

Tetiana Verhun

*Assistant of the Department of Pedagogical Technologies
and Language Training
(Zhytomyr Polytechnic State University)*

Adelheid Marie Bwire

*Lecturer Language, Literacy, Literature and Teacher Education,
(Educational Communication and Technology Kenyatta University)*

EDUCATION OF MIGRANTS IN THE SCANDINAVIAN COUNTRIES

Introduction. Education in the Nordic region of the European Union (EU) is an interesting area to study. The education systems in the Scandinavian countries are quite similar to each other, but also are quite different, which makes them interesting to study. Fairness and impartiality are the basis in the countries of the Nordic region. These countries are known for providing a fair, high-quality education to all their pupils and students, with a strong focus on their well-being and happiness [4].

Aim of research is to analyze the educational systems of the Scandinavian countries, to study the opportunities for training and retraining of migrants of different generations and origins.

To begin with, we are going to look at the economic component of the success of Scandinavian education systems. The level of education in the Scandinavian countries is one of the highest in the world, the state budget for the development of the education sector is much larger than in other EU countries. Every year, the countries of the Scandinavian region allocate the largest shares of the budget to education among other European countries (in general, this is 4.9% of Gross domestic product (GDP)): Denmark – 8.5%; Sweden – 7.7%; Norway – 7.6%; Finland – 6.4%; Iceland – 6% [6].

Thus, primary, secondary and higher education are at the appropriate level. But due to their geographical location, northern universities are less popular among foreign youth than educational institutions in central and western Europe. But on the other hand, with a smaller influx of applicants, admission is easier, the student receives knowledge at the same European level and at the same time has the opportunity to study in ecologically clean regions with a high standard of living, personal safety and social security. Unlike English universities, which are proud of their centuries-old traditions, Scandinavians are willing to use innovations. Every foreign student can choose an English-language program or study in the state language - Danish, Norwegian, Swedish (they can be studied for free). Also, students are allowed to work while studying at the university, so they have the opportunity to get good practical experience working in different companies [5].

Due to the large influx of foreign citizens to study and work, EU countries are developing numerous programs for the integration of migrants into local schools and universities. European educators believe that a student who is well integrated into the education system, both academically and socially, has more chances to

reveal his potential. Migrant students face a number of challenges in this regard, which affect their learning, development and well-being. According to scientific literature, problems can be of three types:

- problems which are related to the migration process (for example: leaving one's native country, learning a new language, adapting to new rules and routines in educational institutions);
- problems which are related to the general socio-economic and political situation (for example: policy strategies that affect the availability of resources for education systems, influence schools to promote the integration of migrants, and strategies that promote inclusion and equality in general);
- problems which are related to student participation in education, including a limited scope of initial assessment that does not always consider both academic and non-academic aspects (ie social, emotional and health issues); inadequate language support that is not adapted to the needs of students with different native languages; insufficient support for the educational process and lack of social and emotional support; teachers who are not trained to work with inclusion in the classroom; insufficient cooperation between family and school; lack of or inflexibility in funding to ensure adequate provision and support for the educational process of migrant students [6].

According to European studies, the level of knowledge of migrant students is lower than that of their peers (native residents). Also, according to Eurostat data, the rate of students of foreign origin who drop out early is higher than the rate of the native population, this is the situation in almost all European countries. European scientists recognize the importance of efforts for children and youth in helping to integrate into the education system, and further into society without these efforts, migrant children do not realize their potential. The Recommendation of the Organization for Economic Co-operation and Development (OECD) in 2018 emphasizes the promotion of the shared values of inclusive education and the European dimension of learning, and also emphasizes the importance of ensuring effective and equal access to quality inclusive education with the necessary support for all students, including those from migrants [3].

All Scandinavian countries pay great attention to education, namely to descendants (migrant children) and their integration into educational institutions.

Looking at employment in the Nordic countries, Sweden has a slightly higher overall migrant employment rate than Norway and Denmark, and significantly higher than Finland. Overall, immigrants have a much lower employment rate than the rest of the population, 25% in Sweden, 20% in Denmark and Finland, and only 15% in Norway. In Sweden and Finland, migrant employment consistently increases in proportion to length of residence, so those who have resided for more than 15 years are more employed than anyone with a shorter period of residence [2].

Education of Ukrainian migrants under martial law. The war in Ukraine made adjustments to the life and educational process of European countries, more than 5.8 million Ukrainians were forced to seek refuge abroad [7]. Educational opportunities for Ukrainians abroad have significantly changed and expanded, currently Ukrainians who acquire the status of «refugee» or «temporary protection» have the right to free education in public preschools, schools and some universities. Free language courses for adults and children are organized in each country, and foreign higher education institutions allocate budget places, give grants and give Ukrainian scientists and teachers the opportunity to work. Regarding the confirmation of education obtained abroad, for example in Norway, if you have received a profession in another country, but do not have supporting documents, you can confirm your qualifications with the help of a vocational testing. The country also has an «Introduction Program» - a training program designed to prepare you for participation in Norwegian working life. Refugees between the ages of 18 and 55 arriving in Norway must take part in this program. The government of Iceland offered housing to students from Ukraine. Universities in Finland are supportive in matters related to the well-being and learning of students. The University of Helsinki gives Ukrainian students the opportunity to complete their studies without obtaining a diploma. The University of Eastern Finland promised to accept 20 Ukrainian students and cover their living and travel expenses. Swedish universities, such as Stockholm University, allocate funds to increase the number of places for students and offer positions to Ukrainian researchers. The Karolinska Institute is also ready to receive researchers and students from Ukraine [1].

Conclusions. As we can see from this research, the success of Scandinavian education is determined by many factors.

Firstly, it is the allocation of a significant share of the state budget to the education sector. According to the statistics, the level of education in the Scandinavian countries is one of the highest in the world, because the state budget for the development of the education sector is much larger than in other EU countries. Every year, the countries of the Scandinavian region allocate the largest shares of the budget to education among other European countries.

Secondly, they develop educational programs, materials, textbooks not only in the official language of a specific country, but also in English. Scandinavians are willing to use innovations. Due to this, every foreign student can choose an English-language program or study in the state language - Danish, Norwegian, Swedish, etc.

Thirdly, the states pay attention to the problems of migrants, their life activities and promotion of their successful integration into a new society for them. European scientists recognize the importance of efforts for children and youth in helping to integrate into the education system, and further into society without these efforts, migrant children do not realize their potential.

Fourthly, they encourage talented and smart foreign students with scholarships and grants. And first of all, the Scandinavian countries have created the right conditions for successful study and work for Ukrainian youth, who have

been forced to immigrate abroad. The European Union attaches great importance to educational processes not only in its 28 member states, but also in Europe as a whole.

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