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## Youth Well-Being Survey (Case of Western Kazakhstan)

Knissarina Malika<sup>1</sup>, Syzdykbayeva Aigul<sup>2\*</sup>, Seitenova Salima<sup>3</sup>, Izmagambetova Raissa<sup>4</sup>, Ussenova Akkenzhe<sup>5</sup>, Kazakhbayeva Gulnur<sup>6</sup>

### **Abstract**

*This article examines the well-being of youth in Western Kazakhstan within the framework of the IRN AP19678139 project. The authors highlight youth as crucial for innovation and social progress. They analyze Kazakhstan's youth demographics and state policies supporting youth through various programs. The study focuses on a well-being diagnostic program based on global and national indices, comprising six key criteria. Research methods include questionnaires and interviews with 285 students. Results indicate varying well-being levels influenced by social activity, education access, financial status, security, and technology access. The findings inform the development of initiatives to enhance youth well-being in the region.*

**Keywords:** *Youth well-being, Western Kazakhstan, Socio-cultural changes, State youth policies, Diagnostic program, Research methods.*

### **Introduction**

In recent decades, the state of youth has received special attention from many research organizations and international entities such as the United Nations and UNESCO. The importance of this topic stems from the growing recognition that young people are a key resource for the sustainable development of society (Bartsch, 2014), (Routledge. Jones, 2009), as young people have innovative potential and are open to new ideas and technologies. Their willingness to experiment and adapt innovations contributes to development and progress in various spheres of life. Young people who have grown up in the digital age are particularly conducive to IT, start-ups and innovations in artificial intelligence and big data (Umaschi Bers, 2006), (Anderson, 2002).

The demographic importance of youth is enormous - they make up a significant proportion of the population in most countries, giving young people significant social and economic weight. In countries with young populations, such as India or countries in Africa, young people are driving economic growth. Young people actively participate in the labor market, contributing to productivity growth while creating new demand for goods and services, which supports economic development (Malik, 2015), (Garcia, 2008). Young people actively influence the development of culture, music, art and fashion. Their preferences and attitudes shape new

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<sup>1</sup> M. Ospanov Western Kazakhstan Medical University, Aktobe, Kazakhstan, Orcid: <https://orcid.org/0000-0002-7350-1768>

<sup>2</sup> Kazakh National Women's Teacher Training University, Almaty, Kazakhstan, Orcid: <https://orcid.org/0000-0003-1356-2988>

\*Correspondent author Email: [syzdykbaeva.a@qyzpu.edu.kz](mailto:syzdykbaeva.a@qyzpu.edu.kz)

<sup>3</sup> M. Utemisov Western Kazakhstan University, Uralsk, Kazakhstan, Orcid: <https://orcid.org/0000-0001-9186-9227>

<sup>4</sup> Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, Orcid: <https://orcid.org/0000-0002-8016-7526>

<sup>5</sup> Auezov South Kazakhstan University, Shymkent, Kazakhstan, Orcid: <https://orcid.org/0000-0002-6209-3383>

<sup>6</sup> Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, Orcid: <https://orcid.org/0000-0002-3396-9964>

cultural trends and lifestyles that eventually become mainstream. Social media and internet platforms amplify this effect, allowing young people to spread their ideas and views at an unprecedented rate (Pumariega, 2010).

Young people are often at the forefront of social change, fighting for civil rights, environmental sustainability and equality. Examples of movements such as Fridays for Future, led by G. Thunberg, emphasize the importance of young people in combating global issues such as climate change (Huttunen, 2021). The pursuit of higher education and continuous self-education set the stage for the emergence of more skilled and knowledgeable generations capable of critical thinking and complex problem solving (Knissarina, 2024). Interactions between different cultures and knowledge sharing, especially in universities and international educational platforms, enhance global cooperation and understanding (Mørch, 2003), (Dwyer, 2004). Thus, young people represent a driving force for innovation, social progress and cultural diversity. Investing in education, supporting young people's initiatives and enabling their social participation are key factors for sustainable development of the world in the future. The article analyzes whether young people in Kazakhstan consider themselves as drivers of development and whether they are well off.

**Document Analysis.** Who belongs to the category of youth in the RK and what is their number at present? According to the norm of Article 1 of the Law «On State Youth Policy», youth are citizens of the Republic of Kazakhstan from fourteen to thirty-five years of age (Law «On State Youth Policy», as amended, 2022). According to the Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan, by the beginning of 2023, there are 6.05 million people who are youth. This is more than 17 thousand people more than a year earlier and almost 31% of the total population of the country. In general, among the regions of Kazakhstan, the largest number of young people live in Almaty (722.9 thousand people, or 33.4% of the total population of the city), Turkestan region (682.1 thousand people, or 32.2%) and Astana (468.4 thousand people, or 34.6%). The largest share of youth in the total population is observed in the three key megacities, as well as in Turkestan, Mangistau (31.7%, or 243.1 thousand people) and Atyrau (31.4%, or 217.8 thousand people) regions.

Let us consider how youth policy is supported in Kazakhstan. The first normative legal act was the Law «On State Youth Policy in the Kazakh SSR» of June 28, 1991. According to experts, it was a relevant and timely document, which reflected the transition from one type of economy to another, demonstrated the principles of democracy, transparency, and defined important directions of youth development (Law, 1991). The Concept of Youth Policy of the Republic of Kazakhstan of August 28, 1999, focuses on such aspects as the formation of youth patriotism, moral and spiritual development; ensuring rights in the field of labor, education and health protection; creating conditions for the realization of socio-economic needs, intellectual and physical development; support and stimulation of social initiative; involvement in international cultural, economic, scientific and educational processes (Concept, 1991).

In order to implement the main directions of the Concept in 2001, the Program «Youth of Kazakhstan» for 2003-2004 was approved. The plan of activities included new formats, such as conducting job fairs, creating a business incubator and a special Internet site, publishing a state report on the state of youth, etc. (Program, 2003). The Law «On State Youth Policy in the Republic of Kazakhstan» of July 7, 2004 became the basis for the subsequent implementation of youth policy, which allowed to single out youth as a separate socio-demographic group (from 14 to 29 years old), endowing them with certain social rights and

state guarantees (Law, 2004).

On September 9, 2005, the Youth Policy Program for 2005-2007 was approved. Its objectives include: conducting socially oriented youth activities; creating conditions for the spiritual, cultural, educational, professional and physical development of young people; unlocking their creative potential; and creating the necessary conditions for the socialization and functioning of youth organizations (Programme, 2005).

To increase the spiritual potential of society, the State Program of Patriotic Education of Citizens of the Republic of Kazakhstan for 2006-2008 was developed. It envisioned the upbringing of a citizen with a positive, creative outlook, which is expressed in a sense of responsibility, the ability to make informed choices and independent decisions for the benefit of the motherland, society, his family, and himself. Efforts were aimed at forming a systematically improving personality with a strong moral core, flexible, easily adaptable to changing conditions and open to new ideas (Program, 2006). In February 2013, the Government of the Republic of Kazakhstan approved the Concept of State Youth Policy until 2020. The document identified priority tasks, such as creating conditions for the realization of the right of Kazakhstanis, and especially the younger generation, to free social development, creative initiative in accordance with their interests and taking into account the interests of society (Concept, 2011).

In 2015, the Law of the Republic of Kazakhstan «On State Youth Policy» was adopted with amendments and additions. As part of its implementation, a number of normative legal documents regulating the activities of youth resource centers, holding republican and regional youth forums were approved (Law, 2015). Currently there are a number of state programs actively implemented in the regions of the country. Youth practice» is designed specifically for the unemployed, from among the graduates of educational organizations implementing educational programs of technical and vocational, post-secondary, higher and postgraduate education in the profession received, who have completed training within the previous three years, and are not older than twenty-nine years. Youth internship work shall be of a temporary nature. The duration of the youth internship is not more than twelve months (Youth Internship Program, 2021).

The state offers work in rural areas with appropriate social support for students who have graduated from a university in the following specialties: education; healthcare; social Security; culture and sports; veterinary medicine. Social support for young specialists includes: provision of a lump-sum lifting allowance of 100 MRP; issuance of a budget loan for the purchase and construction of housing for a period of 15 years, with an interest rate of 0.01% in the amount of 1,500 MRP; increase in salary by at least 25% of the tariff rates (in urban areas) for specialists of social sphere institutions located in rural areas (Program "With Diploma - to the Village!", 2020). "Zhasyl Yel" is a state program to raise environmental awareness of the population, improve the environmental situation and sustainable use of natural resources. The program includes measures aimed at reducing air pollutant emissions, improving energy efficiency and using renewable energy sources. The program also includes measures to ensure environmental safety, biodiversity protection and rational use of land resources, such as construction of bicycle lanes and pedestrian zones, development of eco-tourism, promotion of public transport and electric vehicles, as well as support for energy-efficient technologies in production and construction (Zhasyl Yel Program, 2022).

Business Roadmap 2020 - the program ensured from 2010 to 2017 a sustainable and balanced

growth of regional entrepreneurship, as well as the maintenance of existing and creation of new permanent jobs (Business Roadmap, 2020). International scholarship “Bolashak” - established on November 5, 1993 by the first President of the Republic of Kazakhstan N. Nazarbayev. The purpose of the program is to train personnel and specialists for priority sectors of the country's economy. The program includes both academic degrees from higher educational institutions and scientific and industrial internships in leading companies and universities of the world (International Bolashak Scholarship, 1993).

The State Youth Award “Daryn” is awarded annually for the purpose of state support of talented youth for fruitful scientific, creative, social activities, as well as for high sports achievements. The contest will be held in 10 nominations: Literature, Science, Design and Fine Arts, Journalism, Classical Music, Creative Initiatives, Sports, Theater and Cinema, Variety, Folk Art Keywords: Youth well-being, Western Kazakhstan, Socio-cultural changes, State youth policies, Diagnostic program, Research methods, Socio-economic factors, Program development. (State Youth Award Daryn, 2023). Serpin-2050 Mäñgılık el jastary – industriäğa has been functioning since 2014. The purpose of the program is to train and employ young people from the southern region of the country (Almaty, South Kazakhstan, Zhambyl, Kyzylorda, Mangistau regions) with a surplus of labor resources in the east, north and west of Kazakhstan - the regions experiencing a shortage of human resources (Serpin-2050).

Free technical and vocational education for all - the program has been implemented since 2017, includes training of personnel with technical and vocational education to obtain their first working profession free of charge. Available for school leavers who failed to continue their education after the 9th or 11th grade. The duration of training is determined in accordance with the List of professions and specialties by duration of training and levels of education. Participants of the program at the expense of state funds pay tuition fees, provide one hot meal per day, pay a stipend, allocate money for travel to the educational institution (Program Free Technical and Vocational Education for All, 2017).

The Youth Corps Development Project is a joint project of the International Bank for Reconstruction and Development and the Ministry of Education and Science of the Republic of Kazakhstan from 2017-2020. Goal: involvement of youth in the life of the community, as well as development of vital skills through the program of training in socially useful activities for the benefit of the community (Youth Corps Development Project, 2017). The youth personnel reserve is a republican database of specialists who are motivated for career growth and have a high level of development of professional skills and management competencies. The goal of the Project: the formation of a new generation of modern and effective managers for the public administration system, business and the sphere of public activity" from among young people (Project «Youth Personnel Reserve», 2019). The analysis of normative-legal regulation demonstrates support for youth in Kazakhstan, but whether it is sufficient and significant, we will determine through diagnostics of the sample on the example of 4 cities of Western Kazakhstan: Aktobe, Atyrau, Aktau, Uralsk.

## **Methodology**

The program of diagnostics of well-being of young people (hereinafter referred to as the Program) is implemented within the framework of the IRN AP19678139 Assessment of socio-psychological opportunities for intensive growth of well-being of young people in Western Kazakhstan, scientific supervisor M.Knissarina. Research methods: questioning

(author's mixed questionnaire) and interviewing (interview). The sample consisted of 285 students of Western Kazakhstan, the cities of Aktobe, Atyrau, Aktau, Uralsk. The program was developed on the basis of The Global Youth Wellbeing Index and the methodology for calculating the Youth Development Index, developed by the Ministry of Information and Public Development of the Republic of Kazakhstan, includes diagnostics based on 6 criteria (citizenship, economic opportunities, education, health, information and communication technologies, safety and security), with 3 qualifying questions in each criterion.

Program objective: to assess the well-being of learning youth in Western Kazakhstan. It aims to measure the level of youth participation in public life, their economic opportunities, access to education, health status, use of information and communication technologies, as well as to assess the level of safety and security in the region. The validity, reliability and standardization of the program was determined by the Research Ethics Board of Abai Kazakh National Pedagogical University. Processing of the questionnaire was carried out using SPSS 23, interpretation of interview data (codes and thematic analysis of data). The results of diagnostics will allow to compare the well-being of young people on the example of a particular region of the country. It will make it possible to determine whether cultural, social and climatic conditions influence the assessment of young people's well-being. Highlight factors that influence youth well-being and identify areas that could be improved to create a more supportive and nurturing environment for young people.

Let us consider the results obtained (table 1-9):

**Table 1 - Results of Descriptive Statistics on input DATA and Criteria of Citizenship, Economic Opportunities.**

	What's your gender?	What's your age?	The name of your university?	Do you participate in community events or activities for the betterment of your area?	Do you engage in political activities or participate in discussions about issues in your region?	Do you know your rights and responsibilities as a citizen?	Is it easy for you to get education or vocational training?	Do you have the financial means to pursue education or training?	Do you manage your finances and feel financially independent?
Average	1,126315789	1,266666667	2,968421053	1,957894737	2,042105263	2,473684211	1,687719298	1,670175439	2,253521127
Standard.error	0,019712735	0,02624073	0,081279291	0,044111459	0,044943852	0,034627573	0,029241084	0,036696501	0,036952422
Median	1	1	4	2	2	3	2	2	2
Fashion	1	1	4	2	2	3	2	2	2
Standard deviation	0,332789277	0,442994505	1,372152351	0,744687137	0,758739542	0,58458072	0,493646312	0,619508242	0,622733286
Sample variance	0,110748703	0,196244131	1,882802076	0,554558933	0,575685693	0,341734618	0,243686681	0,383790462	0,387796745
Excess	3,136989227	-	-	-	-	-0,601816328	-	-	-0,6121862
Asymmetry	2,261641913	1,060881476	0,667524918	0,067965489	0,070411459	-0,589448889	0,456453256	0,359056606	-0,237200867
Interval	1	1	3	2	2	2	2	2	2
Minimum	1	1	1	1	1	1	1	1	1
Maximum	2	2	4	3	3	3	3	3	3
Amount	321	361	846	558	582	705	481	476	640
Account	285	285	285	285	285	285	285	285	284

**Table 2 - Results of Descriptive Statistics by Criteria Education, Health.**

	Is the education you want to pursue available to you?	Do you feel that the level of education meets your needs?	How do you use educational resources (digital course materials, web pages, websites) for your personal and professional growth?	How do you assess the accessibility of medical care in your region?	What aspects of health are most meaningful to you or need more attention?	Do you know how to lead a healthy lifestyle?
Average	1,796491228	1,25	1,366197183	1,415492958	1,856140351	1,210526316
Standard.error	0,025876408	0,02849298	0,03192498	0,031740561	0,040245993	0,025192224
Median	2	1	1	1	2	1
Fashion	2	1	1	1	2	1
Standard.deviation	0,43684404	0,480172231	0,53800933	0,534901434	0,679430567	0,425293689
Sample variance	0,190832716	0,230565371	0,289454039	0,286119544	0,461625896	0,180874722
Excess	0,298014012	2,114107786	0,180866383	-0,593114937	1,509897567	1,662805401
Asymmetry	-0,957473261	1,72368928	1,098282955	0,760330039	0,796265809	1,700866754
Interval	2	2	2	2	3	2
Minimum	1	1	1	1	1	1
Maximum	3	3	3	3	4	3
Amount	512	355	388	402	529	345
Account	285	284	284	284	285	285

**Table 3** - Results of Descriptive Statistics for the Criteria Information and Communication Technology, Safety and Security.

	Do you often use computers and the internet in your daily life?	Do you have access to the internet and new technology?	How often do you use technology (internet networks, artificial intelligence, office programs) to learn or work?	Do you feel your security is threatened in the region?	What measures do you take to ensure your safety?	Do you know your rights and protections in the event of a threat?
Average	1,754385965	1,168421053	1,38245614	1,578947368	2,557894737	1,364912281
Standard.error	0,027856239	0,023293178	0,03009586	0,043544706	0,106630604	0,028566164
Median	2	1	1	1	1	1
Fashion	2	1	1	1	1	1
Standard.deviation	0,470267445	0,393234105	0,508076602	0,73511924	1,80013178	0,482252355
Sample variance	0,22115147	0,154633062	0,258141833	0,540400297	3,240474426	0,232567334
Excess	-0,305886661	3,546774892	-0,908448154	-0,667282117	-1,501917351	-1,693617727
Asymmetry	-0,664817199	2,125578528	0,728368877	0,849200791	0,527182511	0,564195909
Interval	2	2	2	2	5	1
Minimum	1	1	1	1	1	1
Maximum	3	3	3	3	6	2
Amount	500	333	394	450	729	389
Account	285	285	285	285	285	285

### Demographic Data

Students from 4 universities participated in the survey: NCSC “Kh. Dosmukhamedov Atyrau University” - 14, NCSC “M. Ospanov West Kazakhstan Medical University” - 88, NAO “M. Utemisov West Kazakhstan University” - 175, NCSC “Sh. Yesenov Caspian University of



Technology and Engineering” - 8. Total number - 285 students, of which 249 are female, 36 are male. Age 16-18 years - 76 respondents, 18-21 years - 209 students.

**Table 4 - Civic Participation.**

<b>1. Do you participate in community events or activities for the betterment of your area?</b>					
		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	
<b>Do you engage in political activities or participate in discussions about issues in your region?</b>					
		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	
<b>Do you know your rights and responsibilities as a citizen?</b>					
		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 of the well-being of young people in Western Kazakhstan, conducted among respondents from the cities of Aktobe, Uralsk, Atyrau, Aktau with a question about their participation in public events or activities to improve the region, revealed the following results: more than half of the respondents 85 people (53%) said that they actively participate in public events or activities to improve the region, indicating a high level of civic engagement and willingness to participate in initiatives aimed at the development and improvement of their region. 127 respondents (79%) stated that they sometimes participate in community events, indicating that they are interested in participating in various initiatives but, face time constraints or other circumstances that affect their participation. 73 respondents (45%) stated that they do not participate in community activities for the betterment of the region. During the interviews, this result is interpreted in different ways:

Time constraints: “I am interested, but time constraints limit my activity because I am studying and helping my family with part-time work at the store”;

Financial circumstances: “Participation in the event requires additional costs, it is necessary to dress and travel to the place and eat as necessary, and I have limited financial resources... and I do not want to spend money on it”;

Lack of information: “I don't participate in community activities because I don't know anything

about it, the university doesn't talk about it”;

Family obligations: “I don't participate in social activities, I don't have time, and after school I go straight home because I have to help my grandmother”. In general, the analysis demonstrates that the vast majority of young people in West Kazakhstan are interested in and willing to participate in public life. The question about engaging in political activity or participation in discussions of the region's problems revealed the following results: 75 students (46%) stated that they actively participate in political activities or discussions of the region's problems, indicating a high level of political activity among young people, ready to take an active part in shaping and solving social and political issues. 121 respondents (38%) reported that they sometimes participate in political activities or discussions of issues, indicating a broad interest in political issues, but perhaps with limited regularity of participation for various reasons. 88 respondents (16%) stated that they do not participate in political activities or discussions of issues in the region, indicating a lack of interest, lack of confidence in political processes, or barriers to participation.

The analysis shows that a significant proportion of young people in West Kazakhstan are interested in political activity and participation in discussions about the problems of the region. However, as in the previous case, there are reasons for inactive participation:

Lack of interest or confidence: “I do not show interest in politics, as I do not feel that my participation can really change something in the region», «I am not prepared for this activity, I do not have sufficient knowledge and abilities in this area, why get involved where I am incompetent. Now I have to study, let everyone do their own thing, let me study to become a good doctor”;

Lack of time: “I am busy with my studies, I don't have time to do this”.

Lack of trust in political structures: “I had a negative experience with law enforcement agencies, I have no trust in political structures”;

Economic factors: “I am a young father, I have created a family, I have no time to participate in political activities, I have to feed my family”;

Fear of repression: “In conditions of political instability and authoritarian regime, I am afraid of possible repressions and therefore avoid active participation in political activities”;

Specificity of regional problems: “I don't see an obvious way to make a positive contribution to the complex problems in the region”.

A study of the well-being of young learners in Western Kazakhstan, focused on their knowledge of their rights and responsibilities as a citizen, revealed the following results: 148 respondents (45%) stated that they are fully aware of their rights and responsibilities as citizens, indicating a high level of awareness and civic responsibility among a significant proportion of youth. A significant proportion of respondents 124 students (38%) claim to know the basic rules, indicating that youth have a basic understanding of their rights and responsibilities, although they may have a need for a deeper understanding. A small number of respondents 12 students (4%) admitted that they are not aware of their rights and responsibilities as citizens. During the interviews, the reasons were clarified: “in our family the issues of civil rights and obligations are not discussed”; “I do not see a direct benefit in knowing my rights, I do not show interest in this topic”, “to be honest I do not care about this topic, as I am focused on survival, this makes it less of a priority to know and realize my rights”.

The analysis suggests that most youth in West Kazakhstan have a basic or full understanding



of their rights and responsibilities as citizens. However, there is a need to provide a deeper understanding for those who know only the basics, as well as to develop education and information initiatives for those who have recognized their lack of awareness. Lack of knowledge about their rights among young people can be caused by various factors:

- 1-On the part of society and in higher education, educational programs do not sufficiently emphasize the importance of knowledge of civil rights and responsibilities and young people do not feel the need to acquire it;
- 2- Some young people may not have access to reliable and understandable information about their rights due to lack of information resources or difficulty in accessing them;
- 3- Young people who do not participate in public life do not realize the importance of knowing their rights and responsibilities.

To improve the situation, it is important to develop effective educational programs, provide accessible and understandable information, and stimulate public activity and attention to 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 a number of 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	
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 question on accessibility of education or training revealed the following results: the vast majority of 188 respondents (61%) stated that it is easy for them to get education or training, indicating that a significant proportion of youth in the region have satisfactory access to

educational resources. 99 respondents (30%) indicated that they had difficulty in obtaining education or training. A small proportion of 4 respondents (1%) reported that it was difficult for them to obtain education or training.

The analysis emphasizes that the majority of youth in West Kazakhstan find access to education or vocational training relatively easy. However, difficulties and challenges exist for a certain proportion of respondents, and their identification can be a key step in developing appropriate programs and activities to address these problems, for example:

Economic difficulties: “We have a large family, six brothers and sisters, I am the eldest, the high costs of education, study materials and living in the city make for many people, including me, if not inaccessibility of education, then definitely economy and limited financial resources”;

Limited opportunities for choice: “All universities have the same training directions”. “My mother said to study to be a doctor”, i.e. some young people face limited opportunities to choose educational programs or educational institutions in their region;

Inaccessibility of infrastructure: "I live in the suburbs, there are no places in the dormitory". The remoteness of some settlements creates problems with the accessibility of quality education. Lack of transportation or insufficient number of educational institutions in some areas makes it difficult to get education.

During interviews, some students indirectly mentioned the poor quality of education in educational institutions, which has a negative impact on the desire to study in the region, but they cannot study in big cities due to financial constraints. Difficulties with access to technology: “My friend was expelled from the university during the pandemic because he did not have sufficient access to the Internet and did not pass the exam session on time”. Modern technology (internet access) is not widespread, but occurred as one of the reasons during the interviews. Solutions to these problems should include developing more affordable financial mechanisms, expanding educational programs, improving the quality of education, improving infrastructure, and making information about learning opportunities available.

On the question of financial opportunities for education or training are presented as follows: 145 respondents (47%) state that they have a lot of financial opportunities for education or training, indicating that they have funds or access to financial resources to enable the training to take place. 117 respondents (38%) indicated that they have a number of financial opportunities for education. This may indicate that they have limited resources but can still afford some level of education. 23 respondents (8%) stated that they have almost no financial opportunities for education or training, indicating a severe lack of financial resources, limited access to credit and other financial instruments.

Summarizing the results, it can be noted that the majority of youth in West Kazakhstan have some financial opportunities for education or vocational training. However, there is a significant proportion of young people who face limitations in access to financial resources, which creates obstacles to their education and career development, the reasons stated during the interviews:

Economic instability: “My mom is a teacher, she has a constant salary, however, my dad's income is economically unstable, everything depends on orders, so my parents do not always allocate additional funds for my education”, i.e. economic difficulties in the family or at the level of the individual can affect the availability of financial resources;

Lack of state support: “We do not have enough state or regional programs of financial support for students, for example, we have only 4 students on the grants». Lack of state or regional financial aid programs can leave youth without the necessary funds to pay for education. Lack of available grants or soft loans can make education unaffordable for many;

Limited employment opportunities: “In our families it is not customary for girls to work, if a boy does work part-time, the wages are not high enough for him to be able to pay his own school fees». If young people face limited employment opportunities or low wages, they may not have enough money to finance education;

High costs of education: “In my opinion the tuition fees at our university are high, they do not correspond to the income level of the population in our region, because most often there are many children in a family and there are not enough for everyone”. If the cost of education in the region is high, it can make education unaffordable for those who do not have the ability to cover these costs;

Inability to combine work and study: “I work part-time, but to be honest, my studies suffer because I don't have time to prepare for classes, and in general, studies take a back seat when you start meeting material needs”. To address these challenges, it is important to work on expanding the availability of public and private financial support programs, developing a system of grants, subsidies and benefits for education, and supporting activities that improve the economic stability of youth.

The question of financial management and feeling of financial independence provided the following results: 157 respondents (51%) stated that they manage their finances and feel financially independent. A small share of 28 respondents (9%) recognized that they are financially dependent. This is related to dependence on parents, family support. 100 respondents (33%) claim that they manage their finances but do not always feel financially independent, indicating that they can have a certain degree of control over their finances but face factors that reduce the feeling of financial independence. Analysis of the results shows that more than half of young people in West Kazakhstan claim to be financially independent or manage their finances. However, there is a segment who, despite managing their finances, do not always feel fully financially independent, for example:

Economic instability: “Despite being able to manage my finances, I face instability in the economic environment, such as high inflation, rapid changeability in the labor market in the field of selling cosmetics”;

Low income level: “I have a low income level because I am afraid of going broke and have limited financial resources”;

Family dependence: “My parents supported me in opening an online store selling phone accessories, they seem to manage their finances independently, however, I am still morally dependent on my family»;

High living expenses: “High costs of rent, food, education and other expenses significantly affect financial independence on our family, it is prosperous, but still we have limitations due to high costs”;

Dependence on credit: “Many of my friends buy expensive phones on credit, this makes them financially dependent on credit organizations”;

Lack of financial education: “I don't know how to manage money effectively, I think this leads many people, including me, to feel dependent”.

Addressing these problems should include developing economic stability, increasing income levels, making education about finance accessible, and other measures aimed at improving the financial well-being of young people.

The question about the accessibility of desired education provided the following results: 219 respondents (71%) state that the education they want is fully accessible to them, indicating satisfactory availability of educational programs and resources in the region. 62 respondents (20%) reported that the education they want is available with some difficulties, more often with financial constraints. 2 respondents (1%) stated that the education they want to receive is not available to them. The majority of young people in West Kazakhstan believe that the education they want to receive is accessible, which may indicate a positive situation in the educational sphere of the region. However, there are certain groups that face certain difficulties in the accessibility of education, which may require additional attention and improvement on the part of educational institutions and authorities:

**Financial difficulties:** Young people who noted that education is accessible with some difficulties or inaccessible face limited financial resources. High tuition fees, costs of learning materials or living expenses create difficulties in obtaining the desired education;

**Limited choices:** Some young people face limited opportunities to choose educational programs or institutions in their region. This is due to a lack of diversity of specializations or quality educational institutions;

**Geographic remoteness:** The remoteness of some communities creates difficulties in accessing educational institutions. Lack of transportation or limited opportunities for relocation are factors affecting the perception of accessibility of education;

**Unsatisfactory quality of education:** The quality of education in the region does not meet the expectations of young people, which leads to the feeling that the desired education is not available. Insufficient quality of programs and teaching reduces motivation for learning;

**Lack of financial support:** Youth who face a lack of grants, scholarships, or other forms of financial support have difficulty paying for education, which affects perceptions of affordability;

**Economic and sociocultural barriers:** Some groups of youth face barriers related to their social or cultural status that affect their ability to obtain a certain level of education;

**Lack of information:** Lack of information about available educational opportunities, support programs or enrollment processes causes a lack of awareness, which in turn affects the assessment of educational accessibility.

Addressing these issues should include developing financial support programs, improving the quality of education, increasing choice and information support for youth in the region. The question about the perception of compliance of the level of education with the needs provided the following results: 219 respondents (74%) state that the level of education they receive fully meets their needs, indicating a high level of satisfaction with the educational programs and learning conditions offered. 59 respondents (20%) note that the level of education does not fully meet their needs, indicating the presence of certain shortcomings in the provided educational programs or teaching methods. 7 respondents (2%) state that the level of education does not meet their needs.

In general, the majority of young people in Western Kazakhstan claim that the level of education fully meets their needs, which may indicate a positive assessment of educational

programs. However, there is a proportion that express some comments or dissatisfaction, which may require additional attention from the university to improve the quality and relevance of the services offered to the needs of students. Factors that may influence the perception of young people in Western Kazakhstan that the level of education does not fully meet their needs:

**Irrelevance of programs:** “At school during practical training, time passes faster and the knowledge we received at the university seems to have fallen behind the realities and requirements of school”. If an educational program does not meet the current requirements of the labor market or does not provide relevant skills, students consider it not useful enough for their future. It is necessary to provide sufficient opportunities for practical experience, otherwise students feel a lack of preparation for real work situations;

**Insufficient quality of teaching:** “Not all of course, but in some classes we just write lectures under dictation, and in seminars everyone tells the same thing, there is no activity» Poor teaching methods or lack of qualified teachers reduce the effectiveness of the holistic pedagogical process, which can affect student satisfaction. Lack of student involvement in the educational process will affect their perception of the usefulness of education. Active involvement of students will improve learning;

**Lack of flexibility in the learning process:** “To be honest, we do not choose elective disciplines, it is a formal procedure, all students have a single individual curriculum”. If an educational program does not provide flexibility in the choice of courses, it does not take into account the unique interests and needs of students. To improve the situation, further analysis and changes should be made to educational programs, provide higher quality teaching, improve the availability of practical experience and provide students with more flexibility in choosing courses. The question on the use of educational resources, including digital materials in the form of courses, web pages and websites, for personal and professional growth provided the following results: 188 respondents (61%) stated that they actively use educational resources for their personal and professional growth, indicating a high level of awareness and active involvement of youth in learning with digital materials. 89 respondents (29%) indicated that they sometimes use educational resources for personal and professional growth, indicating some degree of utilization, there may be barriers such as accessibility or time that may constrain their engagement. 7 respondents (2%) stated that they do not use educational resources for their personal and professional growth.

The majority of young people in West Kazakhstan have an active interest and engagement in using digital learning resources for personal and professional growth. However, there is a group that either uses resources inactive or not at all, which could be targeted to improve accessibility, awareness and support for digital education, what are the reasons:

**Inaccessibility of resources:** “I have an old computer, and the smartphone is ordinary, economical rate of Internet connection”. Educational resources of low quality may be the reason for their inactive use;

**Time constraints:** “I work, as it is necessary to pay for education, the store strictly forbids to use the phone, the Internet”. Lack of time due to employment, work or other commitments can reduce the active use of educational resources;

**Lack of support and stimulation:** “There is no stable Internet in the university, only in the computer class, but the equipment there is old, but you don't want to sit there. If young people do not receive support from educational institutions, family or society, it affects their motivation and interest in using educational resources;

Lack of diversity and personalization: “Everyone is given one frontal assignment for SROs, SROPs, and the interests, needs, and individual characteristics of students are not taken into account”. Lack of diversity in the educational materials offered and lack of personalization for individual needs of young people reduce interest in the use of resources by students. Improving the accessibility, quality and personalization of educational resources, as well as stimulating interest and motivation, can promote greater use of these resources by young people.

**Table 7 – Health Accessibility.**

<b>How do you assess the accessibility of medical care in your region?</b>					
	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	
<b>What aspects of health are most meaningful to you or need more attention?</b>					
	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	
<b>Do you know how to lead a healthy lifestyle?</b>					
	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	

The following results are presented on the question of assessing the accessibility of medical care in the region: 172 respondents (56%) expressed the opinion that it is easy for them to get medical care in their region, indicating satisfactory functioning of the medical system and



accessibility of services for young people. 6 respondents (2%) indicated that it was difficult for them to get health care. This could be due to various reasons such as distance from health facilities, lack of specialized services or other factors. 106 respondents (35%) stated that they have difficulties in getting health care, indicating some problems in the medical system such as long waiting times, lack of resources or limited access to specialized services.

The majority of young people in West Kazakhstan believe that medical care in their region is easily accessible. Nevertheless, there is a proportion of respondents who experience difficulties or have some difficulty in obtaining medical care, which may require attention from medical services and authorities to improve the situation. Reasons for difficulties and inaccessibility of medical care among young people:

Remoteness and transport infrastructure, lack of medical personnel: “Our village is 240 km away from Aktobe, we have only one medical center, aunt Aizhan is an obstetrician by education, but in fact in the village she is a gynecologist, therapist, pediatrician and gives health consultations to everyone who applies regardless of the diagnosis”. Some areas of the region may be remote and lack convenient transport links, or there are no or limited specialized health services in the region. This makes it difficult for young people to receive quality and competent health care due to long distances to health facilities.

Limited access to medical technologies: respondents also noted the lack of modern equipment and technologies in medical institutions of the region, which limits the possibilities of diagnostics and treatment;

Financial difficulties: “There are quite a lot of paid procedure rooms and hospitals in the city, but the prices of services are high for students. We are all attached by the university to the local polyclinic, but, for example, when choosing a dentist, I am unlikely to go there”. High health care costs, even with affordable services, are a financial barrier for young people. Limited financial resources prevent them from getting the health care they need;

Sociocultural barriers: Some sociocultural factors, such as language barriers, cultural differences and lack of information about available health services, also affect young people's ability to access health care. Addressing these issues may require a comprehensive approach, including improving health infrastructure, ensuring accessibility to specialized services, improving the skills of the health workforce, and reducing financial barriers for youth. The question about prioritized aspects of health provided the following results: 9 respondents (3%) identified social health as the most important aspect, indicating that some young people in the region consider interpersonal relationships, interaction with society and the environment important to their overall well-being. 22 respondents (7%) expressed concern about medical problems or chronic illnesses that require constant attention and care, indicating the presence of certain health concerns among youth. 79 respondents (26%) placed a high importance on psychological health, including stress management and support for emotional well-being, indicating an increased awareness of psychological aspects of health among youth. The majority of 175 respondents (57%) identified physical health, including healthy lifestyles, physical activity and good nutrition, as the most significant aspect, indicating an emphasis on physical activity and healthy lifestyles among youth in the region.

The analysis demonstrates that physical health was the most prioritized aspect for the majority of young people in West Kazakhstan, indicating a widespread interest in healthy lifestyles. However, a significant number also highlighted psychological health, emphasizing the importance of supporting emotional well-being. Medical issues and social health received less

attention, but are still of interest to certain groups of young people. On the question of knowledge of healthy lifestyles, the following results are presented: the vast majority of 227 respondents (74%) stated that they were well informed about how to lead a healthy lifestyle. 2 respondents (0.6%) stated that they did not know how to lead a healthy lifestyle. 56 respondents (18%) indicated that they know the basics of healthy lifestyle. This may mean that they have basic knowledge, but there may be gaps in understanding more complex aspects or details.

Thus, the majority of young people in West Kazakhstan reported a good awareness of how to lead a healthy lifestyle. This is a positive sign and may indicate a high level of healthy lifestyles in this group. Nevertheless, there is a small proportion of respondents who either do not know or know only the basics, which could be an area of focus for additional education and awareness-raising initiatives.

**Table 8 - ICT (Information and Communication Technologies)**

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

The question of using computers and the Internet in everyday life provided the following results: 5 respondents (1.6%) stated that they rarely use computers and internet in their daily life. 75 respondents (24%) indicated that they sometimes use computers and the internet in their daily lives, indicating a balanced approach to the use of technology or the presence of limitations such as accessibility. The majority of 205 respondents (67%) expressed that they cannot imagine their life without the internet. This indicates a high degree of dependence on

online resources, social media and other Internet technologies in the daily lives of young people.

The majority of young people in West Kazakhstan consider the Internet to be an integral part of their daily lives. This is due to widespread access to technology and increasing digital literacy among this group. However, there is a small proportion of respondents who use technology less frequently or are less dependent on the internet. The infrequent use of computers and the internet can be attributed to various factors that influence the capabilities and preferences of a particular group of youth. Below are some of the reasons voiced during the interviews:

**Lack of access:** Respondents face restrictions in access to computers and the Internet due to financial, geographical reasons;

**Technological backwardness:** some have limited skills in the use of technology or do not feel confident in its application, opting for alternative forms of communication or obtaining information, such as traditional media, face-to-face communication, etc.

**Personal preferences:** there are respondents who prefer traditional ways of communication and obtaining information, who avoid the active use of computers and the Internet;

**Cultural and religious factors:** there are cultural and religious beliefs that influence the decision to rarely use computers and the Internet, for example, due to concerns about privacy, cybersecurity or digital threats. Young people's interests and needs vary widely, and infrequent use of computers and the internet is more often the result of a combination of the above factors. Addressing this issue may require a tailored approach and support depending on specific needs and circumstances.

The question about access to the Internet and new technologies presented the following results: the absolute majority of 239 respondents (78.6%) stated that they have full access to the Internet and new technologies, indicating a high level of technological accessibility among young people in the region. 44 respondents (14.4%) indicated that they have access to the internet but with some limitations. This includes limitations in internet speed, limited access to certain resources, or other technological limitations. 2 respondents (0.7%) state that they do not have access to the internet and new technologies. This is due to various factors such as lack of financial capacity, technological isolation and other reasons. The majority of young people in West Kazakhstan have full access to the internet and new technologies, indicating a high level of digital literacy and technological infrastructure in the region. However, there is a small proportion of respondents who face limitations or have no access to technology at all, which could be a focus for ensuring equal access to digital resources and opportunities.

On the issue of using technology for learning or work, the following results are presented: 179 respondents (58.5%) state that they use technology on a daily basis, which plays a key role in their learning or work activities, indicating high digital literacy and active engagement with current technology to accomplish learning or professional goals. 103 respondents (33.6%) stated that they use technology occasionally to accomplish learning or work tasks, reflecting more occasional use of technology or occasional situations when it is needed. 3 respondents (1%) stated that they do not use technology at all for study or work. This is due to individual preference, a traditional approach to learning. Generalized, the majority of youth in West Kazakhstan actively use technology for learning or work, indicating a high level of technological readiness and inclusion in modern learning and professional practices. However, there is a small group that either uses technology less frequently or not at all in learning or professional

contexts. This should be further analyzed to determine the reasons and possible areas of improvement in technology integration.

**Table 9 - Safety and Security.**

<b>Do you feel your security is threatened in the region?</b>				
	Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, I often feel threatened	42	14,7	14,7
	Sometimes I feel threatened	81	28,4	43,2
	No, I don't feel threatened	162	56,8	100,0
	Total	285	100,0	100,0
<b>What measures do you take to ensure your safety?</b>				
	Frequency	Percentages	Valid percentage	Accumulated interest
Valid	I'm not taking any action	47	9,1	9,1
	I use location tracking or security apps on my phone	81	27,4	36,5
	Contacting professional protection and security services at school or work	9	2,8	48,1
	Attend trainings or courses on safety and self-defense	5	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	100,0
	Total	285	100,0	100,0
<b>Do you know your rights and protections in the event of a threat?</b>				
	Frequency	Percentages	Valid percentage	Accumulated interest
Valid	Yes, well-informed	164	57,5	57,5
	I know the ground rules	104	36,5	94,0
	No, I'm not aware	17	6,0	100,0
	Total	285	100,0	100,0

On the question of feeling threatened for their security in the region, the following results are presented: 42 respondents (13.7%) indicated that they often feel threatened for their security in the region. This is due to various factors such as social or economic problems, crime that affect their overall sense of security. A significant proportion of 81 respondents (26.5%) stated that they sometimes feel threatened to their security, reflecting temporary situations or factors that are of concern to the youth, but not always a permanent threat. The majority of 162 respondents (52.8%) stated that they do not feel threatened for their safety in the region. This suggests that most youth perceive their region as relatively safe. Youth in West Kazakhstan do not feel a constant threat to their security, but there is a significant proportion who experience such feelings periodically or frequently. This should be important information for authorities and social institutions to understand and respond to the factors affecting youth security in the region, which highlights some of the reasons that influence feelings of threat among youth:

Economic hardship: “High unemployment, low income or economic instability create conditions for social tension and crime, which in turn affect my sense of security”

Social injustice: “Feelings of injustice in society, inequality of opportunity and access to resources create social discontent and can threaten my safety”

Crime and disorder: “The city has regions with high crime rates and public order violations, and I have often witnessed petty hooliganism”

Ethnic or religious tensions: “Ethnic or religious tensions can be a source of threat to security, especially in our region”

Political instability: “We have witnessed instability in the political environment, manifested in conflicts or protests, this certainly affects public safety”

Socio-cultural changes: “There are a lot of newcomers in the city, including Kandas, from Russia, we can feel changes in the socio-cultural environment, they can create an imbalance and cause a sense of instability and threat”

On the issue of measures taken to ensure their security, the following results are presented: 47 respondents (15.3%) stated that they do not take any specific measures to ensure their safety, this is due to a lack of awareness or capability, and the perception that there are no threats in their daily lives. A significant proportion of the 81 respondents (26.4%) use location tracking or security apps on their phones as a means of instant notification or localization when needed. 9 respondents (2.9%) refer to professional protection and security services at their school or workplace. 5 respondents (1.6%) take an active role in improving their safety through participation in safety and self-defense trainings and courses. 143 respondents (46.5%) actively apply precautionary measures in their daily life, such as communicating their plans to loved ones, avoiding certain areas at night, etc.

Thus, youth are becoming safety conscious through a variety of measures, such as using technology, accessing professional services, participating in training, and applying precautions in their daily lives. However, some still do not take active safety measures, which may require additional education or resources to improve their safety. On the issue of knowing their rights and protective measures in case of threat, the following results are presented: 164 respondents (53.2%) state that they are well aware of their rights and protection measures in case of threat, this indicates a high level of legal literacy and awareness of their rights among this group of youth. 104 respondents (33.7%) indicated that they know the basic rules, but perhaps not in as much detail as those who are well informed, reflecting a more superficial knowledge of legal aspects. 17 respondents (5.5%) stated that they were not aware of their rights and protection measures in case of threat, this was due to lack of education on rights and lack of awareness of available protection measures.

Most young people have some level of awareness of their rights and protection measures in case of threat. However, there is a group that may need additional education or information to increase their legal awareness. This should be an important focus for education and information initiatives in West Kazakhstan. The lack of awareness of their rights and protection measures among young people is due to various factors:

Lack of education about rights: “Neither at home, nor at school, nor at university, I am studying to be a biology teacher nobody specifically told me about my rights, but separate some events, class hours were probably, I don't remember exactly already”. Legal education is not emphasized enough. Lack of media coverage, educational campaigns or other means of informing about rights and protections can lead to low levels of public awareness;

Lack of access to resources: Young people living with limited access to the internet or libraries, with language barriers, also have difficulties in obtaining information about their rights;

Lack of interest in the legal system and legal topics: “I don't want to think about legal issues, I don't trust legal institutions and justice systems”. Some students do not show interest in legal issues, believing that it is an irrelevant or complicated topic. Lack of trust in legal institutions and justice systems also deter young people from learning about their rights.

Addressing these problems should include improving educational programs, conducting information campaigns, increasing media coverage, and reducing cultural and language barriers to increase legal awareness among youth.

## **Conclusion**

From the conducted study of the well-being of young people in Western Kazakhstan there was a disclosure of various aspects that determine their social and personal well-being. The data analysis allows us to conclude about the diversity of factors that influence the level of well-being of young people in this region. Based on the data obtained, it is possible to draw a general conclusion that the level of well-being of young people in the region is a mixed image with positive and negative aspects.

### **Positive Aspects**

Social activity: The majority of young people in the region show interest in participating in public events, which can speak of a high level of social activity and civic awareness;

Legal literacy: The majority of respondents claim that they are aware of their rights and obligations, which may speak of a high level of legal literacy among young people;

Accessibility of education: The majority of respondents believe that the education they want to receive is accessible and positively assess their level of education;

Financial independence: A significant proportion of young people feel financially independent, which may indicate that their financial situation is stable.

### **Negative Aspects**

Lack of political participation: A significant proportion of youth are not actively involved in political activities or discussion of the region's problems, which may indicate low political activity or trust in political processes;

Difficulties in accessing education: Some respondents experience difficulties in accessing education, which may be related to economic constraints or limited access to educational resources;

Limited financial opportunities: Some youth indicate limited financial opportunities for education, which can be a barrier to their professional and personal development.

Research on youth well-being remains a relevant and important tool for assessing and improving the living conditions of the younger generation. It helps shape long-term development strategies, promotes sustainable and inclusive development of society, and is ultimately key to creating a better future for all generations. Based on the data, it can be assumed that the level of youth well-being in West Kazakhstan is not unambiguously high or low. It depends on various factors such as social engagement, access to education, financial



status and other components. The diversity of these aspects emphasizes the importance of a comprehensive approach to the problem. Only such a comprehensive analysis will effectively guide the creation of programs and initiatives that contribute to real improvements in the quality of life and prospects of young people in the region.

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