience limitations such as slow internet speeds or restricted access to certain resources. A small fraction, 0.7% (two respondents), lack access entirely due to financial constraints, technological isolation, or other factors.

Most young individuals in Western Kazakhstan have complete access to the Internet and modern technologies, indicating strong digital literacy and a well-developed technological infrastructure. However, a minority faces limitations or lacks access entirely, underscoring the need for targeted initiatives to ensure equitable access to digital resources and opportunities for all.

On the topic of technology use for learning or work, 58.5% (179 respondents) use technology daily, highlighting its essential role in their educational or professional activities and indicating high digital literacy and engagement. Meanwhile, 33.6% (103 respondents) use technology occasionally, reflecting intermittent needs. A small group, 1% (three respondents), does not use technology for study or work, due to personal preferences or a preference for traditional learning methods.

In general, the majority of young people in Western Kazakhstan is actively incorporating technology into their education or work, demonstrating their readiness and engagement with contemporary

practices. Nonetheless, a minority uses technology infrequently or not at all, suggesting a need for further investigation to understand the underlying reasons and explore ways to enhance technology integration.

Table 9*Safety and security*

Do you feel that your security is threatened in the region?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, I often feel threatened	42	14,7	14,7	14,7
	Sometimes I feel threatened	81	28,4	28,4	43,2
	No, I don't feel threatened	162	56,8	56,8	100,0
	Total	285	100,0	100,0	

What measures do you take to ensure your safety?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	I'm not taking any action	47	9,1	9,1	9,1
	I use location tracking or security apps on my phone	81	27,4	27,4	36,5
	Contacting professional protection and security services at school or work	9	2,8	2,8	48,1
	Attend training or courses on safety and self-defense	5	1,8	1,8	50,9
	Use precautionary measures in everyday life (e.g., informing loved ones of my plans, not going to certain areas at night, etc.)	143	48,4	48,4	100,0
	Total	285	100,0	100,0	

Are you aware of your rights and protections in the event of a threat?

		Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, well-informed	164	57,5	57,5	57,5
	I know the ground rules	104	36,5	36,5	94,0
	No, I'm not aware	17	6,0	6,0	100,0
	Total	285	100,0	100,0	

In a survey on feelings of security among youth in Western Kazakhstan, 42 respondents (13.7%) reported frequently feeling threatened, citing factors such as social or economic issues and crime. Meanwhile, 81 respondents (26.5%) experienced occasional feelings of insecurity, suggesting temporary concerns rather than persistent threats. The majority, 162 respondents (52.8%), reported not feeling threatened, indicating a general sense of safety in the region. Nonetheless, the notable proportion of youth who experience periodic or frequent insecurity underscores the need for

authorities and social institutions to address these issues. Key factors contributing to these feelings include:

Economic Hardship: High unemployment and low income foster social tension and crime, directly affecting personal security.

Social Injustice: Perceptions of inequality and limited access to resources can lead to social unrest and heightened feelings of insecurity.

Crime and Disorder: Elevated crime rates and frequent public disturbances in certain areas contribute to a sense of threat.

Ethnic or Religious Tensions: Tensions related to ethnicity or religion can be a notable source of insecurity in the region.

Political Instability: Political conflicts or protests can undermine public safety and contribute to a feeling of insecurity.

Socio-Cultural Changes: The arrival of newcomers, such as Kandas from Russia, can disrupt the socio-cultural balance and lead to increased instability and insecurity.

Regarding personal safety measures, 47 respondents (15.3%) do not take specific actions, often due to a lack of awareness or perceived threat levels. In contrast, 81 respondents (26.4%) use location tracking or security apps, nine respondents (2.9%) rely on professional security services, and five respondents (1.6%) engage in safety training. A substantial number, 143 respondents (46.5%), adopt daily precautionary practices, such as informing loved ones of their whereabouts and avoiding certain areas after dark. This reflects an increasing safety consciousness among youth, though some may still benefit from additional education or resources to enhance their security practices.

In terms of legal awareness, 164 respondents (53.2%) are well-informed about their rights and protective measures, indicating a high level of legal literacy. However, 104 respondents (33.7%) have only basic knowledge, and 17 respondents (5.5%) lack awareness due to inadequate education on rights and protections. Contributing factors to this gap include:

Lack of Education: Insufficient emphasis on legal education at home, school, or university results in limited awareness.

Limited Access to Resources: Restricted internet access, language barriers, and limited library resources impede information acquisition.

Disinterest in Legal Topics: Some youth find legal matters irrelevant or complex and lack trust in legal institutions, leading to disinterest.

To address these issues, efforts should focus on enhancing educational programs, launching information campaigns, increasing media coverage, and overcoming cultural and language barriers to improve legal awareness among youth.

Discussion

The findings of this study provide a comprehensive overview of the well-being of learning youth in Western Kazakhstan, highlighting both strengths and areas for improvement. The study presents a complex picture of youth civic engagement and political participation. Although many respondents show interest in public life, substantial barriers to active involvement persist. This aligns with Soler-I-Martí and Ferrer-Fons' (2015) research, which underscores the importance of creating supportive environments for youth civic engagement. The study findings suggest a need for more inclusive participation opportunities that address young people's time and financial limitations.

The results regarding economic opportunities and financial independence are mixed. While most young people have access to education, financial difficulties are widespread. This finding aligns with Golberstein et al. (2019), who emphasize the impact of economic instability on youth well-being. The study underscores the need to expand financial support and enhance financial literacy among youth.

The study's results on education and digital resource utilization reflect global trends in educational digitalization (Selwyn, 2021). However, a gap persists between the availability of digital resources and their effective use in education. This highlights the need for not only improved technological infrastructure but also the development of digital competencies among students and teachers.

Access to healthcare, especially specialized medical care in remote areas, remains an important challenge. This issue reflects global difficulties in ensuring equitable healthcare access, as highlighted in World Health Organization studies (2018). This research emphasizes the potential of telemedicine and mobile medical services to bridge these gaps in the region.

The high level of information technology use among youth in Western Kazakhstan aligns with global digitalization trends (International Telecommunication Union, 2021). However, the study also identifies a subset of young people with limited access to technology, suggesting a risk of

digital inequality. This underscores the need for strategies to ensure equitable access to digital resources.

In the area of safety and legal literacy, an intriguing paradox emerges: while most young people feel safe, a major portion experiences periodic threats. This finding aligns with Esteban-Cornejo et al.'s (2016) findings on youth perceptions of safety and highlights the need for targeted programs to improve legal literacy and security.

Overall, this study provides a unique perspective on youth well-being in Western Kazakhstan, complementing existing literature on youth well-being in developing countries. It highlights the need for a comprehensive approach to improving youth well-being, taking into account both global trends and local regional characteristics.

This research enhances the understanding of youth well-being in Central Asia, a region frequently underrepresented in global youth studies. The findings indicate that while youth in Western Kazakhstan face challenges similar to their global counterparts, such as economic opportunities and digital access, they also deal with unique regional issues, including disparities in healthcare access and specific safety concerns.

The study's mixed-methods approach provides a nuanced understanding of youth well-being by capturing both quantitative trends and qualitative insights. This methodological framework could serve as a model for future research in similar contexts, particularly in regions where youth experiences are less explored.

Future research could benefit from longitudinal studies to monitor changes in youth well-being over time, especially given the rapid pace of technological and social changes. Comparative studies with other regions in Kazakhstan and neighboring countries could provide valuable insights into the broader Central Asian youth experience.

Conclusion

The study of youth well-being in Western Kazakhstan reveals a complex interplay of factors affecting their social and personal well-being. The data analysis presents a mixed picture of both positive and negative aspects:

Positive Aspects:

Social Engagement: Most young individuals in the region show a strong interest in participating in public events, indicating high levels of social engagement and civic consciousness.

Legal Awareness: A considerable portion of participants demonstrate a solid understanding of their rights and responsibilities, reflecting robust legal awareness among the youth.

Educational Accessibility: Many respondents feel that the education they seek is attainable and rate their educational experiences positively.

Financial Autonomy: A large number of young individuals view themselves as financially independent, suggesting generally stable financial conditions.

Negative Aspects:

Political Engagement: A notable number of young people are not actively involved in political activities or discussions, suggesting a low level of engagement or trust in political systems.

Educational Access: Some individuals face barriers to accessing education, often due to financial constraints or insufficient educational resources.

Financial Opportunities: Limited financial opportunities are reported by certain youth, which can hinder their professional and personal development. Research on youth well-being is crucial for evaluating and improving the living conditions of younger generations. It informs long-term development strategies, promotes sustainable and inclusive societal progress, and is essential for creating a better future for all generations. The study shows that youth well-being in Western Kazakhstan is influenced by various factors such as social involvement, educational access, and financial circumstances. This complexity underscores the need for a comprehensive approach to addressing youth well-being, ensuring the development of effective programs and initiatives to enhance quality of life and future prospects for young people in the region.

Acknowledgments

This study is supported by the Committee of Science under the Ministry of Science and Higher Education of the Republic of Kazakhstan through project IRN AP19678139, which focuses on evaluating the socio-psychological factors that can enhance the well-being of students in Western Kazakhstan (M. Knissarina).

References

- Anderson, R. E. (2002). Youth and information technology. In *Cambridge University Press eBooks* (pp. 175–207). <https://doi.org/10.1017/cbo9780511613913.007>
- Assyltayeva, E., Tarman, B., Ishmukhamedov, S., Mukhambedyarova, A., Tolen, Z., & Yussupova, S. (2024). Civil Identity of Young Kazakhstanis in the Context of the Russian-Ukrainian Conflict. *Journal of Ethnic and Cultural Studies*, 11(2), 81–104. <https://doi.org/10.29333/ejecs/2052>
- Atske, S., & Atske, S. (2024, April 14). *Teens, social media and technology 2023*. Pew Research Center. <https://www.pewresearch.org/internet/2023/12/11/teens-social-media-and-technology-2023/>
- Bartsch, J. (2014). Youth as resources in revitalizing communities. In *Place-Based Education in the Global Age* (1st ed., pp. 89–108). Routledge. <https://doi.org/10.4324/9781315769844-11>
- Bers, M. U. (2006). The role of new technologies to foster positive youth development. *Applied Developmental Science*, 10(4), 200–219. https://doi.org/10.1207/s1532480xads1004_4
- Bureau of National Statistics. (2024, August, 16). *Agency for strategic planning and reforms of the Republic of Kazakhstan*. Bureau of National Statistics, Agency for Strategic Planning and Reforms of The Republic Of Kazakhstan, <https://stat.gov.kz/en/>
- Chimbunde, P., Moreeng, B., & Chawira, M. (2023). A Model for Developing Critical Thinking Skills in Teaching History: Lessons from Zimbabwe. *Journal of Culture and Values in Education*, 6(3), 194-212. <https://doi.org/10.46303/jcve.2023.28>
- Creswell, J. W. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
- Desjardins, R. (2020). PIAAC Thematic Review on Adult Learning. *OECD Education Working Papers*. <https://doi.org/10.1787/864d2484-en>
- Dwyer, P., & Wyn, J. (2001). *Youth, education and risk: Facing the future*. <https://ci.nii.ac.jp/ncid/BA54435725>
- Esteban-Cornejo, I., Carlson, J. A., Conway, T. L., Cain, K. L., Saelens, B. E., Frank, L. D., Glanz, K., Roman, C. G., & Sallis, J. F. (2016). Parental and adolescent perceptions of neighborhood safety related to adolescents' physical activity in their neighborhood. *Research Quarterly for Exercise and Sport*, 87(2), 191–199. <https://doi.org/10.1080/02701367.2016.1153779>
- Garcia, M., & Fares, J. (2010). Why is it important for Africa to invest in its youth? In *World Bank eBooks* (pp. 3–14). https://doi.org/10.1596/978-0-8213-6884-8_ch1

- Global Partnership for Education. (August 17, 2024). *Annual Report 2023*. GPT, <https://assets.globalpartnership.org/s3fs-public/document/file/2024-04-gpe-annual-report.pdf>
- Golberstein, E., Gonzales, G., & Meara, E. (2019). How do economic downturns affect the mental health of children? Evidence from the National Health Interview Survey. *Health Economics*, 28(8), 955–970. <https://doi.org/10.1002/hec.3885>
- Helliwell, J. F., Layard, R., Sachs, J. D., & De Neve, J. (2020). *World Happiness Report 2020*. The World Happiness Report. <https://worldhappiness.report/ed/2020/>
- Huttunen, J., & Albrecht, E. (2021). The framing of environmental citizenship and youth participation in the Fridays for Future Movement in Finland. *Fennia*, 199(1). <https://doi.org/10.11143/fennia.102480>
- International Telecommunication Union. (2021). *Measuring digital development: Facts and Figures 2021*. ITU Publications.
- Jones, G. (2009). *Youth: Key concepts*. Polity Press.
- Kilinc, E., Tarman, B., & Yussupova, S. (2023). The Association Between College Students' Participation Behavior and Social Media Use. *Research in Social Sciences and Technology*, 8(2), 55-67. <https://doi.org/10.46303/ressat.2023.11>
- Knissarina, M., Syzdykbayeva, A., Agranovich, Y., Zhumaliyeva, G., & Baikulova, A. (2024). Impact of practice-centered learning on the development of students' professional identities: Learning outcomes. *Journal of Education and e-Learning Research*, 11(1), 97–106. <https://doi.org/10.20448/jeelr.v11i1.5344>
- Knowles, R., Camicia, S., & Nelson, L. (2023). Education for Democracy in the Social Media Century. *Research in Social Sciences and Technology*, 8(2), 21-36. <https://doi.org/10.46303/ressat.2023.9>
- Levin, K. A. (2006). Study design III: Cross-sectional studies. *Evidence-Based Dentistry*, 7(1), 24–25. <https://doi.org/10.1038/sj.ebd.6400375>
- Malik, B. K. (2015). Youth development in India: Does poverty matter? *SpringerPlus*, 4(1). <https://doi.org/10.1186/s40064-015-1410-z>
- Mørch, S. (2003). Youth and education. *Young*, 11(1), 49–73. <https://doi.org/10.1177/1103308803011001076>
- OECD. (2020). How's life? 2020: Measuring well-being. In *How's Life? How's life?* <https://doi.org/10.1787/9870c393-en>

- Pumariega, A. J., & Joshi, S. V. (2010). Culture and development in children and youth. *Child and Adolescent Psychiatric Clinics of North America*, 19(4), 661–680. <https://doi.org/10.1016/j.chc.2010.08.002>
- Selwyn, N. (2021). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Soler-I-Martí, R., & Ferrer-Fons, M. (2015). Youth participation in context: The impact of youth transition regimes on political action strategies in Europe. *The Sociological Review*, 63(2_suppl), 92–117. <https://doi.org/10.1111/1467-954x.12264>
- Steyn, M., & Vanyoro, K. (2023). Debunking Critical Theory's 'Indoctrination' Charge: Provisional Notes on Critical Diversity Literacy Pedagogy. *Research in Educational Policy and Management*, 5(3), 128-144. <https://doi.org/10.46303/repam.2023.27>
- Tolen, Z., Aitymbetov, N., Ismagambetov, T., Toktarov, Y. & Alisherova A. (2023). The Impact of Digitalization on Political Engagement Among Kazakhstani Youth: A Comparative Study Before and After "Qandy Qantar" (Sanguinary January) of 2022, *Journal of Social Studies Education Research*, 14(3), 97-116. <https://jsser.org/index.php/jsser/article/view/5132/627>
- UNESCO. (2019). Global Education Monitoring Report 2019: Migration, Displacement and education: Building bridges, not walls. In *UNESCO eBooks*. UNESCO Publishing. <https://doi.org/10.54676/xdzd4287>
- UNESCO. (2024, August 16,). *UNESCO with, by and for youth*. <https://www.unesco.org/en/youth>
- United Nations. (2024, August 16,). *Youth | United Nations*. from <https://www.un.org/en/global-issues/youth>
- World Bank. (2021). *World development report 2021: Data for Better Lives*. <https://doi.org/10.1596/978-1-4648-1600-0>
- World Bank. (2023, February 24). *The World Bank Group's Youth Summit 2023*. <https://www.worldbank.org/en/events/2023/02/24/youth-summit-2023-from-the-ground-up-local-solutions-to-drive-global-impact>
- World Health Organization. (2018, January 30). *2018 global reference list of 100 core health indicators (plus health-related SDGs)*. [https://www.who.int/publications/i/item/2018-global-reference-list-of-100-core-health-indicators-\(-plus-health-related-sdgs\)](https://www.who.int/publications/i/item/2018-global-reference-list-of-100-core-health-indicators-(-plus-health-related-sdgs))
- Yussupova, S., Tarman, B., Kilinc, E., Tolen, Z., Assyltayeva, E. (2023). Adaptation of the Global Citizenship Scale in a Multicultural Country: Kazakhstan, *Journal of Social Studies Education Research*, 14(3), 305-327. <https://jsser.org/index.php/jsser/article/view/5169/636>