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EDUCATION OF MIGRANTS IN THE SCANDINAVIAN COUNTRIES

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The article examines the level of education in the Scandinavian countries, educational opportunities for first- and second-generation migrants. The research demonstrates the high level of education provided by Scandinavian higher education institutions not only for the local population, but also for international students. The developed Scandinavian education system with good learning conditions and relatively low tuition fees for foreigners attracts foreign students. We also examined 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. Annually the countries of the Scandinavian region allocate the largest share of the budget among European states to education. Decentralization of decision-making and administration of basic education to regional and local bodies is typical in all Nordic region countries. National-level decision-making is also divided between ministries and one or several national agencies in all these countries. The article provides statistics on the level of education of the general population and a comparison of the level of labor migrants' education. In order to understand the comprehensive picture of education and employment of immigrants, we carefully examined the migration waves and trends in Northern Europe from the second half of the last century to the present. The article provides detailed statistical data on migrants and their descendants in Scandinavia in general and on individual countries, the status and statistics on family migration. Scandinavian scientists and statisticians comprehensively study the issue of migrants and their integration into society, they realize the fact that new arrivals should be considered and treated as individuals with specific problems. That's why they need a thorough study of their immigrant background, providing opportunities to learn English or the required Scandinavian language, as well as opportunities and prospects for Ukrainian migrants under martial law.

Key words: migration, education, Scandinavian countries, labor migrants, family migration, inclusive education.

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ОСВІТА МІГРАНТІВ У СКАНДИНАВСЬКИХ КРАЇНАХ

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В статті розглянуто рівень освіти в скандинавських країнах, можливості освіти для мігрантів першого та другого покоління. Дослідження демонструє високий рівень освіти, який надають скандинавські вищі навчальні заклади не тільки для місцевого населення, а й для іноземних студентів. Розвинена скандинавська система освіти з хорошими умовами навчання та відносно низькою оплатою за навчання для іноземців привертає іноземних студентів. Також нами розглянуто економічну складову успішності систем скандинавської освіти. Рівень освіти в скандинавських країнах один з найвищих в світі, державний бюджет на розвиток галузі освіти набагато більше, ніж в інших країнах ЄС. Щорічно країни скандинавського регіону виділяють на освіту найбільші частки бюджету серед європейських держав. Децентралізація прийняття рішень та управління базовою освітою регіональних та місцевих органів характерні для всіх країн Північного регіону. Прийняття рішень національного рівня також розподіляється між міністерствами та одним або кількома національними агентствами у всіх цих країнах. До прикладу, у Швеції кількість таких агентств є найвищим. В статті наведена статистика рівня освіти населення загалом по різних віковим категоріям та порівняння рівня освіти трудових мігрантів з корінним населенням. Для розуміння всебічної картини освіти та працевлаштування іммігрантів, нами ретельно розглянуто міграційні хвилі та тенденції в Північній Європі з другої половини минулого століття по сьогоднішній день. В статті наведені розгорнуті статистичні дані по мігрантам та їх нащадках загалом по Скандинавії та по окремим країнам, стан та статистика по сімейній міграції. Скандинавські науковці, статистики всебічно вивчають питання мігрантів та їх інтеграції в суспільство, усвідомлюють той факт, що новоприбулих слід розглядати та ставитися до них як до особистостей зі специфічними проблемами, потрібне ретельне вивчення їх іммігрантського походження, надання можливостей для вивчення англійської або потрібної скандинавської мови, а також можливості та перспективи для українських мігрантів в умовах військового стану.

Ключові слова: міграція, освіта, скандинавські країни, трудові мігранти, сімейна міграція, інклюзивна освіта.

Introduction of the issue. Education in the Nordic region of the European Union (EU) is a promising 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 [7].

Current state of the issue. The analysis of the education system in the Scandinavian countries was widely distributed in the works of foreign and home scientists, such as O. I. Ohienko, J. Olofsson, R. Freeman, K. Volmari. Migration policy, its goals, results and trends in Denmark, Norway and Sweden are studied by D. V. Golota,

K. S. Maltseva. Issues of integration into the educational process of migrants are dealt with by specialists of the European Commission, responsible for Innovations, Research, Culture, Education and Youth Commissioner Maria Gabriel pays great attention to the integration of forced migrants from Ukraine.

However, currently, there is no systematic approach in the direction of further research of these issues.

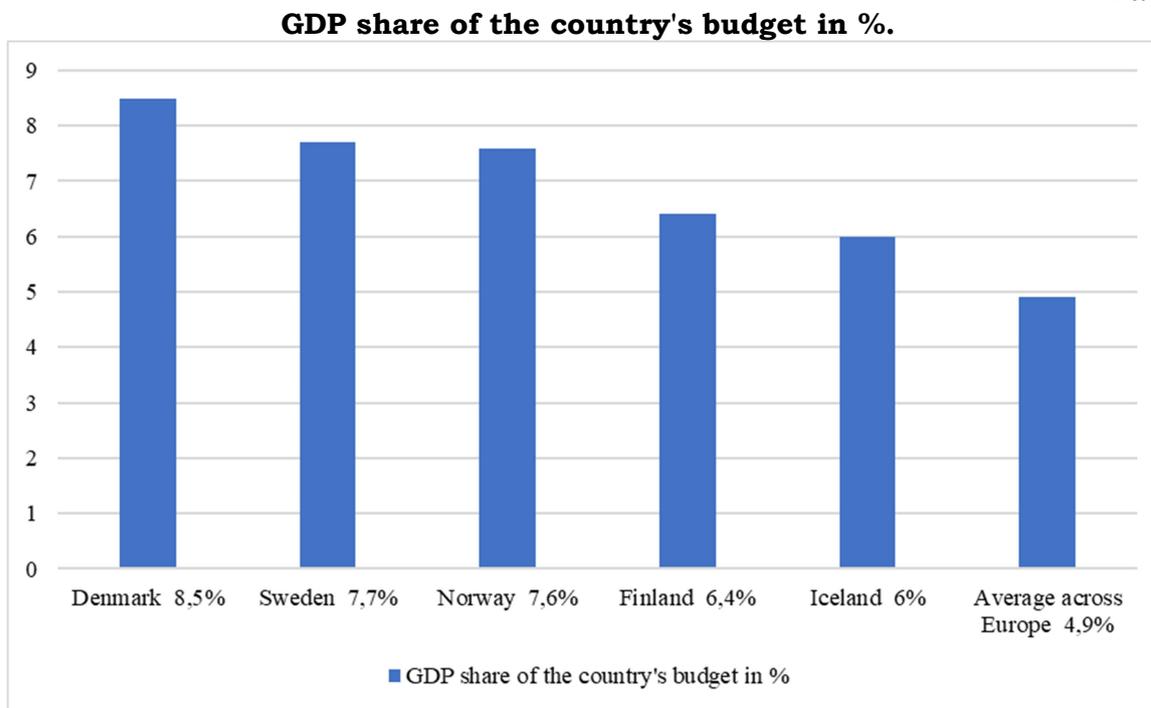
Aim of research is to analyze the educational systems of the Scandinavian countries, to study the opportunities for training and retraining of migrants of different generations and origins.

The outline of unresolved issues brought up in the article. 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)) [10]:

Table 1



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 [8].

Results and discussion. 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 (i.e. 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 [10].

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 [6].

In all Northern European countries, the Ministry of Education regulates the issue of education. The main tasks of the Ministry are the development, management, monitoring and evaluation of education in the country. The structure of the National Education Policy is formed and adopted by such

political bodies as the Parliament and the Government [7].

There are differences in the structures of the Ministries of Education of the Scandinavian countries. For example, in Sweden there are three Ministers of Education – the Minister of Primary Education, the Minister of Secondary Education and the Minister of Higher Education. Denmark has four Ministers of Education: The Minister of Education for Children and Social Affairs, the Minister of Higher Education and Science, the Minister of Culture and the Minister of National Defense of Denmark (he has only some responsibilities related to education at levels of the International Standard Classification of Education 5-8).

All Scandinavian countries pay great attention to education, namely to descendants (migrant children) and their integration into educational institutions. In general, there is a large proportion of immigrants from Thailand and Somalia in upper secondary school. Immigrants from Turkey, India, and China have a relatively low share of higher education, while immigrants from India and China have a high share of higher education. Immigrants from Thailand, Somalia and Syria have the lowest share of higher education in Scandinavia.

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 [3].

Migration trends, waves of migration. As determined by modern political science, a full-fledged welfare state can function only if there is no mass unemployment in the country, that is, 80% of the adult population of the

country must have a permanent job in order to be able to talk about the welfare state and social justice. For example, according to Swedish statistics, 84% of the adult population of Swedes have a permanent job. But the number of working migrants does not even reach 50% - most of the migrants who came from Asian and African countries do not work. In Swedish schools, the majority of unsuccessful children are also represented by children of migrants, this is due to the fact that they do not speak Swedish well or not at all, therefore they are doomed to low academic performance. It is not so easy for migrants themselves to find jobs, especially if they lack the necessary education, professional qualifications, and do not know or have a very poor knowledge of the Swedish language. But as it was indicated above, the Scandinavian countries are very liberal and loyal to labor migrants, refugees and continue to develop numerous programs for the ecological integration of migrants into modern northern society [4].

A large number of foreign migrants and refugees also go to neighboring Norway, just like Sweden, Norway was a mono-ethnic state for a very long time, foreign migration was practically absent, but Norwegians and Swedes themselves migrated to the USA and Canada. The situation began to change at the end of the 20th century.

Even before 2002, the number of immigrants in the general structure of the Norwegian population was 6.9% of the country's population. According to Norwegian statistics, immigrants include persons born outside Norway or children of persons born outside Norway. Norway has one of the highest living standards in the world, a very high life expectancy. But, like Sweden, one of the main problems of the Norwegian state is the gradual aging of the population. High life expectancy together with low birth rate give the effect of gradual "retirement" of the Norwegian population. Just to solve the country's demographic problems Norway opened its doors to foreign labor migrants.

The humanitarian position of the Norwegian government contributed to the fact that since the 1990s, many thousands of refugees have been coming to Norway from almost all hot spots on the planet. The first large wave of refugees rushed to Norway in 1994 from the territory of the former Yugoslavia. As a result of the war in the Balkans, 11,000 Bosnian refugees arrived in Norway. Later, refugees from Iraq, Afghanistan, Somalia, and Syria began to come to Norway. For example, currently the Somali diaspora in Norway consists of 26,000 people, and about 22,000 Somalis live in Sweden. By the second half of the 20th century. Finland also remained largely a mono-ethnic state, but in search of income, Finns immigrated to more developed countries - from neighboring Sweden to the USA and Canada. The first large group of foreign migrants who arrived in Finland in the second half of the 20th century were 182 political refugees from Chile who left the country after the military coup by General Augusto Pinochet. The next wave of migration was already in the early 1990s, when citizens of Somalia fleeing the civil war began to enter Finland through Russia. Almost at the same time, refugees from Yugoslavia arrived in Finland - Bosnians, Albanians, Serbs, Croats, who were also fleeing the war. After Finland joined the European Union, labor migrants from Eastern European countries began to come to the country. In 2014, 3,650 refugees entered Finland, mainly from Iraq, Somalia, Russia and Afghanistan. During the first five months of 2015, 1,361 refugees entered the country, mainly from Somalia (446 people) and Iraq (454 people) [4].

As of January 1, 2017, the Scandinavian countries (Denmark, Finland, Iceland, Norway and Sweden) had about 3.3 million immigrants and 925 thousand descendants (children of migrants), a total of 4.4 million people with an immigrant background. The population of the Scandinavian countries was 26.8 million, so immigrants made

up 12.4% of the population and descendants 3.5%.

Sweden is home to 51% of all Scandinavian immigrants, which is 37% of the country's total population. If we look at individual countries, more immigrants (240,000) have come from Poland than from any other country in recent years. Poland is the largest country of immigration to Iceland and Norway, and to a large extent to Denmark and Sweden. The second largest number of migrants are immigrants from Syria (207,000), but after 2016 there were so many of them that Syrian migration is likely to be the largest in 2020. Sweden has the largest number of immigrants. Since 1990, the number of immigrants has also been growing in Iceland. The Nordic countries have had net immigration almost every year since 1990. Total net immigration between 1990 and 2018 was almost 2.7 million people, accounting for two-thirds of the total population growth in the Nordic countries [4].

Statistics on migrants, descendants, and the level of education of migrants in general in the Scandinavian countries. In this section, we are going to look at the number of migrants in the Norden countries and where they immigrated from. As a basis for understanding the increase in the number of migrants and their integration into society, it is useful to know how many migrants live in these countries and their origin. To understand the significance of immigration for demographic development, we must have an idea of how many children migrant couples have, that is, children born in Scandinavian countries in families where both parents are migrants, in statistical documents they are often called "descendants".

Previously, in statistics, scientists more often referred to first-generation migrants, because the vast majority of descendants were so young that they did not have any "own" demographic behavior, nor did they have living conditions that differed from those of

their parents. But nowadays in the Scandinavian countries, many descendants are already in adulthood, so it is important to study their choice of education and professional activity, so these data began to be reproduced in EU statistics and studied by statisticians. Because they were born and raised in the country they live in, they are more integrated and face fewer obstacles than their migrant parents [10].

The percentage of migrants older than 19 years in each country varies from 88% to 91%. Among the descendants of migrants, this indicator differs much more: Iceland 6%, Finland 12%, Norway 21%, Denmark 34% and Sweden 43% (table 2). Such differences in the age distribution of descendants are associated with different waves and trends in migration in the Scandinavian countries over the past 50 years. If we look at each country separately, for example, Finland and Iceland have not had large waves of migration, so only recently they have begun to attach importance to the issue of immigration. In recent years, the number of first-generation migrants has increased significantly in Norway, so the country has many migrant children who have not reached adulthood. The great wave of immigration to Denmark began a little earlier than the Norwegian one. Sweden has many adult descendants, partly because there has been a long immigration from many parts of the world, and partly because of the large wave of immigration from Finland in the 1970s. A third of adult descendants in Sweden are of Finnish origin, and among descendants aged 40-59 this figure is 55% [10]. The total number of registered migrants in the five Scandinavian countries as of January 1, 2017 was 3,325,000 (Table 2) or 12.4% of the population. The distribution of migrants is uneven within the Scandinavian countries, in 2017 there were 26.8 million inhabitants, 37% lived in Sweden, 21.4% in Denmark, 20.5% in Finland, 19.6% in Norway and in Iceland a total of 1.3% of the northern population. Sweden has the largest

number of migrants, slightly more than the rest of the Nordic regions, 1.7 million

at the beginning of 2017. They made up 17% of Sweden's population at that time.

Table 2

Migrants, their descendants and the population as a whole by age as of 2017 [11].

	Denmark	Finland	Iceland	Norway	Sweden
Migrants					
Total number of people (in percent)	569667 (100%)	306840 (100%)	35997 (100%)	724987 (100%)	1687597 (100%)
0-19 years old	52251 (9,2%)	37773 (12,3%)	3100 (8,6%)	89423 (12,3%)	205467 (12,2%)
20-49 years old	365350 (64,1%)	201432 (65,6%)	26082 (72,4%)	477436 (65,9%)	897986 (53,2%)
50+ years old	152066 (26,7%)	67635 (22%)	6815 (18,9%)	158128 (21,8%)	584144 (34,6%)
Descendants of migrants (second generation)					
Total number of people (in percent)	168017 (100%)	57947 (100%)	4473 (100%)	158764 (100%)	535095 (100%)
0-19 years old	111460 (66,3%)	51010 (88%)	4186 (93,6%)	125299 (78,9%)	305308 (57,1%)
20-49 years old	52961 (31,5%)	4815 (8,3%)	184 (4,1%)	30689 (19,3%)	183129 (34,2%)
50+ years old	3596 (2,1%)	2122 (3,7%)	103 (2,3%)	2776 (1,7%)	46658 (8,7%)
Other population					
Total number of people (in percent)	5011085 (100%)	5138510 (100%)	297879 (100%)	4374566 (100%)	7772461 (100%)
0-19 years old	1147207 (22,9%)	1104059 (21,5%)	81473 (27,4%)	1048008 (24%)	1779831 (22,9%)
20-49 years old	1802809 (36%)	1844363 (35,9%)	113984 (38,3%)	1644870 (37,6%)	2836051 (36,5%)
50+ years old	2061069 (41,1%)	2190088 (42,6%)	102422 (34,4%)	1681688 (38,4%)	3156579 (40,6%)
All residents					
Total number of people (in percent)	5748769 (100%)	5503297 (100%)	338349 (100%)	5258317 (100%)	9995153 (100%)
0-19 years old	1310918 (22,8%)	1192842 (21,7%)	88759 (26,2%)	1262730 (24%)	2290606 (22,9%)
20-49 years old	2221120 (38,7%)	2050610 (37,3%)	140250 (41,5%)	2152995 (40,9%)	3917166 (39,2%)
50+ years old	2216731 (38,6%)	2259845 (41,1%)	109340 (32,3%)	1842592 (35%)	3787381 (37,9%)

Another important issue for today is the education of migrants. Let's look at the participation of migrants in upper secondary and higher education. Migrants and their descendants, who were born and migrated right inside the Scandinavian countries, have the highest rate of completed higher education. Migrant children who were born in the Scandinavian countries with two parents of another foreign origin also have a higher participation in education than immigrants and the rest of the population, unfortunately, there are no figures of the educational activity of the descendants in the database of Scandinavian statistics [10].

The Nordic database (<https://www.nordicstatistics.org/statistics/>) has four tables on education. EDUC30 provides statistics on migrants who have been living and studying for more than two years. Also, the table is limited to the age group that is studying, i.e. 16-29 years. The reports show migrants from world regions and from 20 individual countries that are most relevant in the Nordic context. The given figures are from 2016 [10]. Of all migrants aged 16-29 who have lived in the country for at least two years, 30% of migrants study in Denmark, compared to 35-40% in Finland, Norway and Sweden (Table 3).

Table 3

Share of migrants* aged from 16 to 29 who have upper secondary and higher education. In percentage, 2016.

* Immigrants with residence for at least two years [11]

	Senior High School (VGS)				Higher education (HE)			
	Total by VGS, %	16-19 y.o.	20-24 y.o.	25-29 y.o.	Total by HE, %	16-19 y.o.	20-24 y.o.	25-29 y.o.
Denmark	10	49,5	9,5	3,2	20,1	2,5	34,1	16,2
Finland	25,5	64,5	28,8	13,7	14,5	1,2	20,6	15
Iceland	14,5	70,8	9,7	1,8	7,9	...	11,9	7,6
Norway	22	75,9	17,6	4,6	13,7	4,7	24,1	11,1
Sweden	28,7	77,2	25,3	11,1	9,6	2,8	15,1	8,8

Iceland has received more migrant workers than other countries, so it has 20% of migrants in education. Also, considering that Iceland is a small country and has a less specialized education system than other Scandinavian countries, it is therefore not very attractive to educational migrants.

Denmark has the lowest proportion of migrants studying in upper secondary school, only 10%, but has the highest proportion in higher education at 20%. Other countries have far more migrants in upper secondary than in higher education.

The difference between Denmark and other countries is great, but Scandinavian scientists have no explanation for this fact. Among the youngest (16-19 years) in Denmark, only half of the descendants of migrants study in upper secondary school, compared to 2/3 in Finland and about 3/4 in other Scandinavian countries (Table 3).

At the age of 29, the share of migrants studying in the labor migration countries of Iceland and Norway is 10-15 percent. In Denmark and Sweden, it is about 20 percent and 30 percent in Finland. In Denmark, Iceland and Norway, the vast majority of migrants study at university, and in Finland and Sweden, the same number of students attend both high school and university. The share of those with a higher education varies depending on many conditions, not only those related to the integration of migrants. If there are large groups of migrant workers, the share of those who study is always low. The developed Scandinavian education system with good learning conditions and relatively low tuition fees for foreigners attracts foreign students. Every third student in Denmark is a Scandinavian migrant, twice as many as in other Nordic countries. The lowest proportion of students among African immigrants in Sweden, the percentage of African students aged 16-29 is only 5%.

Table 4

Percentage of migrants* aged 16 to 29 who received general secondary education by continent in 2016.

* Immigrants with residence for at least two years [11]

	Total, %	Norden	EU/EEA	Rest of Europe	Africa	Asia	South and Central America
Denmark	10	7,6	6	10,1	16,2	13,9	12,2
Finland	25,5	21,9	24,3	24,1	34,9	24,5	24,9
Iceland	14,5	...	12,2	27,2	...	21,1	...
Norway	22	10,4	17,3	16,4	33	25,1	25,1
Sweden	28,7	17,6	21,7	16,5	39,2	31,9	30,5

EU/EEA – European Union/European Economic Area

Table 5

Percentage of migrants* aged 16 to 29 who received higher education by continent in 2016.

* Immigrants with residence for at least two years [11]

	Total, %	Norden	EU/EEA	Rest of Europe	Africa	Asia	South and Central America
Denmark	20,1	35	23,4	15,4	16,1	16,1	17,1
Finland	14,5	12,8	10,2	18,1	7,8	17,3	17,4
Iceland	7,9	...	5,5	...	...	10,8	...
Norway	13,7	16,3	9,4	21,4	10,9	16	15,5
Sweden	9,6	17,5	11,1	10,4	5,1	9,6	10

EU/EEA – European Union/European Economic Area

The level of education among migrants and descendants is shown in Table 6. There are no figures for Iceland, nor is the level of education of immigrants in Finland indicated in the statistical database EDUC32 [11]. In Norway, Sweden and Denmark, various surveys were conducted to find out what kind of education migrants received in their homeland. But, unfortunately, such research was not done in Finland, so the Statistical Office decided not to publish incomplete data on the "home" education of migrants. There are no large and

systematic differences between the education levels of migrants, their descendants and the rest of the population. Of course, it is logical that migrants and descendants have a slightly lower level of education than the rest of the population.

In Denmark and Sweden, migrants have a higher percentage of higher education than their descendants. In Norway, migrants and descendants have approximately the same level of education [10].

Table 6

Percentage of migrants, descendants and the rest of the population aged 25 to 64 with completed full-time education, 2016.

* Immigrants with residence for at least two years [11]

	Immigrants			Descendants			The rest of the population		
	Primary school	Higher school	Universities & colleges	Primary school	Higher school	Universities & colleges	Primary school	Higher school	Universities & colleges
Denmark	21,4	29,3	41,7	26,1	33,4	36,2	18,2	43,4	37,6
Finland	...	...	...	22,6	46	31,4	12,9	46,3	40,8
Iceland	...	...	...	...	...	...	...	...	...
Norway	25,9	29,8	42,6	24,4	28,5	44,7	18,2	42,2	39,3
Sweden	31,6	26,2	34,9	16,4	51,1	31,5	13,2	20,8	35,4

Norway and Sweden identify the following three reasons for immigration from countries outside the EU/EEA: 1) refugees and their families; 2) other family migration; 3) other reasons (work, education, other). As for migrants coming to Norway and Sweden, in general, there is relatively little difference in education between them. In Norway, migrants have a better level of primary education, and in Sweden, for example,

there are more migrants with upper secondary education.

Every third migrant in both countries has a higher education, women have a slightly higher level of education than men. If we look at the three groups of migrants, the differences are somewhat greater. Family migrants, refugees and others have a better education in Sweden than in Norway. The biggest difference is between working and educational

migrants. More than two-thirds of those who move to Norway for work or study have a university degree, compared to just over 40% in Sweden. Among family migrants, except for refugees, women in both countries have a clearly higher level of education than men. Among the families of refugee migrants, working and educational immigrants, gender differences are insignificant.

Scandinavian scientists and statisticians comprehensively study the issue of migrants and their integration into society, they realize the fact that new arrivals should be considered and treated as individuals with specific problems. That's why they need a thorough study of their immigrant background, providing opportunities to learn English or the required Scandinavian language. One of the necessary conditions that must be fulfilled in order for migrant students to have access to equal opportunities in education is to treat them as Scandinavians, that is, not as refugees or temporary migrants who will soon leave the country, but as students, students with special educational needs, who study on an equal term with Scandinavian students [10].

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 [13]. 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 [2].

Conclusions and research perspectives. 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. According to European studies, the level of knowledge of migrant students is lower than that of their peers (native residents). 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.

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. Evidence of this is its attention to the Bologna Process, that is European strategy for reforming higher education. It focuses on three components: the transition of higher educational institutions to a three-cycle structure (bachelor-master-doctor); ensuring the quality of higher education; recognition of qualifications and study periods obtained by students in various higher education institutions in Europe. Currently, 46 European states are participating in the Bologna process, including Ukraine.

The aim of further research is to study the peculiarities of the education of migrants in each country of the northern region separately. Identify and explore the main types of migration among the Scandinavian countries separately, that is, international (interstate) and internal (intrastate) educational migration.

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