

## ANALYSIS OF THE NORMATIVE-LEGAL FRAMEWORK REGULATING THE WELL-BEING ISSUES OF STUDENTS' YOUTH

<sup>[1]</sup> M. Knissarina\*, <sup>[2]</sup> A. Syzdykbayeva, <sup>[3]</sup> A. Miraleeva, <sup>[4]</sup> S. Seitenova, <sup>[5]</sup> A. Makasheva

<sup>[1]</sup> Marat Ospanov Western Kazakhstan Medical University, Republic of Kazakhstan, Aktobe

<sup>[2]</sup> Kazakh National Women's Teacher Training University, Republic of Kazakhstan, Almaty

<sup>[3]</sup> Marat Ospanov Western Kazakhstan Medical University, Republic of Kazakhstan, Aktobe

<sup>[4]</sup> M. Utemisov Western Kazakhstan University, Republic of Kazakhstan, Uralsk

<sup>[5]</sup> Marat Ospanov Western Kazakhstan Medical University, Republic of Kazakhstan, Aktobe

<sup>[1]</sup> [uku\\_malika@mail.ru](mailto:uku_malika@mail.ru), <sup>[2]</sup> [sizdikbaeva-aya@mail.ru](mailto:sizdikbaeva-aya@mail.ru), <sup>[3]</sup> [aluamir@mail.ru](mailto:aluamir@mail.ru), <sup>[4]</sup>

[seitenova\\_ss@mail.ru](mailto:seitenova_ss@mail.ru),

<sup>[5]</sup> [makasheva\\_aliya93@mail.ru](mailto:makasheva_aliya93@mail.ru)

### *Abstract*

*The article presents an analysis of the normative-legal framework and program documents on the well-being issues of youth in Kazakhstan and international educational practices and scientific spheres. Several features are highlighted, emphasizing the importance of studying and enhancing individual well-being. The problem of studying and improving well-being becomes the prerogative of all progressive countries, reflected in the implementation of projects aimed at addressing this issue. Among such projects, significant research programs like the Global Well-being Study (Gallup World Poll, covering 132 countries), World Health Organization, and World Values Survey with the participation of 52 countries can be distinguished. National projects in Kazakhstan, such as "Ruhani Zhangyru," "Tugan Zher," "Densaulyk," are also crucial components, focusing on supporting the social well-being of citizens from various societal strata, especially paying attention to socially vulnerable citizens and the younger generation, considered the driving force of society and the country's future. A distinctive feature of all these projects is substantial financial investment and a long-term perspective. This implies the need for the development and implementation of accessible and economically effective psychological technologies capable of contributing to the improvement of the well-being of students in higher education.*

**Index Terms**— *normative documentation, programs and messages, students, well-being, youth policy.*

## INTRODUCTION

Currently, subjective well-being, emotional and cognitive assessment of one's life, including what non-specialists call happiness, peace, satisfaction, and life satisfaction, is gaining relevance.

Historically, the Youth Well-being Index is known as a result of collaboration between the Center for Strategic and International Studies (<http://csis.org/>), the International Youth Foundation (<http://www.iyfnet.org/>), and Hilton Worldwide (<http://hiltonworldwide.com/>). The Index considers 6 criteria (civil participation, economic opportunities, education, health, information and communication technologies, safety and security) across 40 indicators (32 objective and 8 subjective), providing a better understanding of youth perceptions.

It's noteworthy that within the project funded by the Committee for Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan, the research project IRN AP19678139 "Assessment of socio-psychological opportunities for intensive growth of well-being of learning youth in Western Kazakhstan) has been conducted since 2023.

In recent decades, many research organizations and international structures, such as the UN (<https://www.un.org/ru/global-issues/youth>), UNESCO

(<https://www.unesco.org/en/youth>), and the World Bank (<https://www.worldbank.org/en/events/2023/02/24/youth-summit-2023-from-the-ground-up-local-solutions-to-drive-global-impact>), have paid particular attention to the state of youth. The significance of this topic is driven by the growing recognition that youth is a key resource for sustainable societal development (Bartsch, 2014), (Routledge Jones, 2009), as young people possess innovative potential and are open to new ideas and technologies. Their readiness for experimentation and adaptation to innovations contributes to development and progress in various life spheres. Youth raised in the era of digital technologies particularly contributes to the development of the IT sector, startups, and innovations in artificial intelligence and big data (Umaschi Bers, 2006), (Anderson, 2002).

The demographic significance of youth is immense – it constitutes a significant portion of the population in most countries, giving young people considerable social and economic weight. In countries with a young population, such as India or African nations, youth is the driving force behind economic growth. Young people actively participate in the labor market, contributing to productivity growth, and simultaneously create new demand for goods and services, supporting economic development (Malik, 2015), (Garcia, 2008).

Youth actively influences the development of culture, music, art and fashion. Their preferences and views shape new cultural trends and lifestyles that eventually become mainstream. Social networks and internet platforms amplify this effect, allowing youth to spread their ideas and views at an unprecedented speed (Pumariega, 2010).

Young people often stand at the forefront of social changes, advocating for civil rights, environmental sustainability, and equality. Movements like "Fridays for Future," led by G. Thunberg, underscore the importance of youth in addressing global issues such as climate change (Huttunen, 2021).

The pursuit of higher education and continuous self-education create conditions for the emergence of more qualified and informed generations capable of critical thinking and solving complex problems. Interaction between different cultures and knowledge exchange, especially in universities and international educational platforms, enhances global cooperation and understanding (Mørch, 2003), (Dwyer, 2004).

Thus, youth represents a driving force for innovation, social progress, and cultural diversity. Investments in education, support for youth initiatives, and creating conditions for their participation in social life are key factors for sustainable world development in the future. The article aims to analyze whether youth in Kazakhstan considers themselves a driving force for development and whether they feel prosperous.

The purpose of this article is to analyze the normative-legal framework and program documents on the well-being issues of youth in Kazakhstani and international educational practices and scientific spheres.

## **METHODOLOGY**

Currently, significant attention is given to studying the experience of implementing state youth policies in Western countries that have achieved certain results in this regard. At the present stage, the global community is coming to the realization of the universality of several issues related to the worldview and quality of life of young people. In this regard, youth issues have quickly become a priority topic for discussion in the United Nations (UN), international organizations, global forums, and conferences. This is primarily linked to the understanding of the real role that belongs to youth in the historical process.

Conceptual ideas of youth policy and the methods applied in practice to implement it vary across different countries. This depends on how youth issues are recognized in different countries, how the boundaries and tasks of state regulation of social processes are defined, and to what extent the differentiation of society by age reflects cultural tradition and corresponds to established values and norms in a given society.

Youth policy can also be interpreted as a strategy exclusively oriented towards young people, including elements such as leisure organization programs, mobility, volunteer movement, youth work programs, information for youth, platforms for youth participation in decision-making processes, etc.

The Council of Europe advocates for youth policy based on human rights and democratic norms, directed at opening up new opportunities for youth participation in their formation and implementation, and providing conditions for education and gaining valuable experience. It is grounded in a solid information base. The European Union, in implementing its youth support strategy, contributes to expanding the range of opportunities available to young people, ensuring their social integration, and participation in societal life.

## RESULTS AND DISCUSSION

The EU's youth strategy (2019-2027) is based on three aspects of activity: involvement, developing connections, and expanding the rights and opportunities of youth. The strategy encourages youth participation in democratic society (involvement), promotes voluntary participation, mobility for education, solidarity, and intercultural learning (developing connections), and supports expanding the rights and opportunities of youth by improving the quality, innovation, and recognition of youth work (expanding rights and opportunities). The strategy aims to reach all young people and make EU programs more accessible to young people with fewer opportunities. It considers the results of the dialogue with youth, which led to defining the 11 Youth Goals of Europe. These goals are achieved through special youth programs, such as Erasmus+ and the European Solidarity Corps. The strategy is based on effective, targeted, and collaborative efforts of different EU sectors to achieve goals by mobilizing various EU programs and funds and encouraging intersectoral cooperation at all levels.

Analysis of foreign documentation shows that the concept implemented in the USA is based on minimal involvement of state structures in youth socialization, as social support for youth is considered the responsibility of charitable private organizations. The model of state youth policy, characteristic of Sweden, Finland, and several other countries, on the contrary, relies on the special role of the state, clear legal regulation of measures to support young people and youth organizations. The goal of Hungary's youth policy is to assist youth, ready to fulfill their tasks and calling, in fully participating in the construction and defense of socialism, finding their place and happiness in society according to their abilities and labor. Spain's Youth Programs express the desire to facilitate the social, cultural and political adaptation of youth by eliminating numerous obstacles hindering their transition to independent adult life. In the first case, the achievable normative image of youth is clearly defined; in the second, state youth policy is merely an instrument to alleviate adaptation difficulties when entering life. This distinction is fundamental to the entire construction of state youth policy and determines the main ways of its implementation.

Before analyzing Kazakhstan's regulatory documentation, it was necessary to answer the question, "Who falls into the category of youth in the Republic of Kazakhstan, and what is their current population?" According to Article 1 of the Law "On State Youth Policy," youth is recognized as citizens of the Republic of Kazakhstan from fourteen to thirty-five years old (Law "On State Youth Policy," with amendments, 2022). According to data from the National Statistics Bureau of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan (<https://stat.gov.kz/ru/>), by the beginning of 2023, there were 6.05 million people classified as youth. This is more than 17 thousand people compared to the previous year and almost 31% of the country's total population. Among the regions of Kazakhstan, the highest number of youth resides in Almaty (722.9 thousand people, or 33.4% of the city's total population), Turkistan region (682.1 thousand people, or 32.2%), and Nur-Sultan (468.4

thousand people, or 34.6%). The highest proportion of youth in the total population is observed in three key megacities, as well as in Turkistan, Mangystau (31.7%, or 243.1 thousand people), and Atyrau (31.4%, or 217.8 thousand people) regions.

Now let's examine how youth policy is supported in Kazakhstan. The first regulatory legal act was the Law "On State Youth Policy in the Kazakh SSR" dated June 28, 1991. According to experts, this was a relevant and timely document reflecting the transition from one type of economy to another, demonstrating the principles of democracy, openness, defining important directions for youth development (Law, 1991). The Concept of Youth Policy of the Republic of Kazakhstan, dated August 28, 1999, focuses on aspects such as fostering patriotism, moral and spiritual development, ensuring rights in the fields of labor, education, and health protection, creating conditions for the realization of socio-economic needs, intellectual and physical development, supporting and stimulating civic initiatives, and involving youth in international cultural, economic, scientific, and educational processes (Concept, 1991). To implement the key directions of the Concept, the "Youth of Kazakhstan" Program for 2003–2004 was approved in 2001. New formats, such as job fairs, the establishment of a business incubator and a special website, and the publication of a government report on the state of youth, were included in the action plan (Program, 2003).

The subsequent implementation of youth policy was based on the Law "On State Youth Policy in the Republic of Kazakhstan" dated July 7, 2004, which allowed identifying youth as a separate socio-demographic group (from 14 to 29 years old), endowing it with certain social rights and state guarantees (Law, 2004).

On September 9, 2005, the Youth Policy Program for 2005–2007 was approved. Its goals included organizing socially-oriented youth events, creating conditions for the spiritual, cultural, educational, professional development, and physical development of youth, revealing its creative potential, and providing the necessary conditions for the socialization and functioning of youth organizations (Program, 2005).

To enhance the spiritual potential of society, the State Program for Patriotic Education of Citizens of the Republic of Kazakhstan for 2006–2008 was developed. It aimed to cultivate citizens with a positive, constructive worldview, expressed in a sense of responsibility, the ability to make informed choices, and independent decisions for the benefit of the homeland, society, their family, and themselves. Efforts were directed at shaping an evolving personality with a strong moral core, 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 outlined priority tasks, including creating conditions for Kazakhstan's citizens, especially the younger generation, to freely pursue social development and creative initiatives according to their interests and societal interests (Concept, 2011).

In 2015, the Law of the Republic of Kazakhstan "On State Youth Policy" was adopted with amendments and additions. Within its implementation, several regulatory documents were approved, regulating the activities of youth resource centers and the organization of national and regional youth forums (Law, 2015).

Currently, several state programs are actively implemented in different regions of the country:

- "Youth Practice" is designed specifically for unemployed graduates of educational institutions offering technical, vocational, secondary, higher, and postgraduate education within the last three years, not older than twenty-nine. Youth practice is temporary, with a duration not exceeding twelve months (Youth Practice Program, 2021).
- "With a Diploma – To the Village!" encourages young specialists in education, healthcare, social services, culture and sports, and veterinary sciences to work in rural areas. Social support for these specialists includes a one-time allowance, budgetary loans for housing, and increased salaries for those working in rural areas (With a Diploma – To the Village! Program, 2020).
- "Zhasyl El" is a state program aimed at increasing environmental awareness, improving the ecological situation, and promoting sustainable use of natural resources. Activities under the program focus on reducing emissions, enhancing energy efficiency, and utilizing renewable energy sources. It also includes measures for environmental safety, biodiversity protection, rational land resource use, and the development of eco-friendly practices (Zhasyl El Program, 2022).
- "Business Roadmap 2020" ensured sustainable and balanced growth of regional entrepreneurship from 2010 to 2017, supporting existing businesses and creating new permanent jobs (Business Roadmap, 2020).
- The "Bolashak" International Scholarship was established on November 5, 1993, by the first President of Kazakhstan, Nursultan Nazarbayev. The program aims to prepare professionals for priority sectors of the country's economy, offering opportunities for academic degrees and research internships at leading global institutions (Bolashak International Scholarship, 1993).
- The State Youth Award "Daryn" is annually presented to support talented youth for their productive scientific, creative, social, and high sports achievements. The competition includes 10 categories: "Literature," "Science," "Design and Fine Arts," "Journalism," "Classical Music," "Creative Initiatives," "Sports," "Theater and Cinema," "Entertainment," and "Folk Art" (State Youth Award "Daryn," 2023).
- The Serpin-2050 "Mangilik Yel Zhařtary - Industryga" has been operational since 2014. The program aims to educate and employ youth from the southern region of the country (Almaty, South Kazakhstan, Zhambyl, Kyzylorda, Mangystau regions) in regions facing a shortage of workforce, contrary to the surplus in the east, north, and west of Kazakhstan (Serpin-2050).
- "Free Technical and Vocational Education for All" has been implemented since 2017. It provides free training for technical and vocational professions for school graduates who couldn't continue education after the 9th or 11th grade. The duration of training is determined according to the list of professions and specialties, covering education levels. Participants receive state-funded tuition, one-time hot meals, stipends, and funds for transportation to educational institutions (Free Technical and Vocational Education for All Program, 2017).
- The Youth Corps Development Project is a joint initiative of the International Bank for Reconstruction and Development and the Ministry of Education and Science of Kazakhstan from 2017 to 2020. Its goal is to involve youth in community life and develop crucial life skills

through a program teaching skills for socially useful activities beneficial to the community (Youth Corps Development Project, 2017).

- The Youth Cadre Reserve is a national database of specialists motivated for career growth, possessing high levels of professional skills and managerial competencies. The project aims to form a new generation of modern and efficient leaders for the system of public administration, business, and public activities from among the youth (Youth Cadre Reserve Project, 2019).

The analysis of regulatory frameworks demonstrates the support for youth in Kazakhstan.

## Conclusion

Examining the legal framework, program documents, and the specifics of various projects highlights the importance of studying and enhancing the well-being of individuals in the context of progressive countries.

Recognizing the well-being of youth as a priority task, both in Kazakhstan and globally, is evident in various projects, including global research programs like Gallup World Poll and the World Health Organization, as well as national initiatives like "Rukhani Zhangyru" and "Tugan Zher". These initiatives aim to support the social well-being of citizens, with particular attention to the younger generation and socially vulnerable groups.

The long-term commitment and financial investments in these projects underscore a serious effort to ensure sustainable improvement in the well-being of youth. However, in addition to financial resources, there is a need for accessible and effective psychological technologies, emphasizing the importance of developing and implementing methods that contribute not only to short-term emotional comfort but also to the long-term development of the psychological well-being of the student youth.

The authors emphasize the significance of global research projects and organizations such as Gallup World Poll and World Values Survey. These initiatives play a crucial role in international collaboration and knowledge exchange, enabling countries to participate in a global dialogue on well-being and development issues. However, despite the importance of global well-being measurements, the article underscores the need to consider local nuances and context when developing specific strategies for Kazakhstan.

Highlighting social responsibility and a commitment to ensuring inclusive well-being, the focus on socially vulnerable groups, including youth, is noteworthy. However, to achieve these goals, it is essential to support not only educational programs but also create conditions for social adaptation and equal opportunities.

The importance of regular monitoring and evaluating program effectiveness is emphasized. This approach allows for adjustments in strategies based on changing conditions and draws lessons from successful practices for further scalability.

In summary, the authors conclude that youth well-being is becoming an increasingly prioritized topic across various sectors, including education and science. Global research and national projects demonstrate a commitment to ensuring sustainable well-being, but attention to diverse methods, including psychological technologies, is crucial for achieving long-term results.

All these efforts should aim at shaping an active, sustainable society where youth well-being plays a key role in ensuring future prosperity.

**Gratitude.** *This research is funded by the Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan (IRN AP19678139 Assessment of socio-psychological opportunities for intensive growth of well-being of learning youth in Western Kazakhstan).*

## REFERENCES

- [1] Bartsch, J. (2014). Youth as resources in revitalizing communities. In *Place-based education in the global age* (pp. 89-108).
- [2] Routledge. Jones, G. (2009). *Youth* (Vol. 17). Polity.
- [3] Umaschi Bers, M. (2006). The role of new technologies to foster positive youth development. *Applied Developmental Science, 10*(4), 200-219.
- [4] Anderson, R. E. (2002). Youth and information technology. *The changing adolescent experience: Societal trends and the transition to adulthood*, 175-207.
- [5] Malik, B. K. (2015). Youth development in India: does poverty matter?. *SpringerPlus, 4*(1), 613.
- [6] Garcia, M., & Fares, J. (2008). Why is it important for Africa to invest in its youth. *Youth in Africa's labor market*, 3-14.
- [7] Pumariega, A. J., & Joshi, S. V. (2010). Culture and development in children and youth. *Child and Adolescent Psychiatric Clinics, 19*(4), 661-680.
- [8] Huttunen, J., & Albrecht, E. (2021). The framing of environmental citizenship and youth participation in the Fridays for Future Movement in Finland. *Fennia, 199*(1).
- [9] Mørch, S. (2003). Youth and education. *Young, 11*(1), 49-73.
- [10] Dwyer, P., & Wyn, J. (2004). Youth, education and risk: Facing the future.
- [11] Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027, OJ C 456, 18.11.2018
- [12] "Kazhstanskaya Pravda" dated February 11, 2015, No.27 (27903) "On State Youth Policy" Law of the Republic of Kazakhstan dated February 9, 2015, No. 285-V ZRK. (<https://adilet.zan.kz/rus/docs/Z1500000285>).
- [13] Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan. (<https://stat.gov.kz/ru/>).
- [14] "On State Youth Policy in the Kazakh SSR" Law of the Kazakh Soviet Socialist Republic dated June 28, 1991: [Link](<https://adilet.zan.kz/rus/docs/Z910001800>).
- [15] About the Concept of State Youth Policy of the Republic of Kazakhstan. Decree of the President of the Republic of Kazakhstan dated August 28, 1999, No.73. (<https://adilet.zan.kz/rus/docs/N990000073>).



- [16] On the Youth Policy Program for 2003-2004. Resolution of the Government of the Republic of Kazakhstan dated February 13, 2003, No.155. (<https://adilet.zan.kz/rus/docs/P030000155>).
- [17] On the Youth Policy Program for 2005-2007. Resolution of the Government of the Republic of Kazakhstan dated July 18, 2005, No. 734. Revoked by the Resolution of the Government of the Republic of Kazakhstan dated September 19, 2009. ([https://adilet.zan.kz/rus/docs/P050000734\\_info](https://adilet.zan.kz/rus/docs/P050000734_info)).
- [18] On the State Program for Patriotic Education of Citizens of the Republic of Kazakhstan for 2006-2008. Decree of the President of the Republic of Kazakhstan dated October 10, 2006, No. 200. Revoked by the Decree of the President of the Republic of Kazakhstan dated June 18, 2009, No. 829. (<https://adilet.zan.kz/rus/docs/U060000200>).
- [19] On the Concept of the State Youth Policy of the Republic of Kazakhstan until 2020 "Kazakhstan 2020: The Path to the Future." Resolution of the Government of the Republic of Kazakhstan dated February 27, 2013, No. 191. (<https://adilet.zan.kz/rus/docs/P1300000191>).
- [20] On State Youth Policy. Law of the Republic of Kazakhstan dated February 9, 2015, No. 285-V ZRK. (<https://adilet.zan.kz/rus/docs/Z1500000285>).
- [21] Program "Youth Practice," 2021. (<https://www.gov.kz/memleket/entities/karaganda-shahtinsk/press/article/details/8783?lang=ru>).
- [22] Program "With a Diploma - to the Village!", 2020: [Link](<https://www.gov.kz/memleket/entities/kostanay/press/article/details/12407?lang=ru>).
- [23] Program "Zhasyl Yel," 2022. (<https://www.gov.kz/memleket/entities/karaganda-zhastar/press/news/details/359924?lang=ru>).
- [24] On approving the Program "Business Roadmap 2020". Resolution of the Government of the Republic of Kazakhstan dated April 13, 2010, No. 301. Revoked by the Resolution of the Government of the Republic of Kazakhstan dated March 31, 2015, No. 168. (<https://adilet.zan.kz/rus/docs/P100000301>).
- [25] International scholarship "Bolashak," 1993. (<https://bolashak.gov.kz/kz>).
- [26] On some issues of the State Youth Prize "Daryn". Order of the Minister of Information and Social Development of the Republic of Kazakhstan dated July 1, 2023, No. 271-NK. (<https://adilet.zan.kz/rus/docs/V2300033016>).
- [27] Program "Serpín-2050". (<https://gosudarprogram.ru/serpin-2050-qazaqstandyq-zhastardy-zhumyspen-qamtygan-bagdarlama-turaly-ne-bilemiz/>).
- [28] Program "Free Technical and Vocational Education for All," 2017: [Link](<https://www.gov.kz/memleket/entities/edu/press/news/details/24025?lang=ru>).
- [29] Youth Corps Development Project, 2017. (<https://vk.com/zhasproject>).
- [30] On some issues of the Presidential Youth Cadre Reserve. Decree of the President of the Republic of Kazakhstan dated August 27, 2019, No. 141. (<https://adilet.zan.kz/rus/docs/U1900000141>).