

592024

homelands

domo

zav

eni

Inštitut za slovensko izseljenstvo in migracije ZRC SAZU

Glavni urednici / Editors-in-Chief
Kristina Toplak, Marijanca Ajša Vižintin

Odgovorna urednica / Editor-in-Charge
Marina Lukšič Hacin

Tehnični urednik / Technical Editor
Tadej Turnšek

Mednarodni uredniški odbor / International Editorial Board
Synnove Bendixsen, Ulf Brunnbauer, Aleš Bučar Ručman, Martin Butler, Daniela I. Caglioti,
Jasna Čapo, Donna Gabaccia, Jure Gombač, Ketil Fred Hansen, Damir Josipovič,
Aleksej Kalc, Jernej Mlekuž, Claudia Morsut, Ikhlas Nouh Osman, Nils Olav Østrem,
Lydia Potts, Maya Povrzanović Frykman, Francesco Della Puppa, Jaka Repič,
Rudi Rizman, Matteo Sanfilippo, Annemarie Steidl, Urška Strle, Adam Walaszek,
Rolf Wörsdörfer, Simona Zavrtnik, Janja Žitnik Serafin

Lektoriranje in korektura / Copyediting and proofreading
Jana Renée Wilcoxon (angleški jezik / English)
Tadej Turnšek (slovenski jezik / Slovenian)

Oblikovanje / Design
Anja Žabkar

Prelom / Typesetting
Inadvertising d. o. o.

Založila / Published by
ZRC SAZU, Založba ZRC

Izdal / Issued by
ZRC SAZU, Inštitut za slovensko izseljenstvo in migracije /
ZRC SAZU, Slovenian Migration Institute, Založba ZRC

Tisk / Printed by
Tisk Žnidarič, d. o. o.

Naklada / Printum
150

Naslov uredništva / Editorial Office Address
INŠTITUT ZA SLOVENSKO IZSELJENSTVO IN MIGRACIJE ZRC SAZU
p. p. 306, SI-1001 Ljubljana, Slovenija
Tel.: +386 (0)1 4706 485; Fax +386 (0)1 4257 802
E-naslov: dd-th@zrc-sazu.si
Spletna stran / Website: <https://ojs.zrc-sazu.si/twohomelands>



Revija izhaja s pomočjo Javne agencije za
znanstvenoraziskovalno in inovacijsko dejavnost
Republike Slovenije in Urada Vlade Republike Slovenije
za Slovence v zamejstvu in po svetu /
Financial support: Slovenian Research and Innovation Agency and
Government Office for Slovenians Abroad

MIGRATION ABROAD AS A SOCIAL CONSEQUENCE OF TRANSFORMATIONS OF THE INSTITUTE OF EDUCATION IN MODERN UKRAINE

Tetiana Marusiak,^I Oksana Khymovych,^{II} Volodymyr Hoblyk,^{III}
Vasyl Pigosh,^{IV} Uliana Rosola^V

COBISS: 1.01

ABSTRACT

Migration Abroad as a Social Consequence of Transformations of the Institute of Education in Modern Ukraine

This study provides an original qualitative analysis of how contemporary labor migration trends shape and interact with Ukraine's education system. While extensive research analyzes the economic and political impacts of Ukrainian migration, few studies examine its influence on domestic educational processes. Thus, this study helps fill this gap through the in-depth examination of migrants' motivations, particularly the desire to finance quality education for children. By elucidating these understudied connections, the study aims to inform education policies and partnerships that leverage migration's developmental potential while mitigating the risks of brain drain.

KEYWORDS: migration, demography of Ukraine, educational institutions, sociological factors of resettlement, sociology

IZVLEČEK

Migracije v tujino kot družbena posledica preoblikovanja izobraževalnega sistema v sodobni Ukrajini

Avtorji v prispevku predstavijo izvirno kvalitativno analizo vpliva sodobnih trendov na področju delovnih migracij na izobraževalni sistem v Ukrajini. Medtem ko so gospodarski in politični vplivi ukrajinskih migracij predmet analize številnih raziskav, jih le malo proučuje njihov vpliv na izobraževalne procese v državi. Ta študija s podrobno analizo motivov migrantov, zlasti njihove želje po financiranju kakovostnega izobraževanja za svoje otroke, zapolnjujejo to vrzel. Avtorji si z osvetlitvijo teh premalo raziskanih povezave želijo prispevati k izobraževalnim politikam in partnerstvom, ki bodo izkoriščali razvojni potencial migracij in hkrati zmanjšali tveganje bega možganov.

KLJUČNE BESEDE: migracije, demografija Ukrajine, izobraževalne ustanove, sociološki dejavniki preseljevanja, sociografija

^I PhD in sociology; Department of Sociology, Ivan Franko National University of Lviv, Ukraine; tet_mar@ukr.net; ORCID <https://orcid.org/0000-0003-2699-3154>

^{II} PhD in sociology; Department of Sociology, Ivan Franko National University of Lviv, Ukraine; khymovych@meta.ua; ORCID <https://orcid.org/0000-0001-9511-3435>

^{III} PhD in economics; Department of Accounting and Taxation and Marketing, Mukachevo State University, Ukraine; hoblyk.vol@ukr.net; ORCID <https://orcid.org/0000-0002-7256-8549>

^{IV} PhD in economics; Department of Accounting and Taxation and Marketing, Mukachevo State University, Ukraine; pigoshvasyl21@ukr.net; ORCID <https://orcid.org/0000-0002-3948-6795>

^V PhD in philosophy; Department of Economy and Finance, Mukachevo State University, Ukraine; ul.rosola@ukr.net; ORCID <https://orcid.org/0000-0002-6865-8162>

INTRODUCTION

The current education system is undergoing reform and transformation since its traditionalism cannot fulfill the diverse requirements of a rapidly changing society. A significant volume of regularly updated information, as well as the necessity for flexibility and the capability to organize time effectively, are required by learners. They must be able to identify and prioritize essential information, analyze datasets to derive practical solutions to problems, and possess certain skills known as “soft” or “soft skills.” As a result, implementing new educational forms and technologies is required to enhance the overall standard of education. In 2020, the global pandemic posed significant challenges that required urgent attention. Schools and higher education institutions had to quickly adjust to the situation and implement new educational technologies to ensure the continuous delivery of education (Miethlich et al., 2021). As a result, remote learning became a new reality for students, teachers, and schoolchildren alike. Notably, this form is typical of many universities in other countries, but it has not yet been widely adopted in Ukraine (Yermakova, 2015, pp. 96–99; Onishchenko, 2020).

The authors agree with I. S. Nechitailo (2015) that the readiness of Ukrainian education for a new era (postmodern), for the transition to a new society (knowledge), is determined by its ability to become a reliable basis for the development of a humane personality with developed critical thinking, creative potential, freely oriented in multi-vector information flows; able to “catch” from these flows the most important and reliable facts; able to transform these facts into knowledge and apply this knowledge in practice for the benefit not only of oneself but also of others and society as a whole. At the state level, particularly on the government portal, it is stated that Ukrainian education today does not meet the modern needs of the individual and society, the needs of the economy, or global trends. Therefore, the systemic transformation of the educational sphere has begun. In schools, the main directions of change are the development of twenty-first-century competencies (general cultural and environmental competence, entrepreneurship and innovation, critical and systematic thinking, creativity, initiative, ability to constructively manage emotions), in vocational education—the involvement of employers and increasing the share of internships in the educational process, in higher education—the improvement of quality, ensuring academic integrity (Berkimbaev et al., 2012; Education and Science Reform, 2021).

The Ukrainian science and research system faces monumental challenges due to Russia’s invasion, with significant numbers of scientists having fled the country, according to estimates by the OECD (2022). However, the OECD analysis also highlights opportunities to strengthen partnerships between Ukrainian scientists and foreign institutions in ways that could support Ukraine’s post-war recovery. As the OECD report concludes, policy measures to support refugee Ukrainian scientists should aim to facilitate their eventual return and the forging of sustainable

partnerships between Ukrainian and foreign research institutions. The report stresses the need for “genuine brain circulation” rather than brain drain. It also emphasizes the potential for digital tools and open-access resources to enable continued remote research collaboration involving scientists within Ukraine.

Globalization and the free movement of people between countries have led to increasing labor migration, including from Ukraine (Yemelianova & Tereshchenko, 2020, pp. 6–12). In their recent article, these researchers analyze the phenomenon of Ukrainian labor migration, noting that millions of Ukrainians now work abroad, making up one of the largest migrant groups in Europe. The authors find that the average age of migrants has dropped, with most now aged 30–44 and over a third holding higher education degrees. The authors highlight that young Ukrainians are also getting accustomed to migration, increasingly traveling abroad for education. The authors argue that this growing educational migration is becoming the first stage of labor migration and that uncontrolled emigration of students risks imbalances in Ukrainian society. Therefore, they argue that educational migration needs greater oversight from authorities and civil society. In summary, the article provides an important analysis of the drivers and risks of Ukrainian labor migration in the era of globalization.

In May–June 2018, the state research institution Institute for Education Content Modernization (IECM) conducted an online survey among teachers, employees, and administrators of general secondary education institutions on the topic: “Educational reform from within: the educators’ point of view.” A third of respondents (32%) describe the state of school education as “chaos,” while the other two-thirds describe it as “stagnation,” “decline,” or “crisis.” However, the remaining representatives of general secondary education institutions are convinced that the system is “flourishing,” “rising,” or “coming out of the crisis.” According to the respondents, the most serious problems in education that need to be solved in the next five to ten years are the logistics of educational institutions (83% of respondents), salaries of teachers (47%), and motivation of students to acquire knowledge (45%) (Results of the online survey, 2018). The social aspects of the functioning of education are considered in the works of classic sociologists E. Durkheim (1961), M. Weber (2018), T. Parsons (1971), and others. E. Durkheim emphasized the role of education in creating and maintaining social solidarity by transmitting cultural knowledge, norms, and values to future generations. He believed that schools should focus not only on teaching academic subjects but also on inculcating moral values in students. M. Weber believed the modern education system was a product of rationalization, the process of applying rational and efficient principles to various aspects of society. He argued that education played a significant role in perpetuating social inequality by providing differential access to education based on an individual’s social class. T. Parsons saw education as a key agent of socialization, preparing individuals for their societal roles and teaching them the norms and values of their culture.

Modern Ukrainian researchers have also studied this question. In the work of I. Nechitailo (2015), the social aspects of the functioning of education are considered, which relate to the impact of education on society as a whole, the change of values and identity of a person, and the development of civil society. T. Yermakova (2015, pp. 96–99) considers education a social phenomenon and finds out how it affects social processes. E. V. Astakhova (2000, pp. 7–12) analyzes the social aspects of the functioning of education, including its role in forming human capital, improving social mobility, and increasing the economic competitiveness of society as a whole. In the work of S. Shchudlo (2012), attention is drawn to the socio-economic problems of higher education, particularly financing and the effectiveness of spending money on education. Kozlovska (2008, pp. 13–20) examines the social and economic aspects of access to education for different social groups, including issues of state funding, investment in education, and scholarship policy. L. M. Khyzhnyak and K. V. Khyzhnyak (Khyzhnyak & Khyzhnyak 2016, pp. 137–144) draw attention to the social consequences of the hybridization of higher education, in particular the changing roles of teachers and students, the impact of electronic education on students' health, and the socioeconomic consequences of the introduction of such technologies.

This article was written before the war in Ukraine and, therefore, reflects the pre-war situation and recommendations. It is important to acknowledge that the ongoing conflict has had a significant impact on the education system in Ukraine, and, as a result, the current situation and recommendations for improving the system are likely to be different. Nevertheless, this article provides valuable insights into the social aspects of education that remain relevant even in times of crisis.

This study aims to provide a qualitative analysis of how contemporary labor migration trends from Ukraine shape and interact with the country's education system.

METHODOLOGY

This study uses a qualitative approach to provide an in-depth analysis of the causes and consequences of contemporary labor migration in Ukraine and how educational reforms and sociocultural factors influence these migration processes. The main research methods include literature review, secondary data analysis, sociohistorical analysis, descriptive analysis, content analysis, and comparative analysis.

The literature review synthesizes and critically examines previous theoretical perspectives and empirical studies relevant to the research objectives. This includes both classic sociological theory and contemporary scholarship by Ukrainian researchers on relevant topics such as the social impact of education, socioeconomic issues in higher education, access to education, and the impact of technology and globalization.

Quantitative secondary data from Ukrainian government sources, including migration statistics and education indicators, are analyzed to provide context on the scope and trends related to the research focus. The limitations of relying solely on official data are highlighted. A sociohistorical approach traces the course of the four main periods of migration from Ukraine from the late nineteenth century to the present. Scholarly historical accounts, archives, and demographic data are used to analyze each period's timing, causes, size, and composition.

The contemporary situation is richly described, particularly the predominance of economic motivations driving the fourth period, which began after Ukraine's independence in 1991. Content analysis of Ukrainian legislation, government reports, and academic studies provides context. Thematic analysis of secondary sources highlights the provision of quality education as a primary reason cited by contemporary Ukrainian labor migrants.

Comparative techniques contrast different periods, demographics, regions, and forms of migration to identify important patterns and variations. The study concludes that despite extensive research on the impact of migration in areas such as the economy and politics, there remains a gap regarding its specific impact on Ukraine's educational processes. Given the priority that migrants place on financing quality education, further research is warranted.

THEORETICAL PRINCIPLES OF RESEARCH

Transformation is a method of changing the form, appearance, nature, or character of a social or individual structure. Transformation does not involve a vector of change; it can be both progressive and regressive. The main thing is the transformation of the forms and content of social life, the institutional sphere, norms, values, mentality, and other sociocultural aspects of society (Podolska, 2009). The transformation of education as a social institution is a process of changing all its components, which takes place under the influence of social demands, economic and technical innovations, political reforms, and sociocultural transformations. The ability of education to effectively fulfill its social functions is only possible if it responds to public interests and needs. Durkheim (1996), in his writings, argued that education depends on the specific historical conditions of social development; socioeconomic changes in society lead to changes in education, and the purpose of education is to develop the physical, intellectual, and moral qualities of the individual that society requires of him. Education as a social institution is a sustainable form of organization of social life and joint activities of individuals, which includes a set of individuals and institutions endowed with power and material resources (based on certain norms, rules, and principles) to implement social functions and roles, management, and social control in the process of training, education, development, socialization of the

individual with the subsequent mastery of his profession, specialty, qualifications (Yermakova, 2015, pp. 96–99).

One of today's requirements is continuous education or lifelong learning. This is because the knowledge society and its dynamics require individuals to improve themselves constantly to compete in the labor market. In this sense, the need for professional development and self-education is relevant. This can be formal education (in an educational institution with a diploma) or training, seminars, and courses. It should be noted that the principle of continuity of education, regardless of age, social status, or profession, has long been supported by highly developed countries (Komilova et al., 2019). In particular, as noted by Kozlovska (2008, pp. 13–20), the basis of the continuing education program in its European and US editions is the focus on the development of the individual and the universal provision of this development by removing age, social, and organizational constraints. Educational institutions as subjects of providing educational services should be transformed and provide opportunities for everyone to choose the form and content of acquiring new knowledge and skills.

The objectives of education and its content are also changing, which in turn requires new teaching methods and forms, updating training programs for teachers and pupils (students), and evaluating the results of their learning. In response to the demands of the labor market and stakeholders, the new educational paradigm tends to favor so-called soft skills (Sandra et al., 2022). They go beyond cognitive knowledge and help to increase competitiveness in the global labor market in terms of its computerization, automation, and the introduction of new technologies. Becoming a skilled professional, a leader, requires not only a certain amount of learned information but also emotional intelligence. It consists of finding solutions in a stressful or conflictual situation, initiative, organization, sociability, empathy, adapting quickly to change, and working in a team (Kurmanov, 2023).

THE IMPACT OF THE QUALITY OF THE EDUCATION SECTOR ON THE VOLUME OF LABOR MIGRATION

Quality assurance is one of the most important societal demands on the entire education system. This category is multifaceted and complex. The quality of education is, first of all, the ability of this institution to fulfill its social functions, to meet the requirements of all participants, society as a whole, and the needs of the time. The quality of education comprises several qualitative characteristics: teaching staff, programs and methods, learning outcomes, infrastructure, and logistics. According to a survey conducted by the Razumkov Centre and the Ilko Kucheriv Democratic Initiatives Foundation in July 2020, most Ukrainians assess the quality of school education in Ukraine as average (44.5%) and another 10% as positive. A third consider it very low (11%) or rather low (22%). At the same time, most Ukrainians

agree that improving the quality of secondary education in Ukraine is important. Of the respondents, 34% consider it one of the priority issues; another 48% noted the importance of this problem but believe that Ukraine faces more serious challenges (EDUCATION AND THE PANDEMIC, 2020).

One of the mechanisms aimed at improving the quality of education and overcoming dysfunctions in the system is the introduction of external independent evaluation in 2004. This is a set of organizational procedures (mainly tests) to determine secondary school graduates' academic achievement levels when they enter higher education institutions. The positive effect of introducing external evaluation is to improve the quality of graduates' knowledge, reduce corruption in institutions, and create conditions for equal access to education for all, closer to European standards. It should be noted that not everyone recognizes these positive changes. According to a sociological survey, 70% of citizens believe that the external independent evaluation has put all applicants on an equal footing, and 60% agree that the external independent evaluation has reduced corruption in admissions (EDUCATION AND THE PANDEMIC, 2020). In today's conditions, the problem of the introduction of distance education, online education, and e-education in modern Ukrainian society is relevant. It is widely discussed in media, politics, social networks, and scientific discourse. Distance education has its advantages and disadvantages. Among the positive aspects are:

- convenience and mobility for participants (learning at any time, in a convenient place, without travel costs);
- flexibility and individual approach (possibility to adjust the teaching process—learning considering the characteristics of the student or group);
- economic efficiency;
- innovation (possibility of introducing new pedagogical methods and technologies, modernization of all processes).

Among the negative aspects are:

- the need for constant access to the Internet;
- difficulties in communication between student and teacher;
- the need to involve parents of students in the organization of the educational process;
- lack of live communication within the group, which complicates the organization of group work;
- the need to train teachers to use information technology;
- insufficient control of the acquisition of knowledge.

Certain institutional, sociocultural, and personal barriers that slow down the implementation of fully-fledged distance education in Ukraine are worth mentioning. Such factors include the imperfection of legislation in this area, certain social stereotypes and norms in the field of education, and the unwillingness of teachers to play a new

role in the virtual environment, which requires not only knowledge of the subject but also mastery of information and communication technologies (Miethlich, 2022). The transition to new forms of education (including distance education) requires restructuring the teacher training system, modernizing institutions' material and technical base, and revising methods of organizing the educational process in general (at macro and micro levels). The demand for distance education in modern society can be traced back to the introduction of quarantine (Periokaite & Dobrovolskiene, 2021). Homeschooling is a specific form of schooling that is gaining popularity, i.e., teaching children at home under the supervision of parents or relatives, sometimes with the involvement of teachers. This is done according to an individual plan and timetable, without grades. The main purpose of such education is to develop the student's internal motivation to acquire knowledge. This form of education has its advantages and disadvantages, but its growing popularity in Ukraine may indicate certain shortcomings in traditional school education.

One of the most important aspects of distance learning that makes it effective is the high level of motivation of both teachers and learners. During the quarantine, the participants in the educational process were practically not ready to conduct classes at a distance, which probably affected the quality of education in general (Sandra & Aritonang, 2021). Finding out the difficulties that arose and the level of motivation and satisfaction can be one of the areas of empirical sociological research in this field. The website zn.ua contains survey data with reference to the Educational Agency of Kyiv, which was conducted among students, their parents, and teachers in the capital (thirty-four thousand respondents) by electronic questionnaire in two stages: in early April and the first week of May. It was found that the main problem with distance learning is the inability to understand the quality of educational material. This was mentioned by 48% of parents and 46% of students. Moreover, the number of such respondents increased by almost 20% in the study's second phase. Half of the teachers surveyed believe that the main difficulty of distance learning is the inability to control how students learn the material. At the same time, 18% of teachers complained that they could not determine their students' achievement levels. Other challenges for teachers were technical problems (38%), communication with students (41%), and lack of experience in distance learning (37%) (Onishchenko, 2020).

The further continuation of the school process online has caused considerable resonance in social networks and media; clashes of different points of view create conflicts and increase social tensions among the population. The transformation of the educational process leads to the implementation of blended learning, that is, a combination of face-to-face and distance learning. An integrated approach (including the participation of the public, experts, and sociologists) is important because transitioning to such a concept in education means transforming all its components as a social institution (actors and their roles, social norms governing their behavior, functions). Khyzhnyak & Khyzhnyak (2016, pp. 137–144) note that the search for

a new model of higher education is underway, which is explained by the need to ensure the sustainable development of education in an unstable world in turbulent social relations, which extends to educational practices. At the same time, the transition of higher education to the information base takes place in the process of hybridization of the educational model. However, educational hybrids are difficult to fit into the existing management model of higher education. New social control and motivation systems for both teachers' professional activity and motivation to teach students are needed.

LABOR MIGRATION AS A FACTOR IN THE DEVELOPMENT OF EDUCATIONAL PROCESSES

The next step in the work is to consider migration as one of the factors influencing educational processes. The processes of labor migration in the territory of Ukraine have not always been of the same intensity and nature. Today, Ukrainian researchers of migration processes in Ukraine distinguish four periods: the first—the end of the nineteenth to the beginning of the twentieth century; the second—during World War I (so-called labor); the third—between the two world wars (mostly political); the fourth—after World War II (political, displaced persons). The collapse of the Union of Soviet Socialist Republics (USSR) led to the fourth period of migration in Ukraine, which continues today. At the beginning of the 1990s, significant changes occurred, particularly in the intensity, direction, and nature of external migration of the Ukrainian population (Uehling, 2004, pp. 77–109). It is worth mentioning the work of such Ukrainian historians as S. Kacharaba and M. Rozhyk (Kacharaba & Rozhyk, 1995), who note that “the main source of Ukrainian immigration to Western Europe and America were immigrants from Western Ukraine who were forced to leave their homeland in the late nineteenth and early twentieth centuries [...]” This was the beginning of the first period of Ukrainian emigration, which was conditioned by certain factors: socioeconomic, sociopolitical, spiritual, and cultural. As a result, the first period of Ukrainian migration resulted in hundreds of thousands of Ukrainians moving to Russia, the United States, Canada, Brazil, Argentina, and European countries.

The second period of migration took place after the post-revolutionary events and the civil war of 1917–1921. Unlike the first period, the main contingent of migrants in this wave were representatives of the nobility, officials, intellectuals, hetmans, and officers who were forced to migrate for political reasons. One of the main reasons for the political migration of this stage was the defeat of the national liberation struggle in 1917–1921. Many of them tried to create a Ukrainian movement in exile. Among the emigrants were groups of highly educated people, specialists in various fields of economics, scientists, and writers. The countries chosen for emigration were Poland, Czechoslovakia, Romania, Austria, Bulgaria, Germany, and France. It should be noted

that the second period of migration also included the forced expulsion of one million Ukrainian migrants during collectivization in Siberia and the North in 1929–1930.

The political situation in Ukraine caused the third period. During this period, various segments of the population emigrated. Political and military leaders of the Ukrainian People's Republic, as well as many representatives of Ukrainian science, culture, etc., left the USSR. With the accession of Galicia to the USSR, the number of emigrants reached at least one hundred thousand people. Among the emigrants of this period were those who had been in IDP (internally displaced persons) camps during the war and who were afraid to return home from the western parts of Germany after the war in order not to be abandoned in concentration camps. In the United States alone, their number reached about eighty thousand. By 1944, more than three million Ukrainians in Hitler's Germany, including those evacuated to the West (excluding prisoners of war), had been deported to forced labor. A third of them were repatriated to the USSR in 1945–1948. Others were scattered all over the world. In 1953, there were only twenty thousand leftists in Germany and only five thousand in Austria. In Germany, five thousand Ukrainians had jobs and were integrated into the state economy. In Austria, there were only five hundred. This incomplete list is supplemented by another 2,128 Ukrainians (including 4,849 families) who lived on external assistance (Posmitna, 2020, pp. 31–39).

The collapse of the USSR led to the fourth period of migration in Ukraine, which continues to this day. In the early 1990s, the intensity, direction, and nature of external migration of the Ukrainian population underwent significant changes. The reasons (political, religious, ideological, etc.) and the nature of the migration changed. Labor migration in the Soviet Union was largely an internal "closed" phenomenon. It provided for intensive (voluntary and forced) labor movement within the country, which does not mean that the phenomenon of emigration was utterly absent in the USSR. However, cross-border migration was the exception rather than the rule and was isolated. Most USSR citizens did not go abroad on their own initiative but on the orders of the government (Voyvoda, 2022). These were military personnel serving abroad, specialists, highly skilled workers working in socialist and developing countries, and small groups of organized tourists. A separate group was Jewish emigrants. The Soviet authorities forcibly deported some dissidents. However, this group was an exception rather than a natural phenomenon of the period. There was a negative opinion about the majority of such migrants; they were labeled "traitors to the motherland" (Roskladka et al., 2020, pp. 70–81).

MIGRATION PROCESSES IN INDEPENDENT UKRAINE

After the declaration of independence, the number of emigrants to Ukraine increased sharply. The reasons for this were the fall of the Iron Curtain, the creation of an appropriate legal framework, a significant simplification of the mechanism for processing

travel documents, and the decline in living standards due to the economic crisis. After ill-conceived reforms in the early 1990s, most of the country's population lives below the poverty line. Rising unemployment, meager salaries, total delays in payment, lack of prospects for professional growth, economic instability, and insecurity of citizens have served and continue to serve as reasons for strong migration (Skydan et al., 2023). Even in the recent "pre-perestroika" past, the slightest hint of the unprofitability of the economy and low wages in the labor market were considered unacceptable in the country "where socialism triumphed," one of the main achievements of which was the absence of unemployment. Today, this problem has taken on a qualitatively different nature. It is impossible to reform economic relations without laying off workers and depriving them of their basic income and ability to provide for themselves and their families. Forced unemployment (or unemployment) in Ukraine, which accompanies market reforms, was particularly acute in the 1990s. However, it remains a pressing problem. Moreover, searching for an effective strategy for state regulation of employment in the country is still one of the most important national problems (Nikiforenko & Anh, 2021, pp. 5–18).

It should be noted that the fourth period of Ukrainian migration is qualitatively different from the first three. In particular, the main reason for migration in this period was economic, and the purpose of such migration was to improve the situation of one's family. There was also a change in family values and roles. However, this fourth period should be divided into two periods. The first is the period from the 1990s to the end of 2008 because, as sociological research shows, scholars mainly characterize this period as economic migration, as discussed above. Despite a short-term economic stabilization in Ukrainian society since around 2005, migrants are in no hurry to return. According to the State Statistical Committee, there was a partial decrease in migration processes at that time, but it did not last long. With the onset of a new economic crisis, labor migration is again increasing. Another reason is the internal transformation of the migrant worker's worldview and sociocultural needs (Patynska-Popeta & Zinchuk, 2022). The authors are interested in the latest period of migration because it continues today. Its representatives are actively involved in mixing the experiences gained in the donor and recipient countries (including the experience of international cooperation, which may include the updating/rethinking of various national stereotypes) (Dzyra, 2020, pp. 185–196).

An important development in the direction of the study of issues related to the emergence and development of labor migration of citizens of Ukraine was the monograph *Labor Migration of Citizens of Ukraine. White Book*, written by O. Khomra, M. Ozhevan, T. Petrova, V. Nagorny, O. Primak (Khomra et al., 2006). The work considers the historical, legal, socioeconomic, and sociopolitical aspects of migration processes. The authors analyze the positive and negative features of the fourth period of migration from the territory of Ukraine, the method of calculating migration patterns by quantitative and age characteristics. Economic migration is "the crossing of national or international borders in search of work, purchase or sale

of goods, investment and other activities that have economic goals or motives.” The researcher J. Korczynska (2003) also classifies labor migration as economic. It is any movement of people whose purpose is to improve their material conditions. Economic migration includes most migrations in the modern world. Economic determinism in explaining the causes of all labor migration also limits the understanding of complex migration processes. The role of various sociocultural factors, including national stereotypes and prejudices, should also be considered, for example, when choosing the direction of migration.

Educational migration is an increasingly relevant issue facing Ukraine today. As Velychko & Yaremenko (2020, pp. 62–70) analyze in their article “The Phenomenon of Student Migration in Ukraine,” the number of Ukrainian students pursuing education abroad has risen sharply in recent years, with over 60,000 Ukrainian students studying overseas as of 2015. The authors find that the key destinations for these students are Poland, Germany, and Russia, largely due to geographical and cultural proximity. Regression analysis shows that growth in international tourism has been the most significant factor influencing increases in student emigration from Ukraine. Velychko and Yaremenko highlight the implications of this growing trend, including potential brain drain and loss of human capital, as many students fail to return to Ukraine after completing their studies abroad. They propose policy measures to mitigate negative impacts, such as modernizing Ukraine’s education system and enhancing cooperation between universities and students. While recognizing potential benefits, such as acquiring new knowledge, skills, and cultural experience, the authors emphasize the need for Ukraine to take urgent action to reduce the harmful effects of student emigration.

Labor migration is one of the types of migration undertaken by an individual to find a job (positive migration attitude to work), i.e., the movement of able-bodied persons for the purpose of employment, which may be permanent or temporary. By entering into the process of production of material goods and paid services as carriers of mental abilities, knowledge, and skills acquired through education and practical experience, etc., such persons become important factors of change in the labor market and, consequently, influence economic and social development (Bozorgmehr & Díaz, 2022). For any country, including Ukraine, the reduction of the labor force structure has a negative impact on socioeconomic development. However, labor migration not only helps to overcome the economic crisis but also gives a certain impetus to the further development of the country (Klochko & Issakova, 1993, pp. 405–409). The true extent of labor migration remains unknown, with different expert versions suggesting different figures. For a long time, due to the lack of statistics, various fabricators and politicians put the figure between five and seven million, and from around 2009 to 2013, between three and four million. In recent years, the poverty level in Ukraine has remained threatening, contrary to the expectations of economic change. According to the Main Statistics Office in Lviv Region, as of early 2021, migrant workers in this region comprise 15% of the

working population. The main countries of emigration for Lviv region residents remain Germany, the United States, Poland, the Czech Republic, and Spain. The highest level of migration movement in the Lviv region was observed in seven districts: Zhovkva, Kamianka-Buzka, Mykolaiv, Mosty, Peremyslyany, Pustomyty, and Yavoriv. Therefore, choosing a place to conduct in-depth interviews, the authors stopped at the inhabitants of the Mykolaiv area.

An explanation for this trend can be found in the semi-structured interviews, where respondents mentioned family, taking care of the family, and children among the main motivations for labor migration: "I have a family, I had to think about how to clothe them, what to feed the children tomorrow." "And what is here? Here, I would never be able to provide my family with everything I need, and the children have grown up, the needs have increased every year." The family's needs in terms of financial well-being, higher education for the children, and buying a house are the most important. Ukrainian citizens emigrate abroad for the following reasons: economic, personal, socio-professional, and cultural. Regarding the economic factor, 37 of the 40 interviewees were dissatisfied with their financial situation, and only one informant openly stated that she went abroad because of family problems. According to this respondent, if she had not left home at that time, everything in her family could have ended fatally: "I had to leave it urgently, maybe it could have been fatal, so I secretly got a visa for the Czech Republic [...]." It can be assumed that the other two also left for family reasons. They were young women, one of whom wanted to change her life, and the other left after her husband because he no longer wanted to live in Ukraine, and she wanted to keep her family.

A recent article by T. V. Shepel (2021, pp. 104–110) analyzes the geographical dimensions and main problems of educational migration in Ukraine. The study identifies the mass departure of Ukrainian citizens abroad as a major issue, with the quality of domestic education and difficult socioeconomic conditions driving this external migration. Shepel also points to the active recruitment of Ukrainian students by European and US institutions. After reviewing the legal frameworks around academic mobility in Ukraine, the article traces current trends and statistics in Ukrainian student migration patterns, noting the popularity of Western study destinations. Through statistical analysis, Shepel identifies the key factors and institutions shaping educational migration from Ukraine. The article concludes by offering recommendations for Ukrainian state policy, assessing possible impacts, and suggesting regulatory approaches to manage these migrations while retaining domestic talent and competitiveness. The article comprehensively examines the drivers, trends, and policy implications of Ukrainian educational migration.

THE IMPACT OF EMIGRATION TRENDS ON EDUCATIONAL SYSTEMS: A COMPARATIVE ANALYSIS

Contemporary labor migration trends from Ukraine are shaping and interacting with the country's education system since a significant driver of this migration is the desire to finance quality education for children. Ukrainian migrants prioritize providing their children with access to improved educational opportunities, which has implications for domestic education policies and processes.

The concept is that the movements of Ukrainian migrants seeking better wages abroad, particularly in Europe, are closely tied to perceived deficiencies in Ukraine's education system and a lack of access to quality schooling. This connection between migration and education has not been adequately studied. However, given many migrants' educational aspirations for their families, the impact of contemporary labor migration on Ukraine's schools merits further research.

The key concept is that contemporary Ukrainian labor migration patterns, driven significantly by desires for better education, interact with and shape domestic educational processes in important yet understudied ways. Examining this relationship can inform policies that leverage migration's developmental potential while reducing risks like brain drain.

Singapore offers top students prestigious scholarships and research grants, contingent on returning home to work for some time after studying abroad. This scheme incentivizes return migration among skilled citizens (Ziguras & Gribble, 2015, pp. 246–264). China has created prestigious "Thousand Talents" awards to attract back Chinese scientists and experts who have studied or worked overseas, an approach that strengthens domestic research capabilities (Marini & Yang, 2021, pp. 541–552).

India leverages its large diaspora by encouraging non-resident Indians (NRIs) to invest in the Indian economy, transfer knowledge back home, and act as connections between India and their adopted countries (Maloo, 2023). In the Philippines, government agencies organize job fairs abroad to recruit migrant workers to return home or channel remittances toward local development. Diaspora networks also promote skill transfer (Lu, 2014). The UK and other developed countries have relaxed immigration policies to make it easier for foreign graduates of local universities to stay after completing their education, retaining their newly gained skills (Vega-Muñoz et al., 2021).

Drawing on these examples, strategies for Ukraine could include engaging its diaspora as partners in research and development, targeted recruitment of skilled return migrants, tying education grants to return-home agreements, collaborating with destination countries to facilitate circular migration, and strategic scholarships for studies in key industries. A multifaceted approach is required to curtail the risks of brain drain.

CONCLUSIONS

For example, most respondents cited dissatisfaction with their financial situation as the main reason for going abroad. Many respondents wanted to earn money for a “normal life” before leaving. As respondent Ms. Stefania notes: “For the daily bread.” Another respondent left to earn money for her children’s education and to finish the house she started building ten years ago. Note that there are reasons for emigration, such as the desire to earn money for repairs or to buy a new apartment or house. However, the practical majority of respondents stressed that the future of their children was important to them, especially “quality education.” Although Ukrainians expected the reforms to significantly improve the country’s economic situation, market transformations resulted in losses for the majority of the economically active population: wages did not increase, effective demand decreased, and the risk of losing one’s job increased. After a brief period of hope for an improvement in their material and social status, a sober awareness of the insecurity of the country’s labor market and the need to find new sources of income for themselves and their families emerged.

Thus, the mechanisms of self-organization were introduced. One of the ways of adapting to the new situation was temporary labor migration abroad. It can be concluded that there are many developments regarding the impact of labor migration on the population’s life. In particular, developments in economics, politics, and demography, including developments to identify the impact of labor migration on the family, children, values, identity, attitudes, adaptation, and integration of migrant workers in the new environment, can be met. However, the authors could not find any research that would identify the impact of labor migration on educational processes. However, one of the main reasons for labor migration is the need to provide quality education for children.

REFERENCES

- Astakhova, E. V. (2000). Socio-economic functions of higher education: trends and problems. *New College, 5*, 7–12.
- Berkimbaev, K. M., Nyshanova, S. T., Kerimbaeva, B. T., & Meirbekova, G. (2012). Formation of information competence of future specialists. *New Educational Review, 30*(4), 276–278.
- Bozorgmehr, K., & Díaz, E. (2022). Assessment of the European Union's ability to accept refugees and descriptive characteristics of migration waves. *European Chronicle, 7*(4), 23–34.
- Durkheim, E. (1961). *Moral education: a study in the theory and application of the sociology of education*. Free Press of Glencoe.
- Durkheim, E. (1996). *Sociology of education*. INTOR.
- Dzyra, O. (2020). Ukrainian interwar immigration to Canada in foreign historiography. *Rukopisna Ta Knižkova Spadšina Ukraini, 26*, 185–196. <https://doi.org/10.15407/rksu.23.250>
- EDUCATION AND THE PANDEMIC: the attitudes of Ukrainians towards distance learning and External Independent Testing* (2020, August 3). ILKO Kucheriv Democratic Initiatives Foundation (DIF). <https://dif.org.ua/article/education-and-the-pandemic-the-attitudes-of-ukrainians-towards-distance-learning-and-external-independent-testing>
- Education and Science Reform* (2021). Government Portal Official Website (gov.ua). <https://www.kmu.gov.ua/diyalnist/reformi/rozvitok-lyudskogo-kapitalu/reforma-osviti>
- Kacharaba, S., & Rozhyk, M. (1995). *Ukrainian emigration. Emigration movement from Eastern Galicia and Northern Bukovina in 1890–1914*. Rivne Printing House.
- Khomra, O., Ozhevan, M., Petrova, T., Nagorny, V., & Primak, O. (2006). *Labor migration of citizens of Ukraine. White book*. "Kyiv University" Publishing House.
- Khyzhnyak, L. M., & Khyzhnyak, K. V. (2016). Hybridization at the top of the mind in the minds of the improvement of electronic learning technologies. *Social Technologies: Actual Problems of Theory and Practice, 72*, 137–144.
- Klochko, Yu., & Issakova, N. (1993). Intellectual migration: a view from Ukraine. *Science and Public Policy, 20*(6), 405–409. <https://doi.org/10.1093/spp/20.6.405>
- Komilova, N., Haydarova, S. A., Xalmirzaev, A. A., Kurbanov, S. B., & Rajabov, F. T. (2019). Territorial structure of agriculture development in Uzbekistan in terms of economical geography. *Journal of Advanced Research in Law and Economics, 10*(8), 2364–2372.
- Korczyńska, J. (2003). *Seasonal labor trips of Poles to Germany*. SCHOLAR Publishing House.
- Kozlovska, G. V. (2008). Continuing education in Europe and Ukraine: a sociological analysis. *Scientific Journal of the National Pedagogical University named after Drahomanov. Series 11. Social Work. Social Pedagogy. Management, 7*, 13–20.

- Kurmanov, S. (2023). Various production planning models for manufacturing execution systems. *Scientific Horizons*, 26(1), 111–120.
- Lu, J.L. (2014). Analysis of Brain Drain in the Philippines: The Case of Professionals. <https://www.semanticscholar.org/paper/Analysis-of-Brain-Drain-in-the-Philippines%3A-The-of-Lu/db076e44804b57fde536e73a8c4d7311ae303b7a>
- Maloo, V. (2023, January 17). Brain drain can be India's brain gain in the long run. <https://timesofindia.indiatimes.com/blogs/voices/brain-drain-can-be-indias-brain-gain-in-the-long-run>
- Marini, G., & Yang, L. (2021). Globally bred Chinese talents returning home: An analysis of a reverse brain-drain flagship policy. *Science and Public Policy*, 48(4), 541–552.
- Miethlich, B. (2022). *Vocational Rehabilitation in Small and Medium-sized Enterprises: An Integrated Management Perspective on Potentials and Business Impact*. Logos Verlag Berlin. <https://doi.org/10.30819/5572>
- Miethlich, B., Belotserkovich, D., Abasova, S., Zatsarinnaya, E., & Veselitsky, O. (2021). The Impact of COVID-19 on Digital Enterprise Management. *IEEE Engineering Management Review*, 49(4), 16–29.
- Nechitailo, I. S. (2015). *Changing society through changing education: illusion or reality?* Publishing House of the People's Ukrainian Academy.
- Nikiforenko, V., & Anh, N. (2021). International cooperation as migration management instrument. *Migration & Law*, 1(2), 5–18. <https://doi.org/10.32752/2786-5185-2021-1-2-5-18>
- OECD (2022). *The future of science in Ukraine: Actions now will affect post-war recovery*. OECD Policy Responses on the Impacts of the War in Ukraine. <https://doi.org/10.1787/afbd05df-en>
- Onishchenko, O. (2020, May 17). *Behind the Door of the Remote Control*. ZN, UA, Mirror of the Week. https://zn.ua/ukr/EDUCATION/za-dverima-distanciyki-347954_.html
- Parsons, T. (1971). *The System of Modern Societies*. Prentice Hall.
- Patynska-Popeta, M., & Zinchuk, T. (2022). Prospective Areas for Managing the Financial Potential of Sustainable Development of Territorial Communities. *Scientific Horizons*, 25(11), 120–130.
- Periokaite, P., & Dobrovolskiene, N. (2021). The impact of COVID-19 on the financial performance: a case study of the Lithuanian transport sector. *Insights into Regional Development*, 3(4), 34–50. [http://doi.org/10.9770/IRD.2021.3.4\(3\)](http://doi.org/10.9770/IRD.2021.3.4(3))
- Podolska, E. A. (2009). *Sociology: 100 meals – 100 reviews: introductory guide*. Inoks.
- Posmitna, V. (2020). Current causes of migration in Ukraine: legal analysis. *Legal Ukraine*, 6, 31–39.
- Results of the online survey "Education reform from the inside: the point of view of educators"* (2018). Institute of Education Content Modernization. <https://imzo.gov.ua/diyalnist/naukova-robota/onlajn-opytuvannya-reformuvannya-osvity-zseredyny-tochka-zoru-predstavnykiv-osvityanskoho-seredovyscha>

- Roskladka, A., Roskladka, N., Karpuk, A., Stavytskyi, A., & Kharlamova, G. (2020). The data science tools for research of emigration processes in Ukraine. *Problems and Perspectives in Management*, 18(1), 70–81. [http://dx.doi.org/10.21511/ppm.18\(1\).2020.07](http://dx.doi.org/10.21511/ppm.18(1).2020.07)
- Sandra, L., & Aritonang, S. (2021). Lockdown Countdown: Lockdown Sentiment Analysis on Twitter Using Artificial Neural Network. In *2021 International Conference on Data Science and Its Applications, ICoDSA 2021* (pp. 198–202). Bandung: Institute of Electrical and Electronics Engineers. <https://doi.org/10.1109/ICoDSA53588.2021.9617212>
- Sandra, L., Marcel, Gunarso, G., Fredicia, & Riruma, O. W. (2022). Are University Students Independent: Twitter Sentiment Analysis of Independent Learning in Independent Campus Using RoBERTa Base IndoLEM Sentiment Classifier Model. In IEEE Staff (ed.), *2021 International Seminar on Machine Learning, Optimization, and Data Science, ISMODE 2021* (pp. 249–253). Jakarta: Institute of Electrical and Electronics Engineers. <https://doi.org/10.1109/ISMODE53584.2022.9743110>
- Shchudlo, S. (2012). *Higher education in search of quality: quo vadis*. Kolo.
- Shepel, T. V. (2021). Educational Migration of Student Youth: Challenges and Consequences for Ukraine. *Biznesinform*, 2, 104–110.
- Skydan, O., Nykolyuk, O., Pyvovar, P., & Topolnytskyi, P. (2023). Methodological foundations of information support for decision-making in the field of food, environmental, and socio-economic components of national security. *Scientific Horizons*, 26(1), 87–101.
- Uehling, G. (2004). Irregular and Illegal Migration through Ukraine. *International Migration*, 42(3), 77–109. <https://doi.org/10.1111/j.0020-7985.2004.00290.x>
- Vega-Muñoz, A., González-Gómez-del-Miño, P., & Espinosa-Cristia, J.F. (2021). Recognizing New Trends in Brain Drain Studies in the Framework of Global Sustainability. *Sustainability*, 13(6), 3195.
- Velychko, K. Yu., Yaremenko, M. O. (2020). The Phenomenon of Student Migration in Ukraine. *Biznesinform*, 5, 62–70.
- Voyvoda, E. (2022). Contextual analysis of European integration sentiments in post-communist countries: Trends, changing rhetoric, and sequence of practical steps (1991–2021). *European Chronicle*, 7(1), 23–29.
- Weber, M. (2018). *From Max Weber: Essays in Sociology*. Routledge.
- Yemelianova, Yu., & Tereshchenko, A. (2020). Ukrainian Educational Student Migration in the Context of Globalization Challenges. *Sociological Studios*, 2(17), 6–12.
- Yermakova, T. G. (2015). Theoretical and methodological aspects of research in sociology. *Borders*, 12(1), 96–99.
- Ziguras, C., & Gribble, C. (2015). Policy responses to address student “brain drain”: An assessment of measures intended to reduce the emigration of Singaporean international students. *Journal of Studies in International Education*, 19(3), 246–264.

POVZETEK

MIGRACIJE V TUJINO KOT DRUŽBENA POSLEDICA PREOBLIKOVANJA IZOBRAŽEVALNEGA SISTEMA V SODOBNI UKRAJINI

Tetiana Marusiak, Oksana Khymovych, Volodymyr Hoblyk, Vasyl Pigosh, Uliana Rosola

Avtorji v prispevku analizirajo povezave med sodobnimi vzorci ukrajinskih delovnih migracij in izobraževalnim sistemom v tej državi. Najprej naredijo sintezo klasičnih teoretičnih pogledov na družbeno vlogo izobraževanja, pri čemer se opirajo na ključne avtorje na tem področju, kot so Durkheim, Weber in Parsons. Predstavijo, kako izobraževanje posreduje kulturno znanje in oblikuje posameznike tako, da ti zadovoljujejo družbene potrebe. Ponudijo tudi pregled pomembnih sodobnih ukrajinskih raziskav o štirih zgodovinskih obdobjih migracij iz Ukrajine od konca devetnajstega stoletja naprej. Vsako obdobje analizirajo z vidika časa, vzrokov, obsega in demografskih značilnosti. Sedanje obdobje, po letu 1991, izstopa po pretežno gospodarskih vzgibih migracij, v nasprotju s prejšnjimi obdobji, ko so bili vzrok zanje politični pretresi in konflikti. Ključna ugotovitev prispevka je, da sodobni ukrajinski delovni migranti dajejo prednost višjim plačam v tujini, s katerimi financirajo boljši dostop do kakovostnega izobraževanja za svoje otroke v domovini. Avtorji ugotavljajo, da na želje po odhodu v tujino vplivajo nezadovoljstvo s kakovostjo, razpoložljivostjo in cenovno dostopnostjo ukrajinskega izobraževalnega sistema. Analizirajo ukrajinske vladne podatke in akademske študije, ki pričajo o nizki stopnji zaupanja javnosti v domače šole in znatnem izseljevanju študentov, ki si želijo pridobiti visokošolsko izobrazbo v sosednjih državah, kot sta Poljska in Nemčija. Preučujejo tudi reforme, ki so bile v Ukrajini izpeljane po osamosvojitvi, vključno s standardiziranim testiranjem srednješolcev in zagotovitvijo večje avtonomije univerz. Analizirajo tudi vpliv novosti, kot je razmah učenja na daljavo, zlasti v času omejitev gibanja med epidemijo bolezni covid-19, ter opisujejo ovire za reforme, kot sta pomanjkanje digitalnega dostopa in (ne)pripravljenost učiteljev za spletno poučevanje. V prispevku analizirani statistični podatki kažejo na vse obsežnejše migracije študentov in strokovnjakov na področju izobraževanja, zaradi česar obstaja nevarnost znatnega odliva najbolj kvalificiranih domačih kadrov. Avtorji z namenom predstavitve možnih političnih ukrepov predstavijo tudi kratko primerjavo z drugimi državami, kar zadeva izkoriščanje diaspor, programov zaposlovanja, mednarodnih partnerstev in politik priseljevanja za krepitev svojih izobraževalnih sistemov in zmanjševanje tveganj izseljevanja visokokvalificiranih delavcev. Pri tem poudarjajo, da imajo sodobne migracije iz Ukrajine pomembne, a kompleksne vplive na izobraževalni sistem te države, ki so še premalo raziskani, zato so potrebne nadaljnje raziskave na tem področju.

TEMATSKI SKLOP / THEMATIC SECTION

MIGRACIJE DELOVNE SILE V UKRAJINI IN NA OBMOČJU NEKDANJE SOVJETSKE ZVEZE **LABOR MIGRATION IN UKRAINE AND THE POST-SOVIET SPACE**

Zhanna Bolat

Introduction: Labor Migration in Ukraine and the Post-Soviet Space

Tetiana Marusiak, Oksana Khymovych, Volodymyr Hoblyk, Vasyl Pigosh, Uliana Rosola

Migration Abroad as a Social Consequence of Transformations of the Institute of Education in Modern Ukraine

Akmanat Abuova, Nurlan Baigabylov, Mukhtar Abdikakimov, Saltanat Aubakirova, Gulnar Assylkhanova

Social-Economic Integration of Kazakh Migrants in Turkey

Zhuldyz Imasheva

Exploring Ethnic Entrepreneurship: Family Business of Tajik Migrants

Oleg Yaroshenko, Volodymyr Harashchuk, Olena Moskalenko, Galina Yakovleva, Vitalii Svitlychnyi

A Comparative Analysis of Forced Migrants' Rights Abroad and in Ukraine and Control Over Their Observance Under Conditions of Martial Law

Aigerim Adilgazinova, Lyailya Balakayeva, Mara Gubaidullina

Migrant Issues in Contemporary Japan

Gulsara Kappassova, Meiramgul Altybassarova, Gani Yelmuratov, Madina Rakhimbaeva, Boris Polomarchuk

Migration Processes in the Republic of Kazakhstan: Regularities, Problems, and Prospects

ČLANKI / ARTICLES

Loredana Panariti

A Historical Analysis of Left-Wing Trade Union Positions Regarding Bangladeshi Workers in Monfalcone (Italy) and Bosnian Workers in Slovenia

Vladimir Iveta, Marijeta Rajković Iveta

Migrations, Citizenships, and the Right and Choice to Play for a National Football Team with a Focus on the Croatian National Team

Marjeta Vrbinc, Donna M. T. Cr. Farina, Alenka Vrbinc

Oris slovarjev in priročnikov za učenje angleščine slovenskih izseljencev v ZDA v obdobju 1895–1919

Rok Smerdelj

Communication Relations on Twitter During the Migrant "Crisis" in Slovenia

Katja Kobolt

Postmigracijska estetika: Avtofikijsko narativno delovanje v pisanju Dijane Matković in vizualnem ustvarjanju Anne Ehrenstein

ISSN 0353-6777



9 770353 677013

ISSN 1581-1212



Založba ZRC