

MIGRATION MANAGEMENT IN EDUCATION: TRAINING OF THE HEADS OF EDUCATIONAL INSTITUTIONS AT A BORDER UNIVERSITY

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Abstract: Migration has actualised the problems in the education of migrants and refugees' children. Therefore, training of the heads of educational institutions at the border territories is required for the migration management in educational institutions. The study presents a model of management training in a cross-border Federal university. The proposed model is based on the competence and personality-oriented approaches in education in Russia and abroad. The data for the study was collected through observation and semi-structured interviews with open-ended questions. The development of the model was supported by a set of developed educational programs for master's degree and additional professional courses. The effectiveness of scientific and methodological educational software has been experimentally proven during the in-depth interviews. The results of the study contribute to the development of heads and teachers training and curricula. These results are used in the continuing professional educational programs, development of managerial and teaching staff in the field of education, in pre-professional education, and various special courses and training programs for the students of pedagogical specialties. In conclusion, the study develops a vision for the further development of the system for training managerial and pedagogical personnel in education for migration management in education.

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Introduction

The exponential growth of the world population and migratory movements of families with children are global and regional problems (Kolosoov et al., 2018). After the collapse of the Soviet Union, the Russian Federation (Russia) began to be perceived as one of the main centers of labor migration in the post-Soviet space. Russia can accommodate around 350,000 migrants for integration per year without compromising its national-state identity (Iontsev, 2012). About 30% of the total flow of migrants in Russia are migrants with families and children (Rakhmonov, 2021). In this context, it is necessary to clarify the concept of "migrant child", which is usually based on grounds as the country of birth of the parent(s) and/or child; citizenship/nationality, or passport(s) of the parent(s) and/or child; length of stay in the host country; reason for migration; exposure to immigration control (Anderson, 2019).

For the social integration and civic identity of the migrant children, their language and structural assimilation in the education system is important. Since 2000, indigenous people with poor command over the Russian language have been migrating, and migrant children are experiencing difficulties in their studies and communicating in Russian. Hence, cultural heterogeneity among students is being formed. Difficulties in the adaptation and socialisation of migrant children are due to the gaps in the organisational, legal, social, and methodological spheres and the lack of interaction and work experience with migrant children among heads and teachers in schools with a multi-cultural composition in a multi-ethnic border area (Vassallo, 2021).

Considering the intensive regional migration processes, training managerial and pedagogical personnel in an educational institute on the problems of migrants and migration pedagogy is an important task in the multi-ethnic, multi-cultural, and multi-confessional South of Russia. Many heads of Russian educational institutions do not have sufficient knowledge about migration, the problems of ethnology, ethno-pedagogy, and the status of children in migratory movements. These trends further emphasise the role and value of teachers' education, including pedagogical sciences at border universities. Thus, Southern Federal University, a leading university in the border territory, is an active participant in the

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inter-university consortium "Frontiers of Russia". Under these conditions, the present study aims to develop a complex of educational programs and research activity for training management personnel at the border federal university. As part of the study, the key topics necessary for the development of students while getting acquainted with migrant pedagogy were identified. 8 modules were prepared, which can be implemented in the educational programs for the training of the heads of the educational institutions since the implementation of the philosophy of school development to support migrant children should be implemented comprehensively and supervised by the management wing of the educational institutions. Nevertheless, the study confirms that these topics will also be useful for the development of teachers and subject teachers.

Data and Methodology

The present study was conducted from 2017–2021. The main goal of the study is to develop methodological foundations and tools (such as educational programs), to consider domestic and foreign studies and training practices of managerial and pedagogical personnel at a border university for the implementation of migration management (for distance learning).

To achieve this goal, following research tasks were defined: 1) analysis of works on research issues; 2) compiling a database for analysis within the framework of this article using data from state migration authorities; 3) implementation of a scientific approach for the development of educational programs. The hypothesis of the study is formulated and substantiated as follows: the training of managers and teachers of educational institutions will improve their professional competence if a number of conditions are implemented. These conditions include the institution of master's education and professional re-training based on an understanding of the migration processes, the situation of children in migration processes, and the migration processes in the border area.

The study uses a combination of theoretical and empirical methods of scientific research. The leading theoretical methods were the generalisation of scientific provisions, a logical derivation of knowledge, formulating problems and constructing hypotheses. For the study, a literature review of the most relevant work has been done from international databases like Scopus, Web of Science, ERIC, Google Scholar, and the Russian Science Citation Index. The search was limited to the period from 2017 to 2021, and a total of 358 papers were analysed. Search queries included the following keywords and phrases: children of migrants, children in migration processes, migration management in education, border management, and design of educational programs. The data sources were open-source databases (websites of the governments of the constituent entities of Russia, migration and border services, educational authorities, and professional educational institutions), statistical information on migration, and expert assessments. This study uses empirical methods like survey (questionnaire, conversation), observation and reflection.

The methodological and theoretical basis are the ideas of a systematic approach (Yudin, 1997), migration studies (Rybakovskij, 2014), the idea of social conditioning of a person as a person (Vygotsky, 1996); ideas of a cultural school type, migrant pedagogy (Bondarevskaya, 2015), competency-based approach (Bermus, 2003). The methodological basis is a set of principles, approaches, and methods of a basic general scientific nature focused on considering the subject field of migrant pedagogy - migration management in education.

The study is based on the concepts of the scientific school of E.V. Bondarevskaya on migrant pedagogy student-centered pedagogical process. It also analyses the research on the design and implementation of master's programs and professional re-training programs since 2000, management training education, from 2011 to the present. Theoretical and empirical methods included the analysis of psychological and pedagogical literature on the problems of migration management, the position of children in the migration processes of the border area.

Research Stages

The study was conducted over five years and included three stages:

1. Theoretical: In this stage, the study and development of theoretical problems, assessment, and analysis of the current state of the problem under study were done. The purpose and objectives of the study were determined, research hypothesis was formulated. The national and global experience study of border universities, and methodology development for the experimental part of the study (2017 – 2018) were done. The first stage resulted in formulating a hypothesis and research methodology of the study.

2. Design: At this stage, the hypothesis, goals, and objectives of the study were refined; the results of experimental work were analysed, and the content and methods of teaching were adjusted.

3. Evaluation: In this stage, the experimental work on the design and implementation of educational programs for an enlarged group of specialties and areas of training in the pedagogical education (44.04.01) master's program was performed. The formulation and refinement of the conclusions of theoretical and experimental work were carried out, and the results of the study were systematised and summarised.

Results and Discussion

To understand migration management in education, the study uses the most important provisions of the migration policy theory under current conditions and its effectiveness as a factor in the social and economic development of the state. The present migration policy of Russia focuses its efforts on operational management and short-term planning for solving migration problems. Recently, this problem was designated as one of the state's priorities. The concept of migration policy assumes that administrative, economic and social regulation stimulate the inflow or outflow of migrants in the country and in its different regions, economic sectors, and areas of social activity. It also helps in efficient and conflict-free utilising of the societal benefits for the entire population present on the border of a particular state (Bobylev, 2009).

The relevance of research on migration management in education is determined by the peculiarities of the socio-pedagogical and present migration situation in the South of Russia and the border area of the Russian Federation. The inclusion of the southern Russian educational region in global and regional educational processes, as shown by the study on the development of "migrant pedagogy", is a necessary condition for the integrity of the educational system for a migrating group of children and youth (Omelchenko, 2018). To understand migration management in education, it is advisable to consider the formation of the fourth demographic transition, the bottom line of it is that international migration result in the formation of a "new population" of children born in mixed families, where one of the parents is a migrant (a citizen of another country) (Kuptsova, 2020).

Migration flows involving families with children and unaccompanied children and the involvement of children in cross-border processes all involves the identification, analysis, and formation of new theoretical knowledge about the problems of supporting children involved in migration processes (Hlatshtwayo & Wally, 2014). Moreover, as of 2017, 30 million children lived outside their country of birth for various reasons like joining family members, pursuing educational opportunities, or fleeing conflict, violence, or persecution (International Organization for Migration, 2019). In this regard, there is a need to change the system of education and training of personnel to enable them to adapt to the changing conditions, ensuring equality of educational opportunities at the state level, considering international projects to develop the role of the school in the process of migrant children pedagogical support.

Arshin (2020) worked on the theoretical justification of migration management in education. The basic concept of the theory is similar to the traditional interpretation of management meaning management and coordination for the effective operation of the organisation, as well as the institutions and agents managing and coordinating the organisation. The study of border management problems (Kolosov et al., 2018) is relevant for training heads of educational institutions in connection with border crossing and unaccompanied migrant and refugee children from many socio-economic, political, and linguistic backgrounds, and ethnic groups.

To understand the migration management in education, the most important provisions of the UNESCO qualifications passport for refugees and vulnerable migrants have been analysed. To learn from the foreign experience, master's programs were analysed to train managers for the management of migration processes in educational institutions and society. These provisions were used to develop a set of educational programs and the theoretical basis for educational modules.

Southern Federal University, as a border university, responds to the migration process in the region, creating educational and research opportunities and the potentials for creating a new social institution (Gildersleeve & Sifuentez, 2021). The article analyses the research potential of the scientific school of the founder of migrant (migration) pedagogy E.V. Bondarevskaya, the resources of the Southern Federal University, the universities of the Southern Federal District, the actual problems of the further

development of the scientific direction, relevant for the geostrategic border region - the South of Russia, and the CIS (Decree of the Government of the Russian Federation, 2019). Based on the analysis, the authors developed educational programs for 2017–2025, some of which are presented in table 1.

Table 1: Research and educational potential of the Southern Federal university for the development of migration management in education	
Complex of educational programs	
1.	Educational program (module) for advanced training and master's programs in the educational direction "Education and Pedagogical Sciences", 5 credits "Migration Management in Education".
2.	Optional course for master's programs in the educational direction "Education and Pedagogical Sciences", 3 credits. "UNESCO teacher - the peacekeeping function of modern education in multicultural and ethnological education and the upbringing of migrant children."
3.	Adult Education Week: Migrants in the Educational Space of the Southern Federal District.
4.	Planned educational migration, 3 credits. Pre-Master's Program "Migrant Pedagogy: Management of Migration Processes in Education: Immigration and Repatriation Policy".
5.	The project of the educational program of bachelor's training in the educational direction 44.03.05 "Pedagogical education" with two profiles "Education and upbringing of children of migrants – Russian as a foreign language."
6.	Draft educational program for master's training in the direction 44.04.01 "Pedagogical education", profile "Management of migration processes in education: unaccompanied and separated children" for migration services, border guards, national-cultural autonomies, communities, diasporas, etc.
7.	Draft educational program in the educational direction 44.06.01 "Education and pedagogical sciences", profile "Theory and Methods of Vocational Education". Program "Theory and technologies of migration management in education".
8.	Scientific seminar "Migrant Children – Process of Adaptation and Psychological Recovery". Educational and psychosocial adaptation of children.

Source: Author

The study presents the main provisions for the implementation of the discipline “Migration management in education”, with 5 credits in the master's programs, “Head of an educational organization” with the profiles of management in the field of education (direction of the Federal State Educational Standard of Higher Education 44.04.01 Pedagogical Education) from 2018 to 2021.

Table 2: Structure of the discipline "Migration management in education"	
Module 1.	State policy in the field of migration processes regulation.
Module 2.	Social, pedagogical and psychological adaptation of children and youth from families of migrants and refugees.
Module 3.	Scientific school of Evgenia Vasilievna Bondarevskaya. Research project "Migrant Pedagogy: Migration Management in Education in Modern Conditions"
Module 4.	Migration crises and management of post-conflict recovery of educational institutions.
Module 5.	Border space of the CIS. Border management in work with children of migrants, refugees: innovative practices. Analysis of the activities of the border services of Russia, the CIS, Frontex, etc.

Source: Author

The course aims to master the professionally specialised competence of the management of migration processes in education (educational institution), in particular, to know the theoretical foundations of the study; to be able to identify the priority areas of institutional and managerial activities in the field of migration of families with children; to assess the migration situation in the country and the region; and application of managerial technologies in managing migration processes in education and educational institutions, etc. Thus, 124 respondents (heads of educational institutions and a personnel reserve) were interviewed to know how they organise the work of an educational institution to deal with children of migrants. The responses revealed educational difficulties of unaccompanied children, like ignorance of the legal status of minor foreign citizens (35%) and their situation while crossing the state border of Russia (24%), etc.

Table 3: Structure of the discipline "Migration management in education"		
	Number of responses	Response rate
Satisfaction percentage	67	89 %
Percentage of dissatisfaction	0	0%
Difficult to answer	8	11%
Total:	75	100%

Source: Author

The respondents demonstrated a high satisfaction level with the curriculum of the educational program and motivation to study the interdisciplinary problems of migration management in education. However, despite the understanding of the need to study the main provisions of migration management, in-depth

interviews revealed that the heads of educational organizations are less concerned about the problems of migrant children than teachers. In-depth interviews of 8 respondents were conducted, of whom 4 were heads of educational institutions, 2 were head teachers, and 2 were teachers. Thus, respondents who work with children (learners and teachers) were more concerned about the situation of migrant children. In particular, all the respondents were concerned about academic failure. According to a foreign language teacher, while answering the question about the difficulty faced by migrant children, especially those who have recently arrived, the main problem is poor progress, especially in the humanities (Russian, literature, and foreign languages). On the contrary, the heads of educational institutions did not focus on the problem of migrant students. As per the head of a general education school, "Yes, we have such children in our school, but teachers are working with them. Such students quickly join the educational environment, and they have no problems. Boys are often realized in sports." According to the respondents, there is no behavioral and socialisation problem being faced by the migrants. However, a contradiction has been identified in the opinions of school administrations and teachers. The study also revealed a lack of support for young teachers in the field of work with migrant students, highlighting the need to implement the course "Migration Management in Education". As per a teacher of the Russian language, part-time class teacher, "There is one such student in my class. He has a big family and his sister also studies at our primary school. The child is diligent, but he only has a base in the Russian language, and I don't know what to do with it. I prepared individual tasks, but none of my colleagues could tell me what technique I needed. I don't know if it is possible to leave such children for additional classes since they are obviously necessary for several subjects, and if it is possible to formalize this legally." Also, the study identified some difficulties in the education of unaccompanied children, in the legal status of minor foreign citizens, the situation of children of migrants and unaccompanied children when crossing the state border of Russia, etc. These topics were added to the structure of the "Migration management in education " discipline. The results of studying the master's program are systematically evaluated based on the submissions of teachers and students.

Conclusion

In Russia, internationalisation and academic migration in educational institutions are intensifying and the number of children from migrant families, refugees, and displaced migrants is growing. Therefore, the research and development of a comprehensive educational strategy for migrants and their children have significantly intensified. Migration policy in Russia determines the formulation and solution of new research and practical tasks for working with migrant children, analysis of the effectiveness of migration policy in the education of migrant children, and training of heads of educational organizations to manage migration processes in education. Education plays a critical role in supporting migrants to adapt to a new country and culture and to develop social relationships in their host communities. However, despite the existing state policy, the heads of educational institutions do not implement measures to support teachers working with migrant children and their parents. To highlight this problem, a set of educational programs was developed.

Also, based on the analysis of numerous studies of forced migration conducted by foreign and Russian researchers, the article identifies the main problems being faced by migrant children and suggests possible ways to solve them based on the specifics of the educational system of the South of Russia and the lessons learned from international experience. Southern Federal University develops the problems of migrant pedagogy and migration management in education according to the scientific school of E.V. Bondarevskaya, which allows to formulate promising educational and research issues in this area. According to the authors, the main directions of migrant pedagogy development are theoretical development and design of educational programs in the field of migration management in education; study of the processes of support and protection of children in the cross-border and border space; organization of psychological and pedagogical support for the incorporation of children of other ethnic migrants into the Russian host community, etc.

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