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Ukraine***REGIONAL PECULIARITIES OF
EDUCATIONAL MIGRATION IN
UKRAINE***Received:* January, 2010*1st Revision:* March, 2010*Accepted:* April, 2010**ABSTRACT.** Trends, feature and tendencies of activation educational migration of students and teachers on internal regional, between regional levels in Ukraine and at world level are defined.**JEL Classification:** A14,
Q15, R23**Keywords:** educational migration, students, teachers, region, Ukraine.**Introduction**

Actuality. Under globalization, europeisation of social and economics processes the role of educational migration as an important and intellectual by content form of the migratory movements of population grows. A present manifestation and peculiarities of this process are caused by a creation of joint „European Higher Education Area” and „European Research Area” that provide the openness of academic movement - for students, teachers and researchers. Under globalization next to four freedoms of movements (capital, labour force, commodities and services), the «fifth freedom» for the common market of European Union becomes institutional – it’s the freedom of movement of knowledge. Removal of virtual, though perceptible borders between the historically different educational systems requires the introduction of the clear system of diplomas, transparency of awarding of scientific degrees, equivalence of qualifications for all the participants of this process.

Educational migration in Europe has its deep historical roots. Creation in XII-XIII centuries of the first universities in Western Europe added educational character to the migration. The first European university «Auditorium» was opened in 425 by the Byzantium emperor Theodosius II. Other universities of Europe followed: Bologna University (in 1119) in Italy, in France - Sorbonne (in 1170), in Spain (Seville - in 1254), in England (Oxford - in 1163) [1].

The admission of Ukraine to the Bologna process created the preconditions for a gradual penetration of students, teachers and young researchers into the civilized mainstream of academic mobility, which creates the opportunities for personal development, strengthening of cooperation between researchers and research institutions internationally and in Ukraine. This process improves the quality of higher education and research activity.

The main part of educational migration which is carried out in Ukraine has specific displays on regional and interregional levels. Therefore the purpose of the article is to define the features and tendencies of educational migration of students and teachers on internal and interregional levels in Ukraine and worldwide.

Internal and interregional educational migration of students

Ukraine inherited the system of education, in which placing of higher educational establishments by professional orientation corresponded at that time to territorial structure of economy. Therefore the most industrially developed regions – Kharkiv, Donetsk, Dnepropetrovsk, Lvov, Odessa, Kyiv became the large centers of delivery of educational services to population, attracting of migration flows of persons interested to get education. Approximately 40% of educational institution of first and second level of accreditation and 60% of educational institution of third and fourth level of accreditation were situated in those regions, in which studied approximately the same ratio of student – 40% and 60% [2, p. 433, 435]. In previous years young people entering into the University or Institute were guided by consideration of prestige of higher education institution on the job market, of territorial availability and the migration decisions were taken after a criterion of efforts minimizations (we are talking about migration village-city). Study migration to a city or other region contributed to formation of migratory experience, and to experience of living separately from family.

Nowadays the cities and regions with the developed network of higher educational institutions are the centers of attractions of migratory flows of persons interested to get education. These higher educational institutions continue to occupy leading positions in Universities ratings for quality and accessible education due to application of innovative forms of studies, introduction of computer technologies and high professionalism of teaching staff.

According to government statistics in the 2008/09 academic year in the above cities and regions carried out educational activities 48.4% of educational institution (I-IV level of accreditation), including 50% of universities. 44.4% of students of educational institution (I-II level of accreditation) and 61.0 % of student of educational institution (III-IV level of accreditation) studied there [3, pp. 24, 27].

In the last years we may notice the increase of credibility of educational institutions in the regions with low level of economical development. The competitiveness of former peripheral higher educational institutions rises nowadays because they have a higher level of teaching staff, high level of academic mobility (international relations, publications, participation in academic exchanges, higher level of integration of students and graduate students in the world information system). Consequently, regional cities of such regions, as Volyn, Ternopol, Zakarpattya, Rivne became today the powerful educational centers, taking considerable part of interregional flows of students.

To define the volume of regional and interregional educational migration we used official statistics data of state statistical report N2-3NK. We analysed the data about students who needed the settlement in campus. Sure the analysis is not complete because some part of students live in private sector and some part are extramural student who arrive just to pass examinations.

On the regional level the analysis of educational migration based on this index (Table 1) allows to determine its following peculiarities, patterns and trends.

1. During the last 5 years the growth of quantity of students of 107,3% is conditioned by the growth of potential of the national educational system, be increased volume of financing for development of human capital. The increase in number of newcomer students

(136.2%) living outside the university regions proves the growth of educational migration on regional and interregional levels.

2. The former migration centers preserved their dominating positions. But in Dnepropetrovsk, Donetsk and Kharkov regions the percentage of newcomer students didn't change and in Lvov and Kyiv region the percentage grew (absolutely and relatively) and in Odessa region the percentage – fell down. In the analyzed period we observe the reduction of migratory movements' volume in those regions which proves the activation of educational activities in other regions of Ukraine.

3. If we consider the rate column than we can define 3 groups of regions (Table1). First group, in which the rate of educational migratory movements exceeds the rate of total quantity of students, demonstrates the growing role of educational migration in education. This trend is inherent to higher education institutions of Volyn, Transcarpatian, Ivano-Frankivsk, Kyiv, Kirovograd, Lugansk, Lvov, Mykolaiv, Rivne, Cherkassy, Chernivtsi regions, cities Kyiv and Sebastopol.

4. The group of regions in which the rate of educational migratory movements are lower than the rate of total quantity of students. They are Zaporizhia (114% and 118,5%), Odessa (87,1% and 106,7%), Poltava (93,3% and 105,4%), Ternopil (82,3% and 93,4%), Kharkiv (98,6% and 102,1%), Khmelnytsk (113,2% and 115,2%), Autonomous Republic of Crimea (67,3% and 99,8%). In those regions the local population is more actively involved in contingent formation of higher education institutions than the newcomer students

5. Almost identical rate of those indexes are in Vynnytsia, Dnipropetrovsk, Donetsk, Soumy, Chernigiv regions. The value of indexes shows that the population of those regions and volume of external migration flows are roughly equal form contingent of higher education institutions of those regions

The important index showing the volume of educational migration in Ukraine is the share of rural youth in the total number of persons, admitted to institutions of I-IV level of accreditation (picture 1)

According to the picture 1, the contingent of higher education institutions of I-IV level of accreditation is formed mainly from young people who live in rural areas. As a result of a special program for admission to the University of rural youth (Law of Cabinet of Ministers of Ukraine (29.06.1999, N 1159) "About the education of rural youth") rural youth forms the biggest part of the contingent of universities. Thus, in 2008 among of higher education institutions of I and II accreditation levels more than half the people enrolled is a rural youth. While the average figure for Ukraine is 42.5% for the higher education institutions of I-II levels and 32.7% for the higher education institutions of III-IV, respectively in 19 and 20 regions.

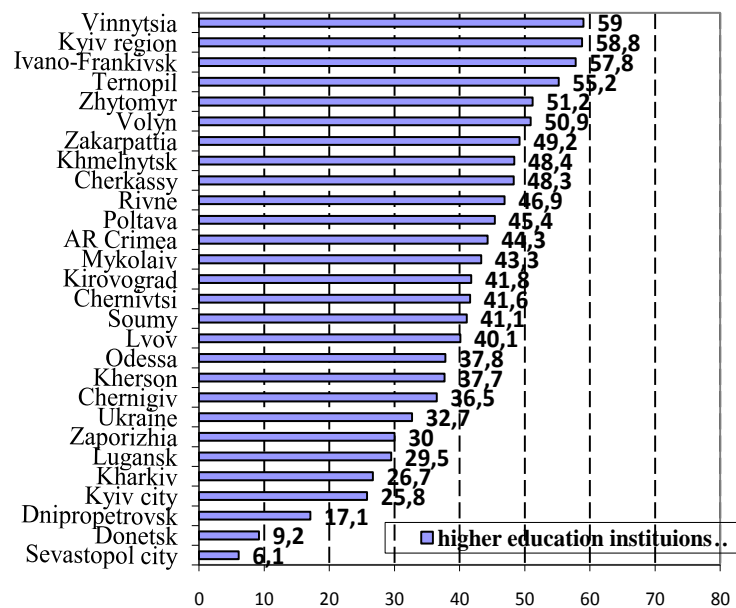
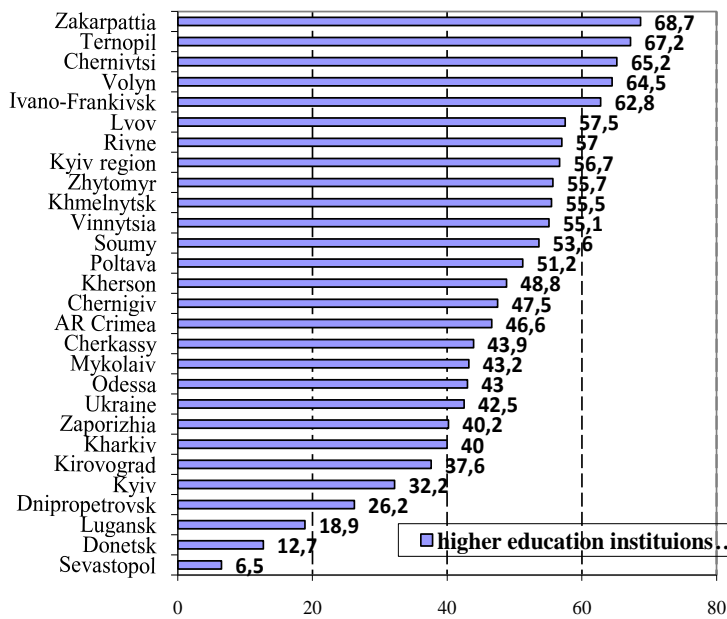
Thus, those indicators confirm the high volume of educational migration in the regions of Ukraine. Overall potential of educational migration is determined by various factors, among which dominate: the high prestige of the specialty, the high prestige of universities located in regional centers, high quality of educational services, attractive conditions of studies and accommodation, the possibility of high earnings, career growth in the future, more chances for employment in the big city.

Table 1. Indexes about educational migration in the regions of Ukraine during 2004/05 – 2008/9 academic years [4, p.4, 5, 54; 3, p. 27, 51, 120, 122, 200]

	Newcomer full-time students in institutions of I-IV level of accreditation to be settled in students hostel							
	2004/05 academic year			2008/09 academic year			2008/09 vs 2004/05	
	Q-ty newcomer students	Newcomer students vs Total q-ty	% of region after newcomer students	Q-ty newcomer students	Newcomer students vs Total q-ty	% of region after newcomer students	Rate total q-ty of students, %	Rate total q-ty of newcomer students, %
Ukraine	409206	15,9	100	557374	20,2	100,0	107,3	136,2
Crimea	10199	15,1	2,5	6867	10,2	1,2	99,8	67,3
Vinnitsya	17589	31,9	4,3	17911	32,1	3,2	101,1	101,8
Volyn	6098	18,8	1,5	8616	23,9	1,5	111,0	141,3
Dnipropetrovsk	31836	17,5	7,8	33634	17,8	6,0	103,7	105,6
Donetsk	31258	14,9	7,6	30143	14,9	5,4	96,8	96,4
Zytomyr	14510	29,1	3,5	13318	28,1	2,4	95,1	91,8
Zakarpattja	5296	20,6	1,3	6321	22,6	1,1	108,9	119,4
Zaporizhzhia	11121	11,8	2,7	12680	11,4	2,3	118,5	114,0
Ivano-Frankivsk	10360	17,8	2,5	13115	21,5	2,4	105,1	126,6
Kyiv	12277	6,8	3,0	12313	29,7	2,2	97,7	100,3
Kirovograd	5423	16,7	1,3	5822	18,1	1,0	98,9	107,4
Lugansk	15864	14,6	3,9	17561	15,0	3,2	107,4	110,7
Lviv	32135	21,7	7,9	41864	25,0	7,5	113,1	130,3
Mykolaiv	6403	15,1	1,6	7370	16,8	1,3	103,6	115,1
Odessa	37076	26,3	9,1	32278	21,4	5,8	106,7	87,1
Poltava	17013	24,3	4,2	15875	21,5	2,8	105,4	93,3
Rivne	12711	25,2	3,1	15397	27,4	2,8	111,7	121,1
Sumy	13283	20,4	3,2	11951	20,2	2,1	91,0	90,0
Ternopil	15750	23,3	3,8	12962	20,5	2,3	93,4	82,3
Kharkiv	65200	23,5	15,9	64280	22,7	11,5	102,1	98,6
Kherson	6427	14,5	1,6	6078	14,5	1,1	94,6	94,6
Khelnitskyi	13154	27,6	3,2	14890	27,1	2,7	115,2	113,2
Cherkasy	12274	21,9	3,0	13135	22,7	2,4	103,4	107,0
Chernivtsi	7796	20,7	1,9	11207	37,5	2,0	79,2	143,8
Chernigiv	9660	23,0	2,4	8108	22,5	1,5	85,5	83,9
Kyiv (city)	82781	16,4	20,2	120523	19,2	21,6	124,6	145,6
Sevastopol (city)	2166	10,8	0,5	3155	15,9	0,6	99,2	145,7

Cont. Table 1.

	Foreign citizens studying in institutions of I-IV level of accreditation				Students studying in separate structural subdivisions of main universities in 2008, % to total quantity
	2004/05 academic year		2008/09 academic year		
	person	Regions share%	person	Regions share, %	
Ukraine	22352	100	35599	100	10,9
Crimea	1818	8,1	1773	5,0	49,4
Vinnitsya	534	2,4	1297	3,6	37,3
Volyn	2	0,0	23	0,1	26,2
Dnipropetrovsk	1133	5,1	1310	3,7	11,8
Donetsk	1053	4,7	2208	6,2	12,4
Zytomyr	29	0,1	45	0,1	13,5
Zakarpattja	34	0,2	52	0,1	53,3
Zaporizhzhia	510	2,3	1190	3,3	5,7
Ivano-Frankivsk	171	0,8	818	2,3	14,7
Kyiv	-	0,0	0	0,0	31,3
Kirovograd	224	1,0	157	0,4	14,5
Lugansk	1234	5,5	2781	7,8	3,0
Lviv	577	2,6	1121	3,1	9,2
Mykolaiv	69	0,3	120	0,3	38,2
Odessa	2725	12,2	3760	10,6	4,6
Poltava	458	2,0	908	2,6	17,2
Rivne	19	0,1	21	0,1	10,3
Sumy	213	1,0	627	1,8	10,9
Ternopil	388	1,7	630	1,8	12,6
Kharkiv	4885	21,9	7989	22,4	2,6
Kherson	89	0,4	90	0,3	21,3
Khelnitskyi	20	0,1	57	0,2	16,2
Cherkasy	63	0,3	75	0,2	15,9
Chernivtsi	142	0,6	377	1,1	41,2
Chernigiv	19	0,1	6	0,0	23,3
Kyiv (city)	5887	26,3	7947	22,3	0,1
Sevastopol (city)	260	1,2	217	0,6	24,7



Pic.1. The share of rural youth in the total number of persons, admitted to institutions of I-IV level of accreditation in Ukraine in 2008 [3, p.58, 60]

Today, the volume of interregional educational migration a powerful is influenced by the factor of creation of affiliated higher education institutions in all regions of the. The chaotic increase of structural subdivisions of major higher education institutions in the regions will significantly reduce inter-regional educational flows. Shown in the table 1 share of students of higher education institutions of I-IV accreditation levels can also be regarded as

indicators of a reduction of regional and inter-regional migration of students. The influence of this factor on the amount of educational migration can be seen from two sides. On the one hand, the functioning of such structural units of higher education institutions facilitates access to education for youth, especially rural. On the other hand, the affiliate higher education institutions that do not have a sufficient level of educational, scientific, technical development do not meet the standards of quality education. So the government is working on the cancellation of licenses for educational activities of such affiliated higher education institutions. Then the reorganization of the higher education institution' network will result in the activation of regional and inter-regional educational migration of population.

Thus, the estimated amount of regional and inter-regional educational migration proves a high level of its potential. Nowadays cooperation between universities at the regional level plays the important role, namely: the organization of a wide exchange of students, graduate students and professors. Ministry of Education of Ukraine initiated educational and scientific cooperation between higher education institutions in different regions of the country concerning: the exchange of students for passing their training and working practices, their leisure and recreation, the graduate and doctoral students exchange for their participation in joint research with various branches of science, the professors exchange, the preparation of manuals, the development of joint special courses and the internship to enhance the professional knowledge of the professional Ukrainian language [5]. The above measures enhance the quality of educational aspects of the migration of regional and interregional levels.

In all countries with the Bologna process implementation the foreign student migration is activated. In Ukraine the processes of attracting foreign students to study intensify. The higher education institutions in different regions are the centers of attraction and educational migrants from other countries (Table 1). According to the legislation of Ukraine (the Law of Ukraine: "On Higher Education", "On the legal status of foreigners and stateless persons, on immigration," "On Amending Certain Legislative Acts of Ukraine on combating illegal migration and the number of Presidential Decrees Ukraine to strengthen measures against illegal migration) citizens of other countries and stateless persons residing permanently in Ukraine and citizens granted the refugee status in Ukraine have the right to higher education on a par with citizens of Ukraine. All citizens of other countries and stateless persons may acquire the higher education on paid basis. Admission to the higher education institutions of foreign citizens is based on: international treaties of Ukraine, national programs, agreements concluded between the higher educational institutions and those citizens.

At the beginning of 2004/05 academic year major centers of attraction of foreign students were: Kyiv - 26.3%, Kharkov region - 21.9%, Odessa region - 12.2%, Crimea - 8.1% (percentage of the total number of students in the respective regions). At the beginning of 2008/09 academic year number of foreign students has increased in 1.6 times. On the regional level the number of higher education institutions providing educational services for foreign citizens has grown in almost all regions of the country. At the beginning of 2008/09 academic year in 204 Ukrainian higher education institutions studied 35,599 people from 131 countries. Ukrainian higher education institutions are the most popular for students from China (14.1%), Russia (13.2%), Jordan (6.2%), India (6.1%), Turkmenistan (5.1%), etc. [3, p.126].

In 2009, over 200 Ukrainian higher educational institutions carried out training of 43 thousand foreign students from 133 countries, they earned 80 million dollars, and ensure the job for 4 thousand teachers [5]. In this respect Ukraine face the problem of recognition of education degrees obtained by foreign citizens. Ministry of Education of Ukraine has to prepare the procedures of diplomas recognition based on international agreements; any non-professional actions would negatively affect the country's international image.

Thus, the analysis showed the active role of regional and interregional migration in the formation of educational contingent of higher education institutions in all regions and primarily in major regional centres. However, in recent decades, the vector of internal educational migration is gradually shifting to the west.

Educational migration of student: the world scope

According to Organisation for Economic Co-operation and Development and UNESCO, the quantity of students studying outside their native countries, is increasing steadily since 1975 and is growing faster since 1995. The educational migration statistics shows that the number of such students in the world increased from half a million in 1970 years to almost one million in 1980, more than 1.5 million in mid 1990, 2.7 million in 2005 and 2.9 million students in 2006 [8]. From 2006 to 2007 the share of students studying outside their own country in higher education institutions worldwide increased by 3.3% and their number was more than 3 million people [6].

After Ukraine's accession to the Bologna process the quantity of young people involved in international educational movement is increasing annually, but those movements have temporary and unsettled nature. According to the World report on education in 2007 the quantity of Ukrainians, who studied abroad was 26 879 persons (1% of the total number of students). The largest number of students studied in Germany - 8455 students, Russia - 6922 students, Poland - 2470 students, USA - 1912 students, Hungary - 1294 students. During the same period in Ukraine studied 23,259 foreign students, 362 students less than migrated to other countries [7]. In this process there is a very high probability that a large proportion of top students who have received various grants will not return to their homeland, and thus there is a threat of loss of national intellectual potential. In all countries they use different ways to stimulate foreign student mobility, to strengthen international competition of educational systems: the formation of attractive schemes of payment for education, introduction of favorable visa regimes, distribution of joint programs for bachelors, masters with foreign universities and educational adaptation of programs, teaching methods, etc. [8].

Educational migration of teachers

It is generally recognized that intellectual migration takes away from the country most capable and promising scholars, researchers and teachers. Therefore, in designing mechanisms for the transition to innovation economy, regional innovation and migration policy it is important to take into account the migration preferences of teachers, scholars, and researchers.

An important trend today is active additional job searching of teaching staff. They work part-time in Ukraine and other countries mainly because of low earnings in higher education institutions. Across the country the part of regular teachers among the teaching staff in higher education institutions of I-IV accreditation levels is 83% [3, p.112, 114]. We assume that 17% of educational workers - is the minimum level of educational migration of scientific and pedagogical workers within the region and beyond. The actual scope of academic mobility is much higher.

Because of active "additional job" position of teachers and researchers, Ukraine is a contributor to scientific centers of Europe and the United States and the state is losing huge amounts of money spent on training of researchers which constantly involved in migratory exchanges. Foreign migration of many teachers and researcher is semi legal. Their trips abroad disrupt the educational process in their main place of work, reduce the quality of educational services. Results of expert interviews with the intellectual elite of Western

Ukraine (138 experts - employees of academic institutions and universities, the Institute for Regional Research of the National Academy of Sciences of Ukraine, 2008) showed a high potential of international intellectual migration. The interviewed described their motivation to go abroad:

- To go abroad for professional activity for temporary earnings: Scientists of National Academy of Sciences of Ukraine - 25.8% of respondents, high education institutions teachers - 3.0%;
- To go abroad for any job (to buy a home, raise wealth level, etc.): scientists - no applicants, high education institutions teachers - 4.5%;
- To go abroad for training, to get new knowledge, experience: Scientists of National Academy of Sciences of Ukraine - 32.3%, high education institutions teachers - 46.3%;
- To go abroad with cognitive purpose (at conferences, seminars, excursions, etc.): Scientists of National Academy of Sciences of Ukraine - 58.1%, high education institutions teachers - 59.7%;
- To emigrate for permanent residence abroad – they are no intention to emigrate among researchers and teachers.

Thus, in conditions of globalization the role of educational migration as an important intellectual by content forms of migratory movements of population. Rating migration preferences by indicators once again proves that the migration of teachers and researchers is an important factor that promotes the integration of Ukrainian scientists and young professionals in international educational environment. The intention to temporarily join the educational migration is an effective channel to gain extra income, self-affirmation, to realize their own intellectual potential. However, if their return home will be assured, after several years abroad, they bring to Ukraine a new intellectual product, new knowledge and technologies, new labour ethics. In order to regulate these processes at the state level should adopt the decree of the Cabinet of Ministers of Ukraine concerning the problems of postgraduate training, doctoral students, researchers, teaching staff in the leading universities and research organizations in Ukraine and abroad, to approve the Regulations on the training of young scientists, which would provide greater opportunities, defining goals, objectives, training period, potential sources of funding and general requirements for its organization [9]. We should define the mutual obligations of the state and young scientists about the training purpose, the implementation of its results in Ukraine and financial rewards for new knowledge and experience. State support of scientific mobility is an important mechanism for implementing the strategy of innovative development.

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