

Organizational and Economic Mechanism of Regulation of International Educational Migration

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Abstract

The article considers the peculiarities of migration processes in Ukraine. Attention is focused on the trends of educational migration. The positive and negative consequences of educational migration for recipient countries and donor countries have been identified. The purpose of the article is to reveal the features of modern educational migration, in particular in Ukraine, as an urgent problem of higher education, to identify its features, consequences and identify the main measures to ensure its regulation. Organizational and economic bases of the mechanism of management of educational migration are developed, formation of which is impossible without building active cooperation of the basic subjects - institutional bodies of the state, employers, establishments, public organizations, youth volunteer organizations and associations and able-bodied young citizens entering the market of educational services, and later on the labor market (based on a survey conducted to identify the level of potential educational migrants).

Keywords: *Migration, Educational Migration, Higher Education Institutions, Educational Mobility, Demographic Potential.*

INTRODUCTION

Global trends in the humanization of social relations lead to the rapid growth of education as a social institution, which plays an extremely important role in shaping the life guidelines, social values and motives of each person. The formation of a knowledge-based society and economy provides grounds for concluding that the transformation of educational and professional resources into a leading factor in social stratification in a post-industrial society. It is education and science, as well as culture that increasingly gravitate to the center of public life, it is in this area that the main resources of modern economic development are accumulating. Thus, the educational level goes beyond purely social characteristics, gaining the weight of the leading socio-economic feature that forms the structure of the population. The internationalization of production processes, the spread of information and computer technology leads to the unification of skills requirements, labor management standards, to the growing role of modern professions, for those whose citizenship loses its former significance, and geographical boundaries cease to be a real constraint on employment. The world community seeks to create a system of education that would meet the challenges of the time, the needs of the individual and society as a whole. The exchange of information, highly qualified specialists, and promising scientific research become a prerequisite for economic success. The importance of international educational migration as an important, intellectual in content form of migratory movements of the population is naturally growing. For most economically developed countries, it becomes one of the

means of forming human capital necessary for the development of national economies, at the same time – is a powerful geopolitical resource used to spread and promote culture, values and technologies of foreign countries. All this once again proves the timeliness and significance of the study of the importance of migration in education.

LITERATURE REVIEW

Domestic and foreign scientists, including: E. Libanova [4], M. Romanyuk [5], O. Malinovska [6], O. Levtsun [7], O. Poznyak [8], U. Sadova [9], Sergey & others [18], Serdar & others [19], Oleksii & other [20], Pooja & others [22], Rabi Kumar & others [21] and others study migration in Ukraine, its causes and consequences. Opportunities for its stabilization and regulation. At the same time, examining migration processes in detail, researchers pay a lot of attention in their work to labor migration, ignoring the problem of educational migration without sufficient study.

RESEARCH METHODOLOGY

Manifestation of innovative changes in the structure and quality of migration processes is a change in the educational level of the population under the influence of migration. Involving mainly young, well-educated people, migration processes help to increase the educational potential of the population of the recipient regions and reduce the indicators of the achieved educational level in the donor regions. For promising young people, migration remains almost the only way to quickly improve their well-being without abandoning scientific activities. At the same time, the number of migrants with a PhD has increased. Ukraine loses the largest number of PhDs in migration exchange with the United States, Russia, Germany and Canada [1].

A specific feature of educational migration, according to researchers, is its least harmful nature in contrast to other types of migration. The desirability of educational migration is due to income not only for the education sector (or individual universities), but also for the economy of the country (region) that provides educational services in general. In addition, consumers of educational services are a potential workforce of appropriate qualifications [2].

In the structure of general migration flows, educational migration is due to the satisfaction of social needs in education and training. At the same time, educational migration may to some extent correspond to the laws of both social and economic type of migration. Educational mobility, as a prerequisite for educational migration, is based primarily on the desire of the individual to obtain a certain education, which can be classified in terms of the desired level of qualification, professional direction, ways of education and the desired result [3].

RESULTS

In essence, educational migration involves a temporary stay on the territory of the educational institution with the subsequent return of the migrant to his former place of residence. On the one hand (from the point of view of territories of arrival-departure) it can be considered as a set of movements of educational migrants, and on the other hand (from the point of view of an educational migrant) – as a set of movements to achieve the goal of migration. Educational migration flows by geographical area can be divided into domestic and international. Internal educational migrations are directed to cities and regions with a developed network of educational institutions and are divided into interregional and intraregional movements. External educational migration can be considered as international (moving to an educational institution in another country) and macro-regional (moving to an educational institution with a different educational system). Free decision-making on relocation determines the voluntary sign of the choice of educational migration. However, given the vast majority of young people as participants in such a migration process, it is advisable to separate the nature of decision-making: individual (migrant personally decided to move) and collective (the migrant's family participated in the decision) [3].

This makes it possible to identify additional factors that influence to a greater extent the decision to migrate not only the migrant but also his family. The classification of educational migration also makes it possible to investigate in more detail the problems that cause it. However, for most categories, this is a lack of work. Job search for many professions can take years. Often there are simply no vacancies. The smaller the settlement in which a person lives, the more difficult it is for him to find a suitable job, not to mention finding a job with the best salary and working conditions.

Statistics of the State Employment Service show that in rural areas the unemployment rate is even higher – 10.4% or almost 600 thousand able-bodied people. Those who have found work are unlikely to enjoy the fruits of their labor. Statistics of the Ministry of Finance show that the average salary in Ukraine in January 2020, compared to December 2019, decreased by 1537 UAH. – up to UAH 10,727. The average salary is calculated by the arithmetic mean. This means that there are people who earn much less. According to the State Statistics Service, there are many of them. Almost 500,000 people in Ukraine receive less than the minimum wage. Meanwhile, the level of wages in neighboring countries is much higher than ours. In January 2020, only Bulgaria had the lowest gross minimum wage (312 euros) in the EU. Nine Member States, located mainly in the east of the EU, have a minimum wage of between € 400 and around € 600 per month: Latvia (€ 430), Romania (€ 466), Hungary (€ 487), Croatia (€ 546) , The Czech Republic (€ 575), Slovakia (€ 580), Estonia (€ 584), Lithuania (€ 607) and Poland (€ 611). In five other Member States, located mainly in the south of the EU, the minimum wage ranged from € 700 to just over € 1,000 per month: Portugal (€ 741), Greece (€ 758), Malta (€ 777), Slovenia 941 euros) and Spain (1050 euros). In the other seven Member States located in the west and north of the EU, the minimum wage exceeded € 1,500 per month: France (€ 1,539), Germany (€ 1,584), Belgium (€ 1,594), the Netherlands (€ 1,636), Ireland (€ 1,656) and Luxembourg (€ 2,142).

The able-bodied population of these countries often travels even further west – to Germany, France, Great Britain. These countries manage to support economic growth, thanks in part to labor from neighboring non-EU countries, and the vast majority of migrant workers come from Ukraine. Disappointed with their work at home, many able-bodied Ukrainians purposefully look for work abroad, where they perform work that does not require high qualifications. It is possible to earn two or three times more there than a person with higher education receives in Ukraine. However, there are a number of other reasons for educational migration. According to UNESCO, a significant – almost twofold - increase in the number of Ukrainian students in other countries occurred after 2013 and in 2015 reached its peak (66.7 thousand people). If we compare 2009 with 2016, the number of students abroad increased by 186% - to about 70 thousand people. According to the Institute of Public Relations (ISP), only 7% of Ukrainians studying abroad plan to return. 30% of people plan to go to other EU countries after graduation. According to data for 2017, more than 35.5 thousand students from Ukraine studied abroad [11].

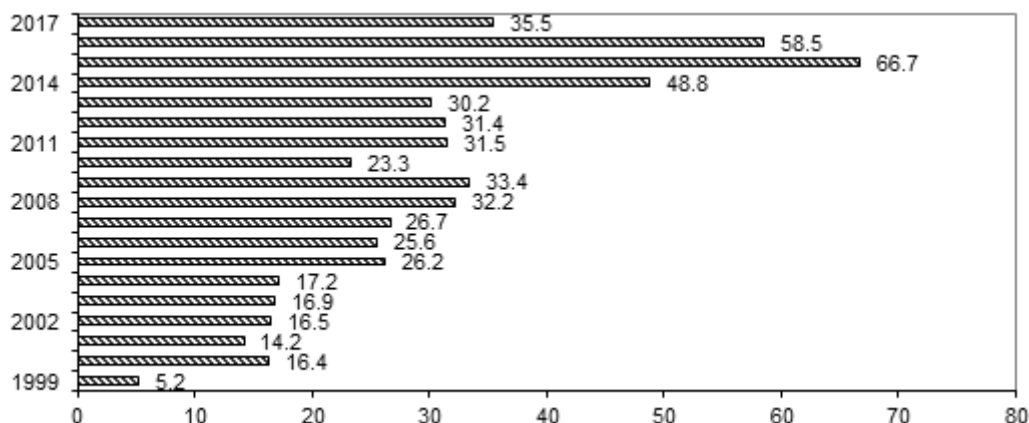


Fig. 1. Number of Ukrainian students abroad (thousand people), 1999-2017

*Source: built according to UNESCO.

The first reasons for choosing to study abroad are to receive a European diploma (51%), unsatisfactory living conditions in Ukraine (47%), as well as to obtain better knowledge (45%). The number of Ukrainian students abroad has decreased slightly, but this may be due to incomplete data.

It is clear that the actual distribution of Ukrainian students by countries of education differs significantly from the desired - the choice of country and specific institution for a foreign diploma is influenced by various factors that together determine the availability of foreign education. Until 2014,

the Russian Federation was a leader among countries that accept students from Ukraine. It is clear that with the beginning of the armed conflict there was a reorientation, and Poland came out on top, although Russia holds the second place with a large gap from Germany, which ranks third in the number of Ukrainian students (Table 1).

Table 1: Countries with the largest number of students from Ukraine (thousand people), 2013-2016

Years / Countries	2013	2014	2015	2016
Poland	9,5	14,7	22,5	29,2
Russian Federation	-	12,0	21,8	22,4
Germany	5,4	5,6	5,8	-
Czech	1,8	2,1	2,3	-
Italy	1,9	2,1	2,4	-
USA	1,4	1,4	1,5	-
France	1,1	1,1	1,2	-
Hungary	1,3	1,2	0,9	1,1
Austria	1,0	0,9	1,1	1,2

It is worth noting that educational migration brings much more benefits to recipient countries than to donor countries. First, the market for educational services is fast growing and profitable. Thus, the number of foreign students in the world today reaches almost 5 million people, which is twice the figure of 2000 and three times – in 1990. Financial revenues from foreign students are an important component of national budgets [12].

Second, Ukraine's neighbors, by accepting foreign students, support their own education system, which suffers from a shortage of applicants due to the outflow of young people to more developed countries and the general decline in youth in the country due to long-term low birth rates.

Third, educational migration is used to attract young, highly skilled and already sufficiently integrated workers to local labor markets. To this end, graduates are given ample opportunities to seek employment after graduation in the country of study. A striking example of the use of these benefits from educational migration is Poland, which actively attracts students from Ukraine. Today, Poland is the country with the largest number of Ukrainian students. According to the Central Statistical Office of Poland, in the 2016/2017 academic year, 35.6 thousand Ukrainians studied in Polish higher education institutions. Since the beginning of the armed conflict in Donbass, the number of students from Ukraine has more than doubled, and only in the last academic year - by almost 5 thousand people [6].

This popularity of Polish free economic zones can be explained as follows:

- an aggressive advertising campaign is conducted on the territory of Ukraine, and the conditions of entry are extremely liberal;
- in some cases, the submission of documents does not require personal presence, but takes place online on the website of the educational institution;
- polish free economic zones sometimes do not require knowledge of the Polish language, offering annual language courses during the first year of study;
- the fact that language courses and training in Polish free economic zones are paid (except for holders of a “Polish card”), a student visa allows you to work in Poland.

It should be noted that the majority of Ukrainian students study in private Polish educational institutions that do not have high ratings and do not provide quality education [13].

One of the biggest negative consequences of educational migration for the country of origin of students is the transformation of educational migration into the stage of emigration. A typical feature of modern youth is high mobility and the most accessible way of integration into the labor market of another city / region after graduation in the relevant higher education institutions is internal

educational migration. Ukraine does not yet have comprehensive data on internal educational migration, although some information is collected at the national level. Thus, in the Unified electronic database on education of the Ministry of Education and Science of Ukraine, admission commissions of higher education institutions enter data on enrollment in the first year of full-time education of residents of the region where the institution is located, as well as residents of other regions. However, these data are not freely available in the Register of Educational Entities (in particular, separately by higher education institutions and regions), which makes it impossible to monitor in detail the migration flows of young people. International experience shows that to analyze the features of the dynamic model of youth mobility at the national, interregional and inter-settlement levels, it is necessary to use new data sources, form an appropriate system of information collection and introduce modern analytical methods of their processing.

In order to assess the situation regarding potential educational migrants in the region, the author conducted a sociological study “Graduate (future entrant and student) at the crossroads of choosing a profession” in the educational complexes of Kropyvnytskyi. In January-April 2019, 1,056 students of 11th grades of educational complexes took part in the survey. Describing in a concise form the results of a poll (1,056 people were interviewed, including 464 men (44%), 592 women (56%, average age of respondents – 17.4 years) on the motives and circumstances of choosing the highest educational institution, we note the following characteristic trends:

- all respondents plan to continue their education and higher education, with 33.9% of them to be able to get an interesting, prestigious job in the future. Slightly more than a third of respondents (33.9%) – to acquire professional knowledge and skills; 16.5% – for personal intellectual development; 10.4% – to receive a diploma of higher education (Fig. 2). At the same time, one tenth of respondents (144 people or 13.7%) expressed a desire to obtain higher education in order to move to another city (country);

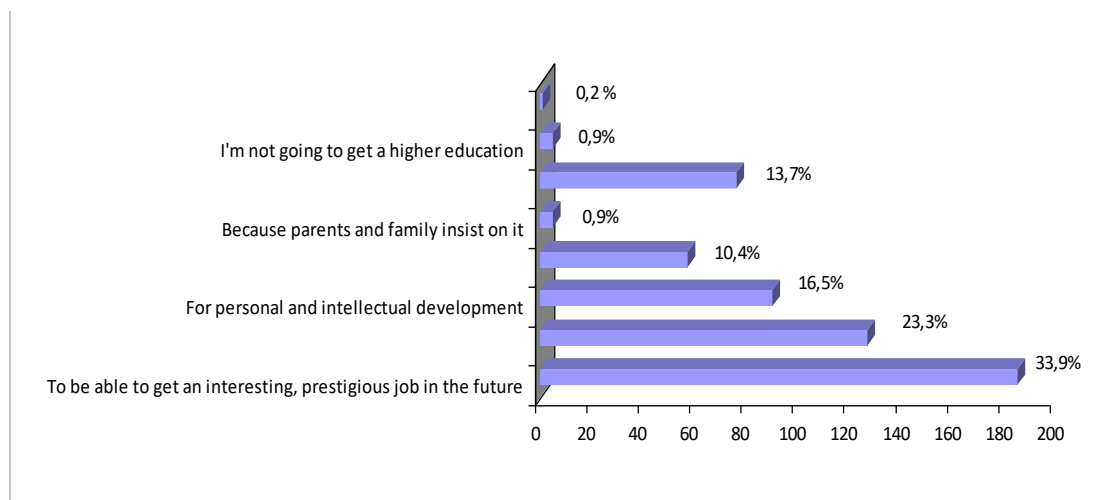


Fig. 2. Representation of respondents on continuing education and higher education

- priority specialties remain – international relations, economics, linguistics and foreign languages, medicine, law. 46 people (4.4%) from among all respondents did not decide on the choice of specialty;

- when choosing higher education institutions (Fig. 3) for future graduates, the prestige of the institution and high chances for employment were important (this was indicated by 35.7% of respondents). At the same time, 28.2% of respondents (298 people) preferred high quality education. Other reasons include – advice from parents, friends (10.1%), convenient distance from the place of residence (8.7%), studying with friends / classmates / boyfriend (girlfriend) – 3.9% and higher chances to get on a budget form of education (3.5% of respondents);

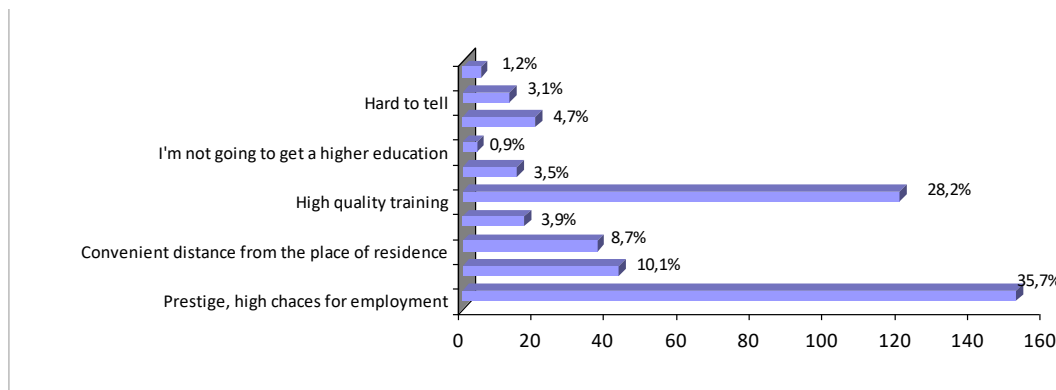


Fig. 3. Respondents' assessment of the main reasons for choosing an educational institution (several answers possible).

- as for the reasons for choosing a specialty (Fig. 4), future entrants were primarily guided by their own desires and preferences (this was indicated by almost half of respondents – 46.9%). No less important was the prestige of the future profession, a specialty that will allow you to have a decent salary (31.7%);

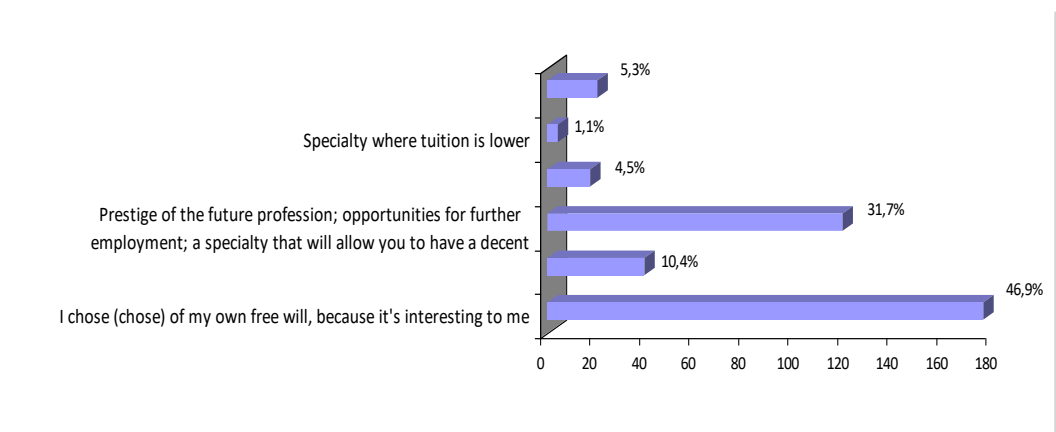


Fig. 4. Respondents' assessment of the main reasons for choosing a specialty

- it should be noted that 52.7% of respondents are interested in educational opportunities in another city of Ukraine, while almost 5% want to study in another city of Ukraine, but do not have such an opportunity. 335 people (31.8%) have not yet decided, but are considering this option. Preference is given to studies in Kyiv, Kharkiv and Lviv (Fig. 5);

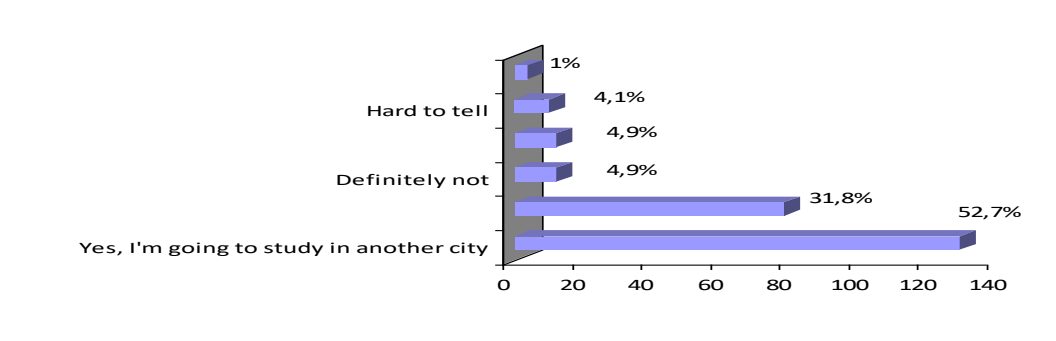


Fig. 5. Respondents' interest in educational opportunities in another city of Ukraine

- 103 people (9.8% of respondents) are definitely going to study in other countries, among which they choose Russia, Poland, Germany, Austria and the United Kingdom. Note that more than half of the respondents (51.2%) are potential educational migrants, as 154 people (14.6%) want to study abroad, but do not have such an opportunity, and 386 people (36.6%) are considering the option study in

another country, although not yet determined with the country. Only 1/5 of the respondents clearly do not consider the option of studying abroad (Fig. 6);

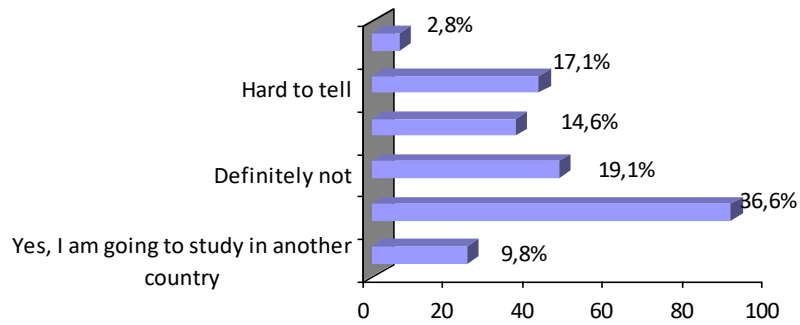


Fig. 6. Respondents' interest in educational opportunities in another country

- factors contributing to the choice of educational institution in another country were: a higher level of education abroad and the desire to stay to work and live abroad was noted by 15.9% of respondents; Admission to a higher education institution without an external examination and a high level of corruption in Ukrainian universities are good reasons for 5% of respondents. However, 21.7% and 16.7% of respondents, respectively, consider high chances for employment after studying abroad and expanding their worldview (Fig.7);

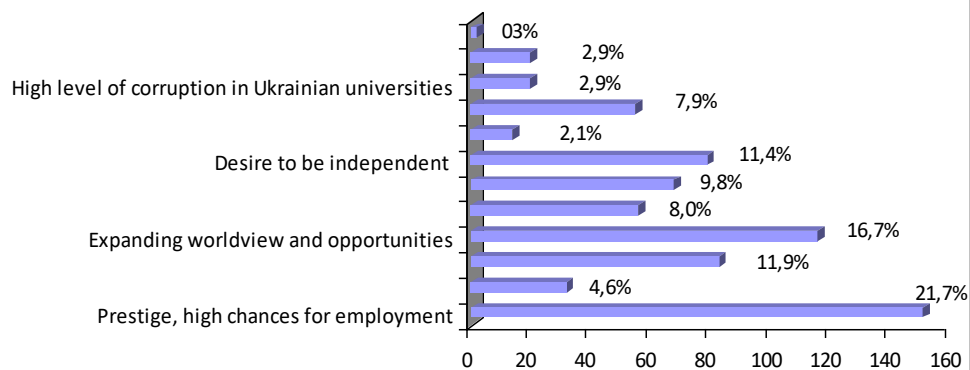


Fig. 7. Respondents' assessment of the main reasons for choosing an educational institution in another city (another country) (several answers possible)

- it should be noted that the vast majority of respondents (59.6%) are of the opinion on further residence and employment abroad, while 41.4% of respondents plan to combine training with work (Fig 8, Fig.9).

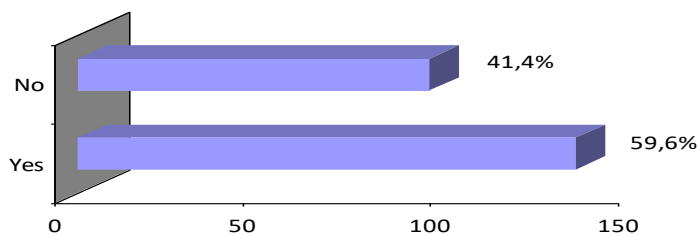


Fig. 8. Respondents' ideas about plans to stay abroad

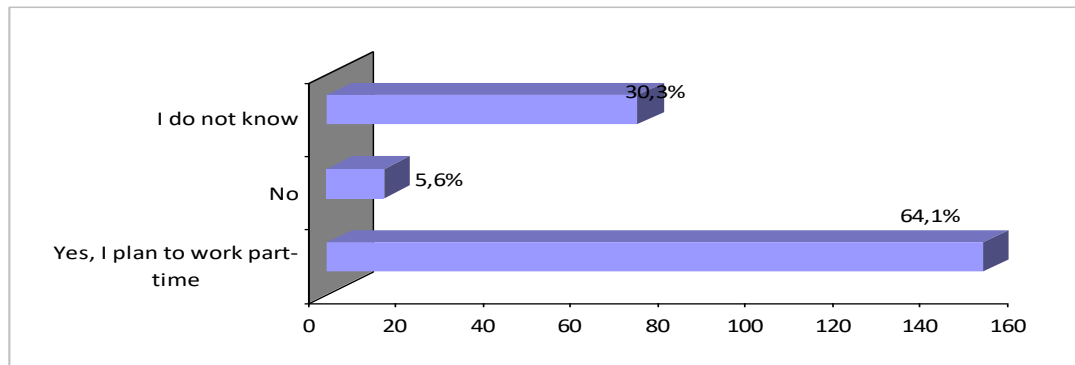


Fig. 9. Respondents' ideas about plans to combine training with work

The issue of Ukrainian youth going to study abroad has only recently begun to be addressed in Ukraine. There is a lack of qualitative research in this area and relevant statistical information. However, the available data allow us to draw certain conclusions. First, educational migration has positive consequences for Ukraine only if Ukrainian citizens receive quality education abroad and return to Ukraine after graduation.

Secondly, the neighboring countries (mainly Poland) have an active policy of attracting Ukrainian youth to support their own education system, with the prospect of using it as a substitute labor force.

Third, a significant proportion of Ukrainian youth go abroad to gain access to the EU labor market and further emigration.

In such conditions, the Ukrainian state urgently needs to pay attention to the educational migration of Ukrainian citizens, and take appropriate measures, in particular:

- a) strengthen monitoring of the quality of foreign education;
- b) to introduce informing Ukrainian citizens who plan to study abroad about foreign education systems and the quality of educational institutions;
- c) to strengthen cooperation with the relevant authorities of countries with a high concentration of Ukrainian students to prevent the emergence of negative attitudes towards them;
- d) to promote the development of joint educational programs on the territory of Ukraine between Ukrainian free educational institutions and the leading educational institutions of the world.

The issue of educational migration remains relevant as one of the main components of general migration processes. Therefore, special attention should be paid to regulating the migration of young Ukrainians. We emphasize that the formation of organizational and economic mechanism for managing educational migration is impossible without building active cooperation of key actors – government agencies, employers, institutions, NGOs, youth volunteer organizations and associations and able-bodied young people entering the market of educational services, and later on the labor market (Fig. 10).

Note that educational migration is usually assessed as a positive phenomenon for the country of origin of students [14]: it is improving the quality of education, gaining access to a wider choice of courses and disciplines, establishing social contacts and learning / improving a foreign language and more. However, Ukrainian youth see educational migration mainly as one of the ways of emigration, a kind of “social elevator” [4], which provides an opportunity to enter the labor market of the EU.

CONCLUSIONS

Important factors influencing migration in Ukraine, in particular the relocation of educational flows, in recent years have been: job offers, armed conflict in the east, general economic instability, family circumstances, opportunities for self-realization, and political problems.

Therefore, today the cooperation between the main subjects of migration policy transformation is especially important: the state, business structures, public organizations, educational and scientific

institutions. For young citizens, such effective cooperation in the context of the functioning of the mechanism of educational migration management will ensure personal development, increase material income and bring moral benefits.

As a result, organizations will be able to attract highly qualified staff – those young workers whom they will provide jobs, as well as a positive image and increase profits through the use of creative ideas of young workers. Due to this, the state will have economic growth in all spheres of activity, effective social development, balance of the labor market and cultural progress.

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