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SOCIAL RISKS OF INTERNAL ACADEMIC MOBILITY OF ENTRANTS FROM DONBASS

Internal forced migration from the zone of armed conflict in Donbass is accompanied by educational academic migration of entrants who prefer to enter higher education institutions in Ukraine. Forced educational migration from uncontrolled to controlled territories in Ukraine is growing every year. In 2016, according to a survey of the Ministry of Education and Science of Ukraine, 1008 entrants from uncontrolled territories entered higher education institutions in Ukraine, in 2017 – 1550, in 2018 – 1749, in 2019 – 1862, in 2020 – 2026 [3]. Let us consider the social risks associated with the phenomenon of internal academic mobility of entrants in Ukrainian society.

Risks in the field of education are the subject of analysis by P. Altbach, H. Brauns, J. Bruner, B. Hutter, L. Pritchett, S. Scherer. R. McQuid considers that a positive role in educational migration is played by the factor of similarity of sociocultural values in the host and previous societies [4]. According to K. Dustman and A. Glitz, one of the main determinants of educational migration is the factor of recognition of competencies acquired in schools of the previous society. According to D. Bessey, one of the main deterrents to educational migration is the lack of political will and closedness of the country of initial residence, while the economic wealth of this country is not a significant factor [2]. According to O. Khmelevska, the factor hindering educational mobility is educational inequality, which is due to the presence of socio-cultural, territorial and economic barriers. The study of P. Altbach and L. Riesberg shows that the trends of globalization and internationalization of the modern world affect the education system, stimulating the development of educational mobility and migration, which in turn creates various risks [1]. We define risk as “the product of the probability of danger and the seriousness of its consequences” (J. Bradbury)

The main problem hindering such migration is the lack of a mechanism for recognizing documents issued in the uncontrolled territory and confirming the level of knowledge of entrants. Since 2016, educational migration has carried out through the educational centers “Crimea-Ukraine” and “Donbass-Ukraine”, which solve this problem in the legal field. The Law of Ukraine “On Ensuring the Rights and Freedoms of Citizens and the Legal Regime in the Temporarily Occupied Territory of Ukraine” enshrined the right of migrants from Donbass to free education, including in higher education institutions, as well as to places in dormitories.

Forced educational migrants from uncontrolled areas in Ukraine face additional problems of social adaptation compared to both ordinary Ukrainian entrants and forced internal migrants whose relocation was not directly related to

education. In the first months after migration, entrants and students face such difficulties that slow down their social adaptation: overcoming the cultural barrier associated with an alien social discourse; overcoming the stress associated with starting an independent life without the support of relatives and with extremely limited material resources; lack of knowledge in the social sciences within the compulsory school curriculum; lack of trust in government institutions.

Social and political changes in the uncontrolled territories of Donbass lead to the strengthening of their specificity, including specificity at the level of reproduction of socio-cultural capital and the habitus of social actors. At the same time, it is important to assess the role of cultural and social capital in overcoming/mitigating the risks of educational migration, as well as in creating opportunities for their conversion into different educational spaces. The value of these types of capital depends to a large extent on both the content of education and the environment in which the knowledge, skills and social connections gained in the learning process will be realized. An important factor in the assessment of socio-cultural capital is symbolic capital, which determines the degree of legitimacy of the competence obtained as a result of learning within a particular educational system in some social space. When a social actor moves from one social space to another, if the specifics of these spaces differ significantly, there are risks associated with differences in perception of the value of cultural capital.

The main risks associated with the difficulties of converting cultural capital in the case of forced educational migration from one social space to another are: devaluation of incorporated cultural capital as a set of knowledge and skills, because their relevance may not match in different communities; depreciation of objectified cultural capital in the form of “cultural products”, because there may be different cultural codes of their perception and evaluation in different value systems; devaluation of institutionalized cultural capital, since professional competencies acquired in one social space may not be recognized in another due to distrust in institutions.

Another risk that arises in the case of migration from one social space to another is associated with social actors' habitus, which is reproduced in the education system as well. The owner of a habitus that is irrelevant in a particular social space will not be able to become “the Own”, will not be able to produce effective strategies and become a member of social networks, i.e. to acquire significant social capital. And this discrepancy will last for some time, which is associated with the phenomenon of hysteresis (or inhibition/delay of adaptation to social changes, caused by the inertia of habitus; delay of habitus change in a situation of changing social environment). This phenomenon becomes especially relevant in the context of the study of educational migration, since habitus is formed in childhood, in the family and schools. When moving from one social space to another, the risk of losing/weakening cultural capital increases if these spaces are slightly socially connected and the previous cultural capital is underestimated in a new community.

Risks for entrants living in uncontrolled territories of Ukraine are related to the problem of reimbursement of education expenditures; development of cultural

capital that cannot be applied outside certain districts of Luhansk and Donetsk; difficulties of educational integration into the sociocultural space of Ukraine. In the situation of systemic reintegration of Luhansk and Donetsk regions, thousands of social actors will return to the social space of Ukraine, whose cultural capital may be unclaimed in the new social space. The risk of educational and cultural marginalization in this case is quite probable.

The distance education using digital technologies and Internet can help to reduce the risks associated with differences in education systems in Donbass and Ukraine. Despite the existing shortcomings and risks of distance education, it could help to replenish the knowledge of entrants from Donbass, the lack of which is due to the difference in the curricula of Donbass and Ukrainian schools. To prevent risk situations related to the process of educational integration of forced internal migrants, it is necessary to develop programs that will restrain the deepening of differences in socio-cultural spaces of controlled and uncontrolled territories of Ukraine, by providing residents of uncontrolled territories with the opportunity to accumulate cultural capital that will be relevant in all regions of Ukraine.

References:

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