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EDUCATION MIGRATION: THE SOCIO-CULTURAL, PSYCHOLOGICAL AND PEDAGOGICAL ASPECT

Abstract

The article contains analysis of the results from an empirical psychological-pedagogical study of the academic mobility and education migration of Ukrainian youth and foreigners to Ukraine. In course of the study, the authors made an economic and statistical analysis of migration processes, outlined critical factors for choice of other countries by education migrants for obtaining education services, and highlighted the problems faced in the processes of adaptation and ways for their solution.

Keywords: academic mobility, education migration, education series, adaptation, parallel training

Introduction

Integration of Ukraine in the global education area requires that the national higher education system should be focused on intensification of mobility and assistance to graduates' job placement on highly competitive domestic and external labor markets. The human development in a society constitutes a critical factor for the overall competitiveness of any country. This determines the need for intensifying the process of international exchange of human capital and raises its importance. A significant component of the processes of integration in the international education area is international academic mobility, which objective lies in internationalization of higher education and cultural integration of youth coming from various countries. Programs for academic mobility include training of HEE students abroad during a certain period. The process of integration constitutes an efficient factor for fostering a socio-cultural environment with national traditions of the higher education system brought in conformity with the standard overall educational requirements of integrity. A vivid case of this is the single European educational and socio-cultural area. Exports of national higher education systems to the global market are regarded as a strategic priority in many countries, providing, above all, a source for public revenues. It is

the education system that fosters the value aspect of globalization, which helps in solving the problems of people coming from various cultural and social communities at the level of overall human humanistic values.

Dynamics processes of education migration, development of the system for academic mobility, introduction of double diplomas and students exchange call for a new approach to organization of the education process in Ukrainian HEEs, with emphasis on upgrading contents, forms and methods of psychological and pedagogical support in professional training.

Objective

The article is devoted to analysis and substantiation of peculiarities involved in academic mobility and education migration, especially in Ukraine in the latest 4 years; to finding out the motives for the choice of a country for education, and the main phases of adaptation to new socio-cultural realities of the education environment.

The academic mobility constitutes an important factor for the increasing migration in the education and science field, for the development of scientific research, deepening of knowledge about national cultures of other countries, and for better learning of the language, culture, education and science in Ukraine. Students' education in the conditions of academic mobility can enhance their theoretical and practical skills, their knowledge of innovative research methods, their experiences in performing R&D, professional experiences in time of education and production practice, professional competencies.

Methods of study

The study was conducted using the methods of structured interview. The interview covered 102 foreign students training in Ukraine, in the National Academy of Statistics, Accounting and Audit (the natives of Azerbaijan, Turkmenistan, Morocco, Turkey, as well as 20 lecturers working directly with migrants). Besides that, 92 Ukrainian students training abroad (in France, Poland, Slovakia, Czech Republic) were interviewed. The authors used content analysis of respective Internet resources, based on the model of adaptation strategy (acculturation) created by J. Berry, a prominent Canadian cross-cultural psychologist. In the process of study, written responses on open questions of the questionnaire for foreign students training in Ukraine were collected, a codifier for content analysis of the responses was developed, and adaptation practices of foreign students were revealed. For a comparative analysis of education migration of Ukrainians to other countries and foreigners to Ukraine, online data extracted from the headings "CEDOS: Ukrainian students abroad: how many and why?", "Foreign passport", "Ukrainians abroad: finding themselves" were analyzed.

Knowledge base on the problem

Problems of academic mobility and the education migration have been in focus of many scientific works of foreign and domestic sociologists, pedagogues

and psychologists: I. Artiomov, L. Ananko, P. Bezuhlyi, O. Biliakovska, A. Borysova, N. Bulhakova, A. Chundak, K. Date, T. Dovhodko, T. Dichenko, I. Fedorova, V. Filatov, A. Hirnyk, O. Hrinkevych, Iu. Hrishchuk, N. Huliaieva, I. Iasnitka, O. Ievdokymova, I. Kaleniuk, O. Kapitanets, M. Karpenko, L. Kuriy, S. Melnik, N. Myronchuk, H. Novosal, K. Oberg, A. Pyterova, Ia. Romashova, A. Sadokhyn, P. Scott, L. Semiv, O. Shapovalova, I. Sladkych, H. Smoliychuk, O. Suryhin, O. Vashchuk, O. Vykhovanets, S. Zdioruk and others. Vital problems of academic mobility, which are the subject of many studies, are the essence and main directions of academic mobility. Thus, the academic mobility is treated as an integration process in the field of education, enabling for the participation of students and researchers in various kinds of programs for education or education and R&D, and for the recruitment of outstanding lecturers from other countries in Ukrainian HEEs. Using analytical data, N. Myronchuk draws a picture of the academic mobility in Ukraine and beyond, regarding the academic mobility as a factor for Ukraine's integration in the global education area. This approach to the education integration enables "... for personal and professional development of a human, because it puts him/her in the conditions requiring analyses of and coping with daily situations from the perspective of his/her own and others' culture. This fosters in a person the ability of thinking in the comparative dimension; the skill of choosing ways for interactions with accounting to peculiarities of other cultures; the willingness to cross-cultural communication; it deepens the knowledge about other culture etc." [Myronchuk N.M., 2014, p. 20]. Analytical reviews of practices in HEEs of Ukraine and other countries show that the academic mobility of students can be realized in several directions: programs for exchange, stipend programs, parallel training, which involve short-term or long-term stay of students abroad. The most demanded education programs intended to intensify international cooperation and enhance the mobility of students, lecturers, researchers or academic exchanges between countries are the programs Erasmus-Mundus (EMERGE, EWENT, TEMPO, ACTIVE and EUROEAST, etc.), "Polish Erasmus + for medical Ukraine", "Tempus", "Socrates", "Youth" (Youth Programme), the program "Jean Monet Action – Understanding European Integration", the program "People" etc. Students have the opportunity to train by international stipend programs such as the U.K. Stipend Program Chevening for masters, The German Service for Academic Exchange (DAAD), the Fulbright Program (U.S.) for future masters, the stipend program for bachelors, masters and post-graduate students (France) (curators in Ukraine are Campus France), Visby program from the Swedish Institute for Masters and others. Programs of parallel training are becoming increasingly popular and demanded with students. These are joint programs of domestic and foreign HEEs, offering Ukrainian students the opportunity of obtaining diplomas in certain levels of higher education in HEEs of Ukraine and European countries. The value of parallel training is that a graduate becomes more attractive for both domestic and foreign employers; also, a European diploma does not need an additional legalization abroad, unlike a Ukrainian one. The mobility of students is realized through bilateral or multilateral partner agreements on cooperation with foreign

HEEs in various directions. Leading HEEs of Ukraine, such as Kyiv Taras Shevchenko National University, Kyiv Polytechnic Institute, Kyiv-Mohyla Academy, Kyiv National Economic University named after Vadym Hetman, National Pedagogical Drahomanov University, National Academy of Statistics, Accounting and Audit and others, actively cooperate in international education programs with partner universities from countries like Germany, France, the Netherlands, Czech Republic, Korea, Poland, Brazil, Austria, Morocco and others.

The Directive of the Ministry of Education and Sciences of Ukraine from 29 May 2013 "Approval of the Draft Provision on Academic Mobility of Students from Higher Education Establishments of Ukraine" outlines the main goals and objectives for the academic mobility of students from Ukrainian HEEs, highlighting the essence and specifying the main conditions for the academic mobility [Directive of the MES of Ukraine No. 635, 2013].

The experience of the National Academy of Statistics, Accounting and Audit gives evidence of successful education and cultural relations with leading education institutions of Europe in the analogous field: Université Paris 1 Panthéon - Sorbonne (France); Rzeszów University, Higher Banking School in Poznań, Higher Business School in Dąbrowa Górnicza (Poland); University of Economics (Bulgaria); National Institute for Statistics and Applied Economics (Morocco); Komenský University (Slovakia); Faculty of commercial and business sciences (Slovenia); University Pallasz Athene (Hungary); Business School PAR (Croatia); Belorussian Trade and Economic University of Consumer Cooperation (Belarus). The program for academic mobility gives students opportunities for parallel training by bachelor and master programs in universities of EU countries, for work-studies and internships abroad and obtaining double diplomas. With the support of Eurostat, the National Academy of Statistics, Accounting and Audit has launched integration with the European Master Program in Official Statistics (EMOS), accredited ACCA program enabling graduates to obtain certificates of this global professional organization in the field of accounting and audit in parallel with Academy diplomas. The program for master training on business administration (MBA), one of the most prestigious professional programs, has been introduced in collaboration with Polish HEEs. The obvious advantages of partner programs are the possibility of parallel obtaining of diplomas of two HEEs (domestic and foreign ones); to use advanced technical facilities of research centers and laboratories of foreign partners for doing R&D; to master a foreign language; to learn about foreign culture and history; to broaden one's mind; to learn best foreign practices [Parkhomenko, Cherusheva, 2018, 417]. The academic mobility increases chances of the youth for professional self-realization and has positive impact on the quality of workforce training for the national economy.

The academic mobility is based on education migration that has positive impact on the education level of students, thus increasing intellectual capacities of the future society. The education migration means temporary stay of a migrant on the territory of other countries with his/her subsequent return to the former resident country. The education migration is seen by researchers as a socio-

psychological phenomenon which distinctive features are the migration objective – education abroad; short and fixed duration of stay in other country. The subject of many studies include: the essence and peculiarities of the education migration and comparative analyses of migration processes in various countries, Ukraine in particular; factor analyses of integration and internationalization of foreign students; motivation for training abroad; peculiarities of socialization and adaptation processes in time of education; acculturation of a young person in the conditions of other socio-cultural realities; peculiarities and dynamics of change in the mental condition of a foreign student during his/her stay in other country etc. O. Hrynkevych describes the essence of the education migration as a mass-scale socio-cultural phenomenon associated with moving of people beyond the boundaries of a region or a country of permanent residence, in order to enhance the education level or acquire new knowledge [Hrynkevych, 2013, p. 256]. According to V. Filatov, Ia. Romashova, “education migration essentially involves a temporary stay on the territory where an education institution is located, with the subsequent return of a migrant to the former place of residence. On the one hand (from the perspective of an arrival or departure territory), it can be treated as the totality of moves of education migrants, on the other hand (from the perspective of an education migrant) – as the totality of moves for the achievement of a migration goal” [Filatov, Romashova, 2014, p. 2]. The similar opinion is held by other researchers who treat the education migration as territorial moves from one locality (one country) to another one. Once the education program is finished, a person who moved out for education to another country is obliged to come back to the motherland.

However, we cannot agree with the authors in what is referred to as “obligatory return of a migrant to the motherland”. The current regulatory acts of Ukraine do not stipulate that Ukrainian students obtaining diplomas abroad are obliged to work a fixed period of time in their home country. The education migration highly depends on integration processes in the education field, on links between education, R&D and industry, constituting an influential economic factor for not only HEEs, but for the domestic economy as a whole, which provides education services. Education services are a set of actions by an entity engaged in education activities, fixed in legal documents and academic programs, which have a fixed value and focused on the achievement of the expected results of training by a seeker. First and foremost, the education service constitutes the system of knowledge, information, skills and qualifications that are used to satisfy the needs of a human and a society. At the same time, it is a product transforming into workforce in the process of its implementation. From the economics perspective, education is a sphere of non-material services that are related with the categories of market economy (education services market, value of an education service etc.). In the context of a pedagogical approach, education is not confined to “service”, being rather a social benefit, a means to develop the social intellect. As consumers of education services, education migrants constitute a potential labor resource (professionals capable for competing on labor markets abroad and in their home country) and gradually move to

the category of labor migrants. Investment in higher education will always have an economic effect. Investment in the human capital has benefits for individuals and communities. Countries receiving education migrants seek to create as best as possible conditions for training and high quality education, and to keep this intellectual potential inside. The process of education migration is economically attractive for a recipient party, as it receives skilled professionals with minimal spending on education of foreign students.

Empirical data from the State Statistics Service of Ukraine and respondent interviews show boosting numbers of school pupils and university students over the latest 15 years, choosing HEEs in other countries for education purposes. A young person chooses a university abroad, conforming to his/her social needs and enabling him/her to get the desired education. It means that the education migration is caused by one's desire to have high quality education, enhanced intellectual level and professional competencies. Statistical data on educational migration from official state sources indicate that up to 68,000 Ukrainians are currently studying in other countries. At the same time, up to 30 thousand of them left for Poland, where they receive educational services under various qualification programs [Slobodian, Staudnyi, 2016].

According to P. Bezuhlyi, the reason for this situation is, first, "the decreasing quality of education in Ukraine and the difficult socio-economic condition in the country; second, the increasing external education migration is caused by the system policy of European countries" [Bezuhlyi, 2017, p. 4]. According to the students who were interviewed during the study, the causes of educational migration are: unsatisfactory state of training of specialists in higher education institutions, the complexity of long-term employment with domestic diplomas, corruption, lack of stability in the country and prospects for change for the better.

Unfortunately, it should be said that Ukraine, by far, has been classified as a donor country, a potential supplier of students. Its consequence is loss of the country's intellectual potential, observed in form of "brain drain".

The Ukrainian system of higher education is characterized by globalization tendencies occurring at socio-economic and socio-cultural level. Ukrainian HEEs made large contributions in international flows of students and lecturers in the latest decades. At the same time, natives of other countries have obtained higher education diplomas and scientific degrees in Ukrainian HEEs. The student migration to Ukraine constitutes an influential factor and an important component in creating a positive international image of Ukraine. The recent processes of integration and internationalization of the higher education system provoked a foreign students' interest in education in Ukraine, which is shown by the statistical data on the dynamics of incoming young people from other countries. As of 2017, the number of foreign students in Ukraine, according to the State Statistics Service of Ukraine, was 52,147 persons from 148 countries, who trained at I and II education level (bachelor, master). If III level of education, scientific levels (PhD and doctor of sciences) and language training are counted, the number will reach 63,000. The possibility for free choice of the education place has positive effects for self-realization of students and provokes the

increasing scales of the cross-regional education mobility. A comparative analysis of results of the studies performed by the Analytical Center “CEDOS”, the International Center for Education Migration, the Institute for Strategic Studies, data from the State Statistics Service of Ukraine and the results of admission to HEEs enable to find common parameters of migration processes for education purpose for Ukrainian students abroad and for foreign students in Ukraine. A statistical analysis needs to focus on the data about migration flows from the countries with the largest representation in Ukraine, specialties most demanded by foreigners, and motives behind the choice of a country and a specialty. The period from 2014 to 2017 is chosen by us for analysis purposes, considering the socio-political and economic specifics in Ukraine. This period should be regarded as a critical one, having implications for all the spheres of life and economy. These implications were inevitable in the education system as well, as shown by the statistical data on training of foreign students in Ukraine (Table 1, 2).

Table 1. Training of foreign students in Ukraine from the post-soviet area

No.	Country	Numbers of students training in Ukraine				Rank by number of students
		2013-2014	2014-2015	2015-2016	2016-2017	
1	Azerbaijan	7599	9257	9734	8833	1
2	Turkmenistan	14053	13485	9979	6291	2
3	Russia	2930	1814	1509	1114	5
4	Uzbekistan	2072	2061	2049	2022	4
5	Georgia	1517	895	1015	2506	3
6	Moldova	1703	763	630	875	6
7	Armenia	604	431	46	73	10
8	Belarus	461	351	270	309	7
9	Tajikistan	422	334	288	210	8
10	Kazakhstan	350	249	139	112	9
11	Kyrgyzstan	30	21	11	11	13
12	Latvia	30	18	11	19	11
13	Lithuania	27	48	10	14	12
14	Estonia	8	2	14	4	14

Source: Compiled by the authors by data of the State Statistics Service of Ukraine.

Table 2. Training of foreign students in Ukraine from Asian and African countries

No.	Country	Number of students training in Ukraine			
		2013-2014	2014-2015	2015-2016	2016-2017
1.	India	3587	3925		5885
2.	Nigeria	3578	3328	3252	3035
3.	China	2380	1750	1299	1252
4.	Iraq	2694	2611	2102	1320
5.	Jordan	1814	1911	2090	2075
6.	Morocco	1509	1978	2348	2854

7.	Turkey	1186	1400	1465	1427
8.	Syria	781	623	501	444
9.	Israel	690	822	886	1079
10.	Ghana	539	715	887	1000
11.	Lebanon	535	567	557	594
12.	Egypt	120	259	546	1145
13.	Ecuador	254	370	371	408
14.	Tunisia	507	479	439	404

Source: Compiled by the authors by data of the State Statistics Service of Ukraine.

The data from tables 1, 2 show that the education in Ukraine is most attractive for countries of the post-soviet area. By number of foreign students, the top five ranks are with Azerbaijan, Turkmenistan, Georgia, Uzbekistan, and Russia. For students from African countries, the Ukrainian education is the priority for India, Nigeria, Morocco, Jordan, and Turkey. The priority directions of professional training are medicine and engineering. Apart from showing the dynamics of foreigners' inflow in Ukraine, the data on foreign students in 2014-2017 allows us make a more detailed analysis of the factors determining the scales of student migration. Thus, the question arises: "What influences the decision of a young person to migrate for education in our country?"

A theoretical analysis of literary sources allows us to say that education, including education-related migration, is considered as an investment in human capital, because it is capable to increase the productivity of a person and his/her future earnings. When taking the decision, a young person has to estimate to what extent travel, accommodation and education expenditures in Ukraine can be compensated by the education migration benefits, i. e. the economic and professional efficiency. The education migration is characterized by a set of socio-cultural and economic factors which analysis will give the answer to the questions "Why and where do they migrate?" and "What are the implications of these processes?" Bearing in mind the abovementioned, students can go for education purpose abroad in two cases. First, when the opportunities for training in a home country are limited, but the effect from education in a home country is high; therefore, people obtain the desired education and go back home. Second, the opportunities in a home country exist, but the effect from education obtained in a home country is lower than in a country of migration; therefore, people go for education purposes abroad with intention to remain there for permanent residence.

The following essential motives pushing Ukrainian students to seek for higher education diplomas in other countries are revealed by the results of the study: obtaining education of higher quality, better training conditions; prospects of career growth; learning foreign languages etc.; learning other cultures.

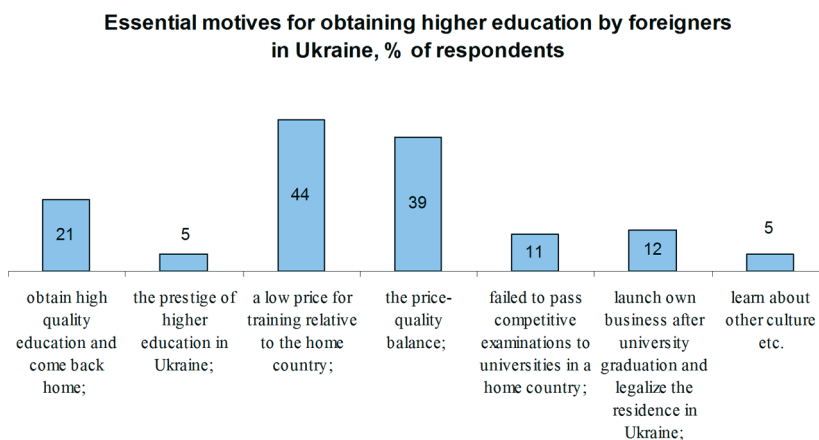
However, the problem was that 69% interviewed students had intentions to remain in other countries for permanent residence.

As regards foreign students, the essential motives are as follows (fig. 1): obtain high quality education and come back home; the prestige of higher edu-

education in Ukraine; a low price for education relative to a home country; the price-quality balance; failed to pass competitive examinations to universities in a home country; legalize the residence in Ukraine after graduation and launch own business; learn about other culture.

The analysis of the education migration abroad shows that a long-term stay of a young person in other country, in time of training in particular, worsens his/her mental condition and cause mental dysfunctions. When changing the place of residence, sometimes forever, young people face certain kinds of difficulties related with integrating in the new culture and in the sphere of unknown laws, rules and traditions.

Figure 1. Essential motives for obtaining higher education by foreigners in Ukraine



Furthermore, he/she finds him(her)self dissociated from his/her usual social community, parents and friend. From the moment of coming to a new country, a young person, being under the pressure of “strange” culture, experiences “cultural shock”, which, as argued by American researcher Kalervo Oberg, is a consequence of the stress provoking negative feelings, increased tension and anxiety, helplessness, social inadequacy and the chaotic process of adaptation of foreign students [Oberg, 1960, p. 177]. Such mental explosion in the person's consciousness acts as a constraining factor (a certain kind of impediment) for adaptation to the new education and cultural environment and to the training conditions in HEEs of a chosen country.

The analysis of psychological-pedagogical studies enables for outlining the problems of socio-psychological adaptation of students to the education environment of a foreign HEE.

Factor analysis identified the following main issues of Ukrainian students' adaptation abroad: social-psychological – 39%; socio-cultural – 33%; educational – 18% (fig. 2, 3).

We have found that:

the adaptation problems were lighter in neighboring countries (Poland, Slovakia, Czech Republic) than in France ($p < 0.01$).

there were age, gender and family differences in the adaptation of Ukrainian students abroad ($p < 0.01$).

Fig. 2. The main issues of Ukrainian students' adaptation abroad (% of the total number of respondents)

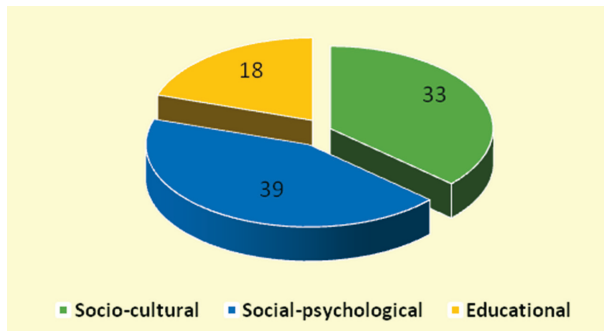
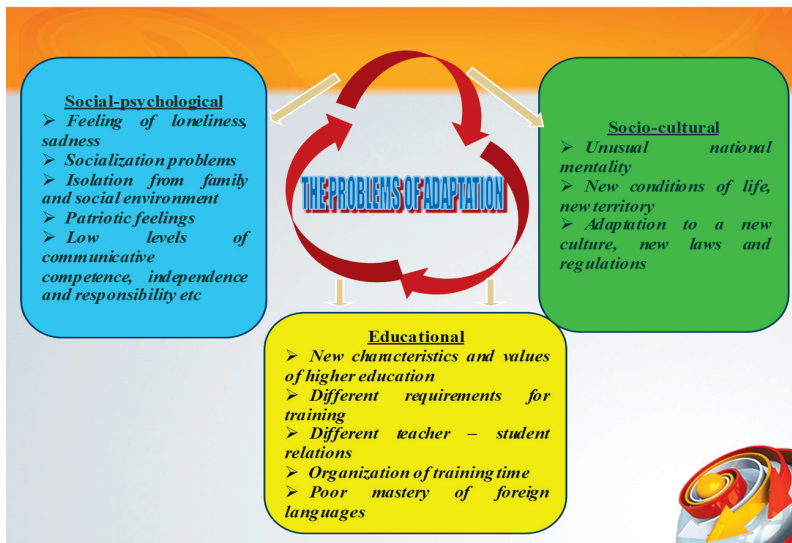


Fig. 3. The factor analysis of the social and psychological adaptation



The results allow for the assumption that the main dimension of the socio-psychological adaptation of Ukrainian students is the emphasis on integration in the education and cultural environment of HEES in other countries. The acceleration of the adaptation process depends on the students' intentions after the graduation of HEE, specifics of their national identity, world perception, mentality and mental condition.

The experiences of HEE in Ukraine and other countries show that students pass several phases of adaption processes beginning with the first year of training:

1. phase (short-term – the first half year): happiness caused by the first success (admission to HEE), the period of hopes, expectations of the new, comparisons with the home country.
2. phase (the first academic year): adaptation, “cultural shock” from cultural distinctions, language problems in the process of training of communication, emotional instability (including the depressive condition), uncertainty, exclusion, unacceptable environment, unusual training conditions, doubts about the right choice of HEE.
3. phase (the second and third academic year): the majority of students attempt to bridge the cultural gap, work hard to improve language, attempt to prove themselves at classes and in the company of new friends. This helps foster self-confidence, optimistic mood and feeling of comfort in the new socio-cultural and education environment.
4. phase (the last two or three academic years): successful adaptation to new conditions, with emphasis made on mastering the basics of profession, successful training, acquisition of professionally significant qualities, good psychological condition; there is full integration in the new culture and its acceptance, with expectations harmonized with the reality.

Conclusion

1. The education migration is an important component of integration processes in the international education area; it promotes higher quality of training of labor resources for the national economy and enhances the opportunities of young people for professional self-realization and career growth.
2. The main factors for the education migration of Ukrainian students are lack of stability in the country and prospects for positive change, difficulties with job placement of persons with a domestic diploma.
3. Factor analysis enabled to distinguish between main groups of problems of education migrants’ adaptation.
4. The investigation results can be helpful in easing foreign students’ psychological adaptation. The follow-up investigation may focus on students’ adaptation psychological factors.

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