

EDUCATIONAL MIGRATION IN THE CONTEXT OF THE FORMATION OF THE GLOBAL LABOR MARKET

Olena Martyniuk,

*Ph.D., Associate Professor of the Department of International Economic,
Kyiv National Economic University named after Vadym Hetman*

Annotation. *The article considers the key trends of the development of the labor market, identifies the features of the labor migration in general and educational migration in particular at the present stage. The features of the internationalization of the higher education are also identified, and the close interconnection and interaction of the educational migration and the quantitative and qualitative characteristics of the national and regional labor markets are analyzed. The impact of the student migration on the development of economies of donor and recipient countries are analyzed.*

Key words: *globalization, labor market, world labor market, internationalization of higher education, international educational migration.*

The business environment has been changing rapidly over the last decade. As a result, the requirements for the skills and skills of employees, their education and professional experience have changed. Occupations that were completely unknown ten years ago have emerged - a social media manager, mobile game and application developer, data analyst - and in a few years' time, the job market will again dictate its requirements, create new roles, and seek experienced professionals.

Forecasts indicate that by the end of 2020, the global economy may face the following problems of employment in the international labor market:

- 38 to 40 million young professionals with higher education (bachelor's or master's degrees) will be unnecessary in the labor market, accounting for 13% of the total number of graduates of educational institutions;

- 45 million workers with secondary education in developing countries will be overweight in the labor market, accounting for 15% of the projected total demand for such workers;

- 90 to 95 million low-skilled workers (those who do not have a bachelor's degree in advanced economies or those without secondary education in developing countries) will be overweight in the labor market, accounting for 11% of the total demand for this category of workers [1].

According to many forecasts, the working age population as a whole will grow, but trends will vary from country to country. In the medium term, total employment in the period 2020-2025 will grow annually by 0.5%, and then this growth will slow down as a result of long-term demographic trends.

Further development of globalization processes will further exacerbate the problem of interstate and intercontinental migration. They were supported by a significant improvement in the quality of transport services, increased communication capabilities

through electronic means of communication, especially the Internet, which significantly increased the mobility of people. This is evidenced by the growth of migration flows: if in 1990 the global migration flows amounted to 154 million people, in 2010 - 210 million, and in 2015 - 232 million people. The process of globalization is constantly transforming the international labor market, and international labor migration is the main mechanism of its development.

There are already 245 million migrants in the world, which is about 3% of the total population. Various aspects of labor migration have been studied by many leading domestic and foreign scientists, including such as O.Grishnova, Zh.Zayonchkovskaya, A.Kolot, E.Libanova, O.Malinovskaya, S.Pirozhkov, O.Poznyak, I.Pribytkova, Yu.Rimarenko, M.Romanyuk, U.Sadova, N.Tindic, L.Tkachenko and others. Further analysis requires a study of the causes of educational migration and its consequences for the regions, the relationship of migration and social mobility, essential features, the impact and clarification of socio-psychological mechanisms of individual and group migration behavior, the specifics of migration behavior of different age groups and educational migration. That is, labor migration is a well-studied phenomenon, but it is educational migration that can be a key factor in the globalization of the world labor market.

International labor migration is now increasingly viewed in terms of the formation and formation of social and international networks, which move labor and financial flows, information, material and spiritual values, contributing to the growth and strengthening of economic ties, capital movements, goods, services, which, in turn, strengthens the processes of transnationalization and globalization, which connects into a single world economic network the processes of emigration and immigration in different regions of the world, strengthening and intensifying the exchange of ideas, information, skills, work and intellectual skills. growing influence on all aspects of society.

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Currently, there is a process of integration of local labor markets, associated with

the presence of so-called zones of globalization. It should be recognized that the most attractive countries for international migrants are members of the Organization for Economic Cooperation and Development (OECD).

In recent decades, developing country governments (Turkey, the Philippines, South Korea, India, Pakistan, Bangladesh, Sri Lanka, Jamaica, Cuba, Barbados, Mexico, El Salvador, and Nicaragua) have implicitly encouraged international labor migration. In their view, emigration can provide relatively well-paid employment, which is particularly attractive for governments trying to cope with rapid labor growth.

In some countries (Egypt, Sri Lanka and India), education systems train a significant number of highly educated professionals who have problems with jobs. By providing employment for both unskilled and skilled workers, emigration solves problems in domestic labor markets and provides cash inflows from migrant workers.

At the same time, governments of migrant labor providers are concerned that emigration is depriving them of well-trained workers. The emigration of highly qualified professionals is often associated with the emergence of serious economic problems in the countries of origin of migrant workers.

The consequences of migration for labor markets and human capital in the countries of origin of migrants are multifaceted and specific. Emigration plays an important role in absorbing labor growth, but can also contribute to the training of migrant workers.

One of the important features of modern migration processes is a qualitative change in the structure of migration flows, associated with the scientific and technological revolution and an increase in the share of migrants with a high level of education and training. The development and introduction of new technologies in various fields of production and spheres of public life have led to the formation of a special segment of the world labor market - the market of scientific and technical personnel, teachers and professionals.

Intellectual migration makes a significant contribution to the growth of the national product of host countries. Thus, in the 10 largest US universities, foreigners owned 87% of patents in the field of semiconductor devices, 84% - in the field of information technology, 83% - in the field of pulse and digital communications, 79% - in the field of new drugs, 77% - in the field of optical devices [4, p. 60]. Immigrants are an important resource for entrepreneurship. Thus, in 2016, they accounted for 25% of new US enterprises, and in Silicon Valley - 44%.

International educational migration can be seen in part as a consequence of students' adaptation to the changing realities of the labor market, educational services, fluctuations in the economy, social and cultural processes in countries of export and import of labor. The educational systems of the world in the context of globalization are undergoing various changes: in particular, the internationalization of higher education and the emergence of a new actor in the education system - the educational migrant. Educational migration causes qualitative changes not only in the educational space itself, but also in the socio-economic space of individual states that respond to new needs. The ability to support intensive academic and cultural exchanges and to meet the need for a more skilled workforce in areas where the use of local capacity is inefficient in terms of

quality and quantity is only one aspect of the attractiveness of this type of migration. The desire to realize the social, economic, demographic and political effects of educational migration also plays an important role. In particular, for countries accepting foreign students, educational migration becomes, on the one hand, a potential source of new labor, whose labor contributes to the change in GDP, and on the other - a significant resource of the market of educational services, the world volume of which is currently estimated at 60-65 billion dollars. USA.

The process of internationalization of education is inextricably linked with the globalization of the market of educational services. There are four types of education liberalization: cross-border trade in educational services; migration of consumers of educational services; foreign investment in education; migration of educational service providers. The main manifestations of globalization in education are: the emergence of a global education market; emergence of educational multinational corporations; informatization of education; convergence, which involves the merger and interpenetration of educational and social systems; integration; standardization of both educational systems and cultural values.

The increase in exports of educational services by higher education institutions is supported by the governments of countries such as Australia, Great Britain, France, China, Germany and the United States. This process is influenced by a number of factors: promoting the implementation of geopolitical and economic interests of the country; training of specialists for foreign countries becomes one of the most profitable items of export; desire to use the best foreign graduates of higher educational institutions for the development of economics and science; The desire to attract foreign students pushes the university to reform the training system taking into account the requirements of the world labor market, improve the quality of education, the development of new curricula. The most significant reasons for the internationalization of higher education include the following: political - democratization of the world community, the development of integration processes in the political and social spheres; economic - the globalization of the economy and technology, the requirements of global and regional labor markets; cultural and ideological - the growth of international openness and dialogue of developing national cultures; academic - the international nature of scientific knowledge, the universal basis of education and research, the formation of international quality standards; information - new information technologies, global networks.

Universities in developed countries are actively using educational migration as one of the main sources of funding for the education system, so they have such a well-developed marketing and export component of education. Thus, in the UK, education is a business that brings in \$ 39.4 billion annually, including due to the high share of foreign students (up to 80% in some universities). Now the range of forms of internationalization of education has expanded sharply. This is, firstly, branches or campuses of foreign universities in other countries, and secondly, distance education, which requires virtually no serious infrastructure and conditions and pays off quickly. The general trend is that the number of exporters of educational services is growing today. For example, if China

used to import them for 5-6 billion dollars a year, in the last three years it began to engage in exports. The balance is now changing also for Malaysia, for the Gulf countries, the main importers are Latin America and Africa.

The return of professionals with higher education abroad, in turn, increases productivity and promotes economic growth, so countries with a high proportion of students going abroad try to use the resources of diasporas and international organizations to attract compatriots, albeit to temporary but regular work at home.

The decision to move and the ways of its implementation is associated with the need to consider and evaluate many different factors that should also be taken into account when developing measures to stimulate educational migration, in particular:

- the host country's policy towards foreign students (ease of obtaining a visa, the opportunity to combine work with study or stay in the country after graduation);
- employment opportunities in exporting and importing countries (prospects of invitations to work abroad, demand for specialties in the local labor market);
- recognition of acquired knowledge and skills in the countries of departure and stay, international recognition of qualifications;
- the amount of costs of study abroad (the cost of education and accommodation, the source of funding and its reliability, the infrastructure of social support for foreign citizens, the possibility of obtaining benefits and subsidies);
- the reputation and expected quality of educational institutions and the educational system in countries that export and import future professionals;
- the possibility and availability of postgraduate education in the country of origin (availability of second higher education and postgraduate studies, restrictions on quotas for certain specialties, requirements for the level of training and forms of its confirmation);
- cross-border links between students, graduate students, their supervisors and other members of the scientific community of the host country; the possibility of maintaining personal, friendly and professional contacts at home;
- the language of the host country and the possibility of its study;
- the level and perception of quality of life in the host country (transport accessibility, climate, cultural and tourist opportunities, culture and religion, political stability, etc.);
- geographical and cultural proximity of countries of origin and destination, historical connections.

International students who stay after graduation in the host country increase its socio-demographic potential. During their studies, they learn the language, get acquainted with the local culture and generally become more adapted to the national labor market. Educational migration in this case allows to compensate for the negative effects of depopulation and aging population by replenishing the labor market with working age workers, in particular to fill the shortage of specialists in communication and IT technologies, space and aviation technology, science, health, education and more. Thus, in Switzerland 13%, and in the USA 8% of the teaching staff of universities are foreigners, and their influx partially neutralizes the aging of university staff. International students contribute to the modernization of the structure of higher education institutions,

the emergence of new curricula, areas and departments, and thus improve the quality of the entire national education system.

Education is a powerful tool of migration policy, so the development of more flexible forms of education, creating comfortable conditions for the inclusion of migrants in the learning process, their support of cross-border social ties will move from traditional models of adaptation to incorporation strategy. And if in the host country the relations between foreign students and the host society are built on the principle of dialogue, the country will be attractive not only for migrant students, but also for so in demand by foreign economists and investors focused on long-term cooperation.

There are three strategies for inclusion in the global education market: active promotion of institutional forms of cooperation (opening campuses, franchising, etc.), protectionism and neutrality - the market itself must decide which educational institutions will prosper. The experience of recent years shows that the most successful are the countries that use the first strategy - China, Malaysia, Singapore, the Philippines, Poland. Protectionism, on the other hand, leads to degradation. A classic example is India, where 20 years ago an association of Indian universities banned the opening of foreign university campuses and franchising, as a result of which the education system suffered significant losses. In addition, strict protectionism stimulates the outflow of students, and the country is beginning to join the international environment of educational services not institutionally but individually.

Thus, the replenishment of the labor market by the country of reception of international migrants can take place through the mechanism of direct recruitment from abroad, using the system of online education, franchising, the creation of international campuses.

Most countries provide a variety of benefits to migrant students, interns, researchers, and job seekers. This applies to graduate students and graduates of PhD-programs, who, as a rule, have a high level of qualification, international views on the processes of transformation of world economic relations and relations, adequate to the issues of accommodation and contact with the environment. For example, Germany and Australia gave migrants up to 18 months to look for work after graduation, Ireland from ½ to 1 year, Canada up to 36 months, South Korea up to 14 months, Finland up to 6 months, and the Czech Republic up to 24 months.

The United States, Canada, the United Kingdom, and Australia have the most active policies for retaining foreign university graduates.

The peculiarities of modern migration are manifested in the fact that in the process of globalization and internationalization there is a blurring of borders between countries that receive and supply labor; the list of countries involved in international educational labor migration is expanding; with the increase of the country's welfare there is a decrease in the attractiveness of hard, physical, unskilled, monotonous work of local residents, which stimulates the influx of migrants; there is an increase in the share of migrants belonging to the categories of so-called "intellectual" migration; the directions and volumes of migration flows are changing, with the emergence of new donors and

recipients of labor and primarily at the expense of Eastern Europe, Russia, Ukraine, Moldova, the Middle East, Southeast Asia; new forms of migration appear in the form of adoption, training (internships, retraining, postgraduate education).

It is important to emphasize that the positive effects of educational migration can be realized only if the transition from the interpretation of educational migration as a process of redistribution of human capital ("brain drain" or their influx) to the concept of global exchange of talents and knowledge, their circulation and mutual enrichment. Today, internationalization is becoming an integral part of standardizing educational outcomes. The knowledge acquired by students in educational institutions of one country should be applicable in case of further migration both for continuing education and for professional activity. Ukrainian education must become transnational in order to be competitive both in the global talent market and in the export of educational services. Achieving this goal can contribute to:

- recognition of foreign students as part of the country's intellectual wealth, and the promotion of educational migration - one of the priority areas of policy in the field of education; creation of a state program to promote educational migration, including the educational migration of Ukrainian students and professionals abroad and the involvement of students from other countries;

- expansion of the spheres and geography of Ukraine's presence on the world market of educational services; development of project management of migrant flows (within the exchange and internship programs DAAD, Erasmus, etc.), as well as marketing support of education (analysis of experience, activities and proposals of universities in leading countries, analysis of consumer demand for programs and specialties, coordination of education and economic needs Ukraine and other states);

- development of special pre-university and language training programs, development of organizations and centers that accompany the social adaptation of foreign students and coordinate their stay in Ukraine, as well as networks of missions in other countries that disseminate information about Ukraine and form an attractive image of the country for educational immigration;

- elaboration and dissemination of cross-border forms of study of students abroad, which allow the possibility of continuing education in Ukrainian universities; intensive development of business education, advanced training programs integrated into the economy and production on the basis of innovation, industrial and business centers;

- elaboration of the system of rewarding talented students with grants and scholarships to study in Ukraine and abroad, as well as concluding agreements on international recognition of Ukrainian diplomas;

- elimination of administrative and bureaucratic barriers to the admission of foreign students, creating comfortable living and studying conditions in the country (modern student campuses, dormitories, transport and socio-economic infrastructure together with universities inviting foreign students), increasing the intensity of interuniversity sharing experiences.

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