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Poland as a Priority Country for the Education Migration of Young Ukrainians

Intensification of the integration processes in education helps increase the quality of the international education and enhance the striving of youth to receive education services abroad. The economic cooperation of Ukraine with EU countries is gradually taking shape, resulting in the rapidly growing demand of Ukrainian students for education in European higher education establishments (HEEs). The European education system is a global leader in training highly skilled staff due to the implementation of dual training which founder was German. The practice of combined training and internship has spread across Europe and gained extreme popularity in Polish HEEs, thus laying grounds for the increasing demand for their graduates.

In focus of the article is the international education migration of young Ukrainians, first and foremost to Poland, with highlighting the advantages of training in this country that has been recognized as the most optimal one on the European area with respect to professional training. This is due to several reasons: first, the overwhelming majority of Ukrainian graduates from Polish HEEs showed professional competencies and mental fitness for work in companies and enterprises across EU; second, Poland is one of the most attractive foreign partners and investors of Ukraine, which promotes rapid development of collaborative Ukrainian-Polish projects. Poland has been working hard in the latest years to develop and improve the system of education services for foreigners, beginning with language courses for training of professionals with various qualification levels and scientific degrees. The received education services, apart from being an effective means for professional and individual development, can help in the carrier promotion at companies in Poland and beyond. The study covers a social-psychological and economic-statistical analysis of the education migration of Ukraine in the latest years, with determining a range of factors that caused one's choice of other country for getting education services, and investigating the consequences of Ukrainians' travels abroad for education purposes.

Key words: *academic mobility, education migration, education services, parallel training, double degree program, structured interview.*

Introduction. Migrations in the global education space as a trend specific to the modern economy have been more and more pronounced. Studies of international education migrations, academic mobility and their implications give evidence of their close links with problems of intellectual capital. As regards Ukraine, the mobile training system has become most widespread between Ukraine and Poland, given the established socio-cultural and economic partnerships and intensive migration processes.

A review of practices in Polish higher education establishments (HEEs) shows that the academic mobility of students is going on in several directions: (i) parallel training by the double diploma program, involving both short-term and long-term stay of

students abroad; (ii) stipend programs; (iii) training by academic mobility programs between partner HEEs; (iv) language courses; (v) training and internship programs, etc. The academic mobility enriches professional and socio-cultural experiences of students and enhances the competitiveness of HEE graduates on the international labor market. Besides that, it sets up internal and external relations through employing intellectual potentials in the domestic education process.

The article's objective is to analyze and substantiate the peculiarities of academic mobility and education migration of Ukrainians to Poland, with identifying migration motives, advantages and training prospects. The study is conducted by the method of structured interview. The interview covered 120 Ukrainian students, including ones from

the National Academy of Statistics, Accounting and Audit, who learn in Poland by the double diploma program. The authors made a content analysis of respective Internet resources and created a codifier for the analysis of responses. Online material under the headings “CEDOS: Ukrainian students abroad: how many and why?”, “Foreign passport”, and “Ukrainians abroad: searching for identity” was analyzed for a comparison of the education migration of Ukrainians abroad.

Literature review. Problems of the academic mobility and education migration are subject of many research works of foreign and Ukrainian authors, e. g. sociologists, pedagogues and psychologists: L. Beztesna, I. Bezuhlyi, K. Brenzovych, I. Bohachevska, I. Fedorova, A. Hirnyk, O. Hrynkevych, Yu. Hryshchuk, M. Karpenko, N. Myronchuk, T. Nahorniak, A. Piterova, Ya. Romashova, A. Sadokhin, L. Semiv, O. Yevdokymova, S. Zdioruk [1; 2; 4; 6; 8]. Problems specific to migration are addressed in [14]. The education migration, according to experts, is an influential economic factor and a tool for the implementation of strategic management of human capital. Special attention should be given to studies of O. Biliakovska, O. Malynovska, O. Slobodian, Ye. Stadnyi who explore migration flows from Ukraine to Poland. Researchers examine main factors of Ukrainians’ travels to Poland and training terms in local HEEs, with analyzing the dynamics of scales of

the Ukrainians’ migration to Poland and the related challenges [3; 5; 12].

The latest five years were marked by the increasing numbers of Ukrainian students training in Polish universities. Poland shows interest in Ukrainians, which is not surprising given that a large share of Polish youth go to German or U.K. for education purposes. According to the data of the Polish Central Statistical Office, nearly 50% of foreign students in Poland are Ukrainians.

Results and discussion. The study included an analysis of the dynamics of high school graduates and HEE admissions in Ukraine in the latest 10 years. Also, trends of education migrations of Ukrainians to Poland and education problems in Ukraine as a whole and its quality is particular were addressed.

An analysis of data from the State Statistics Service of Ukraine allows for the conclusion about a downward tendency in the number of high school graduates in Ukraine in 2010–2020 (see Figure 1, constructed by data from [10]). While in 2010–2011 the high school was finished by 364 thousand of eleventh graders, nine years later the figure was nearly twice lower, i. e. 198 thousand. First and foremost, it can be attributed to the intention of a significant number of ninth graders to enter professional colleges or vocational technical schools without much intellectual effort. The second essential factor is a statistical portray of the studied socio-demographic population group: the student youth.

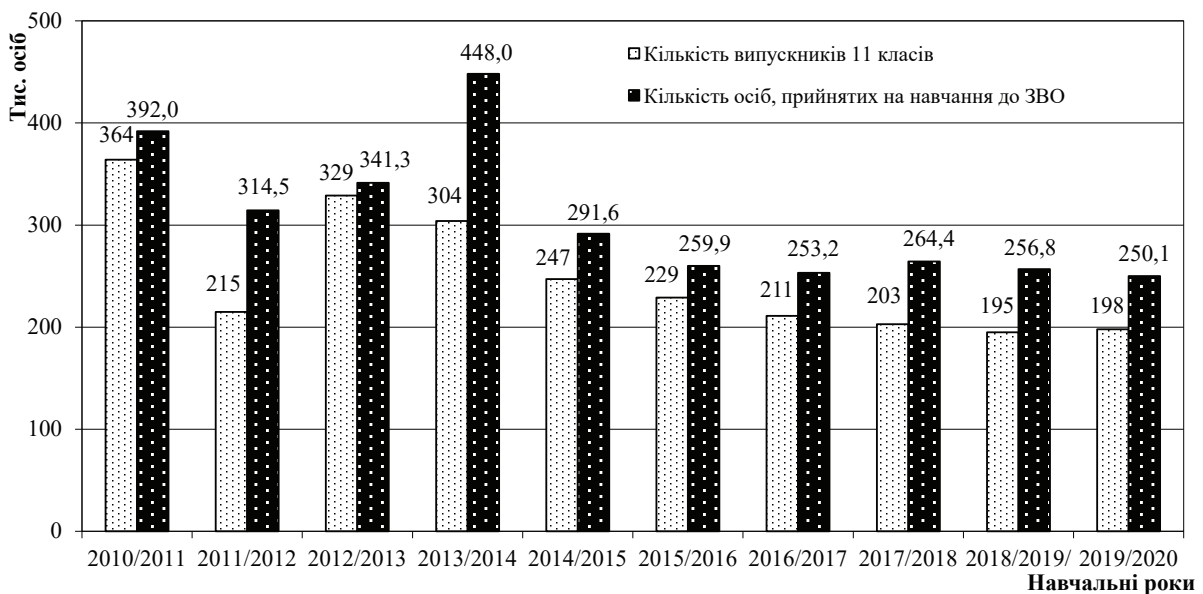


Figure 1. The number of high school graduates admitted to HEEs, Ukraine, 2010–2020

But the estimate of HEE admission in the latest years is considerably higher than the high school graduates. The variation ranges from 12.3 to 144.0 thousand persons. The situation is like this because apart from high school graduates of the current year, the HEE admission includes high school graduates

of past years and graduates from the professional (technical and vocational) education system. Although a secondary education certificate was available with 198 thousand pupils at the beginning of 2019/2020 academic year, more than 52 thousand persons were admitted to HEEs.

At the same time, according to the State Statistics Service of Ukraine, the HEE admission in the analyzed period fell by nearly 142 thousand persons, with the maximal annual decrease of 156.4 thousand persons (in 2014/2015 academic year), and maximal decrease over the period of nearly 198 thousand persons (from 448 thousand in 2013–2014 academic year to 250.1 thousand in 2019/2020 academic year). The reduced HEE admission in Ukraine is to a large extent determined by the dynamics of education migration flows of the Ukrainian youth abroad. The European labor market can now open up wide opportunities for full self-realization, with good prospects of professional carrier promotion and better life standards. Also, it is an obvious fact that the education system in Ukraine has to operate in the conditions of noticeable socio-economic and political instabilities affecting in a way the quality of education services. A large number of HEEs were discredited due to corruptive practices or unreasonably high education fees. It raises the problem of balance between the price and the quality

of education services. While education services need improvements, the education system in Ukraine requires radical reforms.

The results of the study show that the recent negative changes in the education system of Ukraine have led to:

- the enhanced competition among HEEs;
- the reduced scopes and quality of admission;
- the increased demand of domestic HEEs for foreign students.

A review of the data from the Polish Central Statistical Office and material of the analytical center CEDOS for the latest years allows for the conclusion that Poland is now the most attractive country for Ukrainian youth from the perspective of the high education at various qualification levels (see Table 2, constructed by data from [11; 12]). The increasing trend in the Ukrainians' migration to Poland is due to a number of factors, first and foremost the attractive terms of training and opportunities for job placement in future.

The number of Ukrainian students training abroad, 2014–2018

Table 2
(persons)

Indicator \ Academic year	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Ukrainian students abroad, total	49 911	56 852	67 216	72 000	76 181
Ukrainian students training in Poland	15123	23392	30589	35584	≈ 60000

As shown by the data in Table 2, 15,123 Ukrainians trained in Poland in 2014. The situation changed radically in the years when military actions and economic crisis in Ukraine pushed young Ukrainian to seek for the education in foreign universities. 56,852 persons went abroad in this year, with 23,392 admitted in Polish HEEs, or more than 41% of the total education migrants from Ukraine.

The largest scales of Ukrainians' migration abroad were recorded in 2015/2016 academic year, i. e. 67,216 persons. This period was marked by the rapidly growing (by 30.8%) numbers of Ukrainians training in Poland, reaching 30,589 persons, or 50% of the total number of young people that went abroad. This figure has been rising year by year. It was in 2017/2018 academic year that 76,181 Ukrainian students or more were training abroad, of which 60,000 in Poland, or 79%. Their number grew up to nearly 80,000 in 2019. As estimated by the Polish Ministry of Science and Higher Education, the number of students from Ukraine had to grow up to 100,000 in 2020.

UNESCO data also confirm the stable growth in the number of Ukrainian students staying abroad. After 2013 this figure increased by nearly twice, to reach 77,600 [15]. The rising education migration is caused by targeted policies of European countries

and U.S. on the admission of Ukrainians to HEEs on line of various academic programs. According to the data of the International Organization for Migration for 2019, seeking for education abroad is often associated with the young people's desire to open the way to the international labor market. The increasing education migration may also confirm the tendency to reunification of Ukrainian labor migrants' families in the host countries. It is probably the main factor behind the rapidly increasing numbers of Ukrainian students in the countries with established and large Ukrainian diasporas [7, p. 9].

The education in Poland much more often sought by Ukrainians means European prospects and the conformity of education services with labor market requirements. The wide opportunities opened up by Polish diplomas and good future prospects of professional carriers for students are due to the Poland's membership in EU and NATO where great emphasis is made on the implementation of education and research programs. At the same time, Poland is a close neighbor and partner of Ukraine. The geographic and cultural affinity and the similarity of Ukrainian and Polish languages is becoming a strong factor for the comfortable feeling of Ukrainians in Poland. The diplomas obtained by university graduates in Poland

are valid across EU, in Ukraine and other countries. Due to this, a young man or woman with a Polish diploma has unlimited prospects for job placement and realization of personal potentials not only on the Polish territory but far beyond it.

To sup up, the education in Poland has the following advantages:

- a European diploma that will be acknowledged in various countries and enable carrier promotion;
- an opportunity to enter the international labor market as a competitive professional;
- the relative affordability of the education in Poland for Ukrainians in financial terms and the possibility to receive a stipend;
- the simplified system for HEE admission;
- comfortable conditions for training and recreation;
- the simplified procedure for legalization of residence in Poland for the period of training and after the obtaining of a Polish HEE diploma;
- the opportunity for formal job placement in the period of training and after graduation from a Polish HEE;
- interactive methods and technologies used in the academic process, enabling students to foster professional competencies and practical skills;
- involvement in international exchange and mobility programs for students and postgraduates;
- the student's contacts with native speakers of foreign languages help him/her in their learning. During the academic years a student becomes proficient in Polish and English (as the latter language is an obligatory discipline in each Polish HEE). This provides an essential advantage for job placement in companies operating in various industrial sectors (transport, tourism, consulting, and trade) or in international management, etc.

The leading Polish HEEs have a wide network of joint programs with HEEs of many other countries, where students can continue training. Students are given an opportunity to go abroad (to the U.S., the U.K., the Netherlands, Spain, Italy Canada, Portugal, etc.) on line of various exchange programs, for practice or internship purposes. Of the most popular exchange programs is the project "Eastern studies of Warsaw University" intended for bachelors and specialists in humanity fields in particular. The project "Education without borders", based on the principle "Each child is unique and has his/her own way to successful future", has been implemented longer than 15 years now [9].

The popular program UP-STUDY, which is the center of Polish education for Ukrainians, is an all-Ukrainian network with offices in Warsaw, Wroclaw and Lublin. A competition of stipend grants is held on its line each year.

A review of professional literature sources shows that Poland is the destination mostly for youth from West Ukrainian regions, who are more often oriented

on the Polish education. A large part of students are residents of border regions, with many of them holding a card of Pole. But in the recent years the Ukrainian education migration has featured the increasing shares of youth from Luhansk and Donetsk regions, a tendency caused by military actions in these regions.

Now the Polish government is working hard and taking various measures to incite the interest of Ukrainian youth. It is mainly caused by the massive outflow of Poles to study in Western Europe, with overall adverse effects for the Polish education system. As Polish universities may be denied budgetary support due to the shortage of students, Polish HEEs have to vigorously compete with each other for students from post-soviet countries and Ukraine in particular. The remote and distant forms of training, which are less costly, have been introduced in many Polish universities. A positive factor helping invite foreign students to the Polish education system is the availability of various stipend funds; stipends for academic for sport achievements; the stipend for academic achievements granted by the Ministry of Education; allowances for food and housing rent. Foreigners are entitled for government stipends awarded on line of bilateral agreements [13, p. 7]. Moreover, students are given financial support (assistance) for socio-cultural or household needs (public or railway transport, visits of museums, libraries and even catering establishments). The project EdWork.pl for foreign students seeking for earnings was launched in Poland in 2018. During the time of training they are entitled for job placement in Polish companies. One year of the program implementation could provide jobs for large numbers of students from Ukraine, Moldova and Belarus. At the early phase, a student can work for one to three months. Once this period is finished, a student will be entitled for finding a job in Poland, compatible with his/her training in HEE. Hence, the integration policy of Poland is harmonized with the migration policy focused on effective integration of foreigners in the domestic labor market. The government's effort is concentrated on creating favorable conditions and opportunities allowing foreign students, Ukrainian ones in particular, to work in parallel with training. At the same time, the administrative procedures pertaining to job placement and residence for graduates with diplomas of Polish universities have been simplified. Education for foreigners is a way to replenish labor and intellectual resources of Poland. Following the law enforced as early as 2014, foreign graduates of Polish HEEs are entitled to stay in the country for job placement for one year after the graduation. But there is one important question: what losses does it involve for Ukraine? The continuing migration of high school graduates remains to be a serious problem for our country. Very alarming is the fact that a large number of Ukrainian students intend to either stay in Poland after obtaining the Polish HEE diploma or to go to

other European countries for job placement. According to an online interview held in 2018 and covering more than one thousand Ukrainians training in Poland, only 6% of the respondents had intention to come back to Ukraine [7, p. 9].

Conclusions. The socio-economic instability experienced by Ukraine in recent times, decreased numbers of high school graduates, decreased scopes and quality of students admitted in Ukrainian HEEs, on the one hand, and the increased demand of Polish HEEs for foreign migrants (resulting from the outflow of young Poles to other countries of Europe and the world), backed by aggressive integration and migration

policies to attract Ukrainian youth to Poland, on the other hand, caused a multifold increase in the number of Ukrainian students training in Polish HEEs in the latest five years. This tendency, in its turn, worsens the already bad socio-economic situation in Ukraine and has adverse effects for its future development.

Future studies are expected to focus on the potential capacities of Ukraine for creating favorable education terms for Ukrainian youth inside the country and reducing the scopes of education migrants, and on developing a set of measures to attract Ukrainian high school graduates and foreign applicants to Ukrainian HEEs.

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Національна академія статистики, обліку та аудиту

Польща як пріоритетна країна освітньої міграції української молоді

Активізація інтеграційних процесів в освітній сфері поглиблює розвиток якісної міжнародної освіти та посилює орієнтацію молоді на отримання освітніх послуг за кордоном. Економічна співпраця України з країнами Європейського Союзу поступово набирає обертів, унаслідок чого спостерігається стрімке зростання попиту українських студентів на навчання в освітніх закладах Європи.

Система європейської освіти є однією з провідних серед світових у підготовці кваліфікованих кадрів завдяки впровадженню дуального навчання, засновником якого стала Німеччина. Практика поєднання навчання та стажування поширилася Європою й набула особливої популярності у польських закладах освіти, що стало передумовою зростаючого попиту на випускників ЗВО Польщі.

Стаття присвячена дослідженню міжнародної освітньої міграції української молоді, насамперед до Польщі, та висвітленню переваг навчання у цій країні, яка за багатьма параметрами визнана найоптимальнішою у європейському просторі в частині професійної підготовки. Це зумовлено, по-перше, тим, що переважна більшість українських студентів після закінчення навчання у польських закладах вищої освіти виявила професійну обізнаність та психологічну готовність до роботи у компаніях та підприємствах країн Європейського Союзу. По-друге, Польща – одна з найбільш привабливих зарубіжних партнерів та інвесторів України, що сприяє інтенсивному розвитку спільних українсько-польських проєктів.

Останні роки Польща докладає зусиль для розвитку та вдосконалення системи освітніх послуг для іноземців, починаючи з мовних курсів для підготовки фахівців різних кваліфікаційних рівнів і наукових ступенів. Отримані освітні послуги є не тільки результативними для професійного та індивідуально-особистісного розвитку, а й сприяють кар'єрному зростанню як на польських підприємствах, так і за межами цієї країни.

У рамках дослідження зроблено соціально-психологічний та економіко-статистичний аналіз вітчизняної освітньої міграції за останні роки, визначено низку факторів, що зумовили вибір іншої країни для отримання освітніх послуг, проаналізовано наслідки виїзду українців за кордон для набуття освіти.

Ключові слова: академічна мобільність, освітня міграція, освітні послуги, паралельне навчання, програма подвійного диплому, структуроване інтерв'ю.

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