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У статті розглянуто процес імplementації європейських цінностей в освітній простір України. Показано зв'язок розвитку соціальної згуртованості та міжкультурного діалогу на фундаменті спільних цінностей. Упровадження ціннісно-орієнтованого підходу повинно здійснюватися в різних напрямках освітнього простору – від викладання та навчання до врядування вищих освітніх закладів. У статті окреслено як існуючі здобутки в цьому напрямку, так і наступні практичні завдання щодо імplementації європейських цінностей соціальної згуртованості та міжкультурного діалогу в український освітній простір.

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IMPLEMENTATION OF EU VALUES IN THE UKRAINIAN EDUCATIONAL DIMENSION: INTERCULTURAL DIALOG AND SOCIAL COHESION DEVELOPMENT

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Values are crucial important for the sustainable development of modern societies which are now in a difficult social-political situation not only Ukrainian but European society. But the EU experience in this field is quite important for Ukraine. The attractive power of European Union is that it's a community based on shared values. "This hint is often given to counter prejudice that the European Union was created only for economic reasons, use only large enterprises or regulate only superfluous. In fact, the first treaty that governed the relations between European countries after the Second World War (Treaty of Rome) also served economic cooperation, but was primarily intended to help secure peace in Western Europe" [Guide]. But nowadays there is big problem - crucial challenges of loss of European values, migration crisis and an infringement of human rights and fundamental freedoms. it is necessary both to the European Union and Ukraine to revise their priorities in educational policies and to implement initiatives with a great emphasis on social skills and inclusiveness. We see constantly face-to-face struggling

cultures from everyday communications up to civilization's choice wars. To prepare future social actors to the new societal challenges seems to be not technical but social problem because of separation of modern society, global network constructions of social links and communications. Obviously, the effective intercultural communications are key factors of civil society's sustainable development. Therefore, the implementation of the European Values Studies, Intercultural Dialog Studies, Social Cohesion Policy Studies is very important for the civil society needs in Ukraine confirmed by the fast changing challenges of complex nonstable social reality. Otherwise, we are noticing the growth of requirements for skills and competencies of employees, diversity and result orientation of students requiring fundamental changes in the high education system. This fact has been reflected at some modern analytical reports: "Skills for a Modern Ukraine" (WB, 2015); "Reforming High Education" (Ukrainian Sociology Service, 2015); "Reform of High Education: opinions of students and rectors" (Fund "Democratic Initiatives", 2015).

Stages of the problem development.

There are some projects on the above topics of European Values researches in Europe, for instance, European Values Think-Tank [4], European Value Studies [3], Values of Europe [12] etc. Some of them are focused on education programs. Thus, Values of Europe project offers the quite new educational tools described in the "About European Values Guide to Learning and Teaching". The guide is intended to provide teachers and learners with the necessary foundations for an open, fruitful and knowledge-based discussion of European values. At the same time, the guideline should encourage teachers in adult education, but also other educators, to engage in the teaching of European values in their courses and offers, and to successfully plan and implement teaching and learning activities [12]. Why this EU values discourse is extremely important for Ukraine? The matter is in willings and attitudes of the major part of the Ukrainian society which considers the EU Values to be

the core attractors of expected changes in society. Since nineties the EU values was the main moral and ethical orientation, one of the most important trends for Ukraine. The EU values were the powerful attractor during i.e. called "Dignity Revolution" in Ukraine. After that the discussion of values, search of national identity and strategic vision for Ukraine became especially acute. European choice that Ukraine has confirmed in 2013–2014 needs to be protected in public and experts' disputes, in the classrooms, with the value-based curricula, with the help of evidence (data) collected using up-to-date research methods and techniques, including IT tools.

When we are speaking about dissemination of EU values it is important to stress that it's necessary to start teaching values early. In means that we have to talk about values in nursery school and primary schools. It is obvious, that value discourse is very important for teenagers but it should be provided in different scenarios and in different modalities. The process of discussing values with teenagers, teaching young people to stand by their values and protect them will be more effective in a debate form (preferably, not in a fight at a frontline).

To do this, Ukrainian teachers should be trained to teach values: first, be aware of their personal values; share the values of their institution (school or university), discuss values with associates and contest values of opponents, and be equipped with methodologies, teaching techniques and resources. These requirements lead to appropriate changes in higher pedagogical educational sphere – how to teach new Ukrainian teachers? The answer is to start from upgrading educational principles and personal competences of teachers at the higher pedagogical educational institutions.

But there are some general problems in the value-based approach in the Ukrainian educational dimension.

Firstly, one of the main problem is strong unpredictable correlation between Ukrainian national identity and values VS European

values; secondly, the conflict between the freedom allowed by liberal European ideology and restrictions imposed upon an individual by certain values, principles or standards. Another important challenge is how to bring values into education system and make education effective: teach as a separate subject, integrate / embed into existing curricula, teach values as extra-curricular activities, e.g. organize events where learners would practice values, instead of imposing them etc. Which values are more important for us?

Not seeking the fast answers about the most actual EU values we can consider other foundations of value-based approach – social cohesion and intercultural dialog principles, which are in the focus of EU policies and acting programs.

The problem of social cohesion and its implementation in the educational dimension is quite actual for Europe. Thus, the Yerevan Communiqué in 2015 is a good illustration of this trend, such as making European Education systems more inclusive. This is an essential aim for the European Higher Education Area as European population become more and more diversified, also due to immigration and demographic changes. The actuality of the above educational policy trend of Social Innovation in Education and Lifelong Learning is confirmed by the results of the first empirical phase of the EU funded project “Social Innovation: Driving Force of Social Change” (SI-DRIVE). It takes stock of challenges and practice fields of social innovations gathered in the SI-DRIVE policy field report on education and lifelong learning. Policy foresight and recommendations were elaborated in the first Policy and Foresight Workshop on Education and Lifelong Learning which took place in autumn 2015. This policy brief will be updated after the final empirical phase at the end of the project in 2017 [1].

Thus, it leads to the necessity of proper changes and innovations in the educational system. In separate because of various reasons society, education can act as a powerful resource to achieve the European goal of social

cohesion. However, at present, educational dimensions are failing as they demonstrate by the fact that many individuals, communities, are being excluded, both educationally and socially, from benefits that should be available to all. But there is the key support of the initiatives on the above problems solving from European Commission. Many projects on this direction are financed by its various programs (Horizon 2020, Erasmus+). Thus, there is a well-known Includ-ED project, an Integrated Project of the European Commission’s 6th Framework Program under priority 7, “Citizens and governance in a knowledge-based society”. The Includ-ED project seeks to identify education strategies that help overcome inequalities and promote social cohesion, and thus contribute to meeting the EU’s Lisbon goals. The research also distinguishes practices that engender social exclusion, particularly of vulnerable and marginalised groups. The project focuses on the impact of education systems up to the compulsory level (including vocational and special education programmes), with a view to highlighting inclusive approaches for education and social policy [3]. This is the process of launching substantial social innovations not only educational. The core direction of this project is social cohesion in education based on the implementation of the principles of intercultural dialog.

In the most common sense, the intercultural dialogue is the exchange of views and opinions between different cultures. We can add that the main principle of dialog – nonviolence communication, empathy and tolerance. “Unlike multiculturalism, where the focus is on the preservation of separate cultures, intercultural dialogue seeks to establish linkages and common ground between different cultures, communities, and people, promoting understanding and interaction” [6]. Why we are considering the EU Studies of the intercultural dialog to be such important? The answer is quite simple. The European Union with its 28 countries and many more cultural groupings and identities within, applies the intercultural dialogue as essential tool for

avoiding conflict and the marginalisation of citizens on the basis of their cultural identity. The European Commission has undertaken and supported a variety of initiatives to support intercultural dialogue, including through Creative Europe and its predecessor, the Culture programme. These initiatives build on the success of the 2008 European year for intercultural dialogue, and the 2008–2013 years of Platform for Intercultural Europe. After that, during 2011–2014 years, a group of experts appointed by national governments met for voluntary policy coordination and produced a report on the role of public arts and cultural institutions in the promotion of cultural diversity and intercultural dialogue.

Answering on the complex social and cultural problems with the unprecedented numbers of refugees and asylum seekers arriving in the EU, national culture ministers agreed to create a new policy coordination group on intercultural dialogue, focussing on the integration of migrants and refugees in societies through the arts and culture (2015). This group's report (executive summary published in 2017), includes recommendations focused on empowerment through intercultural dialogue and the arts, intersectoral and partnership working and evaluation of intercultural dialogue objectives and projects [6]. This report confirms the effectiveness of intercultural dialog principles implementation for social cohesion problem solving. Also the above report includes 46 case studies many of which also feature on the European Website for Integration, among over 400 good practices relating to intercultural dialogue, cultural activities and diversity.

Intercultural dialogue is connected with another aspect of EU Cohesion Policy issues – community development on the agenda of the EU's structured dialogue with civil society. Under the Voices of Culture programme, discussions took place with interested stakeholders in 2016, on two relevant themes:

1) Promoting intercultural dialogue and bringing communities together through culture in shared public spaces

2) The role of culture in promoting the inclusion of refugees and migrants. Despite of the general coordination at the higher administrative level of EU governance, policy collaboration continues among national governments, with a focus on social inclusion. "Building on the work of the 2014 and 2016 groups mentioned above, and as set out in the 2015-18 Work Plan for Culture, a new voluntary working group of experts is meeting from 2017–18 on the theme "Fostering the contribution of culture for social inclusion" [6]. There are some networks in Europe which are dealing with the intercultural problems. One of them is European Federation for Intercultural Learning (EFIL). This organization contributes to the realization of effective intercultural dialog, achieves "peace and justice in a diverse world threatened by inequity and intolerance by promoting intercultural understanding and sensitivity among European and other countries, organisations and citizens, hereby endorsing the ends of AFS Intercultural Programs" [2].

There are many competent partners in Europe in the educational field, with substantial expertise and experience in Intercultural Learning, providing appropriate links with the wider field of Global Education. This movement of intercultural specialists networking is quite new but more than substantial.

Education and training are key factors in maintaining social cohesion and intercultural dialog in the European Union. Lisbon strategy fifth updated social EB confirms that education is one of the key elements of the European social model. But the modern problem of the separation of society due to the war (Ukraine) and waves of migrants (Europe) or displaced persons (Ukraine), requires go to another level of consideration of educational strategies focus on enhancing of social cohesion and intercultural dialog (which could be between same nationality persons).

Many organizations have taken an interest in the problems of social studies and civics education out of professional concern about

the possible implications of interethnic and national tension. These organizations include the Erasmus + programs of European Commission, United Nations Development Program (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO), the European Union, the Council of Europe, United Nations Children's Fund (UNICEF), U.S. Agency on International Development (USAID) and many other organizations in the "third sector" of non-government activity.

Other well-known organizations in Europe have taken an interest in the problems of improvement of high education by implementing new approaches based on EU values. First of all, these are organizations in the frame of the Erasmus + programs of European Commission. For instance, SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities for Youth. It works within the Erasmus+ Youth program, the EU program for education, training, youth and sport. SALTO-YOUTH is a network of six Resource Centers working on European priority areas within the youth field. As part of the European Commission's Training Strategy, SALTO-YOUTH provides non-formal learning resources for youth workers and youth leaders and organizes training and contact-making activities to support organizations and National Agencies (NAs) within the frame of the European Commission's Erasmus+ Youth programme and beyond [8].

Unsolved parts of the problem. The problem of social cohesion is very close to integration processes. So, today there is a growing understanding of the need to promote the European integration and EU Studies more enthusiastically and broadly; as well as build networks with colleagues in Ukraine and abroad. Therefore, to create interest in the EU and constitutes the basis for future poles of European knowledge, particularly in the implementation of EU Social Cohesion Policy principles in Ukraine it is necessary to:

– teach the EU issue students who do not study specifically on European issues,

– hold a joint round-table for students from Ukraine and the EU that will enable Ukrainian students to clarify interest issues form people of their age and status living in the EU, because there is more confidence than the teacher.

Unfortunately, the values discourse is missing in Ukraine's education. Neither secondary, nor higher education communities demonstrate involvement in the discussion of values; there is no evidence of the modification of curricula aimed at the transfer to value-based education. Though some international projects were aimed promoting civic education in Ukrainian secondary schools (<https://www.facebook.com/usaidengage>); raise the issue of academic integrity in secondary and higher education (<https://saiup.org.ua>; https://read.oecd-ilibrary.org/education/oecd-reviews-of-integrity-in-education-ukraine_9789264270664-en#page1), value-based education or teaching values at education institutions is not practiced so far.

Goal of research. It is necessary to find methodological foundations for the teaching advanced courses on relevant aspects of European social cohesion and intercultural dialog studies and practices. It means that we are expected to form and deep our knowledge and understanding of the foundational theories, as such as: knowledge about principles and mechanisms of social cohesion, forming of European inclusive educational environment, methods of management in European corporations, skills of analyzing of EU's economics' and social problems, comparative analysis skill, transversal competences. The main task of dissemination of social cohesion policy principles is to promote discussion and reflection on EU issues, including understanding the concept of Europe and the nature of European integration, its fundamental principles, Ukrainian opportunities to implement the European experience via discussion, learning of theoretical materials and practical tools.

In global theoretical way of research of implementation of EU values these controversies are to be widely discussed with

participation of EU citizens and experts who the project will involve in the Ukrainian discourse, and answers are to be found in the EU Treaties, conventions of the Council of Europe, other European and international law, history of the EU, its policies and programs, including activities in the fields of education and culture, youth and sport.

Problem research. At the moment in Ukraine there are some institutions which are carrying the appropriate practical and theoretical research projects regarding values. Different groups of the Ukrainian researchers (mostly from non-academic sphere), for instance project of “values’s provider” Viktoria Andrievskaya with her value survey and questionnaires for different spheres (<https://www.facebook.com/victoria.andrievskaya.1>), Ukrainian Institute of the Future [11] and other. They started the search of values as an intellectual inquiry or collective discussion, involving different professional communities (journalists, diplomats, military and security experts, businessmen, polity and others). The theme of European choice and European values is very distinct in the broad public discourse; and though over 60% of Ukrainian support European choice and European integration, over 50% are in favor NATO memberships, still the number of population who feel more proximity with Russia and alien to Europe and the EU is rather high.

In the Ukrainian educational dimension there are some key players in the field of dissemination of EU values in to the education – Ukrainian Association of Professors and Researchers of European Integration (APREI) [9] and Ukrainian Educational Research Association (UERA) [10]. APREI’s mission is – “Building a Strong Shared Knowledge Base on European Integration in Ukraine”. It promotes the EU Studies according to demands of Jean Monnet Program of Erasmus + [9]. It’s deeply connected with EU values dissemination, appropriate improvements in the Ukrainian educational dimension etc. “The aim of the UERA is to promote the development of scientific competence of the researchers in Education field, to raise the

quality of educational research in order to influence the educational system and the society, to exercise and defend the rights and freedoms, meet professional, scientific, social and cultural interests of the Association members” [10].

It is very important to notice that the problem of new technologies in the system of high education is very actual because of increasing social problems worldwide. In particular, the problem of social cohesion and its educational background is very actual for Ukraine (not only). The society should be a new and unprecedented challenge of responding to his own staggering complexity. Recent social changes prove that the structure of our society needs to change. Around the world people are creating revolutionary movement against their governments. They do not want to live under the rules of government’s dysfunction and corruption. People are trying to create a new world in which individual capabilities and the implementation is not detrimental to collective action. In some places violence destabilize state power and social order. In others, mass dissatisfaction and frustration lead to unprecedented social movements. Unrest in rich and poor societies called deep and comprehensive frustration from a lack of something vital, for example, the food, the stalled, sustainable economic and other expectations. Local communities as one of the most predictable and effective tools on this matter to be developed during the program of decentralization (the core direction of reforms in Ukraine). To support this direction of reform and economy development should be change the educational dimension to enhance the social cohesion and intercultural dialog processes for better communities strengthening.

What are the main reasons and foundations of the consolidation in communities and society in general? We believe that they could be only the values, marred by the total uncontrolled progress of consuming, market relations, globalization etc. So, social cohesion and intercultural dialog processes based on common values should be the key

social innovations at the modern society. All these growing processes, “which on the one hand, established in the social space and time as the society of a high standard of living, material well-being and comfort, and on the other hand, there are serious distortions in the development of spirituality, morality, humanity, and humanity. European unification process requiring prompt treatment, the revival of humanistic essence, return them in social space. The last task should execute teacher, formed on a single scale of values” [5]. Practices of intercultural dialog will help to reduce this inequality even between members of one culture. These techniques will help to avoid the social exclusion of vulnerable groups (internally displaced persons, migrants, poorest social clusters representatives etc.). This is the main task for modern education which is key factor of social cohesion development. Both for educators and communities are actual offering specific, effective training and implementation strategies to assist schools and communities in organizing and supporting dialog practices. For instance, the facilitation techniques of Active Citizens program (British Council) are based on intercultural dialog principles but could be applied in cultural monogenic communities. The matter is strength and power of intercultural communications. Obviously, they could be quite effective in education.

It is clear that these processes of sharing values and implementation of them in the social and educational dimensions have to involve the youth, first of all the students. Therefore, the Youth direction of Erasmus + program is fast growing and in the high priority of EU Commission. In this direction at the National Pedagogical Dragomanov University has been implemented the project “Development of civic activism and intercultural communication of young educators of Ukraine and Lithuania through dialogue and cooperation” 2017–2018. The main tasks of the project were deepening of communication, interaction, knowledge and exchange of experiences of youth of Ukraine

and Lithuania, exchange of best practices of civic education and maintaining dialogue, joint actions for exchange of ideas on cooperation and involvement in joint projects.

Determining and development of self and team identification, determining and development of individual and team values, international cooperation of students, establishment of cultural relations in the sphere of civil activity of youth should certainly be one of the priorities of national educational policy. It will sufficiently improve social cohesion and intercultural dialogue and build strong base of common values platform. Future teachers are one of the driving forces in the implementation of changes, training of a new generation of Ukrainians. The importance of maintaining interpersonal and intercultural dialogue and exchange of experience with foreign colleagues caused by the actuality of the achievement of mutual understanding and effective cooperation, access to the best practices of Ukraine and other countries (for instance, Lithuania in the above project) in the field of pedagogical education.

During study visit to the United Kingdom in the frame of implementation at the National Pedagogical Dragomanov University of Jean Monnet Module “Social Cohesion in Education and Governance: European Studies” academic coordinator and main researcher of the project noticed the very perspective approach in the value-based approach and social cohesion policy – community based universities. One of the best practice is University of Brighton (www.brighton.ac.uk). From small beginnings in 1850s Brighton, the University of Brighton has grown to a complex and diverse institution based in three towns across the south coast of England. The ethos of this University is defined by four core values: inclusivity; sustainability; creativity; partnership. These core values help to keep the students to be a part of a dynamic, diverse and creative community that embraces partnership working and that makes a positive difference to society. Important to notice, that all these

values are seemed to be very perspective not only to educational but societal development. This approach combines different directions of the value-based approach in educational dimension: dissemination of EU values, innovations in learning and teaching, involvement of youth and HEI's governance.

It is necessary to find methodological foundations for the implementation of new approach in the educational system. This approach should be based on the recent achievements of cognitive researches, neurosciences, social\communicative educational technologies implementation, etc. It should be taken into the consideration that practical educational tools also need to be upgrade according to the recent innovations. For instance, interactive technologies i.e. gamification, role case studies etc. should be implemented in the Ukrainian educational dimension on all levels. But also this implementation process should be based on the relevant aspects of European educational policy focused on social cohesion and intercultural dialog studies. The practically oriented combination of value-based management approach to HEI's governance and competence approach to human development in HEIs is quite new combination of two existing approaches in non-educational management: management by values and assessment by competences. The next task is to conduct the comparing analysis of national set of major values is innovative and very important for the enhancement of HEs and will have a great positive impact on to the development of civil society in Ukraine.

Conclusions and perspectives of further researches. The results of the implementation of European values in to the Ukrainian educational dimension should be effective in the following directions:

1) new educational tools, new approach for learning and teaching;

2) methodological courses for supervision and upper-qualification of teachers (especially of higher education institutions);

3) quality assurance navigation in educational sphere;

4) involvement of youth (first of all student's communities);

5) management by values approach in governance of educational institutions (first of all higher education institutions).

Students will explore their knowledge of main basic principles of the European Intercultural Policies Studies, first of all, in the educational sphere. They will analyse the EU measures and decisions concerning support and assistance to Ukraine in the reformation of its educational system according to the demands and principles of the European Higher Education Area (EHEA). The aim of this kind of educational program: to deep the knowledge of best European practices solving painful societal problems faced to EU and Ukraine: destruction of system of values, separation and aggression in society, poverty dissemination, vulnerable group explosion, youth unemployment etc. The above knowledge to be implemented and disseminated through future educators will sufficiently enhance not only the Ukrainian higher education system but will improve the dissemination of the EU issues in secondary schools accordingly.

All of them will positively impact on social cohesion and intercultural dialog development in the Ukrainian educational dimension. Also this value-based approach will solve many actual communicative, psychological and social problems in our society. So, it's necessary to implement into the educational system this value-based approach – more holistic and compatible with the actual social challenges. It will change the existing approach to the teaching and learning in secondary schools and high institutions, in particular, pedagogical universities. Obviously it will improve the process of real European integration for Ukraine. First of all, it leads to the theoretical and practical implementation of European studies on the matters of educational policy, social cohesion ideas, European values, intercultural dialog etc. Accordingly it will trigger the necessary social innovations in our educational sphere and society.

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