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ACADEMIC MIGRATION AND ITS ABUSE

CASE STUDY: ESTONIA

Bachelor's thesis

Programme INTERNATIONAL RELATIONS

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Tallinn 2019

I declare I have written the bachelor's thesis independently

and all works, important standpoints and data from other authors have been referenced and the same paper has not been previously been presented for grading.

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ABSTRACT

The main object of this paper's academic attention can be defined as the act of violation and deviation from the declared purpose of migration, taking place in the sphere of higher education and research. The rationale for choosing this research topic is connected to the most recent reoccurrence of academic migration abuse in Estonia by international students from a number of developing countries, as it was detected by the Estonian Police and Border Guard in 2017.

This paper aims at clarifying whether or not the factor of gaining access to the Schengen Area is the major reason for those students who apply for studying at Estonia-based universities and, upon arrival to the country, abuse the normal academic laws and practices. The central point of academic curiosity is to detect if the already stated and other major causes of academic migration abuse in Estonia are acknowledged as such by other students, in a survey that was conducted among international students in Estonia. This paper specifically focuses on international students from developing countries because most of the academic migration abuse cases uncovered by the Estonian Police are related to that particular segment of international studentship residing in Estonia. This paper represents one of the first attempts to academically tackle the issue while offering a pattern for evaluating the consequences of rules-breaking behaviour.

Keywords: Academic migration abuse, Academic migration, international students.

LIST OF ABBREVIATIONS

AASE	Association of African Students in Estonia
ENIC	Academic Recognition Information Centre
EU	European Union
PPA	Police and Border Guard Board
IELTS	International English Language Testing System
IR	International Relations
TALTECH	Tallinn University of Technology
UK	United Kingdom

INTRODUCTION

The main object of this paper's academic attention can be defined as the act of violation and deviation from the declared purpose of migration, taking place in the sphere of higher education and research. The rationale for choosing this research topic is connected to the most recent reoccurrence of academic migration abuse in Estonia by international students from a number of developing countries, as it was detected by the Estonian Police and Border Guard (PPA) in 2017.

In this context, in spring 2017, some peculiar cases made the headline in a reputable Estonian media, *Postimees*, with an incident about a group of African undergraduates who abused their studies-bound residence permit. One of the more inquisitive cases occurred on 31 March 2017, when a young woman from a developing country, who was previously enrolled at Euro Academy, was confined at Tallinn Airport. The PPA found that the undergraduate had not invested any time or energy in school – another person had been passing tests on her behalf while being present instead of the enrolled student at the place of study. Another case published was about some international students who were already admitted into an Estonian university but discovered by the PPA that they were unable to express themselves or write in English to an adequate degree in a situation where the school requires the B2 level. A few undergraduates who were admitted to learning at the school could not or hardly afford to live in Estonia and other candidates could not even state what they would think about, where, and why. Thus, these recent academic migration abuse discoveries by the PPA led to banning enforcement, in which a new arrangement of the Alien Act was implemented in January 2018 that aims to battle the abuse. It enables the PPA to decline granting students of any school discovered untrustworthy or dubious like in the case of Euro Academy been ban from taking foreign students as above stated cases are all students of the school.

Considering the above, this paper aims at clarifying whether or not the factor of gaining access to the Schengen Area is the major reason for those students who apply for studying at Estonia-based universities and, upon arrival to the country, abuse the normal academic laws and

practices. The central point of academic curiosity is to investigate if the already stated and other major causes of academic migration abuse in Estonia are acknowledged as such by other students, in a survey that was conducted among international students in Estonia. Methodologically, discourse analysis was utilized to comprehend the constructions of the respondents. Discourse analysis is a methodology that investigates the hidden importance and inspiration behind a text (Parker 1992). It is referred to as the discussions and the implications behind the discussions as comprehended and explained by a group of individuals (Parker 1992). In addition, discourse is also argued to maintain a level of normality in social relations, it produces preconditions for activity. It constrains how the things that the world comprises of is requested, thus how individuals classify and consider the world. It compels what is thought of by any stretch of the imagination, what is thought of as could be expected under the circumstances, and what is thought of as the regular thing to do in a given circumstance (Klotz and Prakash 2008). The developments that were articulated in this research were investigated, utilizing discourse analysis so as to comprehend the implications behind these developments. Through utilizing the discourse analysis approach, this study explores the related literature that illustrates how academic migrants are confronted by different challenges in learning at the higher education after they arrive in a new environment due to cultural transfer, outlining three stages on how academic migrants can successfully integrate into a new environment. This paper attempts to answer the following research questions:

- 1) What determines the causes of academic migration abuse?
- 2) What are the detected effects of academic migration abuse?
- 3) What are the measures to curb academic migrants from abusing study purpose?

Conducting a survey was chosen as yet another methodological tool for this research because it is best suited in order to collect a multiplicity of different findings for this particular study. In such a context, the survey research is considered focusing on individuals, the fundamental realities of individuals and their convictions, suppositions, frames of mind, inspirations and conduct (Kerlinger 1964, 12). A survey is also characterized as evaluating public opinion or individual attributes by the utilization of survey furthermore, testing strategies (McBurney 1994, 170). Furthermore, this paper recommends measures on how to curb academic migration abuse based on the responses of the students who participated in the survey conducted. These measures

directly answer to tackle the causes of academic migration abuse, acknowledge in the study. On the other hand, there has been a great lack of research on the abuse of academic migration which made it seem like the issue is been swept underground but now it is gradually increasing and needs to be curb as soon as possible. Due to the ageing and decreasing number of population in Estonia, international students are valuable to the country. At the same time, unfortunately, we can observe cases of academic migration abuse. This paper discovers that, contrary to a range of speculative perceptions on why some students abuse academic migration rules, problems like language barrier and racism/discrimination appear as the most predominant issues, rather than the perceivably obvious motivation to gain access to the Schengen Area via Estonia.

In this research, Chapter 1 illustrates the related literature that points out how academic migrants are confronted by different challenges in learning at the higher education after they arrive in a new environment due to cultural transfer, outlining how academic migrants can successfully integrate into a new environment (Mason and Rawlings 2013). Chapter 2 focuses on the case study which is academic migration abuse in Estonia and the forms of abuse. This section involves more information and discussed in details about the survey that was conducted, which includes the reason for the population of the study, the overview of the survey, data collection and the findings. Most importantly this section argues and explains why accessing the Schengen Area is evident to be the major reason behind academic migration abuse but international students. Chapter 3 deals with the effects of academic migration abuse. In Chapter 4, some recommendations are given on a set of different measures to curb the academic migration abuse, which is based on the respondent's context in the survey.

1. RELATED LITERATURE REVIEW

Universities are increasingly making more attempt to recruit international teachers because now academics is one of the most international cells of all professions (Mason and Rawlings 2013, 1), in accordance to the editors of this new book on educational migration. International academics are label as academic migrants, and by way of definition, an academic migrant is a person who has experienced cultural and cognitive transition. Academic migration, discipline knowledge, and pedagogical practice address cultural transfer issues confronted via educational migrants and the challenges they come across in teaching, learning, and conducting lookup in higher education (Mason and Rawlings 2013, 5). All cultures and human beings outline their worldview via providing a conceptual order that allows them to recognize how the world functions and how it is constructed. Academic migrants might also have difficulties in appreciation these worldviews and conceptual orders when they arrive in a new country. However, academic migrants have a tendency to adopt positive tiers as they attempt to overcome the challenges of arriving in a new setting. In the first stage, academic migrants use their expertise as a measure to judge nearby pedagogies. They then follow a trial-and-error manner to adopt pedagogical factors of local systems in the 2nd stage. They eventually understand the worldview and conceptual order in the closing stage. To successfully complete these stages, educational migrants need orientation duration to get used to a new environment.

In addition to cultural issues, the climate of the group is an important element in adapting to the new environment because the successful adjustment and agreement of an academic migrant are based upon acceptance of the internet hosting institution. As academic migrants convey their clean and numerous views to teaching, learning, and lookup in their disciplines, a welcoming attitude can forestall them from ivory tower isolation (Mason and Rawlings 2013, 36). Throughout history, human beings have migrated from one vicinity to another. People try to attain European shores for exclusive reasons and via distinct channels. They seem to be for legal ways, but they additionally threat their lives, to escape from political oppression, fighting, and poverty, as well as to reunite with household and gain from entrepreneurship and education.

From the International relations theory propounded by means of Lisa Martin (1993), we can become aware of two ways in which states can overcome coordination issues in the absence of having faith and reciprocity, developed states hardly trust underdeveloped states to help manage borders and deter irregular migration through the centralization of regulatory power and pooling of sovereignty, and suasion (Martin 1993, 104). The study of immigration/migration in international relations (IR) is, in many ways significant to the discipline, it is no surprise that the self-discipline has traditionally focused on questions of stability and battle in the international system. However, there are many ways that international migration intersects at once with IR, even historically defined, and this has driven a developing physique of scholarship. First, migration is itself a function of the international device of states. Without states, there are no borders to go and it is the crossing of borders that remains at the heart of the politics of migration: who crosses, how, where, and why, are the operative troubles at the heart of policymaking, debate, and practice in migration. This additionally locates the state at the coronary heart of a lot of the analysis; the capacity to control borders is at the core of questions of country sovereignty. It is state action, regulation, and law, therefore, that form and determines a good deal of international migration. As many essential students have pointed out migrants also have leaders and autonomy; their actions are not without a doubt reactive to state policy and practice, however deciding its direction. Here, and then we see a manifestation of one of the foundational debates of world politics: which actors have power, and how that power is understood. Furthermore, international migration by its very definition entails more than one state, calling interest to interstate relations, and the question of bilateral and multilateral cooperation. The norm of non-discrimination does not exist, and there are no mechanisms for punishing free riders and no way of resolving disputes. Martin (1993, 104–06) argues that with the asymmetry of mutual interest and strength between developed countries and underdeveloped countries, suasion may additionally be the sole possible strategy for overcoming collective-action problems, whether or not at the regional or international level factors to a variety of ways in which suasion can assist to solve coordination problems.

2. ACADEMIC MIGRATION ABUSE IN ESTONIA

2.1. Case study

The increase attitude of academic migration abuse in Estonia is worrisome and calls for urgent attention as students violate and deviate from the declared purpose of migration in case the latter takes place in the context of higher education and research. In this chapter, I will discuss in details different cases of academic migration abuse that was uncovered by the Estonian Police (PPA) and explain the societal segment under study, the overview of the survey and the data collection and findings.

In this context, according to a reputable *Postimees* Estonian media, a particular case made the headline and was published on 29 February 2016, about some Bangladesh students who migrated to Estonia for study purpose and applied for a residence permit. However, it was later deduced by the security enforcement teams that many of the applicants are not interested in studies at all. They will rather be working in Estonia than studying. Other breaches of visa terms include living elsewhere rather than specified locations, providing false schooling documents to gain entry into the institution. This was then classified as abuse of academic migration (Kund 2016). Some other peculiar cases published by the reputable Estonian media *Postimees*, were in spring 2017, with an occurrence involving a group of African undergraduates who abused their study-bound residence permit. One of the most baffling cases was that of a young woman on 31 March 2017, who was confined in Tallinn Airport by the Estonian police and they carried out an investigation on this young woman who hails from one of the Africa developing countries, after which the Estonian police found out that this person has not invested or participated in her regular university activities rather she hired some other student to take up all her student responsibilities. Another case was that some international students already admitted to one of the Estonian universities but discovered by the PPA that they could not speak or write in English to an adequate degree in a situation where the school requires the minimum of B2 English language proficiency (Kund 2017).

2.2. Forms of academic migration abuse

This paper offers the following classification based on self-idea deduced from the topic:

2.2.1. Document falsification

According to Estonian government information portal, applying for need-based allowance by incoming international students, there is need to submit tax income document of the previous year from the country of origin and this document would need to be legalized by the Estonia Ministry of Foreign Affairs before it can be accepted (Kund 2016). Recently, Estonia Ministry of Foreign Affairs detected a falsified document presented by one of the 2018 incoming international students in order to be eligible as a recipient of the need-based scholarship (Note no.13.2-4/5161). This has led to extra measures implemented before legalizing document that has already been notarized from countries like Nigeria.

2.2.2. Main motive manipulation

Some individual who claims and declare the purpose of travel as studying in any other geographical location tend to only seek improvement in their living standards looking for job opportunities, thereby breaching phrases of the visa granted to them by manipulating their main motive as studies. The procedure of following the right channel is breached which is obtaining a work base permit. However, it is known to them that their possibility of been issued work permit is limited as there are more requirements needed compare to entry on the basis of studies. Therefore they cling to academic migration. In addition, some folks tend to leave their respective nations to any accessible European states due to political reasons such as conflicts, or state insurance policies which discriminate towards particular categories of residents or the political opponents of those in power. These individuals would go to any length in order to be granted a visa, particularly a student visa. However, an academic is not their main motive for migration rather it is due to political reasons.

2.3. The societal segment under study

The target population for this research defined to include international students from the developing countries both undergraduates and graduates in Estonia. In this study, the accessible population comprises of international students from the African developing countries which include Nigeria, Ghana, Cameroon, Tanzania, Kenya, and few Indians were included during the period of administering the survey questions due to their increased population in Estonia and also India is recognized as one of the underdeveloped countries in the world. Furthermore, Association of African Students in Estonia (AASE) was the main platform best suited for the study to conduct the survey as the members are citizens of African developing countries (Nigeria, Ghana, Kenya, Tanzania, and Cameroon). Background of the association shows the platform was created in 2014 and they are very active on social media. This association was designated to empower, support and assist all developing countries nationals, both undergraduates and graduates in Estonia. They share important information about any new development or plans for the international students by Estonia government and also coordinates intellectual and social events that help the international student integrate well and amicably during the course of their studies in Estonia. Table 1 below shows the record of the number of citizens who participated in the survey.

Table 1. The population of international students in Estonia who participated in the survey for this study

S/N	Country	Number of participants
1.	Nigeria	69
2.	Ghana	10
3.	Cameroon	9
4.	India	12
5.	Kenyan	2
6.	Tanzania	1
	Total	103

Source: A societal sample of students from member countries of AASE and from India.

The international students from these countries were considered appropriate as population of the study because most of the academic migration abuse cases uncovered by the Estonian Police are related to that particular segment of international studentship residing in Estonia and are identified under one of the countries listed above and therefore, they are in the best position to provide concrete information needed to answer the research questions in this study. The following subsection focus on a discourse of the overview of the survey which includes the research instrument that was applied.

2.4. The overview of the survey

Online questionnaires were used for the quantitative phase of the survey. A questionnaire is defined as a "device" for anchoring answers to inquiries by utilizing a form which the respondent fills in by him or herself. The organization of surveys can take a few structures in which some questionnaires are mailed while others are conveyed by hand to people or to a platform. (McBurney 1994, 200). The questionnaire that was designed and used in the study was titled "The abuse of academic migration". This questionnaire contains six sections: A, B, C, D, E, and F:

Section "A and B", is on personal data of the respondents.

Section "C", contains a question on experience concerning the perceived issue.

Section "D and E", is made up of what are the major cause of the issue with six options to select.

Section “F”, is on possible strategies to curb academic migration abuse

The instruction was a structure with different answer option which includes a mostly open field to type in a response, the Yes/No option and the multiple options to select. In section “E”, the six options that were listed to be selected from as the major cause of academic migration abuse. The given major causes stated in the survey include the “Pull” and the “Push” factor and these are as follows:

- 1) Accessing the Schengen Area
- 2) The language barrier in Estonia
- 3) Racism/discrimination
- 4) Low income
- 5) High tuition fees
- 6) Weather

The pull factors are those factors, which attracts international students to Estonia, which is gaining access to the Schengen countries. The push factors include (language barrier, racism/discrimination, low income, high tuition fee and weather) these are the push-out factors which were encountered by international students on arriving the host country realizing the country is not perfect and instead of concentrating on the main purpose of studying, they pursue another motive of leaving the country to other Schengen countries. This, as a result, leads to academic migration abuse. The respondents result for the major causes of academic migration abuse given options is shown below in Table 2.

2.5. Data collection and findings

After all necessary modifications needed was completed the questionnaires was posted on Association of African Students in Estonia (AASE) platform amongst international students in

Estonia which majorly comprises of citizens from Africa countries (Nigeria, Ghana, Cameroon, Tanzania and Kenya) and then few were sent individually to known India's on social media.

The nature of the survey was anonymous and strictly to be completed by students, the number of students targeted was five hundred and ten but the total number of participants who successfully completed the questionnaires was one hundred and three respondents. Ninety-one participants were members of the AASE group and twelve Indians outside the group participated. The information gathered from the field was analyzed. Measurably weighted mean was utilized in providing answers to the research questions. The response result for the major causes of academic migration abuse options is shown in chart Figure 1 and Table 2.

Figure 1. The result of the given major causes of academic migration abuse chart

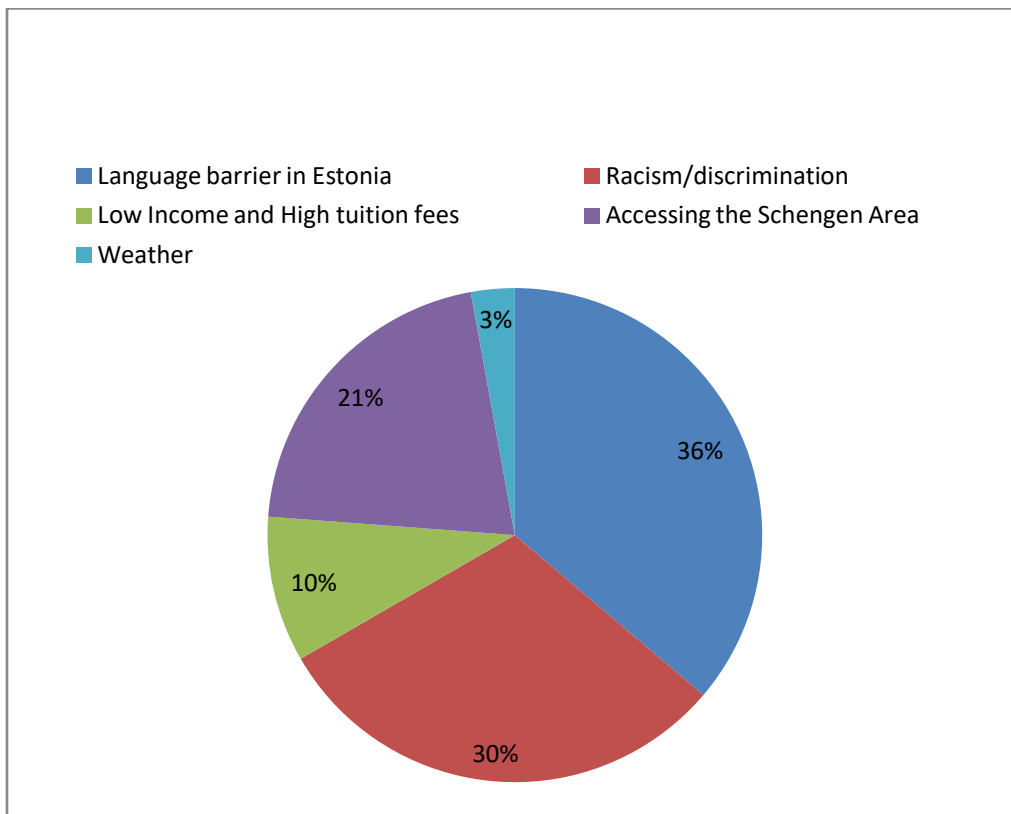


Table 2. The answer choices and responses from the survey

Answer Choices	Response
Language Barrier in Estonia	36%
Racism/Discrimination	30%
Accessing the Schengen Area	21%
Low Income & High tuition Fees	10%
Weather	3%
Total	103

Source: A societal sample of students from member countries of AASE and from India.

Referencing, subsection 2.4 that states section “F”, is made up of question on possible strategies to curb academic migration abuse with an open field for respondents to express their ideas and opinions contains raw data, some of which were valuable and contributed to the efficient information provided in this study on how to curb the issue. Considering the above, this paper will explain in details the respondent’s choices and how it influences the result.

Language is essential for communication but yet in order to communicate effectively relies on shared language. The survey shows that 36% of respondents believe language barrier in Estonia is the major cause of academic migration abuse. Estonian is the local language used by the majority in Estonia while Russian which is the second language spoken in Estonia. Most incoming international students who enrolled in the universities to study courses taught in the English language discover on arrival that outside the school environment it is hard to find people who are willing and able to communicate in the English language. This issue of language barriers has also led to other problems which include limited job opportunities as the language required in order for you to secure the job is the Estonian language irrespective of been qualified for the position.

Racism/discrimination is the second most selected option by the respondents as the cause of academic migration abuse. The survey shows 30% respondents believe racismdisci\rimination is the major cause of the abuse. However, the problem of racism and discrimination is recognized

globally and it has been in existence for decades, which explains an individual been maltreated unfairly based on the difference in ethnicity and race. One of the members of Africa Association of Students in Estonia (AASE) who is presently studying in Tallinn University of Technology on 09.08.2018, shared his racism experience on the platform. This incident occurred inside the public transport on his way to work, a white woman approached him where he sat and ask him to stand up and he questioned why and she said because she is a woman then he adhere and stand up for her to sit afterwards this white woman started to tell him to "Go back to your country" you are not welcome here, which he said quickly escalated to a messy situation where other passengers got involve but surprisingly the other locals who interfered supported the woman's opinion. This information shared made it obvious and known that racism still exists in the country and many are victims as other students in the platform were also opened to share their own experiences. Thus, this is one of many cases that has occurred and many of these victims are traumatized due to this issue because they feel unwelcome resulting to eloping from the country without completing the study purpose of migrating to the country (AASE 2018).

Low income and high tuition fees constitute 10% of the respondents result as most international students are paying tuition fees in the course of their studies and work part-time in order to balance means. However, Estonia has one of the lowest minimum wages amongst the European Union member states, Although, this minimum wage balances the standard of living for an average individual in the country. In accordance with the Republic of Estonia Tax and Customs Board, shows the national minimum wage between the years (2015-2018). In 01.01.2015, the national minimum wage was 2.34EUR hourly and monthly wage in the case of full-time work was 390EUR. In 01.01.2017 it increased to 2.78EUR minimum wage per hour and monthly 470EUR and in 01.01.2018 it increased to 2.97EUR per hour and minimum monthly wage in the case of full-time work now 500EUR (Statistics Estonia 2015-2018). Nevertheless, there is a gradual increase in minimum wage of the country yearly but in comparison with other European Union member states like (Sweden, Finland, Belgium, and Germany) the difference is huge and incomparable. Due to this illustration, the survey shows 10% respondents believe low income and high tuition fees is the major cause of academic migration abuse as students tend to earn less income with the kind of jobs available and some of these students are unable to manage to pay

their high tuition and still balance their living standards. In addition, the weather is one of the factors stated in the survey. However, the weather has no significant influence on the respondent's result. Only 3% of the students who participated in this survey believed that this is one of the major reasons why student abuse academic migration. Moreover, students are expected to check climate details alongside other information before deciding to study in Estonia as it is no news that Estonia is one of the Baltic regions in Europe known to have a humid continental climate.

2.6. Accessing the Schengen Area as the major cause of academic migration abuse

According to the Schengen agreement which was fully implemented in 1995, it is recognized as one of the most remarkable achievements in Europe, which implies that all internal border checks are abolished, allowing free movement of people within the Schengen member states, this also includes the harmonization of these Schengen area visa policies. In 2007, Estonia joined the Schengen area with no the internal border checks which automatically means if issued a visa or permit whether temporary or permanent by Estonia authority, there is free access without going through any visa application to gain access to other Schengen countries. At the moment, with Estonia visa or permit you can access twenty-five other Schengen area: Austria, Belgium, Czech Republic, France, Luxembourg, Netherlands, Norway, Sweden, Greece, Poland, Latvia, Lithuania, Malta, Spain, Switzerland, Iceland, Finland, Italy, Hungarian, Portugal, Slovakia, Slovenia, Denmark, Germany, and Liechtenstein (EUR-Lex 2009).

Considering the context above, it is evident that students consider this as a huge opportunity to explore Europe, neglecting the main purpose of migration which is academics. However, the paper specifically focuses on this factor to clarify and determine whether or not is the major cause of the abuse but the survey shows only 21% respondents agrees that gaining access to the Schengen Area is the major cause of academic migration abuse. Contrarily, the respondent's result points out two other factors, these are a language barrier in Estonia and racism/discrimination as the major cause of academic migration, completely different from the original aim of the study. However, considering the respondent's result, it is apparent that the top

three most selected factors: language barrier, racism/discrimination and accessing the Schengen Area are the major causes of academic migration abuse. On the other hand, we cannot determine if those students who abuse academic migration by absconding to other Schengen Area would not be facing the same push factors stated in the survey when they arrive there. Although, if we assume accessing the Schengen Area is not the major factor for abusing academic migration then these students are expected to return to their home countries, presumably, these push factors are the determinant but usually not the case.

3. THE EFFECTS OF ACADEMIC MIGRATION ABUSE

3.1. Ban enforcement and application for residence permit refusal

Over the years in Estonia, the system has been made more flexible, in order to give opportunities to more foreign students coming to Estonia. The conditions are few and it is difficult to check if they are fulfilled. However, if it is easy to meet the conditions then it is as easy to misuse them. The responsibility for whether the individual indeed begins his studies lies on the university, which is supposed to carefully check the background of a candidate. The schools are under obligation to notify PPA if people will not begin studies. Furthermore, accordingly to *Postimees* Estonian news published on September 15, 2017, Estonian Police bans Euro Academy from taking foreign students stating that: “Police and Border Guard (PPA) designated Tallinn private higher education provider Euro Academy an untrustworthy institution and refuses to issue residence permits to the school students”. This ban enforcement was due to the abuse of academic migration by the students of this institution as it was believed Euro Academy import dubious students whose intention is to gain access to other European countries which resulted to PPA refusal to grant over 100 students admitted to the school resident permit (Kund 2017). This refusal affected incoming students with good and upright motives of studying in Estonia.

3.2. Mistrust in foreign documents presented

According to *Postimees* Estonian news, on 19 February 2016 outline that there were 22 yielded cases of foreign students falsifying assessment decision by Estonian Academic Recognition Agency (ENIC) to use these for enrolling in Estonia Universities (Kund 2016). The cheats hailed from western Africa and used services by local representatives. Until recently the Estonia ministry of foreign affairs detected a false document from one of the new students who hailed from Africa and is applying for need-based allowance. Now the Estonia ministry of foreign affairs has implemented extra new measures before any notarized document from West Africa country (Nigeria) can be legalized in Estonia. One of the AASE member students shared an issue

letter from Ministry of Foreign Affairs of Estonia, which states that any document issued in Nigeria must first be notarized at the Embassy of Nigeria in Ukraine before submission to the Estonia ministry of foreign affairs. Due to mistrust, there is an additional expense that would need to be covered before legalizing documents can be possible in Estonia, for those who have an original notarized document from Nigeria (Note no.13.2-4/5161).

3.3. Hostility

The enrollment procedures of admitting students into higher education institutions in Estonia tends to be more strict now than it used to be due to the abuse of academic migration. In order to successfully gain admission to one of the prestigious universities in Estonia, there are increased non-negotiable requirements that the student needs to meet. For instance, to gain admission into Tallinn University of Technology in 2015, the English language requirement for IELTS was overall 5.0, irrespective of the score in each component: speaking, writing, listening and reading. Presently, TALTECH English language requirement for IELTS is the minimum of 5.5 in each component, irrespective of the overall score which implies even if the aspiring student scores 6.5 overall but could not manage to attain the minimum of 5.5 in one of the components, the application will be rejected (TALTECH 2017).

4. MEASURES TO CURB THE ACADEMIC MIGRATION ABUSE

In this chapter, the paper recommends measures on how to curb academic migrants from abusing study purpose. This measures directly answers to tackle the causes of academic migration abuse, acknowledged in the study.

4.1. State support for racial victims and speak up awareness

According to Paltridge, Mayson, and Schapper (2012), we need to set up social programs to encourage and support the network building and communication between international students and local residents. Additionally, these programs ought to incorporate administrations that offer help and advance multiculturalism at the network level. This paper recommends that the Estonia authorities should set up an active department that strictly deals with any form of racism/discrimination in the country and put in place constant support for victims. Most importantly, there is a need for public awareness, with a proper channel that communicate all necessary information about racism/discrimination and its penalty. This public awareness can be done via social media, television stations and on State websites translated in both English Language and Estonian language. Also, the awareness will entail encouraging students who experience any form of discrimination or racism to speak up about the incident with the guarantee that proper actions will be taken. Anyone who is also guilty of harassing any foreign students should be made to face the penalty without any partiality. This penalty might be compulsory fine that will need to be paid into the State account if found guilty. In addition, would be mandatory classes conducted by experts on peaceful internalization, which would help change their mentality about academic migrants and enlighten their knowledge on how to amicably integrate with foreigners. The services rendered by these departments will also include offering emotional and psychological support to help individuals cope with a difficult situation because this experience might traumatize some of these victims. In addition, the support of the state towards students who experience racism or discrimination would proof that the

country cares for foreigners and they are welcome to pursue their academic dreams because experiencing discrimination usually has a negative influence on the individuals' feelings of belonging and their desire to integrate and take part in the social and political life of the community.

4.2. Introduce a different mechanism to enhance effective communications

There is a need to resolve the problem of a language barrier as it is strongly acknowledged based on the respondents as the major reason for the abuse. Bridging the gap of a language barrier is a necessity in order to curb the abuse of academic migration. McGee, Lawrence (2009) contends that distinctive language frameworks can lead to difficulties for international students to comprehend and learn a second language, especially when they exchange their composition and perusing capacity from the first language to the second language. This paper recommends one possible way to bridge the gap of a language barrier, which is introducing the usage of modern applications and machine translator. We live in a modern world of information and communication technology where new translation applications have been created by different developers to make communication easier and effective. Few of the known translating application are:

Speak & Translate Translator- This app can be downloaded on App Store for iPhone user and other types of phone user can download on Google Chrome. Default language is English and can translate to twenty other languages which include Danish, French, German, Indonesia, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Simplified Chinese, Spanish, Swedish, Thai, Turkish and Vietnamese.

iTranslate Translator- This application also can translate and speak out in more languages which the previous app does not have which is: Finnish, Dutch, Malay, Arabic, Swedish, Hindi, Greek. However, none of this translating application or machine can translate and speak out from the English language to Estonian. Since Estonia is well known for its intellectual uniqueness for ICT innovations among other EU member states, then the Estonian government is capable of sponsoring the program that will develop this application or machine. This application or machine will translate and speak out from the English language to the Estonian language, useful as an effective medium of communication between international students and the locals. Once

the project is completed, there is also need for awareness about the application or machine and its usage.

4.3. Creating anti-fraud organization

Creating anti-fraud organization in Estonia that specifically deals with document authentication of international students will solve the problem of document falsification, which is one of the forms of academic migration abuse. This organization will be responsible for setting up a strict penalty for any act of academic migration abuse detected and also engage in different technique in order to prevent any act of document falsification from reoccurring. Fraud prevention may not stop all potential culprits but organization ought to guarantee that frameworks are set up that will feature events of extortion in an opportune way (Iyer and Samociuk 2006). One of the techniques that can be incorporated by the organization is introducing speak up mechanism, we can refer to as the whistleblower, they provide information of any suspected fraudulent acts (GAIN 2014). This system is one of the key components that can have a positive effect on detecting falsified documents. Numerous false documents are known or suspected by international students who are not included. The challenge for the organization is to support these 'honest' individuals to speak up to show that it is particularly to their greatest advantage. The effectiveness of this organization will help curb the abuse of academic migration.

4.4. Utilization of the Schengen information system

The Schengen information system is the EU-wide database for controls at external borders of the Schengen Area, law authorization and legal cooperation. It stores alerts and gives data on specific classifications of needed or missing people or articles The framework also incorporates directions to cops or border guards on the explicit move to be made when an individual is located (European Commission 2017). Unfortunately, only four of the EU member states are currently participating in this existing information system, these are Switzerland, Norway, Iceland, and Liechtenstein. In order to curb the academic migration abuse in Estonia, the Estonian authorities can also utilize and effectively participate in the Schengen information system. This will enable the Estonian Police to track down any student found in the act of abusing academic migration and enforce the penalty for their actions.

4.5. Re-establishment of the alien act policy

Recently, the Estonian alien act that obliged foreigners to remain and stay in the country for 183 days a year was revised. According to the Estonian Police (PPA), the Aliens Act from 18 January 2017 was amended, and now a foreigner who has the Estonia residence permit cannot be obliged to remain in Estonia for 183 days in a year anymore (AA § 298). This amendment has in some respects affected the attitude of international students to stay committed to the academic purpose of migration and invest time in the country, because they are no longer restricted or obliged to remain in the country for a particular period. This change has greatly influenced their attitude toward respecting academic laws and practices. For instance, in one of the previously mentioned cases, according to a *Postimees* article published on 31 March 2017, a young woman from a third country who studied at Euro Academy was confined at Tallinn Airport. The PPA investigated and found out that the undergraduate student had not invested any time or energy at school; instead, another person had accepted tests and marked her as present at the Euro Academy. I recommend the re-establishment of this policy as one of the measures to curb academic migration abuse.

CONCLUSION

This research originally aimed at clarifying whether or not the factor of gaining access to the Schengen Area is the major reason for those students who apply for studying in Estonia and later abuse the normal academic laws and practices. The central point of academic curiosity is to investigate if the already stated and other major causes of academic migration abuse in Estonia are acknowledged as such by other students, in a survey. This paper specifically focuses on international students from developing countries because most of the academic migration abuse cases that were uncovered by the Estonian Police are related to that particular segment of international studentship residing in Estonia. Firstly, the paper illustrates the related literature that points out how academic migrants are confronted by different challenges in learning at the higher education after they arrive in a new environment due to cultural transfer, outlining how academic migrants can successfully integrate into a new environment (Mason and Rawlings 2013).

The chapter 2 of the paper focuses on the case study which is academic migration abuse particularly in Estonia, outlining the possible causes of academic migration and classifying these causes into two factors, the “pull” and “push” factors. The pull factor is gaining access to the Schengen Area which attracts international students to Estonia. The push factors which includes (Language barrier in Estonia, racism/discrimination, low income, and high tuition fee) these are internal issues encountered when these students arrive the host country, they discover the country is not perfect and instead of concentrating on the main purpose of studying, they pursue another motive of leaving the country to other Schengen countries. A questionnaire was designed for the research purpose, so that the responses of other international students in Estonia from developing countries can be collected concerning the abuse of academic migration. The international students from these countries were considered appropriate as the population of the study because most of the academic migration abuse cases uncovered by the Estonian Police are related to that particular segment of international studentship residing in Estonia. However, the findings show

that language barrier and racism/discrimination was ranked the highest by the respondents, which strongly influenced the result of the survey as the major cause of academic migration abuse. Other push factors like low income, tuition fee, the weather have a weak back up from the respondents.

Although, 1/3 of the respondents agreed that accessing the Schengen is the major reason why students from developing countries abuse academic migration. Considering the respondent's result, it is apparent that the most selected three factors: language barrier in Estonia, racism/discrimination and accessing the Schengen Area are the major causes of academic migration abuse. Chapter 3 deals with the effects of academic migration abuse as ban enforcement and application of residence permit refusal, mistrust of foreign documents presented and hostility. In chapter 4, the paper recommends different measures on how to curb the academic migrants from abusing study purpose. These measures include State support for racial victims and speak up awareness, introducing a different mechanism to enhance effective communication, creating an anti-fraud organization, utilization of Schengen information system and re-establishment of the alien act policy. In addition, a recent change occurred that strongly influenced the student's attitudes towards adhering to academic laws and practices. Previously, the Estonian alien act that obliged foreigners to remain in the country for 183 days in a year has been revised. According to the Estonian Police (PPA) the Aliens Act from 18.01.2017 was amended and now foreigner who has Estonia residence permit is never again obliged to remain in Estonia in the restricted time frame (183 days in a year) anymore. This amendment has in some aspects affected the attitude of the international student to stay committed in the country as there is no longer a restriction. I would recommend the re-establishment of this policy as a measure to curb academic migration abuse. (AA § 298)

Limitations of study

The lack of existing literature on the research topic has a mitigation factor on the scope of the study. However, findings of this research should be carefully interpreted as the study focused on international students from African developing country which is majorly constituted by Nigeria nationals because of their large size in Estonia. However, the findings are assumed to have been

influenced by psychological sentiments of the respondents. These international students who participated in the survey might be reluctant to admit that the major cause of academic migration abuse is accessing the Schengen Area, perhaps it may be considered self-implication because some of these students might still be considering abusing academic migration or not. Considering this context, these respondents would choose other factors like language barrier and racism/discrimination as the major cause of academic migration abuse especially if they have experience or encountered these challenges one way or the other. However, the questionnaire motive was clearly stated and the response is designed anonymously.

The importance of this study cannot be overemphasized as there is a gradual increase in abuse of academic migration over the period of the year 2015-2018 as uncovered by Estonian Police and before this issue become a major problem, there is need to curb this act as soon as possible.

International students migrating on the basis of study to Estonia has in one way or the other impacted positively in the aspect of Estonian education because it has helped close the gap caused by the decreasing number of local students enrolled in the universities. This has also led to an improvement in the quality of studies in the universities and encouraging internalization. According to the Estonia statistics, the increasing number of international students admitted in Estonia universities would help resolve the existing problem of ageing and decrease in population during the last decades. This is one major reason why abuse of academic migration needs to be curbed before further escalation and the research will be ongoing.

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APPENDICES

Appendix 1. The population of international students in Estonia who participated in the survey for this study

S/N	Country	Number of participants
1.	Nigeria	69
2.	Ghana	10
3.	Cameroon	9
4.	India	12
5.	Kenyan	2
6.	Tanzania	1
	Total	103

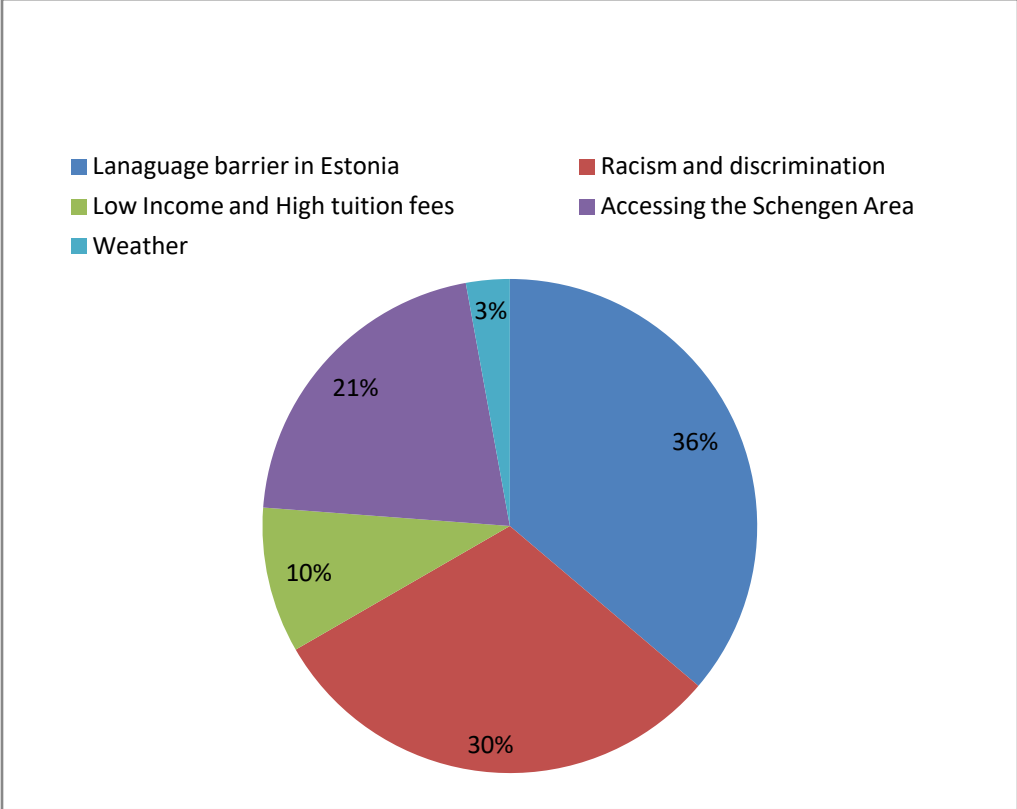
Source: A societal sample of students from member countries of AASE and from India.

Appendix 2. The answer choices and responses from the survey

Answer Choices	Response
Language Barrier in Estonia	36%
Racism/Discrimination	30%
Accessing the Schengen Area	21%
Low Income & High tuition Fees	10%
Weather	3%
Total	103

Source: A societal sample of students from member countries of AASE and from India.

Appendix 3. The result of the given major causes of academic migration abuse chart



Source: A societal sample of students from member countries of AASE and from India.