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Ключові слова: європейські цінності, інклюзія, освіта, різноманітність, соціальна згуртованість.

У статті розглядаються дослідження цінностей ЄС в освітньому вимірі України (і не тільки), зокрема, цінності соціальної згуртованості на основі різноманітності та інклюзії. Показано зв'язки між розвитком соціальної згуртованості та різноманітністю й інклюзією. Дослідження цінностей ЄС в українському освітньому вимірі можна розглядати в різних напрямках: особистісні та інституційні проекти (проекти Жана Моне та ін.), різні асоціації, передусім, Асоціація дослідників європейських цінностей в освіті (AREVE) як один із ключових гравців. У цьому напрямі в статті окреслено існуючі досягнення та нові основні практичні завдання AREVE та інших організацій у галузі досліджень цінностей ЄС в українському освітньому вимірі.

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RESEARCHES OF EU VALUES STUDY IN EDUCATION: INCLUSION AND SOCIAL COHESION DEVELOPMENT

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Actuality. Nowadays the EU values and norms seem to be the most important tool of social organization of European Union and other European countries. According to the main social idea of EU – to create the society of shared common values which will launch the appropriate social-economic development processes. This task is quite difficult in the modern geo-political conditions – crucial challenges of loss of European values, migration crisis and an infringement of human rights and fundamental freedoms. Therefore, the actual challenge (for the European Union and Ukraine) to revise their priorities in educational policies and to strengthen the research and implementation of EU values in education for social cohesion and inclusion 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.

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, European Value Studies, Values of Europe etc. [2; 3; 4; 12]. 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].

Some institutes and research centers in EU conduct the important directions of EU values studies. One of them is Leibnitz Institute of Social Sciences (GESIS) informing, that the European Values Study (EVS) was initiated by the European Value System Study Group (EVSSG) in the late 1970s. This study could be considered as a large-scale, cross-national, and longitudinal survey research program. This program should research how Europeans think about family, work, religion, politics and society. The 141 surveys explore value differences, similarities, and value changes. There were 5 waves (frames) on the above topics. They were administered from 1981 to 2017 in 49 countries/regions. Data processing and documentation are realized in close cooperation between the EVS member countries, the EVS at Tilburg University and GESIS. The department "Data Archive for the Social Sciences" of GESIS is the official archive of the EVS and thus the primary source of information and original data. ZACAT provides access to all four EVS. The European Values Study is one of the main data sources in the exhibition space on "United in Diversity" of Visitors' Centre of the Europarliament, in Brussels. This area is based on the idea that the European

Union, despite the cultural differences and multitudinous interests, works together and develops concepts for a future European civil society. On the ceiling of this room hangs a shifting 3D map of Europe showing the results from the European Values Study with light displays [8].

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 researches of EU values in education are quite actual as they get 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+). During implementation at the National Pedagogical Dragomhe anov University of Jean Monnet Module "Social Cohesion in Education and Governance: European Studies" the researchers Prof. Marja Nesterova and Dr. Maryna Chulaievska has got the information during their study visit to Barcelona University about the 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 project seeks to identify value-based education strategies that help overcome inequalities and promote social cohesion, and thus contribute to meeting the EU's Lisbon goals and general trend of value-based education. The EU values of social cohesion and inclusion have been researched and implemented in the educational dimension. The Includ-Ed 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 [5].

Unsolved parts of the problem. The process of the research and further implementation of values in education is quite difficult because of acceleration of socio-economic and technological changes, which increase the social problems to be closely related to values (for instance, social violence and intolerance). Unfortunately, values could not be transferred to new generations adequately in many societies. Most of the people who are responsible for the solving of complex social problems have not received sufficient teaching on values. "Teaching values is the most important item of social control mechanisms. As well as becoming an essential part of social integrity, teaching values is a realistic solution for any existing or potential problems both in social and global scale" [8]. But to start the values discourse it's necessary to begin the research process, wide discussions in educational communities etc. First of all it's important to research and describe properly the hierarchy of values. It is obvious, that values make a hierarchical form in our cognitive world. "Tools values are at the lowest part in the cognitive world. There are higher values on the tools values which also form a kind of hierarchy within it... In almost all societies, higher values are seen as important indicators of that society's continuity and welfare. In the hierarchy of values, high values are important in all fields such as the value called justice applies to all fields such as economy, politics, and family. In this respect, the hierarchy of values must work in cooperation for the good of society" [8]. We can presume that the values of diversity, inclusion and social cohesion accordingly, to be a values of the high level.

Goal of research. The article is aimed on the research the core issues of EU studies concerning EU values and how to implement them in to the Ukrainian educational system (first of all in a sphere of higher education) for social cohesion development. The one of the main focus and long term impacts of the practical results of the research is to increase the practical dissemination of EU values in HEIs by the way of discussing and enhancing the values awareness, value-based human potential development, enhancing

the diversity and inclusion inside HEI's communities. This research belongs to a "spread content" type as its key activities will be comprised of information and dissemination activities focusing on the EU, its values, the role of education in promotion and enforcement of EU values and related issues.

Problem research. It should be noticed that the researches of values in education are widely conducted outside the EU. Thus, there is a concept of moral education, values education in USA. There are two approaches (values clarification and moral development) which could be identified as having sufficient completed research to warrant examination. In the analytical review paper "Curricular Effectiveness in Moral/Values Education: A Review of Research" of Dr. James S. Leming from Southern Illinois University a total of 59 studies were reviewed, 33 focusing on values clarification and 26 with moral development as the focus. The above research on values clarification indicated that little or no confidence is warranted regarding its potential curricular effectiveness [7]. In Ukraine there are some institutions and researchers 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 Viktoria Andrievskaya with her value survey and Dr. Olexandra Yegorova with her "Game of Values", educational value studies of Mykola Skyba from the Ukrainian Institute of the Future [11] and others. 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). In the Ukrainian educational dimension there are some key players in the field of research and dissemination of EU values in to the education – Ukrainian Association of Professors and Researchers of European Integration (APREI). 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

+ It's deeply connected with EU values dissemination, appropriate improvements in the Ukrainian educational dimension etc. [9]. Also we can mention as one of the key research organization the Ukrainian Educational Research Association (UERA) which is also involved in European Integration processes (as applicant of Jean Monnet Program in the direction of Support of Associations). "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].

The practical value researches in Ukraine to be formed in various projects. One of them is European Values of Diversity and Inclusion for Sustainable Development (EVDISD) which have been submitted in this year from National Pedagogical Dragomanov University in the Jean Monnet Project program of Erasmus+ grant calls. This is the upgraded project "Dissemination of EU Values in Education" (DEVED) which had been submitted for the previous call of proposals. The project EVDISD intends to research and spread the content of EU value based approach in education enabling enhancement of quality of higher education in Ukraine, according to the best practice of EU institutions implementing values in their activities and services. The project focused on key EU values for sustainable development in social and cultural sphere – diversity and inclusion.

In Ukraine the sustainable development of society is the high priority problem, growth requirements for skills and competencies of employees, diversity and result orientation of students requiring fundamental changes in HE. Ukraine is taking steps to join the European Higher Education Area, this requires modifications in the legal and normative framework, but the key issue is common values platform to be disseminated through all levels of the Ukrainian Higher Education System (UHES).

The results of a nationwide survey conducted by the non-governmental fund "Democratic Initiatives" in Ukraine in 2017 indicate a weak link between higher education and external stakeholders (Strategy for the reform of higher education in Ukraine until 2020), high education institutions (HEIs), especially higher pedagogical institutions (HPEIs), are quite separated from social reality but their role in the social cohesion development of society is very important. The EU Values dialog not only inside of academician community but with civil society will enhance the sustainable development processes in Ukraine.

It is very important to notice that the problem of values research and implementation and based on them the new technologies in the system of education is very actual because of increasing social problems worldwide. In particular, the problem of social cohesion development (and connected with this problem the diversity and inclusion development) 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. The processes of diversity and inclusion development will lead to the social cohesion development accordingly. So, the social cohesion development process based on common values should be the key social innovations at the modern society. Practices of diversity and inclusion will help to reduce the inequality as one of the barrier in the process of social cohesion development. 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.

For the purposes of practical researches of EU values in education and their methodological foundations the Association of Researchers of European Values in Education (AREVE) has been founded under the support of Academician Victor Andrushchenko, Rector of the National Pedagogical

Dragomanov University. He is a Honoured President of AREVE. President of AREVE is Prof. Marja Nesterova, Vice-President of AREVE is Prof. Natalia Kochubey. Members of AREVE are from various Ukrainian and European HEIs – University of Genoa (Italy), University Zilina (Slovakia), Sumy National Agrarian University (Ukraine), Melitopol State Pedagogical University etc. [1].

Implementation of the AREVE research project's results will be presented in the form of new teaching courses for the students of partner HEIs (at first, NPDU), trainings and virtual courses, summer school for the key policy makers, leaders of civil society, head masters and teachers of 150 secondary schools in Ukraine (members of the project "Social Cohesion Development of the Subjects of the Educational Process", supported by the Ministry of Education and Science of Ukraine), workshops and conferences for the educators from higher institutions in Ukraine and EU. The legal address of AREVE is in NPDU, so it will be the coordinative point in the process of value research and its implementation in education.

Evaluation of the project will be based on quantitative and qualitative indicators: number of participants (e.g. teachers, students, leaders of civil society (active IDPs, active members of NGOs etc.) in project events, as well as the level of their satisfaction from participation in project events, degree of awareness (measured through evaluation questionnaires) and social competences revealed in the process of cooperation and communication with peers during trainings and other events.

Dissemination of the AREVE project's results will deepen public knowledge of EU Values in Education and its social impact which involves the quantity of relevant social groups involved in the dialogue (especially vulnerable groups in inclusion education), facilitate positive social changes, positive changes in the educational sphere – through partner HEI's, first of all, at the NPDU which is the key partner of AREVE. The Rector of NPDU as Honoured President of AREVE is personally supports activities of Association, in particular, value-surveys, value-researches.

He will guarantee as a Head of European Association of UP that the results of the AREVE's activities and researches will be widely conducted through the European Association of Rectors of Pedagogical Universities [6] and other partner higher pedagogical institutions. Dissemination strategy will combine external and internal dissemination and involve various media, including European Pedagogical Studies journal and Higher Education in Ukraine journal, which are issued and published by NPDU. All publications in the above academic journals will address academic community in Ukraine and the EU. The project website "AREVE" and web platform "EU Values in Education" (EVE) will be created as the virtual hub for better cooperation, communication, teaching and learning among educators and society, virtual community for better involvement of policy makers, representatives from labour market, public authorities etc.

One of the important task in the direction of further researches of EU values in education are as follows:

a) to disseminate information about AREVE, its activities and research results we will use communication events (workshops, conferences etc.), Facebook as it most used social network in Ukraine, mails to partners and to EU-i Centres, project branding and logos, webpages of member HEIs and partners, the EU Dissemination Platform, partner NGOs and professional organisations;

b) to print materials and e-forms (reports, publications, didactic materials on Value survey) for the transferring them to HEIs, information centres, partner associations (like APREI, UERA etc.);

c) to support the sustainability of the AREVE project and its follow-up by application of ICT technologies for blended learning (virtual classroom courses, website of the Project as experience exchange hub, didactic e-materials etc.).

In general, for the effective research of Interdisciplinary approach will enhance sustainability of the AREVE research projects as more and more experts in different

fields of study will be involved in teaching and practicing value based approach and disseminating ideas further. In a period where cultural diversity is seen more as a threat rather than an asset, changing the paradigms and the teaching methods at school and at the University is essential to develop and to transmit the correct social and cultural skills. Therefore it is planning to implement the best knowledge and practices of EU Values in Education for successful governance, teaching excellence and social cohesion development.

Conclusions and perspectives of further researches. Unfortunately, nowadays Ukraine is a conflict affected and divide society with the complex situation about common values. The experience of European Union is quit important and actual for present challenges of Ukraine. The AREVE intends to research and spread the content of EU value based approach in education enabling enhancement of quality of higher education in Ukraine, according to the best practice of EU institutions implementing values in their activities and services. The AREVE focused on the research of key EU values for social cohesion and sustainable development in educational, social and cultural sphere. 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 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.

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