

632026

homelands

Pod

zvo

eni

Inštitut za slovensko izseljenstvo in migracije ZRC SAZU

Glavni urednici / Editors-in-Chief
Kristina Toplak, Marijanca Ajša Vižintin

Odgovorna urednica / Editor-in-Charge
Marina Lukšič Hacin

Tehnični urednik / Technical Editor
Tadej Turnšek

Mednarodni uredniški odbor / International Editorial Board
Synnove Bendixsen, Ulf Brunnbauer, Aleš Bučar Ručman, Martin Butler, Daniela I. Caglioti,
Jasna Čapo, Donna Gabaccia, Jure Gombač, Ketil Fred Hansen, Damir Josipovič,
Aleksej Kalc, Jernej Mlekuž, Claudia Morsut, Ikhlas Nouh Osman, Nils Olav Østrem,
Lydia Potts, Maya Povrzanović Frykman, Francesco Della Puppa, Jaka Repič,
Rudi Rizman, Matteo Sanfilippo, Annemarie Steidl, Urška Strle, Adam Walaszek,
Rolf Wörsdörfer, Simona Zavratnik, Janja Žitnik Serafin

Lektoriranje in korektura / Copyediting and proofreading
Jana Renée Wilcoxon (angleški jezik / English)
Tadej Turnšek (slovenski jezik / Slovenian)

Oblikovanje / Design
Anja Žabkar

Prelom / Typesetting
Inadvertising d. o. o.

Založila / Published by
ZRC SAZU, Založba ZRC

Izdal / Issued by
ZRC SAZU, Inštitut za slovensko izseljenstvo in migracije /
ZRC SAZU, Slovenian Migration Institute, Založba ZRC

Tisk / Printed by
Collegium Graphicum d. o. o., Ljubljana

Naklada / Printum
100

Naslov uredništva / Editorial Office Address
INŠTITUT ZA SLOVENSKO IZSELJENSTVO IN MIGRACIJE ZRC SAZU
p. p. 306, SI-1001 Ljubljana, Slovenija
Tel.: +386 (0)1 4706 485; Fax +386 (0)1 4257 802
E-naslov / E-mail: dd-th@zrc-sazu.si
Spletna stran / Website: <https://ojs.zrc-sazu.si/twohomelands>



Revija izhaja s pomočjo Javne agencije za
znanstvenoraziskovalno in inovacijsko dejavnost
Republike Slovenije in Urada Vlade Republike Slovenije
za Slovence v zamejstvu in po svetu /
Financial support: Slovenian Research and Innovation Agency and
Government Office for Slovenians Abroad

THE INFLUENCE OF MIGRATION PROCESSES ON THE SOCIAL ADAPTATION OF YOUNG PEOPLE IN CENTRAL ASIA

Yunran ZHI,^I Ainagul ZHOOSHBKOVA,^{II} Zhibin GAO,^{III} Kanat DZHANUZAKOV^{IV}

COBISS: 1.01

ABSTRACT

The Influence of Migration Processes on the Social Adaptation of Young People in Central Asia

The study outlines the theoretical and methodological foundations for modeling young people's social adaptation in cross-border migration between Central Asia and China. The methodology comprised six interrelated stages. The results present a holistic adaptation model with four components: motivational-value, behavioral, communicative, and educational-professional. The findings support a multilevel approach in which stage-based testing helps predict migrants' needs and guide targeted support. The model can inform adaptation modules in secondary and higher education and support interstate coordination in diploma recognition, scholarship programs, and digital and multidisciplinary support platforms, thus enhancing social integration and reducing isolation.

KEYWORDS: cross-border mobility, digital support platforms, sociocultural environment, educational policies, vulnerable groups

IZVLEČEK

Vpliv migracijskih procesov na socialno prilagajanje mladih v Srednji Aziji

Namen raziskave je osvetliti teoretične in metodološke osnove modeliranja procesa socialne prilagoditve mladih v kontekstu čezmejnih migracij med srednjeazijskimi državami in Kitajsko. Metodologija je vključevala šest medsebojno povezanih faz. Glavni rezultat je oblikovanje celostnega modela socialne prilagoditve s štirimi komponentami: motivacijsko-vrednostno, vedenjsko, komunikacijsko ter

^I PhD student in pedagogy; Kyrgyz State University I. Arabaev, Institute of History and Socio-Legal Education, Bishkek, Kyrgyz Republic; yunran-zhi@hotmail.com; ORCID <https://orcid.org/0009-0006-0513-9361>

^{II} PhD in historical sciences; Kyrgyz State University I. Arabaev, Institute of History and Socio-Legal Education, Bishkek, Kyrgyz Republic; a.zhooshbekova@outlook.com; ORCID <https://orcid.org/0009-0002-8920-3543>

^{III} PhD student in pedagogy; Kyrgyz State University I. Arabaev, Institute of Pedagogy and Psychology, Bishkek, Kyrgyz Republic; gzhbin12@gmail.com; ORCID <https://orcid.org/0009-0000-7411-6450>

^{IV} PhD in physical education; Kyrgyz-Turkish Manas University, Higher School of Physical Education and Sports, Bishkek, Kyrgyz Republic; kdzhanuzakov@hotmail.com; ORCID <https://orcid.org/0000-0001-9138-4799>

izobraževalno-poklicno. Dobljeni rezultati potrjujejo učinkovitost večnivojskega pristopa, pri katerem testiranje vsake faze prilagajanja omogoča napovedovanje potreb migrantov ter ustrezno usmerjanje namenske podpore. Ta model je mogoče uporabiti za razvoj modulov prilagajanja v visokošolskih in srednješolskih ustanovah ter pri meddržavnem usklajevanju politik glede priznavanja diplom, štipendijske podpore ter oblikovanja multidisciplinarnih podpornih skupin in digitalnih podpornih platform, kar pripomore k večji družbeni integraciji in manjšemu tveganju socialne izolacije mladih.

KLJUČNE BESEDE: čezmejna mobilnost, digitalne podporne platforme, družbenokulturno okolje, izobraževalne politike, ranljive skupine

INTRODUCTION

Migration processes substantially transform the social environment, affecting the life trajectories of young people, who often face challenges of adaptation in new sociocultural conditions. Massive population movements caused by both economic factors and political changes are shaping new models of identity, interethnic interactions, and access to resources, education, and employment. Young people, as the most mobile and vulnerable social group, undergo complex integration processes in host communities that require a deep analysis of the factors that contribute to or hinder successful social adaptation. Examining this subject provides a better understanding of the region's social dynamics and contributes to the development of effective approaches to supporting young migrants.

A substantial number of researchers have studied the impact of migration on young people from different perspectives, namely, psychological, sociocultural, and economic. Within this broader body of migration research, scholars emphasize the role of identity, social ties, and cultural belonging as key factors shaping migrants' adaptation processes. For instance, in her analysis of labor migration, Kuldasheva (2024) highlights the importance of cultural self-identification and shared linguistic and social frameworks in facilitating migrants' integration into host societies. Although her study does not focus specifically on youth, these findings provide an important contextual foundation for understanding the adaptation challenges faced by young migrants. In particular, Chiang et al. (2021) analyzed how subjective and objective social status affected the life satisfaction and psychological well-being of young migrants in China, highlighting the uneven distribution of resources between migrants and the local population. The authors determined that feelings of discrimination and alienation were stronger in young people with lower subjective status. They emphasized that it was the perception of one's situation, rather than material conditions alone, that played a crucial role in psychological well-being. Similarly, Lan (2023) found that parenting style and cognitive flexibility were closely related to levels of prosocial behavior among young people with migration experience, highlighting the role of family and cultural factors. The study included three groups

of young people: first-generation immigrants, second-generation immigrants, and local teenagers. It turned out that positive parental attitudes and flexible thinking increased readiness for social interaction and contributed to emotional stability.

In the Central Asian context, Murzakulova (2020) focused on the causes of rural migration in Kyrgyzstan, examining economic vulnerability, limited access to services, and social institutions. The author stressed that the main driving force was young people's desire for better educational and labor opportunities in cities. As a result, the growth of internal migration was accompanied by family fragmentation and increased pressure on urban infrastructure. Similar conclusions were drawn by Kushaiynov (2024), who investigated how migration processes affected the development of rural areas, in particular, the agricultural sector and local self-government in Kyrgyzstan. The study showed that the out-migration of young people from rural areas led to the depopulation of communities and a weakening of social capital. The author also stressed the importance of developing policies that would keep young people in the regions by investing in education and infrastructure. Aslanov (2023) analyzed migration from Central Asian countries to Turkey after the 2008 financial crisis, noting that young migrants often faced integration difficulties due to language barriers and discrimination. The study established that the majority of young migrants worked in the informal sector with unstable working conditions. The lack of legal protection and social support increased their vulnerability to exploitation and social exclusion. The results showed that the greater society's tolerance, the faster young people's socialization occurs.

Conducting a review of research on the experience of unaccompanied underage migrants, Garcia and Birman (2022) underlined the psychological consequences of forced migration and the importance of contextual support in the adaptation process. The lack of a stable adult caregiver was found to lead to an increased risk of developing anxiety disorders. The authors recommended introducing comprehensive psychological support programs for these categories of young people. Chen et al. (2022) analyzed how environmental factors have historically affected migration movements in Central Asia, helping to understand the long-term interaction between environmental conditions and social change. The authors found that reductions in water resources in the region's rivers had a substantial impact on agricultural communities, forcing young people to leave their homeland. Such environmental dynamics were one of the key triggers of internal and external migration. Separately, Chi et al. (2020) focused on sociodemographic factors in the psycho-emotional state of adolescents in China, showing how the presence of siblings affected the level of depressive symptoms, which may be relevant in the context of an analysis of the adaptation of young migrants in family structures. The results showed that emotional support from the family played a protective role during social change. The authors stressed the need to consider the microsocial environment in adaptive models.

Despite the aspects highlighted by the abovementioned authors, there were gaps, including an insufficient study of the specific features of adaptation of rural

youth from Central Asia in urban or foreign conditions. Understanding the impact of the local social environment and public policies on the integration of young migrants into host communities remained limited. The aim was to create a complete theoretical and methodological framework for describing and analyzing the process of social adaptation of young people in the context of cross-border migration between Central Asian countries and China. The objectives of the study were to identify and organize the key stages of the adaptation process of youth in a transcultural environment, to conduct a structural decomposition of the phenomenon of “social adaptation” into components and to identify factors that contribute to or complicate adaptation in each of its components, and to develop practical recommendations for pedagogical strategies and interstate educational and political coordination aimed at improving the effectiveness of integration of migrant youth.

MATERIALS AND METHODS

In the course of theoretical research on the impact of migration processes on the social adaptation of young people in China and Central Asia, several methods were used to provide comprehensive coverage of the subject of analysis from a pedagogical standpoint. Categorical analysis was conducted during the Initial stage of the study to clarify the content of basic concepts, in particular, “migration,” “social adaptation,” “youth,” “educational impact,” “transcultural interaction,” and “pedagogical integration.” The use of logical and analytical modeling enabled the development of a generalized conceptual model of social adaptation among young people who find themselves in a different sociocultural environment due to migration. This model of adaptation was created separately for each type of migration situation: student mobility (training of young people from Kyrgyzstan to China), labor migration of young people (from Tajikistan to Kazakhstan), and internal regional relocation within the border areas. Special attention is paid to adaptation in educational settings, where the key determinants are recognized as language support, a mentoring system, the inclusivity of the educational space, and the availability of informal pedagogical support.

The method of problem-thematic structuring allowed outlining the main directions of theoretical analysis. A thematic scheme was formed: migration dynamics—social challenges of young people—the need for pedagogical adaptation—mechanisms of educational integration. Each of these blocks was examined as a logically connected part of the overall process, allowing for a structural sequence of presentation and avoiding fragmentary description. The method of decomposition of the pedagogical phenomenon was used to theoretically dismember the concept of “social adaptation of young people” into its constituent elements that require pedagogical analysis. For each selected component, factors that enhance or, conversely, complicate adaptation were investigated.

A retrospective analysis (conducted in January 2025) of the educational policies of Central Asian countries and China was conducted based on open sources: strategic education development programs, youth integration concepts, interstate agreements and information from the official portals of the ministries of education, namely, *Intercultural Dialogue* (UNESCO, 2025), the definition of “interdependence theory” (American Psychological Association, 2018), the *International Standard Classification of Education* (UNESCO Institute for Statistics, 2012), and the International Organization for Migration (IOM) (McAuliffe & Oucho, 2024). The study analyzed how approaches to integrating migrant youth have changed, particularly amid increasing cross-border mobility. Data from the IOM (McAuliffe & Oucho, 2024) and the United Nations Educational, Scientific and Cultural Organization – UNESCO (Cortina et al., 2014) statistical bulletins were also used to analyze the number of young migrants, the level of involvement in education, and the dynamics of changes in the demographic composition of students in the region. During the final stage of the study, generalized recommendations were identified that should be considered when developing pedagogical strategies to support young people in the context of social adaptation.

RESULTS

Analysis of key stages of the adaptation process of young people in a transcultural environment

In the context of cross-border mobility, a clear understanding of the basic terms that define the subject of research is particularly important. Firstly, migration is understood as the movement of individuals or groups across domestic or international borders for the purpose of a temporary or permanent change of place of residence, regardless of motives or legal status. This approach covers student mobility, labor, and forced migration, allowing both official forms of government programs and informal processes of population movement to be considered (International Organization for Migration, 2021; 2025). This broad definition provides a framework for analyzing the social and educational implications, particularly in the context of the Belt and Road Initiative, which is shaping new pathways of youth migration between Central Asian countries and China (McBride et al., 2025). Social adaptation is understood as the process of regulating an individual’s own behavior, emotions, and views to achieve psychological harmony and compliance with the sociocultural norms of the receiving environment. Effective adaptation includes both internal (psychological well-being, self-awareness) and external (behavioral strategies, social activity) components (Neely-Prado et al., 2019; Academia-Lab, 2024). In this sense, young people acquire new skills—from interpersonal communication to understanding social norms—key to their successful integration into

educational, professional, and social communities. The category of “young people” most often corresponds to the age range 15–24 years, which is used by the United Nations for statistical purposes (TVETipedia Glossary, 2020; American Psychological Association, 2018). It is at this age that the formation of a professional career, civic identity, and the competencies necessary for active participation in society takes place. Youth mobility in Central Asia and China is highly flexible; under the influence of global educational programs and the preservation of local traditions, a unique experience of transcultural interaction is formed.

The impact of education refers to the set of changes in the knowledge, skills, value orientations, and social skills that young migrants acquire in both formal and non-formal educational processes. According to ISCED 2011, education consists of processes through which societies deliberately transmit accumulated knowledge, skills, attitudes, and values across generations, involving communication designed to bring about learning (UNESCO Institute for Statistics, 2012). In the context of migration, education extends beyond academic programs to include culturally sensitive courses, language support, mentoring, and extracurricular initiatives that shape social and emotional competencies and citizenship. Transcultural interaction involves the exchange of knowledge, practices, and values between representatives of different cultures through direct contact or media resources. UNESCO defines intercultural dialogue as transformative communication grounded in mutual respect, empathy, and openness to revisiting one’s positions (UNESCO, 2025). In Central Asian countries and China, such dialogue takes place in educational institutions, youth clubs, and scientific forums, where migrant students enrich their experience, reduce prejudice, and build sustainable cross-cultural communities. Ultimately, educational integration is understood as a pedagogically guided process of cultural identification, social adaptation, and creative self-realization for migrants, supported by targeted measures implemented within educational institutions and through state programs. These activities include developing adaptation modules for language and cultural training, creating intercultural mentoring networks, and establishing interstate educational agreements to ensure the continuity of young people’s academic paths. Through pedagogical integration, two-way responsibility is achieved: society provides resources and support, and young people’s activity and involvement in the educational process. A precise clarification of these concepts provides a solid theoretical basis for further modeling of adaptation strategies and for developing a model of social adaptation among young people in a transcultural environment, which is shown in Figure 1.

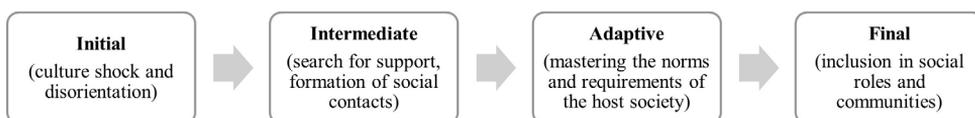


Figure 1: Stages of social adaptation among young people in a transcultural environment (source: compiled by the authors).

Figure 1 illustrates the sequence of four key stages in the process of social adaptation of young migrants. The Initial stage is characterized by cultural shock and disorientation, during which a person first encounters differences in the language, customs, and social norms of the new environment. It is at this stage that stress reactions and feelings of isolation are most often manifested, forming the need for priority psychological support. The next stage—Intermediate—is dedicated to finding social support, forming the first contacts with peers, teachers, mentors, or volunteers, and contributing to the establishment of interpersonal connections. This allows for a gradual reduction in the feeling of loneliness and the start of building sustainable social networks. The Adaptive stage demonstrates the acquisition of practical skills in mastering the norms of the host society. Young people learn language constructions and the rules of the academic environment or labor collective, and become acquainted with the specific features of culture and social ethics. In this stage, determinants become critically important: language support helps accelerate understanding of communication situations; the mentoring system provides consistent leadership; the inclusivity of the educational space fosters a sense of being an equal participant in the educational process; and informal pedagogical support helps to integrate into extracurricular activities. The Final stage marks the full inclusion of a young person in the social roles and communities of the host society: a sense of belonging to an academic group, a professional team, or a local community becomes an integral part of their social identity. A model was constructed to demonstrate the main types of migration and the appropriate support mechanisms in order to better understand the specifics of young people's social adaptation in a transcultural environment. This model visualizes the relationship between different forms of mobility and the support needed for successful integration in a new social space (Figure 2).

The model presented in Figure 2 identifies three key types of youth migration. Student mobility, which includes the movement of young people between Uzbekistan and China. Labor migration, which covers moving from Tajikistan to Kazakhstan. Internal relocation is associated with resettlement to border areas. Each type has specific problems that require proper forms of support. The support mechanisms presented in the model provide comprehensive support for young people in the mobility process. The inclusivity of the learning space ensures equal learning opportunities and fosters a friendly environment that encourages young people from diverse cultural contexts to participate. Language support plays a crucial role in overcoming communication barriers and facilitating the adaptation process for both students and migrant workers. Informal teaching support helps develop social skills and supports young people through a variety of extracurricular activities that foster a sense of belonging. The mentoring system offers individual mentorship, helping young people navigate new social roles, overcome adaptation challenges, and integrate effectively into the host society. Due to the combination of these mechanisms, a holistic support system is created, significantly increasing the

chances of successful social adaptation of young people in migration conditions. To better understand, a thematic scheme for problem-thematic structuring was developed, as shown in Figure 3.

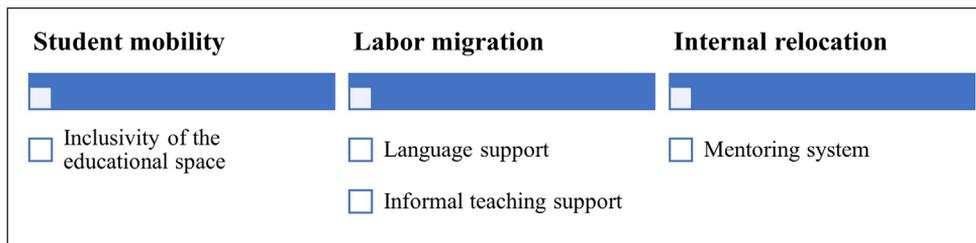


Figure 2: Types of youth mobility and support mechanisms (source: compiled by the authors).

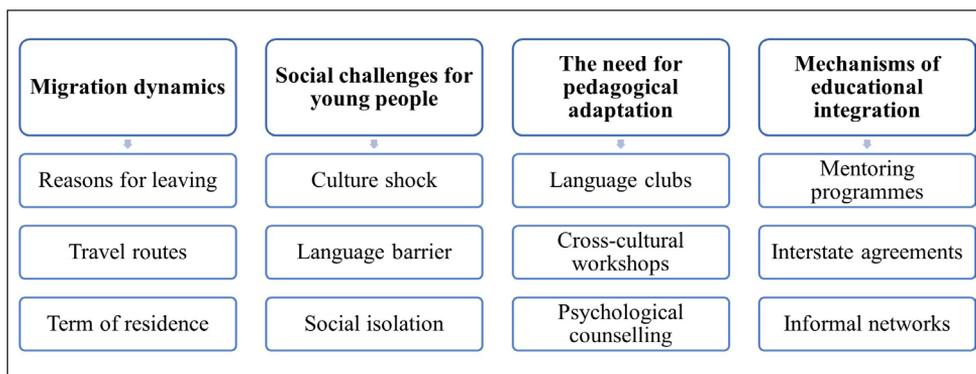


Figure 3: Thematic scheme of problem-based structuring (source: compiled by the authors).

Figure 3 displays four interrelated levels of analysis, each addressing its own set of questions and providing a holistic context for developing pedagogical strategies. The block “Migration dynamics” focuses on the reasons for leaving, travel routes, and the term of residence of young people in a new environment. This provides an opportunity to understand why and to what extent young people are moving between Central Asia and China, and assess the potential temporal and spatial challenges associated with their inherent mobility. The block “Social challenges of young people” identifies the main barriers to adaptation: culture shock, language difficulties, and the risk of social isolation. Exploring these aspects clarifies the key obstacles hindering the integration of young migrants into host communities. Understanding the nature of these challenges is a prerequisite for developing effective pedagogical interventions. Further, the block “The need for pedagogical adaptation” summarizes a list of possible practices to address the identified barriers: the work of language clubs, conducting cross-cultural workshops, and providing psychological counseling. Such a toolbox guides further development of adaptation courses. It contributes to creating an inclusive educational environment that can support each young migrant in the process of socialization. The final block, “Mechanisms

of educational integration,” details specific forms of organized support: mentoring programs, interstate agreements on diploma recognition, and informal networks of student volunteers. At this level, efforts shift from isolated pedagogical practices to the systematic implementation of integration measures within educational institutions and in state policy. Taken together, the blocks form a coherent sequence that provides a logical structure for the presentation and creates a solid methodological framework: from understanding the nature and scale of the phenomenon to developing specific support tools that can be adapted to different types of migration situations. Such a scheme served as the basis for formulating research questions, mastering the analytical framework, and developing recommendations for the effective social and educational integration of young people in the context of cross-border mobility.

Structural decomposition of the phenomenon of “social adaptation” into components

For an in-depth theoretical analysis of the phenomenon of social adaptation of young people, the decomposition method was used, which allowed dividing a complex, multilevel concept into logically justified components. Each of them has its own pedagogical specifics and functions as a separate point of influence in the conditions of adaptation to the new sociocultural environment. The decomposition both clarified the internal structure of the concept and determined typical factors that facilitate or, conversely, complicate the course of adaptation processes in various migration contexts. A structured representation of these components, their features, accompanying factors, and application examples is presented in Table 1.

Adaptation component	Essence	Contributing/ complicating factors	Migration context (examples)
Motivational-value	Personal attitude to integration, openness to a new culture, value orientations	Social support, level of cross-cultural openness, self-esteem, religious or ideological compatibility	Key for working youth from Tajikistan in Kazakhstan
Behavioral	Degree of activity, participation in the life of the community, involvement in social networks	Willingness to change, level of trust in the new environment, and presence of a friendly environment	Important for intra-regional migrants in border areas

Communicative	Language competence, the ability to understand and use social codes	Language courses, support for translators, access to educational resources	Defining for students from Kyrgyzstan studying in China
Educational-professional	Academic participation, qualification, and employment opportunities	Diploma recognition, access to vocational education, scholarship programs	Relevant to both student and labor migration of young people

Table 1: Components of social adaptation of young people in the migration environment (source: compiled by the authors).

The conclusions from Table 1 indicate the importance of a multilevel understanding of adaptation, neither as a one-step nor linear process, but as a systemic phenomenon covering the motivational, behavioral, communicative, and professional spheres of a young person's life. Each component functions in close connection with others. For example, even a high level of motivation for integration does not guarantee adaptation if there is no language support or difficulties in interacting with the local community. Therewith, effective communication can reduce social tension, increase self-esteem, and positively influence the motivational level of the adaptor. The practical importance of the decomposition lies in the possibility of targeted pedagogical intervention: an educational institution or social service can determine which component of a particular young person needs support, and provide targeted assistance. For example, for students from Kyrgyzstan studying at Chinese universities, the emphasis should be on language support and cultural mediation. In contrast, for young people from Tajikistan who come to work in Kazakhstan, the emphasis should be on developing motivation to participate in community life, fostering value openness, and establishing basic professional guidelines. Generalizing components also unifies the criteria for evaluating the effectiveness of adaptation. If each area has clear pedagogical indicators (e.g., level of language competence, frequency of participation in educational activities, or assessment of integration guidelines), this will facilitate monitoring of the adaptation process and the development of policies to support youth mobility amid growing migration dynamics in Central Asia and China. Thus, the decomposition method not only enabled understanding of the structure of young people's social adaptation but also provided specific guidelines for building pedagogical support models that account for the real needs and specifics of each type of migration experience.

Since 2013, Kazakhstan has significantly intensified specialized programs for children of migrant workers, including their socialization through the study of the state language and participation in adaptation courses. This course is part of the

broader state policy of trilingual education (“triune language course”), which was implemented from 2011 to 2020 and provided for enhanced study of Kazakh and English languages (Moldagazinova, 2019). Since 2015, the Belt and Road Initiative in China has included an educational strategy that provides an annual allocation of 10,000 scholarships for students from countries along the route and supports cultural adaptation through language courses, curatorial programs, and youth clubs (McBride et al., 2025). As of 2014, more than 170,000 students from Central Asian countries were attending Chinese universities, of whom about 45% had scholarships (Kopenski, 2016; Zhao, 2016). There is a particular increase in mobility in the region: the number of students from its countries studying in China exceeded 144,000 by 2017 (Masalbekova & Tangatarova, 2023; Baishan et al., 2024). In 2013–2014, the number of students from Kazakhstan increased from about 781 to more than 11,000. As a result, the number of Chinese cultural institutions in the region is growing: Confucius Institutes are represented in each country, and higher education institutions in Central Asian countries are part of the University Alliance of the Silk Road Network, founded in 2015. Thus, the analysis shows a systematic evolution of educational policy aimed at implementing an integrated approach to supporting young people in cross-border mobility. The Initial stage was based on language support and cultural adaptation, after which global mechanisms were gradually added—scholarship programs, academic alliances, agreements on the recognition of diplomas, and the formation of student support networks. This opens up opportunities for coordinated state and international policies that help young migrants confidently integrate and realize their educational and professional potential.

Practical recommendations for pedagogical strategies and interstate educational and political coordination

In summarizing the study’s results, a set of recommendations was formulated to improve the effectiveness of social adaptation among young people in migration contexts, in particular, in Central Asian countries and China. In the context of the growing cross-border mobility of young people driven by both educational and economic factors, there is a need to create a holistic system of pedagogical support that addresses both individual adaptation and the institutional, regional, and international context. The primary recommendation is the development and implementation of adaptation modules in the structures of educational institutions that accept young people from abroad or from other regions. Such modules should include several mandatory components: intensive language training, a course on cross-cultural competence and social communication skills, and integration activities involving volunteer students or mentors. Practice has shown that young people’s adaptation is substantially accelerated when, in the first months of being in a new environment, not only academic but also emotional and social support is provided. The inclusion of a special course on the sociocultural codes of the host

society in the curriculum reduces culture shock and helps young people interact more confidently with the local population. Special attention should be paid to the recommendation to attract volunteer students to the new arrivals' adaptation programs. This mechanism is exceptionally well established in Chinese universities, where interethnic communication clubs, mentoring programs, and cultural platforms facilitate local students accompanying foreign ones. Such horizontal support creates an atmosphere of acceptance and openness, and forms informal connections that are critical in conditions of social isolation. In Central Asia, it is advisable to institutionalize this practice, for example, through a "student-mentor" system operating within faculties or departments. Another important area is the development of a unified regional strategy for educational integration within interstate cooperation. This refers to creating joint programs or agreements to regulate youth mobility in the region, such as the recognition of diplomas, simplified access to educational platforms, joint funding of scholarships, and international programs. This is especially true for student mobility under the Belt and Road Initiative, where thousands of young people from Central Asian countries enroll in Chinese universities each year (McBride et al., 2025). Without a systematic educational and political background, these processes remain informal, which reduces the effectiveness of integration policy in general. It is recommended to establish interagency coordination platforms or working groups among the ministries of education of the region's countries. It is also important for state policy to introduce national programs to support migrant youth's adaptation in schools, vocational schools, and higher education. These programs should be based on the principle of complexity, combining pedagogical, psychological, social, and administrative tools.

Within educational institutions, an effective step would be to create multidisciplinary adaptation support teams that include a teacher, a social worker, a psychologist, a coordinator of mobility programs, and a representative of student self-government. This approach allows for quickly identifying adaptive difficulties, responding to student requests, and ensuring continuity of support. It is crucial to provide for individual consultations and psychological and pedagogical support, as well as to organize cultural events aimed at integration. Special attention should be paid to the use of digital tools in support of adaptation. Online platforms for distance learning, mobile applications with cultural tips, forums for sharing experience between students—all this substantially expands the possibilities of non-formal education and adaptive learning. Chinese universities, for example, actively use WeChat groups for adaptation programs, which publish schedules, curatorial meetings, and invitations to cultural events. It is recommended to create similar platforms at the university level in Central Asia, considering students' language needs (Uzbek, Kyrgyz, Tajik). Equally important is the recommendation for preparing teachers to work in an intercultural environment. It is necessary to provide advanced training courses for teachers to gain knowledge of the specifics of intercultural communication, the creation of a safe environment for migrant students, and the management

of groups with a diverse ethnocultural composition. Universities should become spaces where interculturalism is not only tolerated but also considered a resource for developing the learning environment. Given the increased mobility of young people and the unstable political situation in certain regions, it is also necessary to create crisis action plans to support students in emergencies. This includes evacuation protocols, access to psychological assistance, transfer to distance learning, and the creation of temporary support funds.

In summary, the formulated recommendations aim to create a systematic, multi-dimensional, and coordinated support, in line with the state educational policy for young people in the process of social adaptation in migration conditions. They are based on the need to integrate young people into formal education and into interpersonal, cultural, and professional environments. Taking these recommendations into account in the development of educational strategies will facilitate adaptation and ensure the inclusion of young people in the host-country societies, reducing the risks of alienation, conflict, and educational marginalization.

DISCUSSION

Migration processes have substantially influenced the social adaptation of young people in Central Asia and China, revealing both positive and negative aspects of this impact. It was established that young people in a transformational environment often experienced isolation and communication difficulties and had to reconsider their identity. These results were consistent with the findings of a paper by Jang et al. (2022), which found that social isolation was a consequence of both demographic and immigration factors that deepened social disintegration among migrants. Cox Jr et al. (2021) demonstrated that the erosion of common language within migrant families negatively affected youth development, disrupting intra-family communication and creating additional stress. Another aspect was the variability of acculturation strategies used by young people. Some young migrants gravitated toward integration, trying to preserve elements of their own culture while accepting the norms of the host country's society, while others showed signs of marginalization. These observations were consistent with a study by Bekteshi and Bellamy (2024), which confirmed that the chosen acculturation strategies directly affected migrants' mental well-being. Integration was found to promote adaptation, whereas assimilation or marginalization was associated with higher levels of distress.

Considerable attention was paid to the influence of cultural contexts and the specifics of mental health. As indicated by Arora et al. (2021), young people need cultural adaptation interventions to achieve effective outcomes. The authors noted that the lack of culturally relevant support reduced the effectiveness of social and psychological measures. The social adaptation of young people did not occur in isolation, but was influenced by complex intergroup processes. This was consistent

with the position of Gönültaş and Mulvey (2021), who showed that intergroup dynamics, including bias and bullying, directly affected the behavior of witnesses and participants in such trials among adolescents. This was consistent with the results of Boniel-Nissim et al. (2024), which highlighted the controversial role of the digital environment in the lives of young people in Europe, Central Asia, and Canada. Religious identity had both a stabilizing and a destabilizing function in the adaptation process. Some respondents found support in the religious community, while others felt tension between the traditional religious norms and the new social context. This was in line with Friberg and Sterri (2021), who analyzed religious adaptations among young people of migrant origin in Norway and noted two opposing trends, namely secularization and the revival of religiosity.

The level of development of social and cognitive skills directly correlated with the ability to integrate. This confirmed that the adaptive potential is not unified, but depends on personal characteristics and the environment. This conclusion was consistent with the data from Karataş et al. (2020), who examined the roles of intergroup identity and individual attitudes in adolescent acculturation processes. These results paralleled those of Gorgan and Hartvigsen (2022), which highlighted the importance of functioning agricultural markets in Central Asia for improving living conditions and social inclusion. In addition, it was noted that regional economic initiatives could alter the social conditions under which young people adapted. As Khan et al. (2020) noted, infrastructure projects—particularly the China-Pakistan Economic Corridor—promoted youth mobility, created new jobs, and influenced migration patterns. Such changes influenced adaptive models, contributing to the formation of transnational identities.

According to the approach proposed by Phinney et al. (2022), successful adaptation among young people depended on maintaining a balance between preserving their ethnic identity and engaging with the host country's culture. In the Central Asian context, this model was partially confirmed: when institutional support enabled young people to integrate without losing their ethnic identity, adaptation processes were less traumatic. Compared to the data provided by Sam et al. (2022), who described adaptation as a complex psychosocial process in which personal strategies interact with contextual conditions, a study in Central Asia found a relatively weak influence of the institutional environment on the development of young people's social competence. The reason for this could be imperfect educational practices, teachers' low level of cross-cultural sensitivity, or a lack of systematic support programs.

Special attention was drawn to the results that confirmed the existence of discriminatory experience among young people with a migration past. This was consistent with the findings of Metzner et al. (2022), who noted that systemic discrimination leads to long-term consequences in the field of juvenile mental health. As observed by Usama et al. (2021), young people who migrated without adult caregivers were more vulnerable to social exclusion and psychological maladjustment.

A similar trend was identified in Central Asia, particularly among underage migrant workers who have no institutional support and whose survival strategies are often based on informal networks.

Cultural and family narratives played a noteworthy role in adaptation processes, which correlated with the model of Vos et al. (2021), which interpreted crisis migration as a traumatic event that requires young people to have a high level of emotional regulation in the face of destroyed family structures. The issue of educational adaptation proved fundamental in the context of young people's migration experience. Data from Yılmaz and Temizkan (2022) indicated a close relationship between the quality of educational services and student satisfaction from integration into the learning environment. Similar trends were observed in Central Asia, where young people who encountered bureaucratic difficulties in recognizing educational documents reported a loss of motivation and greater maladjustment. Attention was also paid to sociocultural mechanisms of inclusion. In particular, Park et al. (2021) underlined the role of ethnic socialization in reducing the impact of racial discrimination on the mental health of young people. In the Central Asian context, family traditions and religious associations played an important role, creating a safe, supportive environment and mitigating social pressure from the host society. Sime et al. (2022) demonstrated that even when formally included in the education or labor system, young people with migration experience may experience structural xenophobia and racial hierarchy. This was consistent with the conclusions of Yeung and Mu (2020), which highlighted the relationship between migration, marriage strategies, and the social status of women in Asian countries. In some cases, migration was used to avoid traditional pressures in the native environment, but the new environment did not always provide the expected freedom. The study also tracked the effects of environmental factors that caused forced migration, as indicated by Silchenko and Murray (2023). Young people displaced by climate change faced additional challenges in the urban environment, where their social experiences related to environmental poverty did not meet the dominant urban norms.

Thus, there is a complex interaction between social, cultural, and environmental factors that affect migration processes. Migration is often seen as a means of overcoming limitations in the native environment. However, adaptation to new conditions does not always meet expectations and may be accompanied by new challenges. This is especially true for vulnerable groups in the population, particularly young people, who face difficulties with integration, changes in social status, and inconsistencies between their own experience and the requirements of the new environment.

CONCLUSIONS

Based on a theoretical analysis of the social adaptation of young people in the context of cross-border migration, four consecutive stages of the adaptation process were established—Initial, Intermediate, Adaptive, and Final—each with its own set of pedagogical challenges and tasks. Within the framework of the decomposition of the pedagogical phenomenon “social adaptation”, four components are identified: motivational-value, behavioral, communicative, and educational-professional. For each of them, key factors that either strengthen or hinder adaptation are identified—from personal attitudes and value openness to language acquisition and recognition of qualifications. This structure allowed obtaining a high-quality result in the form of a complete model that covers the entire range of interrelated integration processes.

Problem-based structuring was developed into four interrelated blocks: migration dynamics, social challenges, the need for pedagogical adaptation, and mechanisms of educational integration. Each of them answers specific questions of the study, optimizing the analysis space from exit motives and mobility scales to formalized and informal support tools. This scheme provided a logical sequence of presentation and, as a result, became the basis for formulating recommendations to improve the effectiveness of adaptation practices in educational institutions and at the state policy level. A retrospective review of the policy of Central Asia and China over the past fifteen years (2010–2025) identified two critical periods: from 2013—for Kazakhstan, when the first educational programs for children of migrant workers appeared with an emphasis on the state language and social adaptation, and from 2015—for China, within the framework of the Belt and Road Initiative, accompanied by annual quotas and cultural and linguistic support for students from the region. This time interval demonstrated the transformation of approaches from disparate initiatives to integrated system solutions.

In practical terms, several recommendations were developed: introduction of adaptation modules on language, intercultural and socio-emotional training; inclusion of volunteer students in mentoring programs; creation of multidisciplinary support teams; development of digital support platforms; preparation of teachers to work in a multicultural environment; formation of Interstate educational agreements for the recognition of diplomas and scholarship support; development of crisis action plans. Limitations of the study included the lack of empirical field data and the absence of interviews with representatives of the target groups. The theoretical orientation does not provide for assessing the real effects of implementing the proposed mechanisms in different sociocultural environments. In the future, it is advisable to conduct qualitative interviews and quantitative surveys among migrants and teachers, and to implement adaptation modules experimentally, with subsequent monitoring of the results.

ACKNOWLEDGMENTS AND ADDITIONAL INFORMATION

All data presented can be traced through the bibliography and footnotes.

REFERENCES

- Academia-Lab. (2024). *Social adaptation*. Encyclopedia. <https://academia-lab.com/encyclopedia/social-adaptation>
- American Psychological Association. (2018, April 19). *Interdependence Theory*. Dictionary.apa.org. <https://dictionary.apa.org/interdependence-theory>
- Arora, P. G., Parr, K. M., Khoo, O., Lim, K., Coriano, V., & Baker, C. N. (2021). Cultural adaptations to youth mental health interventions: A systematic review. *Journal of Child and Family Studies*, 30(10), 2539–2562.
- Aslanov, R. (2023). *Migration from the Central Asian Republics of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan to Turkey (Antalya-Istanbul-Izmir) after the 2008 world financial crisis*. Middle East Technical University.
- Baishan, G., Nechayeva, Y., Kozhirova, S., & Ibrayeva, A. (2024). Education policy implemented by China to advance “Belt and Road” initiative in Kazakhstan. *Scientific Herald of Uzhhorod University Series Physics*, 56, 799–806.
- Bekteshi, V., & Bellamy, J. L. (2024). Adapting for well-being: Examining acculturation strategies and mental health among Latina immigrants. *Social Sciences*, 13(3), 138.
- Boniell-Nissim, M., Marino, C., Galeotti, T., Blinka, L., Ozoliņa, K., Craig, W., & Van den Eijnden, R. (2024). A focus on adolescent social media use and gaming in Europe, Central Asia and Canada. *Health Behaviour in School-Aged Children International Report from the 2021/2022 Survey*, 6.
- Chen, F., Yuan, Y., Trouet, V., Büntgen, U., Esper, J., & Zhang, H. (2022). Ecological and societal effects of Central Asian streamflow variation over the past eight centuries. *NPJ – Climate and Atmospheric Science*, 5(1), 27.
- Chi, X., Huang, L., Wang, J., & Zhang, P. (2020). The prevalence and socio-demographic correlates of depressive symptoms in early adolescents in China: Differences in only child and non-only child groups. *International Journal of Environmental Research and Public Health*, 17(2), 438.
- Chiang, Y. C., Chu, M., Zhao, Y., Li, X., Li, A., Lee, C. Y., Hsueh, S.-C., & Zhang, S. (2021). Influence of subjective/objective status and possible pathways of young migrants’ life satisfaction and psychological distress in China. *Frontiers in Psychology*, 12, 612317. <https://doi.org/10.3389/fpsyg.2021.612317>
- Cortina, J., Elie, J., Raphael, A., & Taran, P. (2014). *Migration and youth: Challenges and opportunities*. Global Migration Group; United Nations Children’s Fund. <https://unesdoc.unesco.org/ark:/48223/pf0000227720>

- Cox Jr., R. B., DeSouza, D. K., Bao, J., Lin, H., Sahbaz, S., Greder, K. A., & Arredondo-Lopez, A. (2021). Shared language erosion: Rethinking immigrant family communication and impacts on youth development. *Children, 8*(4), 256.
- Friberg, J. H., & Sterri, E. B. (2021). Decline, revival, change? Religious adaptations among Muslim and non-Muslim immigrant origin youth in Norway. *International Migration Review, 55*(3), 718–745.
- Garcia, M. F., & Birman, D. (2022). Understanding the migration experience of unaccompanied youth: A review of the literature. *American Journal of Orthopsychiatry, 92*(1), 79–102.
- Gönültaş, S., & Mulvey, K. L. (2021). The role of immigration background, intergroup processes, and social-cognitive skills in bystanders' responses to bias-based bullying toward immigrants during adolescence. *Child Development, 92*(3), 296–316.
- Gorgan, M., & Hartvigsen, M. (2022). Development of agricultural land markets in countries in Eastern Europe and Central Asia. *Land Use Policy, 120*.
- International Organization for Migration. (2021). *Fundamentals of Migration*. IOM.int <https://www.iom.int/fundamentals-migration>
- International Organization for Migration. (2025). *Key Migration and Integration Terms*. <https://www.iom.sk/en/press-room/key-migration-terms.html>
- Jang, Y., Park, J., Choi, E. Y., Cho, Y. J., Park, N. S., & Chiriboga, D. A. (2022). Social isolation in Asian Americans: Risks associated with socio-demographic, health, and immigration factors. *Ethnicity and Health, 27*(6), 1428–1441.
- Karataş, S., Crocetti, E., Schwartz, S. J., & Rubini, M. (2020). Understanding adolescents' acculturation processes: New insights from the intergroup perspective. *New Directions for Child and Adolescent Development, 2020*(172), 53–71.
- Khan, Z., Changgang, G., & Afzaal, M. (2020). China-Pakistan economic corridor at the cross intersection of China, Central Asia and South Asia: Opportunities for regional economic growth. *The Chinese Economy, 53*(2), 200–215.
- Kopenski, M. (2016, February). *Getting into international students' good books*. Global Student Recruitment Advisors. https://english.www.gov.cn/news/top_news/2016/02/15/content_281475290177562.htm
- Kuldasheva, Z. (2024). Labor migration in Central Asia: Issues, impacts, and strategic solutions. *Slovak Journal of International Relations, 22*(2), 162–182.
- Kushaiynov, D. (2024). *Understanding migration dynamics and its effects on rural development, agricultural growth, and governance in Kyrgyzstan*. Hungarian University of Agriculture and Life Science.
- Lan, X. (2023). Perceived parenting styles, cognitive flexibility, and prosocial behavior in Chinese Youth with an immigrant background: A three-group comparison. *Current Psychology, 42*(24), 20718–20736.
- Masalbekova, A., & Tangatarova, N. (2023, December 29). *What happens to Central Asian youth after following China's 'educational silk road'?* Vox Today. <https://vox.today/28185/what-happens-to-central-asian-youth-after-following-china-s-educational-silk-road/>

- McBride, J., Berman, N., & Chatzky, A. (2025). *China's massive Belt and Road Initiative*. Council on Foreign Relations. <https://www.cfr.org/backgrounders/chinas-massive-belt-and-road-initiative>
- McAuliffe, M., & Oucho, L. A., Eds. (2024). *World migration report 2024*. International Organization for Migration. <https://publications.iom.int/books/world-migration-report-2024>
- Metzner, F., Adedeji, A., Wichmann, M. L. Y., Zaheer, Z., Schneider, L., Schlachzig, L., Richters, J., Heumann, S., & Mays, D. (2022). Experiences of discrimination and everyday racism among children and adolescents with an immigrant background: Results of a systematic literature review on the impact of discrimination on the developmental outcomes of minors worldwide. *Frontiers in Psychology, 13*, 805941. <https://doi.org/10.3389/fpsyg.2022.805941>
- Moldagazinova, Z. (2019, May 24). *Trilingual education in Kazakhstan: What to expect*. Voices on Central Asia. <https://voicesoncentralasia.org/trilingual-education-in-kazakhstan-what-to-expect>
- Murzakulova, A. (2020). Rural migration in Kyrgyzstan: Drivers, impact and governance. *Research Paper, 7*.
- Neely-Prado, A., Navarrete, G., & Huepe, D. (2019). Socio-affective and cognitive predictors of social adaptation in vulnerable contexts. *PLOS ONE, 14*(6), e0218236.
- Park, M., Choi, Y., Yasui, M., & Hedeker, D. (2021). Racial discrimination and the moderating effects of racial and ethnic socialization on the mental health of Asian American youth. *Child Development, 92*(6), 2284–2298.
- Phinney, J. S., Berry, J. W., Sam, D. L., & Vedder, P. (2022). Understanding immigrant youth: Conclusions and implications. In J. W. Berry, J. S. Phinney, D. L. Sam & P. Vedder (Eds.), *Immigrant Youth in Cultural Transition* (pp. 212–236). Routledge.
- Sam, D. L., Vedder, P., Ward, C., & Horenczyk, G. (2022). Psychological and sociocultural adaptation of immigrant youth. In J. W. Berry, J. S. Phinney, D. L. Sam & P. Vedder (Eds.), *Immigrant Youth in Cultural Transition* (pp. 119–143). Routledge.
- Silchenko, D., & Murray, U. (2023). Migration and climate change – The role of social protection. *Climate Risk Management, 39*.
- Sime, D., Tyrrell, N., Käkälä, E., & Moskal, M. (2022). Performing whiteness: Central and Eastern European young people's experiences of xenophobia and racialisation in the UK post-Brexit. *Journal of Ethnic and Migration Studies, 48*(19), 4527–4546.
- TVETipedia Glossary. (2020). *International Centre for Technical and Vocational Education and Training*. UNESCO-Unevoc. <https://unevoc.unesco.org/home/TVETipedia%2BGlossary/lang%3Den/show%3Dterm/term%3DYouth>
- UNESCO. (2025). *Intercultural Dialogue*. <https://www.unesco.org/en/interculturaldialogue>
- UNESCO Institute for Statistics. (2012). *International Standard Classification of Education (ISCED 2011)*. <https://unesdoc.unesco.org/ark:/48223/pf0000219109>
- Usama, E. A., Fathi, A., Vasileva, M., Petermann, F., & Reinelt, T. (2021). Acculturation orientations and mental health when facing post-migration stress: Differences

- between unaccompanied and accompanied male Middle Eastern refugee adolescents, first- and second-generation immigrant and native peers in Germany. *International Journal of Intercultural Relations*, 82, 232–246.
- Vos, S. R., Clark-Ginsberg, A., Puente-Duran, S., Salas-Wright, C. P., Duque, M. C., Herrera, I. C., Maldonado-Molina, M. M., Castillo, M. N., Lee, T. K., Garcia, M. F., Fernandez, C. A., Hanson, M., Scaramutti, C., & Schwartz, S. J. (2021). The family crisis migration stress framework: A framework to understand the mental health effects of crisis migration on children and families caused by disasters. *New Directions for Child and Adolescent Development*, 2021(176), 41–59.
- Yeung, W. J. J., & Mu, Z. (2020). Migration and marriage in Asian contexts. *Journal of Ethnic and Migration Studies*, 46(14), 2863–2879.
- Yılmaz, K., & Temizkan, V. (2022). The effects of educational service quality and sociocultural adaptation difficulties on international students' higher education satisfaction. *SAGE Open*, 12(1), 21582440221078316. <https://doi.org/10.1177/21582440221078316>
- Zhao, X. (2016, February 15). The Belt and Road Initiative can provide new study routes. *China Daily*. https://www.chinadaily.com.cn/kindle/2016-02/15/content_23489288.htm

POVZETEK

VPLIV MIGRACIJSKIH PROCESOV NA SOCIALNO PRILAGAJANJE MLADIH V SREDNJI AZIJI

Yunran Zhi, Ainagul Zhooshbekova, Zhibin Gao, Kanat Dzhanuzakov

Migracije znatno vplivajo na spremembe družbeno-kulturnega in gospodarskega okolja, zlasti na mlade, ki se pri prilagajanju na nova okolja soočajo z različnimi izzivi. Avtorji v raziskavi obravnavajo mlade, ki so vpeti v čezmejne migracije med Srednjo Azijo in Kitajsko, na katere vplivajo predvsem izobrazbeni, delovni in gospodarski dejavniki. Za socialno prilagajanje mladih je v tem kontekstu značilen kompleksen preplet psiholoških, socialnih in izobraževalnih izzivov, na katere vplivajo dejavniki, kot so jezik, kulturne razlike in družbeno-ekonomski status. Avtorji so za preučevanje prilagajanja mladih v večkulturnem okolju uporabili različne teoretične in metodološke pristope.

V prispevku je predstavljen model štirih ključnih faz v procesu prilagajanja: začetne, vmesne, prilagoditvene in končne. Za vsaka izmed faz so značilni posebni izzivi in naloge, povezani s kulturnim šokom, socialno podporo, jezikovnimi kompetencami in razvojem poklicnih spretnosti. V raziskavi je bilo ugotovljeno, da so pri premagovanju teh izzivov in spodbujanju uspešne integracije pomembni jezikovna podpora, sistemi mentorstva ter vključujoča izobraževalna okolja. Poleg tega so migracije v modelu kategorizirane v tri vrste – mobilnost študentov, delovne migracije in notranje selitve – pri čemer so za vsako izmed njih značilni edinstveni izzivi in temu primerni mehanizmi podpore. Avtorji v prispevku predstavijo več praktičnih priporočil za izboljšanje socialnega prilagajanja mladih migrantov v izobraževalnih okoljih. Med ključne tovrstne strategije sodi razvoj modulov prilagajanja v izobraževalnih ustanovah, vključno z jezikovnimi tečaji, medkulturnim usposabljanjem in integracijskimi aktivnostmi pod vodstvom študentov prostovoljcev. Poleg tega avtorji izpostavljajo pomen meddržavnih izobraževalnih sporazumov za uskladitev priznavanja diplom, boljše možnosti za štipendije ter olajšanje prehoda za študente migrante. Priporočajo tudi, da se učitelji pripravijo na medkulturna okolja s pomočjo naprednih programov usposabljanja s poudarkom na upoštevanju kulturnih razlik in vodenju raznolikih skupin študentov. Ključnega pomena za podporo mladim migrantom v nujnih primerih je krizni akcijski načrt, ki mladim zagotavlja dostop do psihološke pomoči, učenja na daljavo ter varnih prostorov, kadar je to potrebno.

DVE DOMOVINI • TWO HOMELANDS 63 • 2026

TEMATSKI SKLOP / THEMATIC SECTION

SODOBNE MIGRACIJE V SREDNJI AZIJI / CONTEMPORARY MIGRATION IN CENTRAL ASIA

Zhanna Bolat

Migration and Its Socioeconomic Impact Across Central Asia:
Introduction to the Thematic Section

Lyudmila Korigova, Aizhan Serikbayeva, Sanat Kushkumbayev
Transit Migration in Armed Conflicts: New Trends and Challenges for
International Policy

*Dilbara Amanturova, Lyailya Kabybayeva, Chinara Amanturova,
Damira Musuralieva, Farhat Sariev*
Human Capital Mobility and Migration's Impact on Economic and
Technological Progress

Aida Sarseitova

The Impact of Migration on Infrastructure Development in Central Asia

*Ainura Askarova, Darygul Zholboldueva, Chynygul Orozova,
Gulbara Zhamasheva, Gulchehra Abdyrakhmanova*
Current Migration Trends and Socioeconomic Challenges in Central Asia:
A Focus on 2021–2024

Yunran Zhi, Ainagul Zhooshbekova, Zhibin Gao, Kanat Dzhanuzakov
The Influence of Migration Processes on the Social Adaptation of Young
People in Central Asia

*Meiramgul Altybassarova, Gulsara Kappassova, Serik Almukhanov,
Amergaly Begimtayev, Bakhyt Smagulova*
The Impact of Political Conflicts on Migration Processes

Salima Omash, Kalybek Koblandin, Aigerim Ospanova
The Kazakh Diaspora During the Period of Social and Political Experiments in
Mongolia (1920s–1950s) and Their Impact on Regional Relations Between
Mongolia and Kazakhstan

*Aigul Zharken, Ziyabek Kabuldinov, Zhabai Kaliev,
Sabit Iskakov, Kairken Adiyet*
Environmental Threats as a Factor of Population Migration in Regions
With Low Resilience

ČLANKI / ARTICLES

Irena Šumi

Beyond Prejudice: Dehumanization as an Ideological Epistemology of Inequality

Jernej Mlekuž

Alkoholni zadah domovine: Slivovka in reprodukcija narodnih identitet v
reviji *Rodna gruda*

Ivana Bendra, Dražen Živić, Rebeka Mesarić Žabčić

Intergenerational Differences in the Integration of Minorities into the
Majority Society: The Case of Croats in Slovenia

Karmen Medica

Slovenski etnos v kontekstu izgradnje in delovanja puljskega Arsenala

ISSN 0353-6777



9 770353 677013

ISSN 1581-1212



Založba ZRC