DOI: 10.1515/rpp-2016-0026

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GLOBAL CHARACTER OF INTERNATIONAL LABOUR MIGRATION: CHALLENGES AND OBJECTIVES FOR HIGHER EDUCATION IN WORLD CONTEXT

ABSTRACT

The article deals with analysis of challenges and objectives for higher education in the context of globalization: the forming of international labour market proves the fact that the process of international integration is affecting economy and technology as well as social and labour relations that are becoming more and more global. The peculiarities of structure (gradation, succession, multivectorability, continuity), content (narrow profile, sustainable development, competency-based orientation, specialization, curriculum flexibility, combination of core and optional subjects, possibility to choose courses and modules of different levels), forms (designing and modeling in small groups, workshops, practical intensive and extended learning, role playing, lectures, online sessions, problem-oriented excursions, seminars, internships and extended pedagogical placements) in training of specialists at universities in European countries have been established. According to the project "Implementation and Influence of Curriculum Reforms in Higher Education in Europe" a competency-based approach is given much significance on the institutional level. Urgent objectives for higher education in Ukraine in the context of the return of emigrants to their home country, highly qualified specialists, in particular, is fast effective reforming of education based on practical orientation; appreciation of social phenomena in the context of their cultural values and the dynamics of society; global character of curricula (ethnocentrism, multiculturalism, interdisciplinarity, universality, innovativeness of international comparison and large potential for fulfilling needs in developing skills).

Key words: emigration, immigration, international labour migration, remigration, migration politics, competency, competency-based approach, global character of curricula.

INTRODUCTION

After Ukraine acquired independence, one of the achievements in democratization of social life became elimination of limitations to cross national frontier, ensuring the right to free movement, demolition of the "iron curtain". Economic issues of the transition period, unemployment and part-time employability, low income of workers, salary and pension arrears forced many people to look for earnings abroad. Today, the problem of external labour migrations of population is topical for Ukraine as the country is still exporting labour force. For the most active countries-exporters such as Mexico, Greece, Italy, Turkey, the countries of the Maghreb, Central and Eastern Europe, Central Africa, the Caribbean Basin, Sri Lanka, Pakistan, India, etc. positive consequences of emigration were partial solution to unemployment, enhancement of emigrants' professional level, significant currency receipts as a source for investing of national economy (Варецька, 2005).

THE AIM OF THE STUDY

The aim of the study is to define challenges and objectives for higher education in the context of global character of international labour migration.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Researches on causes of the increasing demand for foreign labour force of different qualification levels from countries-importers, problems of qualitative and national identity of migrants, field structure of their employability were performed by O. Babinska, Yu. Kozak, V. Kozmenko, E. Libanova, D. Lukianenko, O. Malynovska, M. Moroz, A. Poruchnyk, L. Yasynchuk and others. Taking into account the topicality of the problem quite natural is the increase in number of researches on a competency-based approach in professional training (I. Bekh, N. Bibik, A. Giddens, V. Lugovyi, J. Raven).

To achieve the defined aim of the study such methods were used as analysis and generalization of empirical and theoretical statements found in professional and reference literature of different scientific directions (pedagogy, psychology, teaching methodology, social sphere, etc.) by domestic and foreign scholars.

RESULTS

It should be mentioned that international migration consists of two interconnected processes such as emigration, i.e. departure of certain groups of people from one country, and immigration, i.e. their entrance into another country. There is also a notion of remigration that is the process of emigrants' return to their home country. According to calculations of the International Labour Organization (ILO) there is 26,5 million of labour migrants only in Europe. So, external labour migration has become a common phenomenon playing a significant role in self-regulation of labour markets (Варецька, 2005).

Main consumers of foreign labour force are the USA, Germany, Belgium, Switzerland, Canada, France, England, Japan, Republic of South Africa, Israel, Malaysia, Kuwait, Saudi Arabia, the Republic of Korea, Venezuela, etc. Experts add that positive effects of mass labour immigration to these countries are improvement of the situation in labour market due to filling in its certain specific niches; economy of expenses on labour force training; involvement of foreign production experience; influence on salary level and its general decrease (Варецька, 2005). Among European, American and Asian countries, the major consumers of Ukrainian labour force are Poland, Russia, the Czech Republic, Greece, Germany, Portugal, Italy, Spain, Austria, England, the USA, Canada, Australia, etc. (Мороз, 2011).

At the same time, experts emphasize that present emigration situation in Ukraine does not correspond to national interests. That is why it is extremely necessary to develop and realize active state migration politics: "brain drain", discrimination and exploitation of Ukrainian citizens by domestic employers, appearance of political and economic claims to Ukraine from countries-recipients due to increase in illegal labour migration of Ukrainians, crime rate, social tension in society as a result of international conflicts (Варецька, 2005).

Today, main fields of employment for migrants are construction, agriculture (harvesting), housekeeping (cleaning, cooking, babysitting and nursing), trade and services (including hospitality) (Ясинчук, 2012). According to survey data, our migrants have quite a high level of education: thus, approximately 75 percent of them have a degree or a diploma/certificate of higher education, in Ternopil region – 86 percent. The fact that respondents do not usually work in their field of expertise abroad is not a factor that restrains migration. So, experienced specialists in various fields whose training was mostly sponsored by state cannot realize themselves in their home country (Политком, 2016).

Surveys among migrants have enabled researchers to establish a hierarchy of motives for emigration: to earn money to improve living conditions (apartment purchase or house construction), to buy a car or other expensive durable goods, to fulfill current living needs (food, clothes, etc.), to pay tuition fee, to start one's own business, to travel, to acquire employability skills or qualification, to develop language skills, to obtain education, etc. (Политком, 2016). Survey results also prove that educational reasons force our compatriots to go abroad.

Scholars have theoretically justified peculiarities of structure (gradation, succession, multivectorability, continuity), content (narrow profile, sustainable development, competency-based orientation, specialization, curriculum flexibility, combination of core and optional subjects, possibility to choose courses and modules of different levels), forms (designing and modeling in small groups, workshops, practical intensive and extended learning, role playing, lectures, online sessions, problem-oriented excursions, seminars, internships and extended pedagogical placements) in training of specialists at universities in European countries (Журавська, 2009). Reforming of higher education (structure, content, forms of learning) for Ukraine is still a challenge.

In the 1997 UNESCO report the need to change educational paradigm from knowledge to competency-based one was proved; new requirements to a person-employee were justified; the correspondence between aims, content, orientation of education, its results and business interests was adjusted. At the same time a competency rather than a qualification was emphasized, although they are a so-called mixture of skills, peculiar to every individual, that consists of social behaviour, ability to cooperate in group, initiative, riskiness (Варецька, 2014). Presently, a model of A. Vroeijensstijn, a leading consultant of Association of Universities in the Netherlands (VSNU), is based on an idea of dividing a university into three main business processes: educational activity; researches; services offered to society (Журавська, 2009).

Competencies (in view of their appropriate application) stipulate for teachers and students' better understanding of what is expected and intensify transparency of professions for employers. According to the project "Implementation and Influence of Curriculum Reforms in Higher Education in Europe" a competency-based approach is given much significance on the institutional level: on the national level they can be peculiar blocks used to develop national and field/sectoral qualification frameworks, play a significant role in procedures of ensuring quality; on the international level competencies assist in outlining a general structure of qualifications for European Higher Education Area (EHEA) and the European Qualifications Framework for Lifelong Learning (Варецька, 2014).

In the USA during 1981–1982 D. McClelland and R. Boyatzis developed an approach to define a type of behaviour peculiar to successful leaders (competency/incompetency), established the nature of a concept "competency" that is causatively connected with effective activities, selected 19 the most general competencies of a leader (12 differential and 7 liminal) that proved effective not being unique, though (Гіденс, 2004).

A competency-based approach defines greater transparency, better awareness, orientation towards learning, applied character of syllabi, higher properties in quality ensuring, "elimination of barriers between education systems of countries, establishing preconditions for Ukraine's integration into European coordinates", possibility to involve subjective experience of an individual that covers those components of education quality that were declared and were not controlled including by state, fundamental change of all the components of education – aim, content, forms and methods of learning organization, assessment, type of pedagogical interaction (Варецька, 2014).

Nowadays, a competency-based approach is defined by a methodological principal of higher education designing, a tool of enhancing a social dialogue between higher education and labour market, a means of its strengthening and renewal of mutual trust, unification of education and learning, their adjustment to labour market needs and ensuring mobility of labour resources (horizontal – rotation between sectors, space-territorial, vertical – in career development), especially for the unemployed, new conceptual landmark for education content forming as it is based on education standards oriented to learning outcomes and individual readiness for lifelong education, self-development and application of creative approach in performing professional duties (Бабин, Болюбаш, Гармаш, 2011).

Quite challenging for higher education in Ukraine is remigration of specialists who obtained a degree at foreign universities based on such principles as practical orientation to economic demands; appreciation of social phenomena in the context of their cultural values and the dynamics of society; global character of curricula (ethnocentrism, multiculturalism, interdisciplinarity, universality, innovativeness of international comparison and large potential for fulfilling needs in developing skills).

CONCLUSIONS

Experts believe that the most complicated problem of migration politics is an establishment of a mechanism for its effective realization that predominantly depends on improvement of economic situation in Ukraine, enhancement of citizens' wellbeing, increase in social security of all population groups and the end of war. Urgent objectives for higher education in Ukraine in the context of the return of emigrants to their home country, highly qualified specialists, in particular, are fast effective reforming of education based on practical orientation; appreciation of social phenomena in the context of their cultural values and the dynamics of society; global character of curricula (ethnocentrism, multiculturalism, interdisciplinarity, universality, innovativeness of international comparison and large potential for fulfilling needs in developing skills).

Rather perspective for further researches is the study of current trends in regulation of issues in the sphere of labour migration by state migration politics of Ukraine, in particular, activation of politics as for forming attractive internal labour market.

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