



Marja NESTEROVA

Habilitated Doctor in Philosophy,
Associate Professor of the Department
Management and Innovative Technologies
of Social Cultural Activity
National Pedagogical Dragomanov University

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У статті розглянуто Європейські студії політик соціальних інновацій в освіті: громадянська освіта, когнітивні практики розвитку соціальної згуртованості та перспективи їх імплементації в освітній простір України. Показано зв'язок громадянської освіти, соціальної згуртованості та трансверсальних компетенцій. У статті окреслено основні практичні завдання щодо імплементації європейських студій Європейської політики освітніх соціальних інновацій в український освітній простір.

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**EUROPEAN
STUDIES OF SOCIAL
INNOVATIONS
IN HIGHER
EDUCATION:
COGNITIVE
PRINCIPLES OF
SOCIAL COHESION
DEVELOPMENT**

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To respond to the 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. It's more actual because of globalization in terms of flows of people and services, both globally and locally [2]. 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. Therefore the problem of social cohesion policy is very actual for civic society in Ukraine. Obviously it should be solved by social innovations in the whole social dimension but in the education dimension at the first.

Stages of the problem development. Thus, the Yerevan Communiqu in 2015 is a good illustration of these new priorities, 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 [3].

The system of higher education is not the one key force of social cohesion and sustainable society development. “People in the Ukraine are now in the process of learning how to be active, how to participate in social and political life, how to defend their views and opinions, and how to apply democratic values. Hence, the introduction and implementation of a sustainable civic education system in the Ukraine is vital” [4]. Higher education and civic education still are separated. But for the progressive changes in societal and educational dimensions they have to be properly connected. Civic education is not a mandatory subject in formal education curricula. Civic education only partially addressed in national education standards and educational programmes, most teachers are not familiar with civic education and the current system of retraining and in-service training for teachers does not include programmes or special courses in civic education designed to enable teachers to teach civic education in a professional way. “Moreover, teachers are not capable of mastering active and interactive teaching methods, and many of them are still not used to leading classroom debates with students and accepting them as partners. The pedagogical universities do not train prospective teachers in civic education” [4]. But the civic education is

very important because of the main aim of the modern pedagogical education – to build the society of mutual shared values. These include declining civic participation and rising disenchantment with democratic politics, increasing challenges to fundamental rights by governments, and growing difficulties for intercultural understanding within nations, Europe, and the world. The European Cohesion Policy is one of the answers to the challenges of the very fast changing modern society. Early in the human mankind’s history there were some difficult periods when it was necessary to join each other for the surviving. Nowadays humans again need to change its adaptation strategies because of different cognitive and evolutionary niche. Internet of Things, Augmented and Virtual Reality, 3D manufacturing and Artificial Intelligence Socio-economical global crisis challenges for the new innovation approach in education and upper-education of the specialists in the future creative economics. First of all this is a challenge for the system of high education. The main task of modern high education (in particular) is to prepare new learners for the current global realities. The core problem is changing of cognitive niche of humans. Especially young people are living in informational, digital society, mostly in virtual reality. The social reality is very non-stable with the high level of uncertainty. So, there is the gap between social and “virtual” reality of social networks, digital reality of gamers, etc. Accordingly, it causes the gap between old and new generations. Therefore very actual is the problem of social cohesion development. All generations – “new” generation and “old” generation need higher order thinking, higher cognitive effectiveness. Thus, it leads to the problem of proper changes and innovations in the educational system. Education policies and curricula aim to incorporate a broad range of skills and competencies necessary for learners to successfully navigate the changing global landscape. “Transversal competencies”, sometimes referred to as “21st Century skills”, are broad based skills that aim to meet these challenges, such as technological advances

and intercultural communication. Education policies and curricula aim to incorporate a broad range of skills and competencies necessary for learners to successfully navigate the changing global landscape [6].

Unsolved parts of the problem. Students expressed growing disenchantment with educators because of they belong to traditional educational paradigm. It doesn't solve the core societal problems. One of them is the problem of social cohesion which is deeply connected with other problems: separation of society, resistance to innovations and reforms, slow integration processes etc. Education and training are key factors in maintaining social cohesion and competitiveness 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 social cohesion. Educational cognitive practices are based on the using of the cognitive channels. Also they deeply involve students in interactive processes of teaching & learning for better results in education for better cohesion, teambuilding and social intellect training. From my point of view they are so effective because of connections with the most powerful mechanisms of human cognition – visual communications and mutual games. Mutual games to be considered as one of the most effective way to reach social cohesion in educational dimension.

Goal of the research. It is necessary to find the proper answers on the following important questions. How can social innovation solve social issues in your policy domain, and what could be a really active role of policy makers (possibilities and limitations)?

Is social innovation accepted in education policy field as a helpful instrument? How can social innovation become accepted and implemented in educational dimension and society? How can we better engage policy makers in to the process of constructions

and implementation of social innovations in education? What are cognitive mechanisms of social innovations?

Finding the proper answers we are expected to form and deep our knowledge and understanding of the foundational theories, as such as: knowledge about cognitive principles and mechanisms of social cohesion and long-life learning, forming of European inclusive educational environment, main trends of cognitive economics, social innovations, comparative analysis skill, transversal competences development etc.

Problem research. The problem of social innovation is not only educational problem. First of all, it's the problem. Each year, there are more and more NGOs, social venture enterprises, socially-responsible companies and brave activists, who work for enhancing people's wellbeing in Ukraine. In April 2015, the first festival for social innovation UCRAZYANS took place in Kyiv. Social innovation is time and context specific. That means it can mean different things in different context. What might not seem innovative in one country, may be ground breaking in another. The political and cultural background is important to understand. There are also a wide variety of organisations involved in this field, each have different perspectives. Many organizations have taken an interest in the problems of social studies and civic education out of professional concern about the possible implications of interethnic and national tension, intercultural dialog. These organizations include the 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), the Soros Foundations, and many other organizations in the "third sector" of non-government activity. Social innovation in Ukraine is slow to be recognized. While the conservative older generation is resisting rapid changes in social life, it is the youth that have become a driving force of creating and promoting innovations in

Ukraine. There is a lack of support from local government, and as such, non-governmental organizations aimed at promoting social innovations are financed by overseas grant-makers. The main support is from European Commission. Thus, there is a well-known Includ-ED project, an Integrated Project of the European Commission's 6th Framework Programme under priority 7, "Citizens and governance in a knowledge-based society". The Includ-ED consortium brings together an interdisciplinary team covering anthropology, economics, history, political science, linguistics, sociology and education. 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 [1].

The "Center of Social Leadership" provided an overview of the social innovation scene in Ukraine. It shows that nowadays social innovations have started to make headway in IT, education and new activity spheres. Also it shows the way to the civic education development. It became usual for active Ukrainians to establish political parties, non-governmental organizations, innovative education establishments, new municipal enterprises, as well as new forms of entities through social networks. This process is both social cohesion and social innovations growing.

The another example of successful project in Ukraine is "All-Ukrainian Centre for Social Innovations to Combat Poverty", which was founded in 2013 with support from Austrian government, Ministry of Social Policy of Ukraine and regional administrations. The project aim is to teach regional novice organization to work effectively and eradicate poverty on local level.

But despite of economic problems, poverty, crisis reduction, the main problem of societal challenges nowadays is the fast growth of aggression in societies around the world. 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 processes for better communities strengthening. The civic education will help to reduce this inequality, social exclusion of vulnerable groups (internally displaced persons, migrants, poorest social clusters representatives etc.). For education and communities is actual offering specific, effective training and implementation strategies to assist schools and communities in reducing bullying and harassment and its lasting trauma, thereby improving the academic, social, physical and emotional lives of youth, while reducing school liability.

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. This process should be based on the relevant aspects of European educational policy (including social cohesion and transversal competences studies). The main task is the dissemination of this direction of educational policy cognitive principles. Innovations in high education should be based on the

latest scientific researches, approaches and technologies. Therefore the one of the most perspective direction is cognitive.

Cognitive practices in education based on multimodal learning, embodied cognition and interactive-learning framework. Cognitive practices are practical technologies of interactive communication (facilitation, mediation, active-learning based case studies, serious games, etc.). Implementation of educational cognitive practices has to take into consideration the basic cognitive mechanism. One of the major cognitive mechanisms of social cohesion is the game – through the game, as shows evolutionary epistemology, a person learns and develops, joins appropriate community. In addition, the game is one of the most emotionally deep, exciting process not only for children and young people but also for adults. This specificity of our cognitive system is successfully taken into account in "the experience economy", "economy of entertainment". The existing trend of development of social reality reflected in this area – "virtual offset": more and more games are transferred to virtual reality, and even in the space of social networks. Some modern cognitive practices of social cohesion, for instance, mediation also could be applying by virtual approach, using the modern trend of social self organization – virtual interactive communication, virtual training [5].

But virtual, interactive expansion of social cohesion techniques in to the higher education is not enough. One of the main problem of the higher education is social cohesion development in secondary schools because of evolutionary mechanisms of the aggression stages in the personality and youth groups development. Accordingly the educators and managers of the higher pedagogical education system should take in to their considerations key points of the above problem. For instance, the most painful phenomenon in a modern school is bullying. And future teachers and educational managers should be able to manage this phenomenon's manifestations. And practical tools of conflict solving are

not enough. Because of the part of the bigger picture is the influence of state and national politics on school climate and ultimately school culture. "When there are legislatively imposed processes that many adults in school find intrusive and personally demeaning it affects their attitudes about working in education in negative ways. Attitudes drive behavior and in some cases may impact a person's general demeanor and affect their relationships with other staff and students in negative ways that effect the school culture and climate simultaneously. It takes strong leadership to maintain a positive staff outlook in the face of such impacts from outside of school" [5]. To growth the social cohesion inside the school it is necessary to include social dimensions of the external social system and to keep in focus the cognitive principles of social behavior.

The modern society oriented on to the competitiveness and «success race» should be changed to the society of support and cohesion. Therefore this finding balance approach is really suitable for the transformation way. So, finalizing main principles of the transformational learning and the difference between instrumental and transformational learnings we can share the following suggestion:

European cognitive practices in educational sphere seemed to be based both on the transformative and, partially, instrumental learning. The basic innovations of the implementation of them into the Ukrainian educational dimension will be as follows:

- elaboration of new courses in the field of the European social cohesion studies, including development of methodology and research techniques and teaching of a theoretical and practical material;
- conducting of inter-university training which is expected to provide the possibility for students of different higher educational institutions and secondary schools to participate in studying of modules and research in the field of the European social cohesion studies; methodologically, the implementation of European practices of social

innovation (based on cognitive mechanisms of social cohesion) to the Ukrainian educational dimension. It assumes a combination of various innovative modes of study within the limits of teaching of basic courses and trainings: simulation games, small-group tutorials, individual and group coaching, facilitation sessions – the above modern cognitive practices.

Conclusions and perspectives of further researches. Reforms of the higher educational system should be based not only technical but social innovations for their sustainability and effectiveness. The one of the main results of the above social innovations is implementation of European values in to the Ukrainian educational dimension. In particular, these

values are tolerance and cohesion. Therefore the applying of the best knowledge and practices of social cohesion will allow to change the existing approach to the teaching and learning in secondary schools and high institutions, in particular, pedagogical universities. It is necessary to deliver tailor-made courses on European practices of social cohesion, civic and inclusive education in the conditions of the modern digital and network society. It will help to provide more widely all these social innovation in the higher educational system. Accordingly, it will help to develop the civil society in Ukraine. Also modernizing education and teaching will be a vital contribution to the prosperity and social cohesion in Europe.

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