

UKRAINE IN THE EDUCATIONAL MIGRATORY SPACE: CHALLENGES OF THE PRESENT



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Abstract. The article describes the essence, features and causes of educational migration, which poses a threat to the social and economic development of the country and sustainable development of society. The main threats of educational migration for potential are determined. Some benefits and costs associated with educational migration movements are outlined. The directions of stabilization of educational migration in Ukraine are offered.

Keywords: *migration, educational migration, migratory processes, intellectual potential*

Introduction

The general definition of the issue and its connection with important scientific or practical tasks. Significant geopolitical transformations have an impact on all aspects of society's life, including migratory processes. The intensity, character, orientation of migrations of Ukrainian population radically changed after the collapse of the USSR and gaining independence, which made the country open to the world, and its citizens acquired the right of freedom of movement. The signing of the Association Agreement and the path to the visa-free regime between Ukraine and the EU have led to a number of important reforms in the field of migratory management.

The analysis and taking into account the current migratory trends in our country and, particularly, a massive interstate migratory

movement in the context of Ukraine's participation in the European and global migratory space is considered as one of the

important factors in the formation of its own national policy. Educational migration is a particular threat to the social and economic development of the country and sustainable development of society, since the formation of highly skilled scientific personnel, the accumulation of intellectual capital, and the increase of the country's scientific and technological potential is one of the important factors of economic and social progress.

Analysis of the latest researches and publications. A lot of studies of native scientists are devoted to the theme of Ukrainian migration, its causes, its consequences and possibilities of stabilization, among which the researches of A. Kruglashov, I. Gnybidenko, M. Romanjuk, E. Libanova, T. Lupul, O. Malynovskaya, V. Makar, I. Markov, A. Pozniak, V. Sadova, A. Sych, V. Troshchynskyi and others. At the same time, looking at the migratory processes in details, the researchers pay much attention to labour migration in their studies, while leaving the educational migration problem without sufficient study.

The purpose of the article is to study the peculiarities of educational migration in Ukraine, to find out the main causes of the process of its dissemination and to identify the main measures to reduce its volume and preserve the intellectual potential of the country.

Presentation of the main research material. The modern stage of globalization, the Europeanization of social and economic processes and phenomena, has identified educational migration as a powerful, intellectual, meaning-based form of migratory movements, which is activated with the creation of a single European Higher Education Area (EHEA) and the European Research Area (ERA). The implementation of the idea for the European Union Common Market for Freedom of Movement of Knowledge should open the boundaries between historically different educational systems, activate the academic movement - for students, teachers and researchers through the introduction of a clear and understandable process for all participants in the system of diplomas, the transparency of the award of degrees, the equivalence of qualifications, etc. [7].

In 2008, it was predicted that by 2012 young Europeans between the ages of 16 and 29 will be given an opportunity to study abroad – by 15%, by 2015 – 30%, and by 2020 – 50% of their total number. The fact that studying abroad should become the norm for young Europeans is confirmed by real data: since 1987, nearly 1,7 million students, along with university education, have also studied in other foreign universities [6].

According to UNESCO, in the period from 2000 to 2012, the number of Ukrainian students abroad increased by more than four times and reached 37 thousand. Especially rapidly it grew in countries where flows of labour migration were directed. During the last two years, the growth of the number of Ukrainians who went abroad to study abroad has accelerated. According to the annual monitoring of the number of Ukrainian citizens studying at foreign universities in the day-to-day form of education, carried out by the SEDOS analytical center (covering 34 countries of the world), in the 2013/2014 academic year, 47,724 Ukrainian citizens were studying abroad (Fig. 1). The largest of them are Poland (15 thousand), Germany (9 thousand), Russia (6 thousand), Canada (2 thousand), Czech Republic (2 thousand), Italy (1,9 thousand), USA (1,5 thousand), Spain (1,4 thousand), France (1,3 thousand), Great Britain (1 thousand) (Fig. 2)

In turn, the number of students studying in native higher educational institutions tends to decrease (Fig. 3) [4].

However, experience convincingly suggests that solving the issue of improving the quality of human potential only through educational institutions, without the active cooperation and interest of employers, government agencies and employees themselves is almost impossible. That is why, in the field of ensuring the conformity of native vocational education to modern requirements, there are a number of unresolved problems, including such as: its excessive focus solely on knowledge acquisition, poor vocational guidance work among young people, lack of practice in acquiring new knowledge and skills in adulthood.

As a result, the structure of vocational training of Ukrainian youth – both in the specialty and at the qualification levels – does not meet the requirements of the labour market; more than 40% of the population (by

separate groups of professions –up to 70%) do not work in the profession received by the educational institution; many specialists with higher education, older than 40 years, rely on long-time outdated knowledge without having an idea of contemporary world and even

native developments; virtually no training for workers capable of creating and implementing innovative technologies (training specialists in the specialties that determine the new technological forms does not reach even 0.6% of the annual output) [5, p. 31].

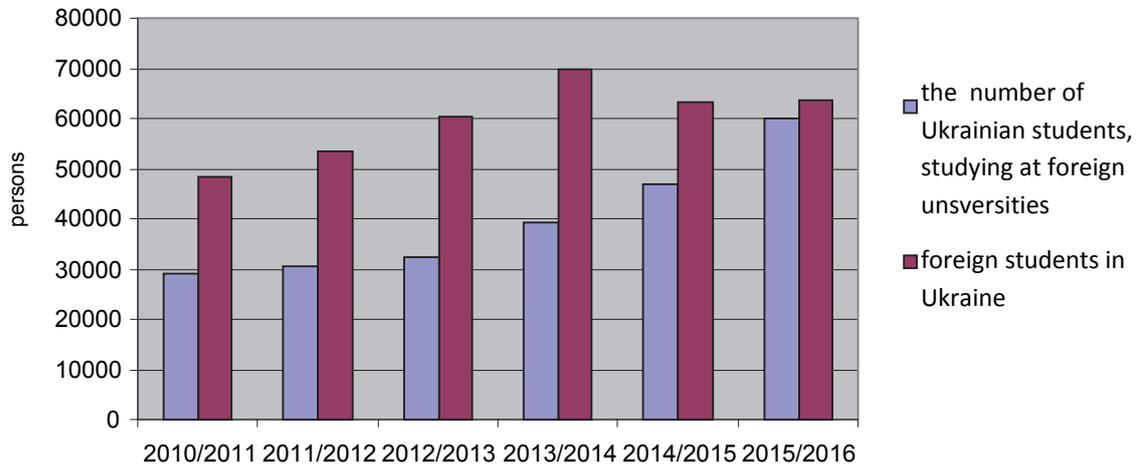


Fig.1. The number of Ukrainian students studying at universities abroad and the number of foreigners studying in higher educational institutions of Ukraine compiled by source [1, 3]

The number of Ukrainian students at foreign universities in the 2014/2015 academic year was 59,648. Poland, Germany, Russia, Canada, Italy, Czech Republic, the USA, Spain, Austria, France and Hungary continue to be among the most desirable countries for education. The growth dynamics from 2009 to 2015 amounted to 129%.

Comparing the last two years, the growth is almost 29% or 13 266 people. Moreover, 2/3 of this increase was made by Ukrainians studying at Polish universities. They showed the most rapid increase, both in absolute and relative terms, from 14 951 to 22 833 people. Also, the Canadian, Czech and Italian universities demonstrated significant relative and absolute growth of Ukrainian citizens at the studios [2].

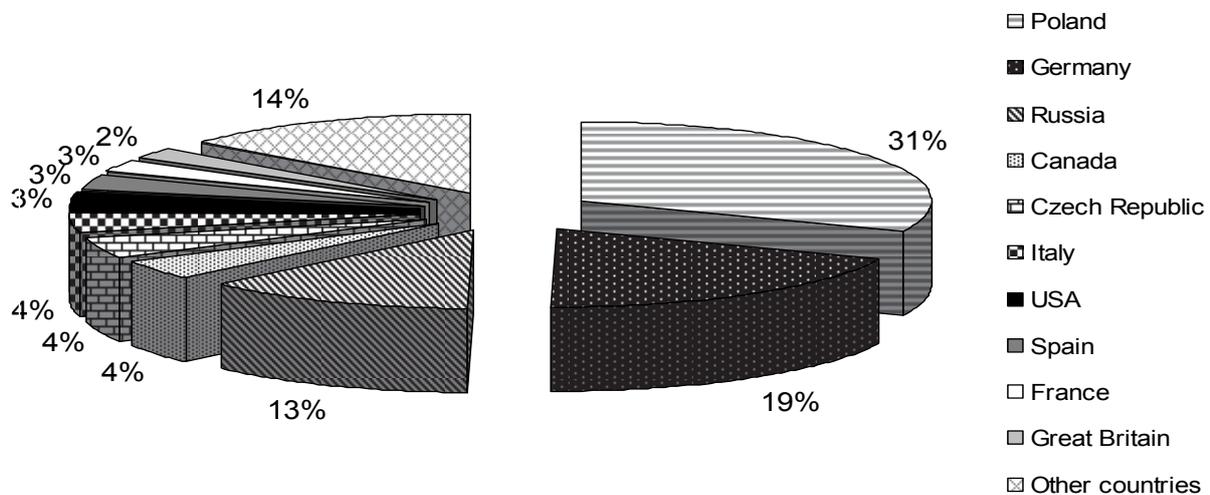


Fig.2. Vector orientation of educational migration from Ukraine compiled by source [1]

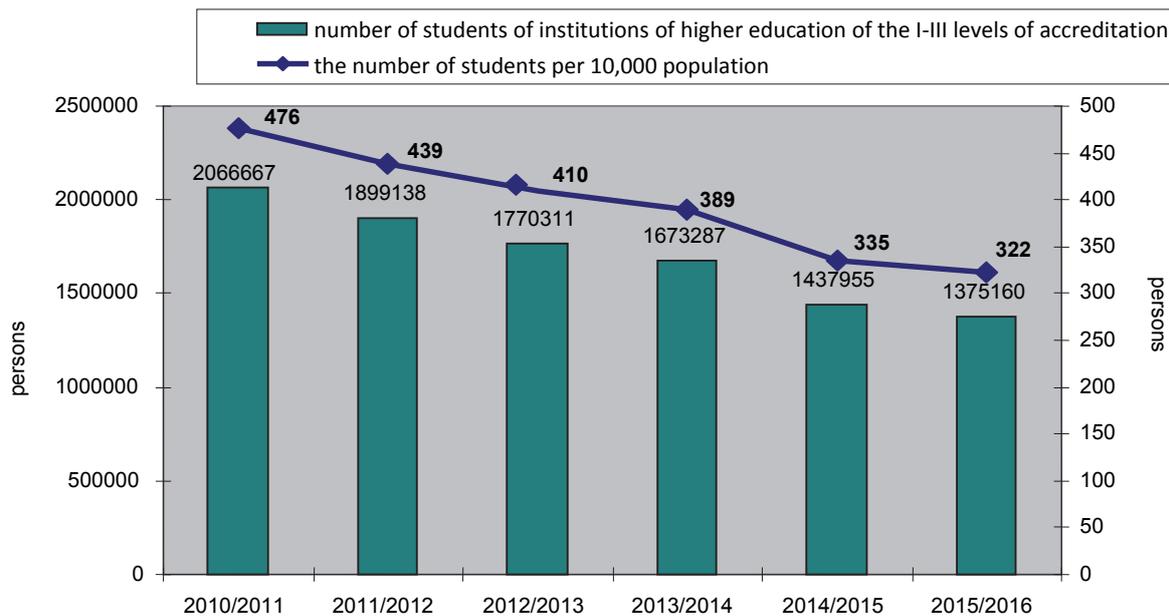


Fig. 3. The number of students of institutions of higher education in Ukraine compiled by source [4, c. 9]

Before the crisis, the number of foreign students in Ukraine has steadily increased and in 2013 reached almost 70 thousand. The most popular is medical and pharmacological education. Almost half of foreign students are citizens of UIC countries. However, as a result of the war in the east of the country, the arrival of educational migrants began to decrease.

It is worth noting that Ukraine inherited a system of education that according to sectoral directions corresponded to the territorial-sectoral structure of the economy of the former Union. At that time, there were 9 universities in Ukraine, and throughout the Union – 86. Typically, migratory flows of those, who wish to get education were sent to industrialized regions (Kharkiv, Dnipropetrovsk, Lviv, Odesa regions, and the city of Kyiv).

The motivational basis for entering higher education institutions that carried out educational activities in major regional centers was: the prestige of higher education institutions for the future profession, territorial accessibility, and minimal costs for moving from rural to urban areas and living there [7].

After independence in Ukraine, new universities and other newly created higher

educational institutions of the III and IV levels, whose functioning substantially diversified the migratory flows, began their educational activities. So, at the beginning of 2012/2013 the network of higher education institutions included 823 higher education institutions of all accreditation levels and forms of ownership, including 199 universities [6, p. 17]. Among them there is an increase in the authority of higher education institutions, universities of those regions, which in previous decades stood aside from migratory educational displacements. Today, almost all regions of Ukraine have become powerful educational centers that attract interregional student flows [7].

Native and foreign ratings of higher education institutions of Ukraine (Ministry of Education and Science of Ukraine, «Compass 2013», «Top 200 Ukraine»), aimed at organizing a huge amount of growing information, to assess the authenticity and objectivity of educational opportunities of universities, is a peculiar benchmark for university entrants to choose higher education institutions. According to ratings, it is possible to predict the likely directions and volumes of educational migration to certain cities and regions. And in favor of the attractiveness of higher education institutions for school graduates and their parents shows not only

the quality of curricula, staff, employment opportunities, but also the organization of learning through research [7].

Educational migration is the part of the process of integration of education, science and production, namely: the joint use of the potential of educational, scientific and production organizations in the mutual interests (in the areas of training specialists, professional development and retraining, conducting joint research, implementation of scientific developments) [11, p. 50].

Necessary conditions for educational migration are:

- capacity for educational activities,
- desire and opportunity to carry out educational activities;
- availability of appropriate educational institutions in the country (region);
- the advantage of the influence of educational migration factors on the desire to stay in the country (region) of residence.

According to researchers, the specific feature of educational migration is its least harmful nature, in contrast to other types of migration. The desire for educational migration is due to incomes not only for the educational sector (or a separate higher educational institution), 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 qualification [12, p. 219].

In the structure of general migratory flows, educational migration is due to the satisfaction of social needs in the education received and the improvement of the level of qualification. At the same time, educational migration can to some extent be in line with the laws and social and economic type of migration.

As a precondition for educational migration, educational mobility is based, first of all, on the individual's desire to receive a certain education, which can be classified in terms of the desired level of qualification, professional direction, educational lows and the desired result.

In its essence, educational migration involves a temporary stay in the territory of

the institution of education with the subsequent return of the migrant to his former residence. On the one hand, educational migration (from the point of view of the territories of arrival and departure) can be considered as a set of displacements of educational migrants, and on the other hand (from the educational migrant's point of view) as a set of displacements for the purpose of migration. Educational migratory flows on a geographical basis can be divided into internal and international ones. Internal educational migration is directed to cities and regions with a developed network of educational institutions and is divided into interregional and intra-regional movements. External educational migration can be considered as international (transfer to an educational institution of another country) and macro-regional (transfer to an educational institution with another educational system) [9].

Free decision-making on movement determines the voluntary sign of the choice of educational migration. But considering the vast majority of young people as participants in such a migratory process, it is advisable to separate the decision-making style: an individual (the migrant person has made a decision on the transfer) and a collective one (the migrant's family took part in the decision taken). This makes it possible to identify additional factors that have a greater impact on the decision to migrate not only to the migrant himself but also to his family.

According to the model of investing in human capital, while making a decision on emigration, a person compares the benefits of migration to the costs associated with the move. However, in the case of student migration, this model is complicated by the fact that education is also an investment in human capital, since it usually increases future income. With this in mind, students can go to study abroad in two cases:

- if opportunities for home training are limited, but the return from education at home is high, so they get the desired education and return home. This experience is positive, since it increases the competitiveness of an employee who remains to work on the native labour market;
- if there is a possibility to study at home, but the return on education is lower than in the destination country, so they go to study

abroad with the intention of staying there permanently. A similar situation leads to a decrease in human potential due to the loss of skilled personnel [8].

It should be noted that the majority of Ukrainian students studying abroad were migrating for the second reason. Because access to higher education in Ukraine is virtually unlimited due to a substantial public order and a relatively low cost of tuition on a contractual basis, the return on higher education is relatively low. According to studies in 2007, each year of higher education on average increased the monthly salary by 5,6%. At the same time, the return on education in the EU was significantly higher. In 2005, in the 28 countries of EU, the average wage increase after higher education was 43% (for example, Poland 45%, Germany 32%, and Czech Republic 44%) [2].

Note that there are certain benefits of educational migration: higher wages are after graduation in the country of migration, taking into account the probability of finding a job after studying at the university; higher quality of education and better learning conditions.

At the same time, costs related to educational migration include: tuition, travel costs and living costs; unemployed wages in Ukraine during the transition and training. Educational migration also involves a psychological aspect through separation from the homeland. Discomfort decreases in countries where more compatriots live and in countries that are culturally close to Ukraine.

In this context, it is also interesting that, in general, many countries are very loyal to the work of foreign students during their studies. For employment, they do not require a special work permission, enough already existing residence permission for study purposes. However, almost everywhere there is a certain restriction on the time of employment. In Austria, Hungary, and Spain, foreign students can work half the work day during the semester, and during full-time vacations. Germany, Italy and France only work half a working day (France 60%) regardless of the time of year. In Poland, starting from 2015, foreign students can work while studying without restrictions, but training still has to remain the main purpose

of their stay and, while extending the residence permission, local authorities may issue a negative decision if they see the opposite. In all countries, the employer applies to the local administration for the employment of a foreigner and must provide the same working conditions as for the citizens of that country. In addition, there are certain features. For example, in France, a student can not be self-employed while studying, and in Spain, earnings should not serve as a means of securing financial requirements for residence permission [2].

Unlike work while studying, the policy of those who have already completed the university has two opposing approaches. Countries with high unemployment, especially among young people, do not introduce any benefits for foreigners who have graduated from their universities. Therefore, in Spain, Italy and Hungary, if a foreign student plans to stay and work in these countries after graduation, he / she must obtain residence permission for work, and before that, in fact, find an employer who will hire a job. Instead, countries that do not have major unemployment problems offer certain benefits for foreigners who have received higher education in their universities, trying to reduce the effect of «brain drain» and «brain waste». Austria and France allow graduates of master's programs to remain in their territory for six months from the time of release for employment purposes. Poland and Germany grant such a right for a year and a half, respectively. Typically, the job found should correspond to the qualifications obtained at the university, and employers should show that they can not take a vacant seat of a citizen of that country.

In early May 2016, the European Parliament adopted a new directive that should make the EU countries more attractive to foreign students from third countries. In particular, all EU members (except Denmark, Ireland and the United Kingdom) must allow foreign students who have completed their universities in the country for the purpose of seeking work or self-employment for at least 9 months after graduation in the next two years [2].

In modern conditions, when national competitiveness determines not only the

accumulation of tangible assets, but also the development of «human capital», the threat of «brain drain» is a major threat to the country's economic security. It also means the internal overflow of intellect in education, science, culture in less intellectual fields of activity, and also the «brain drain» abroad, which is carried out in two main ways (directly through the emigration of intellectuals to other countries and the use of our scientific potential by foreign institutions and corporations in Ukraine).

Among the important factors of educational migration, which determine its main directions in Ukraine and other countries of the world are:

- the unevenness of regional and rational development, first of all in the possibilities of obtaining high-quality education,
- competitive prices for educational services in specialties traditionally considered prestigious in the labour market,
- attractive teaching conditions in different countries and regions;
- employment problems in a country or region of permanent residence, especially when it comes to rural areas or depressed regions.

It is also important to note that the economic development of the country plays a significant but not decisive role in the choice of the country of study [14].

The main reason of the «outflow of human capital», especially from academic fundamental science, is the steady trend of annual reduction of budget expenditures on science. The rates of reduction of science expenditures in recent years were 1,5 - 2,8 times higher than the rates of reduction of the gross domestic product and the actual volumes of the state budget.

The wage gap of a Ukrainian and, for example, American specialist of the same qualification is measured by tens and hundreds of times. Invited to Japan Ukrainian physicists receive 6,5 thousand dollars per month. The emigration of Ukrainian intellectuals undermines the country's scientific potential: it is worthwhile for a research institution to lose only 2-3 «ideas generators», as the work of entire creative teams, and sometimes institutions [15].

For promising young people, emigration remains the only way to quickly improve prosperity without abandoning scientific activity. At the same time, the number of emigrants with a PhD degree has increased [13].

Ukraine has lost the largest number of Candidates of Science in the field of migration with the United States, Russia, Germany and Canada [3; 13]. The highest intensity of graduation of candidates of science (twice the average in aggregate level) is observed among persons aged 31 - 40 years, that is, those age groups of skilled personnel who, on the one hand, have rather considerable work experience, and, on the other hand, maintain a high standard of health and disability.

According to a study by the Institute of Demography and Social Research of the National Academy of Sciences of Ukraine, among people under the age of 35 who work in scientific institutions of the National Academy of Sciences of Ukraine. However, almost every fourth respondent (36,6%) would have agreed, if possible, to go abroad as a scientist. On the other hand, the proportion of people who would not agree to relocate to another country under any circumstances to engage in scientific activities was only 7,7% [16, c. 310; 13].

Young scholars who have not yet received a degree are more likely to be relocated to another country with a condition to work in the scientific field – 39,3% of those polled agree. Instead, among the candidates of science, similar guidelines were found in 31,9% of cases. To a certain extent, this fact is due to the fact that obtaining a degree is an important milestone in the career of scholars, so those who have overcome this border, have more self-realization in the field of research in their homeland and have better prospects for career growth in their own country. This thesis can also be confirmed by analyzing the responses of young scholars to the question of whether there is a possibility to make a good salary by working in the scientific field of Ukraine: among the candidates of the sciences, the respondents gave a more assertive answer than respondents who had not yet obtained a degree (11, 4% and 8.1%) [13].

During the 20 years of independence from Ukraine, tens of thousands of employees of the scientific sphere left their permanent place of residence and worked abroad, the main percentage of whom are people of productive age.

Typically, the following flows of labour migration of young people arise on the basis of learning mobility [17, 13]:

- departure to a permanent place of residence with access to the labour market;
- departure of young people to work abroad for short periods of time (departure of students for summer holidays);
- departure to study with simultaneous work (as a rule, employment is illegal);
- departure for an internship with simultaneous hiring.

The most accessible way of leaving for the youth is the seasonal migration during the student holidays in the West. But the most important thing is going to study with the aim of completing education after several years of studying at the Motherland. And the most important role here is the active implementation of the Bologna system in Ukraine, the realization of which implies the availability and development of learning mobility.

Often students tend to «leave» their homeland, stay alive and work in the West. But there are young people who really know the price to their intellectual level, and will not agree to any work only for the sake of staying alive and working in a more economically prosperous country [17, 13]. Thus, people who are actively engaged in science, have strong ties with the country of origin, are unlikely to remain abroad. Therefore, it is necessary to select such students for studying abroad. The rapid increase of international mobility of the population of Ukraine, which is taking place under the conditions of globalization and the growth of the intensity of world migration, raises an urgent problem - the regulation of migratory processes, providing them with an organized, safe and non-conflictual character [18].

The Concept of Migratory Policy of Ukraine states that it is aimed at ensuring good governance migration, creating conditions for sustainable demographic and social and economic development, improve national

security by preventing uncontrolled migration and elimination of their consequences, harmonization of national legislation the sphere of migration with international standards, the strengthening of social and legal protection of Ukrainian citizens who are in danger respect or work abroad, adhere to the principles of protection of Ukraine's interests, as well as the fact that the threat to the national security of Ukraine is made up of: illegal migration; aggravation of the demographic crisis; leaving Ukrainian scientists, specialists, skilled labour .

In the Law of Ukraine «On the Fundamentals of National Security of Ukraine», the main real and potential threats to the national security of Ukraine include illegal migration (in the military sphere and the sphere of security of the state border of Ukraine) and the outflow of scientists, specialists, and skilled labour outside Ukraine (in the social and humanitarian spheres). Illegal migration from Ukraine is not included to threats for national security and the state security and government agencies, both central and local, underestimate the threat to national security from illegal labour migration from Ukraine.

Therefore, the regulation of migratory processes at the macro level should become a significant component of the social and economic policy of the state. The task of managing migration, especially its external forms, is not to reduce barriers through a system of administrative and restrictive measures that do not allow migrants to penetrate developed countries, but how, based on observance of rights human and humane principles to manage migratory flows of the population, in particular, permanent migrants and migrant workers, taking into account the interests of the state, host countries and regions [18].

Measures of migratory policy are to ensure the ordering of the country's migratory space and to take under the effective state control those migratory processes that take place there.

Among the main tasks and activities in modern conditions are the following:

- 1) resettlement and employment of forced migrants from the regions of Donbass and Crimea;

2) to intensify the negotiation process on concluding agreements on mutual employment of citizens and their social protection with countries in which the number of migrant workers - citizens of Ukraine - is the largest;

3) to facilitate the acceleration of the amendments to the agreements on cooperation in the field of labour migration and the social protection of labour migrants;

4) to implement measures for the adoption of draft agreements regulating the movement of labour with EU countries;

5) to prepare a comprehensive state program for the regulation of migratory processes with a clear distribution of powers and responsibilities of central executive authorities and local self-government bodies;

6) to take measures to reduce the extent of illegal labour migration of the population beyond the borders of the country;

7) to work on the introduction of analytical reporting in order to control the return of citizens to Ukraine who were provided with tourist services;

8) to create effective mechanisms for the legalization of incomes of citizens who work abroad: to work out a mechanism for creating favorable conditions for the transfer of money transfers to Ukraine labour migrants - citizens of Ukraine;

9) to study the system of taxation of labour migrants from other countries and to regulate the regime of taxation of incomes of labour migrants - citizens of Ukraine;

10) implement practical measures to regulate educational migration (today more than 60 thousand Ukrainian students study abroad and the same number of foreign students study in Ukraine), at three levels: state, regional and higher educational institutions, both with donor countries and with countries - competitors in the market of educational services.

11) to develop mechanisms for counteracting the negative migratory tendencies of creative, and especially creative individuals, who may have a destructive effect on the social and economic development of certain territories and the state as a whole [18].

We emphasize that in order to reduce educational migration, it is necessary to implement a system of measures that must have a clear internal and external focus. First

of all, it is necessary to take a series of measures aimed at macroeconomic stabilization and improvement of the economy - creation of jobs, expansion of foreign investment, etc. External measures should provide civilized forms of departure of workers abroad and the possibility of their free return from abroad, as well as guarantees to our compatriots to protect their rights abroad.

It should be noted that the regulation of international educational migration flows can be carried out at different levels: international, state, regional and educational institutions.

It is expedient to include in the mechanism of realization of measures on attraction of foreign students:

- elaboration and clarification of the conceptual provisions on the strategy of development of education in Ukraine on the prospect and separately the Concept of attraction and work with foreign students;

- initiation of necessary changes in legislation;

- creation of an organized institute for the function of «education of foreigners in Ukraine» in the state;

- training of educational policy managers for work in both Ukraine and in countries of potential supply of students (China, Iraq, Russia, India, countries of the African continent);

- development of targeted programs for attracting foreign students and supporting their stay in the regions and in leading universities of Ukraine [9].

In order to realize and practically implement these transformation directions, it is necessary:

- formation, modernization and information reorganization of the national educational system on the principles that could prove that it is truly competitive in the world educational market and provides a high level of acquiring knowledge;

- providing decent and comfortable living conditions for foreigners in their territory, which means solving economic, adaptive problems and employment problems [9].

From the foundations of the state policy of attracting foreigners to education and ensuring a high level of education, a large proportion of the activities should be carried

out by universities and institutes themselves. At this primary level it is expedient:

- development of the program «foreign student» (in each educational institution own);
- definition in the region of the needs and possibilities of infrastructure development for the educational sector (campus, security and quality of domestic services, production (practical) base);
- development of a system of events «high quality of training for foreign students»;
- Improvement of managerial and organizational technologies of interaction between the institute administration and students, city and students;
- Inclusion in the mechanism of support for the employment of students after graduation; activation of work with graduates who leave Ukraine, under the program of initiation of «acquaintances abroad» for studying in Ukraine.

The complex of such tasks is significant in volume and difficult to solve them. It includes price policy in the educational sector, preferential taxation policy for higher educational institutions, staff policy, employment, contractual policy with migrant - supplying countries, budget support for this educational sector, advertising and information work, etc. [9].

The attraction of foreigners to study in Ukraine is at the same time a state strategy

for the export of educational services to the world social and economic space. This export requires specific work in the world of educational services. Therefore, it is inappropriate to reduce this problem to the «internal economic benefit» in the present-day dimension. It is possible to compete in the world only under the conditions of deep analytical knowledge about educational potential, level of knowledge, methods of managing the knowledge process in other countries [9].

Regulation of educational migration must be carried out on two sides: migration regulation and education regulation. Regulation of migration takes place within the framework of migratory policy, which is defined as «the system of legal, financial, administrative and organizational measures of the state and non-state institutions on the regulation of migratory processes from the standpoint of migratory priorities, quantitative and qualitative composition of migratory flows, their social, demographic and economic structure» [19, p. 23; 9]. Regulation of education takes place within the framework of educational policy, which is defined as «a set of goals, objectives, principles, programs and basic directions of the activity of education management bodies, aimed at the organization of scientific and methodological and implementation support of the educational development strategy» [20, p. 22; 9].

Conclusions and perspectives of further research in this area

The native educational system faces complex tasks of two types: self-improvement and unlocking in the world. These tasks are interrelated, but the methods and procedures for their implementation are different. The first type is in force by the higher educational institutions with the support of the state, the second - under the power of only the state, but with the support of higher educational institutions. In this regard, the governance model should be changed in the educational sector. From the modern hierarchical model, it is necessary to move to the model of «cluster partnership» in which the supercluster (level of the ministry) is responsible for the state policy and ideology of the development of education, and the regions and higher educational institutions form the whole organizational and educational process in which image competition is supplemented by competition on the results [9].

Taking into account the foregoing, let us emphasize that by intensifying the policy in the field of educational migration, the state:

- receives real cooperation with the recipient countries of Ukrainian students;
- receives a system of agreements with Western countries as recipients of Ukrainian educational migrants, which is the norm of interstate cooperation;
- by attracting foreigners to studying, new citizens who enter the Ukrainian society in the best way – through the education system; which young people have mastered the necessary specialties,

know the language and have already adapted for years of study in the social and cultural context of the country;

- dramatically increases the degree of manageability of the immigration process, which is a key task in the field of Ukraine's migration policy.

Therefore, the obvious economic, social and political benefits of educational migration should be the basis for making educational migration an important part of the migratory policy of Ukraine in the context of the transformation of the Ukrainian labour market [13].

Every year the number of labour migrants is increasing. Ukraine is considered to be one of the largest donor countries of labour resources. The problem is that in our country there is no statistics on the actual number of Ukrainian citizens who work abroad. There is also no real data on migration volumes. This distorts the picture of migratory processes in Ukraine, makes it impossible to regulate them effectively and requires more attention from the government on this problem, which determines the prospects for further research.

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