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EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS EDUCATION IN UKRAINE TO PROMOTE THE INTEGRATION OF WAR-AFFECTED CHILDREN

Summary. The article examines the importance of education for democratic citizenship (EDC) and human rights education (HRE) in the context of current social and political challenges, including the war in Ukraine. It emphasizes the concept of EDC/HRE developed by the Council of Europe, which aims to develop active citizens who are able to participate in the life of their communities, understand their rights and responsibilities and contribute effectively to solving social problems. Three main approaches to teaching EDC/HRE are considered: Teaching «about» democracy and human rights, teaching «for» democracy and human rights, and teaching «through» democracy and human rights.

The main focus is on utilizing the pedagogical and methodological resources of the EDC/HRE to promote the integration of children who find themselves in conditions of war. The focus is on the need for psychological and social support to provide emotional comfort and a sense of security to children who have experienced traumatic events. Particular attention is paid to the development of democratic relationships and empathetic interpersonal communication in the children's communities, as well as the involvement of parents in the educational process. The importance of adapting the pedagogical and methodological resources of EDC/HRE to the new social realities created by Russia's full-scale invasion of Ukraine was emphasized. It is emphasized that the effectiveness of the use of EDC/HRE pedagogical and methodological resources depends on the ability of teachers to apply them in their professional activities, especially in the digital space, taking into account ethical principles and the specific pedagogical context. The results of the survey among the participants of the methodological marathon «Together we will be stronger!» will be presented. They testify to the insufficient awareness of pedagogical professionals in the field of EDC/HRE, but also to the high relevance and effectiveness of such programs for the integration of children who have been in conditions of war, through the development of competences for the culture of democracy among teachers and children.

The article highlights the importance of an interdisciplinary approach to solving the problems of child inclusion, combining the efforts of sociology, psychology and pedagogy with the use of EDC/HRE pedagogical and methodological resources, and emphasizes the importance of developing a democratic culture that promotes social solidarity, equality and the well-being of children's communities.

Keywords: *Education for Democratic Citizenship and Human Rights Education (EDC/HRE), Council of Europe, Russia's military aggression in Ukraine, social integration of children, human rights, democratic values, intercultural dialogue, competences for the culture of democracy, socio-educational support, inclusive environment, democratic interaction, empathic interpersonal communication, children, teachers, digital space.*

Formulation of the problem. The idea of education for democratic citizenship and human rights education is not new. Political or civic education has existed in various European countries for many years and has been implemented in many different ways. Essentially, it has consisted of using formal teaching methods to inform learners about the political system – i.e. the constitution – in force in their country. The underlying model of citizenship was thus a passive and minimal model. For the vast majority of citizens, citizenship consisted merely of the expectation that they should abide by the law and participate in public elections. These obligations were dictated by the legal and cultural environment in which citizens lived. In recent years, however, events and changes across Europe have challenged the passive model of citizenship. These include: ethnic conflicts and nationalism; new wars of aggression in Europe; global threats and insecurities; the development of new information and

communication technologies; environmental problems; population movements; the emergence of new forms of previously suppressed collective identities; demands for greater personal autonomy and new forms of equality; weakening social cohesion and solidarity between people; mistrust of traditional political institutions, forms of government and political leaders; increasing interdependence and mutual dependence – political, economic and cultural – at regional and international level; fake news on social media.

In the face of these challenges, it has become clear that new kinds of citizens are needed: Citizens who are not only informed and understand their formal responsibilities as citizens, but who are also able to contribute freely to the life of their community, their country and the world and actively participate in a way that expresses their individuality and contributes to solving problems. For this reason, the Council of Europe, together with all member states, has developed the concept of Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) (Charter on Education for Democratic Citizenship and Human Rights Education, 2010). The aim of EDC/HRE is essentially to empower and encourage students in their role as young citizens to play an active role in their societies and political communities. In order to participate in a democratic community, students need to develop a wide range of competences, including knowledge and understanding, technical and methodological skills, as well as values and attitudes such as tolerance and responsibility. It is important to understand that education for democratic citizenship and human rights education are closely linked and mutually supportive. They differ in their focus and scope rather than in their aims and practices. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation in the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.

Analyzing recent research and publications. Today's diverse challenges are revitalising the international academic discourse on education for democratic citizenship and human rights education. The latest publications on the relevant topics include scientific research by such researchers as I. Chounta, N. Erkan, S. E. Finkel, W. Holmes, S. Kükürtcü, A. Neundorf, J. Persson, L. Phillips, A. Quennerstedt, C. Robinson, B. Wasson, etc. Various aspects of the introduction of education for democratic citizenship are being actively researched by Ukrainian scientists. Special attention should be paid to scientific research on the state policy in the field of education of Ukraine in connection with the implementation of education for democratic citizenship and human rights (E. Krasnyakov), the features of education for democratic citizenship in the European context (O. Ovcharuk), modern experience of implementing education for democratic citizenship and human rights education in the Eastern Partnership countries (O. Ovcharuk), the use of digital tools to create and support an environment of education for democratic citizenship in European countries (O. Hryntsenchuk, O. Ovcharuk), theory and practice of school education for democratic citizenship in the member states of the Council of Europe (O. Ovcharuk), teachers' readiness to use the tools of digital educational environment in the process of education for democratic citizenship and parliamentary enlightenment (M. Hrynova, O. Dubovik, I. Ivanyuk, O. Ovcharuk), the role of education for democratic citizenship and human rights education in the professional training of institutional public accountants (O. Sernyak) and others.

Emphasizing previously unresolved parts of the overall problem. Despite the significant development of the problem of education for democratic citizenship and education for human rights, the large-scale invasion of Ukraine by Russia has actualized new demands of society on education and gives rise to further scientific discourse in the search for the most relevant ways for the modern educational and social context to promote the integration of children who find themselves in conditions of war, especially thanks to the use of the pedagogical and methodological resources of education for democratic citizenship and human rights education.

The aim is to highlight the particularities of the use of pedagogical and methodological means of education for democratic citizenship and human rights education to promote the integration of children who are in war zones.

Presentation of the main material. EDC/HRE takes a holistic approach to teaching and learning. The teacher's task can be summarized in three principles:

- Teaching «about» democracy and human rights;
- Teaching «for» democracy and human rights;
- Teaching «through» democracy and human rights.

Teaching «about» democracy and human rights. Pupils need to know what democracy means and what human rights they enjoy, in which documents they are laid down and how they can be protected and enforced. As young citizens, they need to know how their country's constitution functions as a political system.

Teaching «for» democracy and human rights. Young citizens need to learn how to participate in their communities and exercise their human rights. Democratic values and practices must be learnt and relearned to meet the pressing challenges of each generation. To become a full and active member of society, citizens must be given the opportunity to work together for the common good, respect all voices, including dissenting ones, participate in the formal political process, and cultivate the habits and values of democracy and human rights in their daily

lives and actions. In this way, citizens feel that they are useful and recognized members of their community, able to participate in society and make a difference.

Teaching «through» democracy and human rights. Pupils need a supportive learning environment. They need teaching and learning methods that enable them to exercise their human rights, such as freedom of thought and expression. They must have the opportunity to help shape their school, exercise their human rights and fulfil their duties. They need their teachers as role models for mutual respect, tolerance and peaceful conflict resolution. In all these aspects, democracy and human rights serve as pedagogical guidelines, both for lessons in the classroom and for the school as a micro-society.

The Council of Europe's EDC project was launched in 1997 at the second summit of the heads of state and government of the Council of Europe member states. The first phase was mainly dedicated to the clarification of concepts and the development of strategies. The results of this phase were endorsed by the European Ministers of Education at the 20th session of their Permanent Conference in Krakow, Poland (Resolution on results and conclusions of the completed projects in the 1997-2000 medium-term programme, 2000). The second phase focused on disseminating the results of the first phase through networking and communication activities. The recommendation of the Committee of Ministers to the Member States on the EDC is one of the main outcomes of this phase. The network of EDC/HRE coordinators was developed (now the EPAN network) and became the cornerstone of the project. The aim of the subsequent «European Year of Citizenship through Education» in 2005 was to reach a wider public and draw attention to the crucial role of education in promoting citizenship and the need for civic participation in a truly democratic society. The reflections made in various expert groups and networks dealing with ECC/citizen participation were crucial for the development of the program. The resulting action program «Learning and living democracy for all» has led to central demands.

The most important objectives from these requirements for the implementation of EDC/HRE are as follows:

- Continue and strengthen the development and implementation of EDC/HRE concepts with a particular focus on social cohesion, social inclusion and respect for human rights and, in this context, pay particular attention to the democratic governance of educational institutions, especially schools.
- Strengthening capacities for teacher education and training in and between Member States, both in education and in partnership with civil society.
- Develop and promote sustainable frameworks and mechanisms that make EDC/HRE part of everyday practices and processes at all levels of society.
- Promote working methods based on the exchange of information and best practices through a multidisciplinary and transversal/cross-sectoral approach with partners such as Member States, international/European/national/local organizations and institutions.

The development, testing and dissemination of materials was promoted and largely implemented in Ukraine at an early stage. These materials are a series of manuals for different target groups on different aspects of EDC/HRE, developed on the basis of feedback from the network of EDC/HRE coordinators. These include tools for teacher training (Living Democracy), for the democratic management of schools (Bäckman, E., & Bernard Trafford, B., 2007), for quality assurance in schools (EDC/HRE Pack), etc. Most of these publications have been translated into a number of languages by the Member States. Once again, Ukraine, in co-operation with the Zurich University of Teacher Education (Internationale Bildungsentwicklung), was one of the first countries to participate actively and with great impact.

However, the Council of Europe and its member states did not stop there. Increasingly, there were calls not only for an improvement in democracy education in schools, but also for the broad development of generally applicable competences for a culture of democracy (Reference Framework of Competences for Democratic Culture). The Reference Framework for Competences for a Democratic Culture (RFCDC), developed in recent years, was designed as a consequence of the EDC/HRE development for all areas of formal and non-formal education systems, from pre-primary, primary and secondary education to higher education, including adult education, youth work, parent education and vocational education and training. At the core of the framework is a model of 20 competences that people need to acquire if they are to participate effectively in a democratic culture and live peacefully with others in culturally diverse democratic societies.

The Framework does not specify what competences and/or levels of attainment individuals might aspire to in the course of lifelong learning. For example, it does not specify what competences and levels might be required for the award of citizenship of a state. Furthermore, the use of the Framework and the strategy for its implementation in education must always be adapted to specific local, national and cultural circumstances. Nevertheless, it offers the possibility of ensuring completeness, transparency and coherence in every context.

The aim of the various current training courses in Ukraine is both to learn the basics of democracy education in the context of global development and to recognize that the desired results can only be achieved if the environment is one that sees itself as a culture of democracy. This democracy requires the commitment of citizens of all ages to

actively participate in public life. If citizens do not adhere to the appropriate values, attitudes and practices, democratic institutions cannot function, because one of the basic principles of democracy is that those who are affected by political decisions can express their opinions when decisions are made and that the decision-makers take their views into account. In this context, it is important to note that intercultural dialogue is arguably the most important means by which citizens can express their views to other citizens with different cultural affiliations today. It is also the means by which decision-makers can understand the views of all citizens, taking into account their different cultural affiliations. In culturally diverse societies, intercultural dialogue is therefore crucial to ensure that all citizens can participate equally in public debate and decision-making. Democracy and intercultural dialogue complement each other in culturally diverse societies. However, without the resulting respect, dialogue loses its primary quality as an open exchange of views through which people of different cultural affiliations can gain an understanding of each other's perspectives, interests and needs. Practicing this is one of the main objectives of all EDC/HRE training courses and therefore also of the RFCDC.

Considering the upheavals in Ukrainian society in general and in education in particular, caused by Russia's full-scale invasion of Ukraine and characterized by the simultaneity of maladaptive and adaptive processes, we note that Ukrainian teachers of preschool, general and extracurricular educational institutions are faced with the difficult task of managing the educational process under the influence of traumatic events and dangers, general and extracurricular educational institutions are faced with the difficult task of organizing the educational process under the influence of traumatic events and dangers, new migration realities, material and technical problems and the uncertainty of educational and social prospects. And one of the main tasks is the integration of children who are in war conditions into children's communities, including children who are internally displaced persons; children from the families of military personnel who are taking part or have taken part in hostilities against the Russian aggressor; children temporarily residing or having resided abroad; children residing or having resided on the territory of Ukraine during active hostilities; children who have lost relatives, suffered physical or psychological injuries as a result of hostilities, and other vulnerable categories of children.

Unfortunately, Russia's military aggression in Ukraine has changed the social reality of children and emphasized the need to adapt to a new social environment. The different life experiences that children go through in times of war can lead to misunderstandings and conflicts in children's communities, but also promote the renewal of these communities by agreeing on new values, norms and rules. Therefore, the social integration of children should be seen as a stage on the road to social inclusion, which is important for the development of social solidarity, equality and the well-being of children's communities.

Moreover, it is indisputable that the problem of integrating children affected by war requires an interdisciplinary approach that combines the efforts of sociology, psychology and pedagogy. Therefore, the general tasks for teachers are as follows:

- Socio-psychological support that provides emotional comfort and a sense of security;
- Implementation of an individualized approach in the educational process;
- Development of democratic interaction and empathic interpersonal communication in the children's community;
- Working with the community of children to accept and support each child;
- Involving the children in various types of joint activities;
- Interaction with parents (legal representatives), their involvement in the educational process.

The successful accomplishment of these tasks is fostered by a high level of empathy in the children's community and their ability to live and learn together. In the context of the challenges of integrating children who have survived a war conflict, it is important that educators develop their capacity for empathy, communication and co-operation as well as their psychological, social and civic competence.

In this context, the possibilities of using pedagogical and methodological resources of education for democratic citizenship and human rights education are updated. Therefore, the methodological guide «Together we will be stronger!» (2023), developed on the basis of the pedagogical and methodological resources of education for democratic citizenship and human rights education of the international educational platform «Living Democracy» within the framework of the initiative of the same name of the Swiss-Ukrainian project «DECIDE – Decentralization for Development» (DECIDE), deserves the attention of democratic education. The use of educational activities from the selection aims to develop children's cognitive, behavioral, social and emotional skills. This is important for their social adaptation, integration, the creation of an inclusive environment and personal self-realization. Achieving this goal is reflected in the methodological guide by grouping the educational activities into four themes:

I. You. We (getting to know each other, developing a friendly atmosphere in children's communities).

For the children's community to be successful, a friendly atmosphere must be created that encourages open communication and effective interaction. The children need to understand their value in this community, believe

in themselves and the uniqueness of their personality. It is also important that they learn to respect others and work together as a team (Together we will be stronger, 2023).

We are children and we have rights (study on human rights and children's rights).

The theme of the value, uniqueness and individuality of each child is linked to the idea of diversity and equality. We are all unique, but we have the same right to dignity. To develop an understanding of equality, children must not only know their rights, but also respect the rights of others. This requires them to develop empathy, which contributes to the fulfilment of moral duties (Together we will be stronger, 2023).

We are part of the wider world (acceptance of diversity and empathetic perception of others).

There are prejudices and stereotypes in the world that influence children from an early age and can be reflected in their communication with their peers. Every child has their own values and interests that guide them in everyday life and protect their personality. To avoid conflicts, children must learn tolerance and respect the rights of others (Together we will be stronger, 2023).

We live and learn according to the rules (joint agreement on rules and constructive resolution of conflicts).

There is no clear answer to the question of whether diversity is a resource or a problem. Although the risks of conflicts in the children's community are minimized by respecting rights, empathy and responsibility, they are nevertheless unavoidable. In such cases, it is important to resolve conflicts constructively and agree on rules together. At the same time, diversity can become a resource that directs the energy of the community towards self-development and self-realization in learning and shared activities. It is also important to celebrate and recognize shared successes (Together we will be stronger, 2023).

Undoubtedly, the pedagogical and methodological means of education for democratic citizenship and human rights education are only tools whose effectiveness depends on the ability of teachers to use them in their professional activity, taking into account ethical principles and a specific pedagogical context.

As part of the implementation of the Swiss-Ukrainian project DECIDE «DECIDE – Decentralization for Development» the Odessa Regional Academy of In-Service Education and a number of other Ukrainian postgraduate pedagogical training institutions and higher pedagogical training institutions are conducting relevant training for various target groups (heads and teachers of pre-school education institutions, general secondary schools, extracurricular educational institutions, integrative resource centers, employees of centers for professional development of pedagogical staff, scientific and pedagogical staff of postgraduate pedagogical educational institutions, employees of educational departments (divisions) of executive bodies of local authorities, etc.).

The results of the survey of 469 participants of the methodological marathon «Together we will be stronger!» (using EDC/HRE resources to promote the integration of children who were in war conditions), which took place in April 2024 in the Odessa region and included participation in an online training seminar and the independent development of a methodological counsellor, before the start and after the training:

- on the insufficient awareness of pedagogical professionals in the field of education for democratic citizenship and human rights education (28.6% of respondents stated that they are not aware of EDC/HRE resources; 38.4% are aware of EDC/HRE resources but do not use them in their professional activities; 33% are aware of EDC/HRE resources and use them in their professional activities). The probable reasons for these survey results are the turnover of teaching staff, the insufficient consideration of EDC/HRE in the professional training of future teachers and the unwillingness of teachers to use EDC/HRE resources in the digital space, given the prevailing remote form of organization of education under martial law;

- on teachers' recognition of the relevance of using EDC/HRE pedagogical and methodological resources to promote the integration of children who are in war conditions (23.9% of respondents stated that the topic is relevant; 76.1% – very relevant);

- on the effectiveness of implementing adult education programs in the digital space (49% of respondents stated that they are completely sure that they will be able to use; 49% of respondents are more confident than unsure that they will be able to use; and only 1.9% of respondents are rather unsure whether they will be able to use them).

In addition, the surveyed participants of the methodological marathon noted the development of their own competences for the culture of democracy, especially such as respect for human dignity and human rights (65.2% of respondents), the ability to cooperate (62%), the ability to listen and observe (48%), respect (47.8%), self-confidence (47.5%), civic awareness (47.3%), the ability to resolve conflicts (45.8%), flexibility and adaptability (44.1%), etc. Such learning outcomes are important not only in the context of teachers' professional activities, but also for the everyday practice of democracy in personal, social and public spheres of life.

Conclusions. Education for democratic citizenship and human rights education have a fundamental impact on building a democratic society, especially in the context of social and political challenges such as the war in Ukraine. In this context, psychosocial support plays a special role in providing emotional comfort and a sense of security to children who find themselves in conditions of war, as creating an inclusive environment in which

every participant in the educational process feels valued and protected is crucial for successful integration. Therefore, the main task is to develop skills of intercultural dialogue, tolerance and empathy, which help to reduce the level of conflict and strengthen social cohesion. At the same time, the pedagogical and methodological resources of EDC/HRE must be adapted to the new realities, taking into account the experiences of war that affect children and young people. In view of this, international cooperation and the exchange of experiences between educational institutions in different countries are important, as they allow teachers to improve their skills and acquire new knowledge about effective methods for teaching education and training, especially in the digital space. This contributes not only to the development of the professional competence of educational professionals, but also to the strengthening of the global educational community centered on shared democratic values and human rights.

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ОСВІТА ДЛЯ ДЕМОКРАТИЧНОГО ГРОМАДЯНСТВА ТА ОСВІТА З ПРАВ ЛЮДИНИ

В УКРАЇНІ ЗАДЛЯ СПРИЯННЯ ІНТЕГРАЦІЇ ДІТЕЙ, ЯКІ ОПИНИЛИСЯ В УМОВАХ ВІЙНИ

Анотація. У статті зацентровано на важливості освіти для демократичного громадянства (ОДГ) та освіти з прав людини (ОПЛ) в контексті сучасних соціальних і політичних викликів, зокрема війни в Україні. Розглянуто концепцію ОДГ/ОПЛ, розроблену Радою Європи, яка спрямована на розвиток активних громадян, здатних брати участь у житті своїх громад, розуміти свої права і обов'язки та ефективно сприяти розв'язанню суспільних проблем. Схарактеризовано три основні підходи ОДГ/ОПЛ: навчання «про» демократію та права людини, навчання «для» демократії та прав людини і навчання «через» демократію та права людини.

Основну увагу приділено використанню педагогічних та методичних ресурсів ОДГ/ОПЛ для сприяння інтеграції дітей, які опинилися в умовах війни. Закцентровано на необхідності психологічно-соціальної підтримки для забезпечення емоційного комфорту та відчуття безпеки дітей, які пережили травматичні події. Зосереджено на важливості розвитку демократичних відносин та емпатійного міжособистісного

спілкування в дитячих спільнотах, а також залученню батьків до освітнього процесу. Наголошено на необхідності адаптації педагогічних і методичних ресурсів ОДГ/ОПЛ до нових суспільних реалій, обумовлених повномасштабним вторгненням Росії в Україну. Підкреслено, що ефективність використання педагогічних та методичних ресурсів ОДГ/ОПЛ залежить від здатності вчителів застосовувати їх у своїй професійній діяльності, особливо в цифровому просторі, з урахуванням етичних принципів та конкретного педагогічного контексту. Представлено результати опитування учасників методичного марафону «Стаємо сильнішими разом!», що свідчать про недостатню обізнаність педагогічних працівників у сфері ОДГ/ОПЛ, а також про високу актуальність та ефективність таких навчальних програм для інтеграції дітей, які опинилися в умовах війни, через розвиток компетентностей для культури демократії у педагогів та дітей.

У статті підкреслено важливість міждисциплінарного підходу до розв'язання проблем дитячої інклюзії через об'єднання зусиль соціології, психології та педагогіки з використанням педагогічних та методичних ресурсів ОДГ/ОПЛ, а також наголошено на необхідності розвитку демократичної культури, яка сприяє соціальній солідарності, рівності та благополуччю дитячих спільнот.

Ключові слова: освіта для демократичного громадянства та освіта з прав людини (ОДГ/ОПЛ), Рада Європи, військова агресія Росії в Україні, соціальна інтеграція дітей, права людини, демократичні цінності, міжкультурний діалог, компетентності для культури демократії, соціально-педагогічна підтримка, інклюзивне середовище, демократична взаємодія, емпатійне міжособистісне спілкування, діти, педагоги, цифровий простір.

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ЕВАЛЮАЦІЯ ТА ЇЇ ФУНКЦІОНАЛЬНЕ ПРИЗНАЧЕННЯ: ЗАРУБІЖНИЙ ДОСВІД

Анотація: В статті розглядається зарубіжний досвід використання евалюації та евалюаційного дослідження шляхом визначення її функціонального призначення з історичної точки зору.

Ключові слова: евалюація, евалюаційне дослідження, оцінювання, оцінювальне дослідження, історія евалюації

Перша згадка про евалюацію з'явилась досить давно, на початку XIX століття, коли уряд США звернувся до спільноти незалежних експертів з порханням оцінити реалізацію громадських програм у навчальних закладах, лікарнях, притулках та в'язницях.

Однак більшість авторів досліджень вважає, що початок робіт з евалюації на професійному рівні пов'язане саме з 60-ми роками XX століття. Вперше термін «евалюація» виник у зарубіжних країнах для позначення оцінки результативності експериментальної діяльності на основі вивчення і аналізу емпіричних даних. Частіше за все евалюацію сприймали як перевірку ефективності здійсненої діяльності і ступеня її відповідності поставленим цілям. При цьому її розглядали у контексті раціонально-критичного осмислення соціально-педагогічної значущості цілей освітньої діяльності. Евалюація у такому розумінні поєднувала контрольні функції з критичним аналізом емпіричного досвіду на фоні прогнозування тенденцій розвитку освітнього процесу. Вона включала розробку і обґрунтування процедур оцінювання якості освіти та всіх її компонентів. [1,с.125]

У методологічному плані надзвичайно важливо визначитись, чи є евалюація науковим дослідженням.

Спираючись на матеріали Ганни Коморовської, спробуємо відрізнити наукові дослідження від оцінювальних у різних їх аспектах. Якщо мотивацією наукового дослідження є пізнавальна цікавість і