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**Ключові слова:** інтеркультурні компетенції, когнітивні технології, молодь, молодіжна політика, соціальна згуртованість.

*У статті розглянуто європейські студії практик інтеркультурних компетенцій та соціальних інновацій в освіті, кращі практики розвитку соціальної згуртованості та перспективи їх імплементації в освітній простір України. Показано зв'язок інтеркультурних компетенцій, соціальної згуртованості як соціальних інновацій. У статті окреслено основні практичні завдання щодо імплементації європейських студій європейської політики соціальної згуртованості та інших соціальних інновацій для молоді та разом із молоддю в український освітній простір.*

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**INTERCULTURAL COMPETENCES IN EDUCATION FOR THE DEVELOPMENT OF SOCIAL COHESION OF YOUTH: EUROPEAN PRACTICES**

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**Actuality of the problem.** The modern social environment is extremely complex and fluid, fast changing and unpredictable. All negative changes in society are experienced above all by elderly and youngsters. In the context of accelerating the processes of globalization and managed/unmanaged social chaos, it is necessary to change the educational paradigm that would meet these modern time's demands and challenges. Undoubtedly, it should take into account the development of intercultural competencies and, accordingly, the development of social cohesion of the subjects of the educational process. After all, effective Intercultural communication is now a way of existence at a time of significant changes that are the result of the deployment of globalization processes, strengthening of social and cultural differentiation.

Therefore, for the educational sphere this consideration of the functionality of Intercultural communication in the modern educational space, as well as the development of intercultural competence is extremely relevant. New challenges faced by institutions, primarily higher education, fortunately, in the course of

solutions contribute to the development of these intercultural communications and, accordingly, intercultural competencies. There is a certain difference between General communication practices and professional communication, taking into account all the key points of this communication.

Contemporary critical discourses about higher education warn that many of the structures, incentives, and pressures on academics are crowding out certain virtues (such as humility and curiosity). These are concerns about epistemic corruption, which occurs when agents come to acquire epistemic vices due to their interaction with social conditions that facilitate their exercise. It is important to discuss actual case studies for this matter.

Students expressed growing disenchantment with educators because of their belonging to the old educational paradigm. This paradigm 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 [4]. But the modern problem of the separation of society due to the war (Ukraine) and migrant's crisis (Europe) or internally displaced persons (Ukraine), requires the another level of consideration of educational strategies focus on enhancing social cohesion. These strategies should deeply involve students in the interactive processes of teaching & learning for better results in education and for better results in social cohesion, teambuilding and social intellect trainings. Intercultural competences for better social communicative practices are very relevant in formal and non-formal educational dimensions.

**Purposes and methods of research.** EU Youth Policy and best practices of its implementation in the educational system should

be researched and considered for the purposes of improvement of the Ukrainian education system and civil society development. It is necessary for the further coordination with the national Youth policy for better social cohesion of youth and social development accordingly. Methods of the research based on systemic and cognitive approach are belong to the post-nonclassical paradigm of the modern philosophy and methodology of science.

**Stages of the problem development.** The problem of social cohesion and its implementation in the educational dimension is quite actual for Europe. Thus, the Yerevan Communiqu 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].

And the problem of increasing social cohesion is also considered one of the major problems announced in the documents, protocols and other working materials of the European Union. The social plan in Europe has taken some important steps to tackle inequality and promote social cohesion, but the existing educational differences make this process more difficult. Hence, education in this case can fulfill its social role - to provide certain strategies that take into account inclusiveness and heterogeneity of modern society. The EU already has experience of similar develop-

ments, they are priority for a European society and are well funded. In particular, the development of funding is precisely educational strategies that would help solve social cohesion issues. Thus, the INCLUDE-ED project ("Integration and Social Integration Strategies in Europe from Education") received EUR 3.36 million in the Citizens and Governance in Knowledge Society thematic program of the Sixth EU Framework Program, which is available on the official website.

To enhance the social cohesion in society many donor organizations now have an interest in education to overcome the possible effects of interethnic and inter-ethnic tensions, to improve the intercultural communications. These donors include the United Nations Development Program (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the European Union, the Council of Europe, the United Nations Children's Fund (UNICEF), the Foundation Soros and many others [4]. Most of these programs support the establishment of a public dialogue, changes in behavioral patterns of the people, in particular, young people. Many international organizations are working to develop intercultural and transcultural competencies, creating examples of practical intercultural competence approach. For example, in 1971 the organization "Doctors Without Borders" (DWB) was founded. Founders are a group of French doctors, convinced that the needs of people are above the attachment to national borders. The DWB is an "international medical humanitarian organization that provides emergency assistance to people affected by military conflicts, epidemics, natural and man-made disasters" (See: The Doctors Without Borders website, <http://www.doctorswithoutborders.org/>). Many projects are being conducted by the Organisation of the United Nations, in particular it's department UNDP in Ukraine (<http://www.ua.undp.org>). UNDP projects mainly are oriented to the topics of social cohesion and security in communities of the East. And these project concerned about intercultural and communicative competences because of the establish-

ment of peace, mutual understanding, social cohesion and security in the eastern region of Ukraine is impossible without the development of dialogue practices, non-violent communication, in which understanding of people with a different point of view, different picture of the world, with other cultural-behavioral strategies is critical. Since its establishment in 1965, the United Nations Development Program (UNDP) has been cooperating with various actors in the countries it operates in to unite efforts in building resilient communities and implementing sustainable solutions for societal and policy issues at hand. Currently, UNDP at the global level pursues three core avenues for cooperation with the non-governmental, civic sector. UNDP invests in civil society organisations (CSOs) and civic engagement by building an enabling environment for the civil society. Obviously, one of the main focus is youngsters as non-governmental active social actors who can contribute to a positive social changes and foster civic engagement. Finally, UNDP strengthens civic engagement to promote multilateralism and human development through UNDP-civil society partnerships for human development as well as UNDP-civil society dialogue mechanisms at national, regional and global levels to ensure inclusive participation in development processes. The Sustainable Development Goals under Agenda 2030 are an important space for such collaboration. This goals to be reached in cooperation with the most progressive part of the Ukrainian civil society (Demystifying Organisational Development, 2017) – with youngsters [3]. Now, being one of the most progressive donor organization in Ukraine, UNDP supports youth program "Youth Workers" which helps to boost the processes of civil society development by the effective youth work. Many urgent and important demands from civil society could be solved with the support of education technologies and practices to be in a proper way implemented into the educational system. Thus, at the II International Forum of Youth Workers (Dnipro, 5-7<sup>th</sup> of November, 2018) there were many panel discussions and professional

presentation at the topics of tasks and possibilities of formal and informal education in the field of the youth work.

The formation of intercultural competencies is one of the tasks and at the same time is one of the difficult challenges faced by the EU and partner countries. This is not caused by the expansion of the European Union, but also by the strengthening of globalization processes, migration processes which form multicultural environment. It impacts the youth policy and accordingly the education system, formal and informal. The most important demand to the education is to be adaptive to the unexpected and fast changes in the society. Obviously, this requires adequate efforts from all subjects of the educational process, in particular, in the sphere of higher education.

At the local level, each country forms its policy in accordance with these General requirements and trends. Thus, in Ukraine, one of the tasks of the National strategy for education development for 2012-2021 is the formation of a new citizen of Ukraine and of the world. And this, of course, is an important task for higher education, because after graduated students will occupy the key positions in society, will become the key decision makers. Therefore they need to be taught in advance respect and tolerance towards speakers of different languages and cultures, with whom they will increasingly meet in their professional lives.

**Results of the research.** "Europe's future depends on its youth" – this title is very relevant for the modern Europe. "Yet, life chances of many young people are blighted". This is a conclusion of the Commission Communication on the 'Renewed Social Agenda', which seeks to create more opportunities for EU citizens, improve access to opportunities for all and demonstrate solidarity. Thus, the title of Estonian Youth Work Centre (EYWC) is "Every youth is value. Future is today". The EYWC as a youth policy and youth work competence center has been founded in August 1999, acting under the administrative authority of the Ministry of Education and Research main objective is to develop and orga-

nize youth work in the framework of the national youth policy and financed by the state budget ([www.entk.ee](http://www.entk.ee)). This center is one of the best samples of the implementation of values and principles of the EU Youth Strategy at the educational and practical levels.

Above all, youth are a priority of the European Union's social vision, and the current crisis compounds the need to nurture young human capital. This communication responds by setting out a strategy for the future of policies for youth in Europe. It proposes a new, stronger Open Method of Coordination (OMC) that is flexible and simplified in its reporting and reinforces links with policy areas covered by the European Youth Pact in the Lisbon Strategy for Jobs and Growth. Adopting a cross-sectoral approach, it embeds short-term responses in a long-term effort to empower young people. The strategy would create favorable conditions for youth to develop their skills, fulfil their potential, work, actively participate in society, and engage more in the building of the EU project. Young people are not a burdensome responsibility but a critical resource to society which can be mobilised to achieve higher social goals.

The answers are in educational sphere but mostly in the non-formal dimension. Thus, at the European level there is one of the program EU document "Youth work and non-formal learning in Europe's education landscape» which describes a quarter of a century of EU cooperation for youth policy and practice ([www.ec.europa.eu](http://www.ec.europa.eu)). The current status of education, reflecting on how the formal education sector is becoming informalised, while non-formal learning is simultaneously becoming more formalised. Perhaps, we have to "rethink" of education to match the online digital era, "where new media "democratise education", empower young people and open pathways to tolerance for living and working in a multicultural Europe. The blurring of borders between formal, non-formal and informal will require new teaching skills and constant evolution of the profiles of youth workers or school teachers. A holistic approach to education, individualised methods, professional

coaching and experience-based learning would also prompt individuals to take a step back from routine and promote change. But combining the best of both worlds may also create tensions with the inherent diversity of youth work. A new balance will be needed between its principles, policy priorities and the evolving and complex needs and aspirations of young people. At the same time, the evidence arising from greater formalisation will offer insights into the strengths and merits of youth work that can help convince sceptical audiences even more” (EU Youth Policy, 2017) [1].

It is also very important to explain to the future teachers, social managers etc. how youth work and non-formal learning are preparing young people for the changing of social reality: in particular, future labor market. With no longer the same perspective of one job for life, the aim is instead to provide knowledge, skills and attitudes for becoming what some specialists term “an entrepreneur of your own life”, actively shaping personal prospects through continuous updating of skills and ‘hybrid knowhow’. The social cohesion development process consists of some key breakpoints. One of them is unemployment of youngsters, their explosion of labor market. So, one of the solution is that unemployed young people should be perceived as a resource in co-creating solutions. It will reject the artificial divisions of the economy and the labor market into “high value-added” and “low value-added” (EU Youth Policy, 2018) [4]. Trust is vital to proactively reach young people in vulnerable circumstances and to help them take responsibility for their own lives, while providing guidance in creating links between goal setting and learning

It is necessary to ensure the development of professional competencies, in particular of intercultural communication competence, in the education of future specialists. The education process (formal or non-formal) should take in to the consideration the multiculturalism problem which is deeply connected with the formation of intercultural competence. Such approach will help to ensure the adap-

tation of future graduates of higher education (masters and bachelors) to the any type of socio-cultural environment. But the effective youth adaptation process is based on social cohesion, which is one of the important components and marks of well-organized successful social life.

The main task of education is the adaptation of future social actors, construction of their proactive position. This requires the formation of a certain type of personality, which is one of the main tasks of education. The urgency of the problem is enhanced by certain socio-cultural transformations in society, in particular, the globalization processes of mixing different cultures that are now taking place in the European space. Therefore, educational technologies not only in content but also in form should take into account these social changes. And the most perspective in this direction we can consider methodological achievements of cognitive technologies in the development of social cohesion: personality-oriented than domain-specific technologies.

The educational process of student-centered learning provides everyone with the opportunity to realize themselves in knowledge, learning activities and behavior, based on his subjective experience, abilities, interests, values, cultural patterns of behavior. This concept is based on a new type of mentality of all participants of the cognitive process, interactive, intensive, Dialogic interaction between them, etc. For the system of higher education it is also possible to recommend the introduction of collective mental activity (K. Vasin), technologies of educational research (D. Levitas, G. Clarin) and technology of heuristic learning (A. Khutorskoy). All these techniques are aimed at a creative approach to the educational process, the formation of cognitive skills of young specialists that are most suitable for future professionals of any specialty. But all of them are based on classical cognitive competencies, not enough considering the important point, as it was already emphasized, regarding the influence of emotional background and group cohesion on learning. And this is an area where cross-cultural and

intercultural competence can be critical factors of success.

Youth work must respond to the current concerns of young people – faced by unemployment, increased migration, economic difficulties, family breakdown and issues confronting minorities. But it must do so while retaining the youth work mission of promoting individualism and diversity. Increased utilitarianism may dilute the capacity to offer challenges to the established structures of society that create inequalities – a reflection that youth work has traditionally encouraged. EU youth program development, particularly in the inclusion strategy, reflects this aspect: close to 24 % of Youth in Action participants were young people with fewer opportunities. The changed focus has required increased competences for youth workers dealing with issues of inclusion, especially in work with cultural minorities – as it fixed by the EU Strategy of Youth [1].

#### **Conclusions and discussions of result.**

The structured dialogue is decreasing the risks of failing on representability, particularly for marginalised youth, whom greater

autonomy for young people or greater policy coherence may not be universally relevant. Youngsters are future social actors of our nonstable social reality like game with fast changing rules. Youngsters are ‘citizens under construction’, and should be empowered to influence rather than merely being influenced. For the purposes of their cohesion development it will be very highly appreciated, to learn something about intercultural competences. Possible participation should exploit multiple and mostly informal methods that are linked to young people’s experience and context. Finally, we can confirm that development of youth in the modern educational dimension (in particular, in the higher education) depends on the development of intercultural communications as prerequisites and, at the same time, cognitive learning technologies of real social dialogue. Also the above development of intercultural competencies will help to shape the totally new type of personality, which will be not only adaptive but proactive in the complex, non-stable and nonlinear dimension of multicultural social reality.

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