



Dragomanov
Ukrainian
State
University

Jean Monnet Chair
SCAES
Social and Cultural Aspects
of European Studies

Jean Monnet Centre of Excellence
ESSIE
European Studies of
Social Innovations in Education



Co-funded by
the European Union

EU PRACTICES OF SOCIAL COHESION IN EDUCATION AND GOVERNANCE: SOCIO-ECONOMIC INCLUSION AND SOCIAL INNOVATIONS

Collective Monograph




UNIVERSITY
BOOK



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The monograph is devoted to the investigation of issues of social cohesion, intercultural studies, and trust in the educational environment. Social cohesion in educational community was studied over a certain period, including and in crisis phenomena in Ukrainian society. This made it possible to determine the main trends in the educational community and factors affecting them. Government practices in social protection regulation as a possible tool for the development of an inclusive economy were also considered.

The monograph can be recommended to scientists, graduate students, students, researchers of European Studies and all interested persons.

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Introduction	4
PART 1 SOCIAL COHESION IN EDUCATION: EU PRACTICES	
Directed by Prof. Marja Nesterova	6
<i>Marja Nesterova.</i> HISTORY OF SOCIAL COHESION STUDIES IN NATIONAL PEDAGOGICAL DRAGOMANOV UNIVERSITY	6
<i>Marja Nesterova, Maryna Dielini.</i> METHODOLOGY OF SOCIAL COHESION AND PRACTICAL RESEARCH IN EDUCATIONAL COMMUNITY	13
<i>Marja Nesterova, Agostino Portera, Maryna Dielini, Marta Milani.</i> INTERCULTURAL FOCUS OF SOCIAL COHESION STUDIES	29
<i>Maryna Dielini, Marja Nesterova, Iryna Dobronravova.</i> SOCIAL RESPONSIBILITY AND SOCIAL COHESION FOR SUSTAINABLE DEVELOPMENT OF UNIVERSITIES	43
<i>Marja Nesterova, Maryna Dielini.</i> MONITORING OF SOCIAL COHESION LEVEL CHANGES IN CRISIS CONDITIONS IN SOCIETY AT UNIVERSITY COMMUNITY	56
<i>Marja Nesterova, Maryna Dielini, Lidiia Shynkaruk, Olena Yatsenko.</i> FINDING OF COGNITIVE BASE OF SOCIAL COHESION: RESEARCH OF TRUST IN THE UNIVERSITY COMMUNITIES	78
<i>Lidiia Shynkaruk, Maryna Dielini.</i> SOCIAL RESPONSIBILITY AND SOCIAL INCLUSION AS CORE PRINCIPLES OF INCLUSION IN EDUCATION	95
PART 2 SOCIAL COHESION IN GOVERNANCE: PRACTICES OF SOCIAL RESPONSIBILITY AND SOCIAL INCLUSION	
Directed by Prof. Maryna Dielini	98
<i>Maryna Dielini.</i> SOCIAL RESPONSIBILITY IN THE EUROPEAN UNION AND ITS IMPLEMENTATION IN INCLUSIVE ECONOMY	98
<i>Lidiia Shynkaruk, Maryna Dielini.</i> DIRECTIONS OF THE DEVELOPMENT OF SOCIAL PROTECTION OF POPULATION AS MANIFESTATION OF INCLUSIVE ECONOMY	109

Introduction

This monograph is the result of the implementation of several research and international projects, which have been conducted at the National Pedagogical Dragomanov University (NPDU) and National University of Life and Environmental Sciences (NULES). The first project is Jean Monnet's Module "Social cohesion in education and governance: European Studies" (2017–2020). This project was based on the best EU practices of social cohesion in the above fields. The above projects are concerned with the actual issues of social cohesion problems. The first part of the monograph is devoted to the social cohesion problem in education. There are presented results of the practical research on social cohesion level in educational communities of Ukrainian universities. This part of the monograph considers the phenomenon of social cohesion in the National Pedagogical Dragomanov University community and its cognitive bases during crisis conditions of the society (war, pandemic lock-down). It concerns the social impacts of the pandemic of COVID-19 on the educational environment on the university community's social cognition parameters (trust, connectedness, etc. as cognitive bases of social cohesion). The basic principles of effective development of the university communities, based on the values of trust and social cohesion, are considered in the monograph on the sample of the National Pedagogical Dragomanov University (NPDU) community. As the research is based on some previous investigations of the social cohesion phenomenon and its cognitive bases which are conducted in the frame of implementation of the Jean Monnet Module SCEGES in the NPDU, it allows confirming the main concepts of the above model. The article investigated effective social communications that shape the social and educational space. Both are based on the values of trust and social cohesion. Certain challenges of today require not only research but also practical methods of implementation, development of trust and social cohesion in communities at the different levels and types of social systems.

The second part is devoted to the social cohesion problem in governance, in particular, social justice and social defense as key factors of social cohesion.

The process of development in Ukraine, the focus on joining the European Union, overcoming the war issues requires a high level of its social component. Social cohesion can be one of the manifestations of social component of inclusive economy, that couldn't be performed without its social part and namely providing middle level of households, decreasing the poverty, overcoming income inequality etc. Special role it acquires in the current situation in Ukraine, when people face to social and economic issues and keep ends meet. Providing of food security nowadays is a tricky point, because the agrarian sector suffers a lot from the war on the territory of our country, that was evoked by Russia.

This is due to the fact that in the context of globalization of the economy the importance of human potential increases significantly, as man is the main carrier of knowledge, technology, information, experience, the most important factor in the country's competitiveness. Today, in many countries, much attention is paid to the comprehensive development of a person – his/her health, education, well-being. Thereby social protection is becoming increasingly important, which is an important factor in preserving and developing human potential. And social protection itself in modern conditions is no longer purely national, but global. It gets its expression through the implementation of a set of socio-economic measures of the state, enterprises, organizations, local authorities, which are aimed at protecting the population from unemployment, rising prices, devaluation of labor savings and more.

The system of social protection of the population is aimed at supporting the social level of the country's population. For this reason, the social protection system is subordinated to and regulated by the state. The process of its functioning, implementation, reforming is carried out only through the mechanisms of social protection, which require careful study and analysis.

*Marja Nesterova, Maryna Dielini
Kyiv, December 2022.*

SOCIAL COHESION IN EDUCATION: EU PRACTICES

Directed by Prof. Marja Nesterova

HISTORY OF SOCIAL COHESION STUDIES IN NATIONAL PEDAGOGICAL DRAGOMANOV UNIVERSITY

Marja Nesterova

The implementation of the project Jean Monnet Module SCEGES in the National Pedagogical Dragomanov University created a strong interest in the EU and constitutes the basis for future poles of European knowledge in a quite large audience, promoted the EU issue students who do not study specifically on European issues.

The core activities SCEGES – teaching the main module “Community Development: European Studies”, conducting seminars and workshops not only for students but also for educators and community members, organizing the international round-tables on actual topics for education and governance, conducting international web conferences for better cooperation and best practice exchange with other universities, which are taken place in various Erasmus projects. Seminar “Social Cohesion in Governance: European Practices” and both seminars “Social Cohesion in Education: European Studies” were practically oriented and used recent achievements and technologies. Development of the distance learning course “The EU Cohesion Policy for Ukrainian Civil Society Development” and its placement at the cloud dimension of NPDU extended the module to wider audience. This distance course will be the starting point of the digital space of EU Studies Centre in NPDU. Lectures, seminars and events of the project were designed to provide practical knowledge and skills for students, educators and other participants to use in their professional life. The training “The EU Social Cohesion Policy for Ukraine” promoted discussion and reflection on EU issues, including understand-

ing the concept of Europe and the nature of European integration, its fundamental principles, Ukrainian opportunities to implement the European experience via discussion, learning of theoretical materials and practical tools. Also, the internal EU expert held 2 webinars on the actual topics of European Studies, social cohesion policy and shared EU best practice of implementation of European principles and standards, records at the www.sceges.info.

The project also included study visits of teachers to the Spanish and British universities in order to raise the awareness in the EU social cohesion in education and community development, to learn from the best practice, benefit from the exchange of ideas, enable them to formulate relevant recommendations for Ukraine. All results of study visits have been implemented in teaching activities and local community development practices. Study visits also helped teachers develop students’ professional skills as a result of improvement curriculum modules.

The methodology of the project also has been improved by 1 scientific research with the results published in 13 academic papers, 5 theses of the conference, 1 part of monograph, 1 Training didactic material (300 e-copies, 100 printed extra). During the project realization, the existing teaching and research methodologies have been improved and presented not only to the local but international academic community (2 international Congress, 5 international conferences and roundtables). The additional results of the project: module components were delivered to wider audience not only masters but bachelors, post-graduates and educators. The project has been oriented on to the promotion of EU Values in education and governance, provided of 3 connected by EU values events – international dissemination web conference on social cohesion development in education, international round-table debates re. best EU practices of social cohesion development, 2 conference on actual themes for European integration and round table re. challenges for education; 1 training for educators from the higher institution on the topic of social cohesion in education, 3 workshops on social cohesion in education topics, presentations of the project results at the 5 local and 4 internal NPDU conferences and 1 international Conference. Cooperation with other EU programs as British Council “Active Citizens”, Association4U, UNDP, EU4U, USAID (DOBRE) sufficiently improved the quality of the project. Cooperation of international Jean Monnet team leaders was very effective and made

a great impact on the implementation, dissemination and further sustainability of the project SCEGES.

The formation of the strong infrastructure and production of quality services within the project, wide distribution to the public, is the foundation for effective functioning of web platform of social cohesion environment after the completion of the Project. External factors that positively influence the development of the project once completed, are key vectors of reform in higher education laid in the new Law of Ukraine "On HE", including – democratization, expanded autonomy and accountability of universities, development on the basis of competition and so on. The distance learning course "The EU Cohesion Policy for Ukrainian Civil Society Development" was developed during 2017 and placed in the distance learning system of the NPDU. Since, the course is constantly available to students. The total number of registered for the course and passed the course is 155 students (planned 90 students), and the number of those who successfully passed the tests and received the appropriate certificates to the date of reporting – 79 people. The course received much positive feedback, which was sent by students by e-mail to the teacher. Some students pointed out not only that the course was interesting and useful, but also that they did not suspect the existence of such a topic as cohesion for the development of civil society.

The NPDU administration provided maximum support to teachers and students to conduct, organize and learn the course.

According to the program the project SCEGES has covered 2700 persons including 415 of the teaching courses.

All these results make a great impact into enhancement of the visibility of scientific resources and academic activities in the field of the European integration:

- students understand deeper the driving forces of EU cohesion, the EU goals and values;
- students are more prepared for international cooperation and implementation of the European integration policy of Ukraine, for the successful defining of the strategy, operational plans and practical management of the programs and projects developed in the European Cohesion Policy.
- students are more prepared for cooperation with NGOs and media for better implementation of European integration policy of

Ukraine and for successful dissemination of the knowledge about the EU and its relationship with Ukraine;

- researchers, working in the project and participating in the communicative events, will see much more widely the practical impact of their research activities;
- support is given to the development of innovative ICT-based content, services, teaching practice in European studies.

With teaching advanced courses on relevant aspects of European social cohesion studies and practices participants are expected to form and deep their knowledge and understanding of the foundational theories, as such as: knowledge about principles and mechanisms of social cohesion, forming of European inclusive educational environment, methods of management in European corporations, skills of analyzing of EU's economics' and social problems, comparative analysis skill, transversal competences. The appropriate time of the project will be base to discuss content and methods (in seminars, training courses, conferences, individual sessions) will give to the target audience an opportunity to identify goals for their general and professional development, discuss them and their implementation and present outcomes of their work in various formats to module leader and other participants during the whole program period. Raising awareness of European Social Cohesion policy will be connected with the critical evaluation of the problems related to the integration of Ukraine to European Union, separation and inclusivity of Ukrainian society, crisis of existing system of education, internally displaced persons and community governance problems.

The project outputs are more than 18 papers, 1 part in the collective monograph, brochure, leaf-let, didactic materials of training "Community Development: European Studies" (300 digital items and extra 100 published ones – additionally to the project application). They have been passed to the leaders of communities of Mykolaiv Region (via Charity Fund LASKA and USAID team leaders of DOBRE) and to the deans and educators from the project "Social Cohesion Development of the Subjects of Educational Dimension (SCDSED)", students and head of public administrations involved in the decentralization reform.

Impact, Visibility and Dissemination

Cross-dissemination effect has been reached by the close cooperation with programs "Association4U" and British Council in Ukraine. This

sufficiently increased the target audience of the project, including direct and non-direct participants. Cooperation with educational projects supported by Ministry of Education and Science in Ukraine – “EdCamp” and “Social Cohesion Development of Subjects of Educational Dimension” sufficiently increased Ukrainian educator’s knowledge about best EU practices in educational sphere and about results of the SCEGES project. The cooperation with these educational projects allows to use the web platform “Integral Educational Platform” for the additional dissemination of the SCEGES’s materials, for the promotion of its trainings and seminars (the information about Marja Nesterova and her trainings, seminars and workshops already has been placed there).

Social cohesion development leaders and their teams (at least 3 persons) from more than 150 schools among all Ukraine get the information about best EU practice in social cohesion in education.

Distance course “Social Cohesion for the development of Ukrainian civic society” has been placed at the common virtual learning dimension of NPDU (Moodle) with an open access. So, all students of NPDU and not only 30 masters are able to get the materials. Development of distance course and its placement at the cloud dimension of NPDU extended the module to more audience of students, especially those who work and want to get a second degree. This distance course is the start of digital space of the EU Studies Centre at the NPDU.

All information about activities were represented at Facebook page “Jean Monnet Module SCEGES” (@SCEGES), Facebook Group Jean Monnet Team Leaders at the website of NPDU and ready to be represented at the project’s website – www.sceges.info.

Short description of the project team is the following. Prof. Marja Nesterova – academic coordinator of the Module, conducting the research and scientific work, determining the main Module conception and visualization, coordinating of the events, preparing publications, cooperation activity with another Jean Monnet teams, public groups, associations etc. She taught the main module “Social Cohesion in Community Development: European Studies” (48 hours), seminar course “Social Cohesion in Education: European practice” (48 hours), she has provided the research “Cognitive bases of social cohesion mechanisms” and on topic “Cognitive Principles of Social Cohesion in Education and Governance: European Studies” she published 3 academic papers and 1 thesis on conference. She was one of the organisers and speakers

of the Round-table debates “Challenges for modern education: following the Rome Club’s report” (May 29, 2018, 50 participants). She was the organisator and moderator of the Web conference with the leaders of international Jean Monnet teams (Italy, Turkey, Moldova, Ukraine) about possibilities of cooperation in the promotion of EU values in education and further investigations in Erasmus+ programs (May 29, 36 participants). Prof. Nesterova presented the project and the best EU social cohesion practices in 4 international conferences, 2 international web conferences, 3 local conferences, 3 round tables and 1 internal NPDU scientific report conference and 2 scientific report conferences of faculty of NPDU. She provided the close cooperation with British Council as certified facilitator of “Active Citizens” program, with UNDP as trainer and facilitator, certified Youth worker (UNDP, UNICEF program), IREX as certified trainer and promoter of media competence and USAID (DOBRE) as facilitator and trainer.

Another key team member – Dr. Maryna Chulaievska – module teacher. She conducted the 32 hours Seminar course “Social Cohesion in Governance: European practices” and 12 hours training course “Social Cohesion Policy for Ukraine” at the NAPA and at the Ukrainian-Polish Law Centre of the Kiev National Taras Shevchenko University. She provided close cooperation with the EU project “Association4U” and “EU4U”, invited the experts for the more deeper learning of EU policies and practices during her seminar and training. She took part in the development and management of the distance course “Social Cohesion for the development of Ukrainian civic society”.

Dr. Karina Barantseva – internal EU expert, module teacher. She conducted 4 hours webinar “Modern challenges of EU Studies” (December 29, 2017) at the NPDU (about 100 participants) and 4 hours webinar “Modern challenges of EU Studies: institutional development under the EU impact” (January 31, 2018) at the NAPA (about 100 participants). She was the core author of the distance course “Social Cohesion for the development of Ukrainian civic society” (10 hours).

The project has sufficient internal and external dissemination. Team members cooperated with another Jean Monnet teams, in particular with the Ukrainian Jean Monnet teams:

- 562284-EPP-1-2015-1-UA-EPPJMO-MODULE “Implementing the environmental security strategy: integrating the European

experience” <http://www.npu.edu.ua/ua/podii/9-ss/4564-innovatsiyi-v-osviti-tsinnisnokompetentnisnyy-pidkhid>

- 575385-EPP-1-2016-1-UA-EPPJMO-SUPPA “Enhanced Visibility on European Integration Teaching and Research” <http://aprei.com.ua/category/news-events/>

The project SCEGES and its results have been represented more than 20 papers in Ukrainian and International sources (SCOPUS, Web of Science), team leaders presented the SCEGES project’s result and the best EU social cohesion practices in 2 international conferences, 1 international web conference, 3 local conferences, 1 round table and 1 internal NPDU scientific report conference and 1 scientific report conference of faculty of NPDU.

The seminar course “Social Cohesion in Governance: European practices” for the students was implemented by the Jane Monnet Module Teacher Maryna Chulaievska in close cooperation with experts of Association4U EU grant program and they will transfer the results of the project in their further activities. The above seminar was carried out in the frame of current (every year) Module “EU integration” of the Disciplines “Globalization and EU” of the NAPA so it contributed to sustainability of the Jean Monnet Module as NAPAs trainers has got seminar materials on EU cohesion policy in governance. They can use these materials or their lessons during next year and for other students’ groups. The quality control and evaluation of module, seminars, trainings and workshops was established through an evaluation form and questionnaires.

METHODOLOGY OF SOCIAL COHESION AND PRACTICAL RESEARCH IN EDUCATIONAL COMMUNITY

Marja Nesterova, Maryna Dielini

Introduction

The necessity of methodological research in the social sphere is caused by demands of current societal challenges and potential of cognitivism. Modern cognitive research are turning to the actual social issues of society development. One of them is the social cohesion which allows to involve all social actors in the society development and complex social problem solving. These problems are social isolation, social disintegration, poverty, violence communication etc. (European Year for combating poverty and social exclusion, 2010). While the concept of social cohesion is rather new, since its basic principles were laid down only in 1990 within the framework of the Council of Europe, so there are many studies associated with it already: Social Cohesion Model, EU Social Cohesion Policy, Social Cohesion Radar etc. (Dragolov, Ignácz, Lorenz, Delhey, Boehnke, 2013). We can discuss the cognitive aspects of this phenomenon and initiate the appropriate research because it covers many socially important issues simultaneously both on the individual and on the sub-individual (collective) levels of consciousness. The study of social cohesion is actual because it highlights very important problem of social areas, the “weak points” of social relations (Bondarenko, Babenko, Borovskyi, 2017). Cognitive mechanisms of social cohesion have neurobiological, evolutionary bases. Early in the human mankind’s history there were some difficult periods when it was necessary to join each other for the surviving. These “rainy days” are happened quite often and periodically. Nowadays we are experiencing some kind of them – unpredictable and turbulent changes, financial and geopolitical crises etc.

The European Cohesion Policy is one of the answers to the challenges of the very fast changing modern society and it is deeply connected with European Education Policy. Lisbon strategy claims that education could be considered as the one of the key forming factors of the European social model. Education and social cohesion are connected in several directions. One of them is educational strategies oriented onto the social cohesion development – practices of intercultural dialog,

non-violence communication, common problem-solving techniques etc. Also, these are techniques of better teaching and learning to enhance the social intelligence of students (Nesterova, 2019). Another side of the social function of education is establishment of social connections, social networks which sufficiently impact on the personal development and social adaptability of persons.

According to the World Bank Report "Social Cohesion in Education" the respect of diversity and intercultural dialog skill are quite important. There is one of the definitions of social cohesion as a "societal, not an individual, phenomenon that includes the level of trust and understanding of shared principles among groups in a society" (Roberts-Schweitzer, 2006). The social role of education in the increasing of social cohesion is lied on the respect for diversity and it was quite clearly shown at the world conferences: World Conference on Education for All in Thailand (1990), World Education Forum in Senegal (2000) etc. Other international conventions, such as the Universal Declaration of United Nations on Human Rights (1948) and the Convention of United Nations on the Rights of the Child (1989), also promote this link between education and tolerance for diversity (Roberts-Schweitzer, 2006). They claim that education should be leading tool of social cohesion development which allows to avoid social exclusion and inequality. Understanding of the social cohesion as a social phenomenon is quite important for further investigations in the sphere of cognitive approaches in education, in particular, in the direction of social dimensions of cognitivism as a nonlinear complex of the human behavior and thinking, fundamental and applied cognitive research (Nesterova, 2015). Social cohesion development is in the cross of economic and psychology problematics which impact on social behavior. Practices of intercultural dialog will help to reduce inequality between members of one or more cultures (Nesterova, 2019), to improve the social cohesion, in particular the connectedness of educational communities.

We can maintain that the one of the main aspects of social role of education is social cohesion development. But at first it is necessary to determine this phenomenon. We can split off the social cohesion in separate features as tolerance, adaptivity to inequality, understanding etc. Thus, the model of social cohesion which will be described more properly below includes some cognitive parameters which are responsible for the social behavior. These parameters could be referred to social

consciousness and social emotions. Synergetic approach claims that two independent parameters define the behavior of complex nonlinear system. Their dynamic balance could be the driver of its sustainable development (Nesterova, 2015). Emotional competence of individuals (which caused tolerance, adaptivity to various complex communication situations etc.) and social cohesion of social communities to be the parameters of this dynamic balance of sustainable society development.

Another social function of education is forming of values of new generation. It corresponds to the important demand of the society – common values platform for dialog, for social cohesion. In the education and other sphere of social innovations the significant space should be occupied by values as a driver of human behavior, impacting opinions, deeds, and performance of an individual (Social Cohesion and Education). Some very substantial research consider a social cohesion as a societal, not an individual, phenomenon that includes the level of trust and understanding of shared principles among groups in a society (Robert-Schweitzer, 2006).

The role of social cohesion in education could be both positive and negative. The positive role of education in the development of social cohesion reflects in the understanding among people, reducing of violence in the educational dimensions etc. Obviously, in case of negative role of education (for instance, when it's not appropriately managed) it is fostering of economic, ethnic and other tensions. (Roberts-Schweitzer, 2006). The key role of education in the social cohesion of communities is quite confident. Also, educators must be keepers and translators of the values, values of social cohesion in particular. So, this important task for educators to be translators of social cohesion values could be realized only in connected educational communities with the sufficient level of social cohesion. Therefore, the further investigations of the various aspects of social cohesion in education (e.g. in educational communities) are very actual directions of the cognitive research in social and educational spheres. For instance, the social activity of youth in the university community is the subject of cognitive research (Shamionov & Grigoryev, 2019). Other aspects of social behavior, cognitive patterns of social cohesion in education in wider social context are also the subjects of the higher education studies, i.e. university-community partnership (Sasson, 2018). The project INCLUD-ED financed by European Commission in the 6th EU Working Program (2006-2011) was aimed to the practical aspects

of social cohesion in education: social technologies and cognitive foundations of social cohesion in educational dimensions, mostly, in secondary schools (Alexiu, T.M. & Sordé, T., 2011). At the National Pedagogical Dragomanov University the authors developed the ideas of the included and initiated some research projects which are implementing now. One of them is the project “Social Cohesion Development of Subjects of Educational Dimension”, supported by Ministry of Education and Science in Ukraine (Prof. Marja Nesterova is leading expert and project manager). The project is oriented to the key stakeholders of secondary schools (more than 160) among all Ukraine. The social role of education is clearly reflected in the practical results of the project: all participants are noticing the real enhancement of quality of communication, tolerance, dialog skills etc. The obtained results were the foundations of further investigations in the field of social cohesion aspects in education. One of them is Jean Monnet Module “Social Cohesion in Education and Governance: European Studies” (SCEGES) which is implementing now at the National Pedagogical Dragomanov University (academic coordinator Prof. Marja Nesterova). The SCEGES project also is oriented onto the practical issues of social cohesion in education, e.g. social cohesion development in educational communities. But the sentence “you cannot manage, if you cannot measure” is still actual. Therefore, the problem of evaluation of social cohesion level in the communities demands the proper solution.

Materials and methods

The authors use the Bertelsmann Stiftung approach for social cohesion’s measurements. Originally the methodology of Bertelsmann Stiftung has been published at the report “The Social Cohesion Radar – An international Comparison of Social Cohesion” (2013). The report contains the evaluation of the social cohesion level in 34 advanced societies (27 member states of the European Union¹ and seven other western OECD countries: Australia, Canada, Israel, New Zealand, Norway, Switzerland, and the US) during four time periods from 1989 to 2012. This research has been created to measure social cohesion and its nine dimensions (Bertelsmann Stiftung, 2013). The team of researchers from Jacobs University Bremen in Germany carried out the study belongs to a social reporting initiative of the Bertelsmann Foundation that aims to provide the general public with a conceptually and methodologically

sound overview of the levels and trends of cohesion as well as an in-depth understanding of its determinants and outcomes” (Bertelsmann Stiftung, 2013).

The Model of Social Cohesion by Bertelsmann Stiftung consists of three domains of social cohesion and their respective dimensions. The description of this model is in Table 1.

It is important to notice that the Bertelsmann Stiftung’s approach to measuring social cohesion is based only on secondary data analysis. This method re-uses data already collected by researchers to answer similar or same research questions. The method is universally applicable, and its application is expedient in social sciences. For example, Smith shows that 75% of articles related to empirical analysis in the three authoritative British sociological journals use secondary data (Smith, 2008).

This approach has been continued in the sociological research of scientists from Taras Shevchenko National University. They presented results of the research of social cohesion based on the secondary data from the sixth European Social Survey (Bondarenko, Babenko, Borovskiy,

Table 1

**The dimensions of social cohesion and their guiding principles
(Bertelsmann Stiftung, 2013)**

Domain	Dimension	Guideline
Social relations	Social networks	People have strong, resilient social networks.
	Trust in people	People have a high level of trust in others.
	Acceptance of diversity	People accept individuals with other values and lifestyles as equal members of society.
Connectedness	Identification	People feel strongly connected to their country and identity with it.
	Trust in institutions	People have a high level of confidence in social and political institutions.
	Perception of fairness	People believe that society’s goods are fairly distributed and that they are being treated fairly.
Focus on the common good	Solidarity and helpfulness	People feel responsibility for others and are willing to help them.
	Respect for social rules	People abide by the fundamental rules of society.
	Civic participation	People participate in society and political life and enter into public discussions.

2017). The explanation of the measurement of social cohesion as a social phenomenon due to paradigm shift in approaches to measuring the quality of life of societies is proposed. This involves consideration of social cohesion as a weighty factor for measuring the social quality of life. The method used by Bertelsmann Stiftung, which was tested on the available data of the European Social Survey of the Sixth Wave, which included Ukraine, was used for this, and was additionally certified through the analysis of other sources. The study made it possible to make a number of meaningful conclusions about the level of social cohesion in Ukraine compared to other European and world countries. The recommendations for further research of social cohesion are given.

We have analyzed the social cohesion of the representatives of university community of National Pedagogical Dragomanov University (NPDU): employees of NPDU (mostly lecturers) and students. The purpose of the study was to identify the level of social cohesion for university community, to test the Bertelsmann Stiftung social cohesion model for application at the community level, not the country.

As we described earlier the Bertelsmann Stiftung social cohesion model has the three main domains which are: social relations, connectedness and focus on the common good. These domains are divided into 3 dimensions and characterizes people for each of them. So “social relations” covers social networks, trust in people and acceptance of diversity. “Connectedness” comprises identification, trust in institutions and the perception of fairness. “Focus on the common good” covers solidarity and helpfulness, respect for social rules and civic participation. Based on this, the author’s survey methodology has been developed, which gradually reveals each of these domains and dimensions. Each dimension is revealed by 3 questions, which in total are 27 questions in the questionnaire. The questionnaire is designed both for assessing social cohesion in society and modified for the educational sphere. So, based on the study of social relations and relationships within this framework, we have the opportunity to find out how strong the social connection is in the community in which the survey is conducted. In our case, it is employees and students of the National Pedagogical Dragomanov University (Kyiv, Ukraine). That is, two groups of people belonging to the same community. Also, within this domain, we can determine how much people trust each other and how individuals treat and accept individuals with different values/ views / lifestyles.

Through the study of connectedness, we obtain results that allow us to analyze how strong the relationship is with the educational community in general and at smaller levels, and to identify or identify the respondents themselves with their community. Determining the level of trust in the institutions is important in the determination of social cohesion since trust reflects the attitude towards its institution. The greater the level of trust, the better the relation to your environment. The fair attitude to itself is appreciated to find out what is perceived attitude towards yourself in your environment.

Evaluating a sense of responsibility one by one makes it possible to see how closely connected a community is, how people understand that their actions have an impact on others and take it into account in their activity.

Respect and observance of norms and rules reflect behavior that is adequate to social norms and without deviant deviations, which ascertains the attitude and respect for their social community.

The degree of participation in social/public and political life (Civic participation) depends on the social cohesion of both the individual and the collective. The greater the involvement in joint activities outside the working relationship, the greater the level of cohesion.

27 questions of the questionnaire are evaluated on a scale of 1 to 5, where 1 is low, 2 is below average, 3 is average, 4 is above average, 5 is high.

There were 112 people interviewed, among them 47 employees of National Pedagogical Dragomanov University and 65 – students.

Results

We analyzed the answers of 112 respondents, which can be represented by table 2, which characterizes the level of cohesion on the respondents and presents data in the form of an arithmetic mean (\bar{x}) and standard deviation (σ), which allows to see how distributed the values obtained with respect to the arithmetic mean and make conclusions.

By assessing the overall level of cohesion in the NPDU, we can see that the indicators of the domains are at the average level, and the domain “social relations” is almost closer to the higher than the average ($\bar{x} = 3.93$). This means that overall, according to the model of social cohesion, in the National Pedagogic Dragomanov University we have a sufficient level of solidarity, which shows the greatest importance both

Table 2

Results of the assessment of the social cohesion level in the university community

Domains and dimensions	Arith. mean	Stand. deviation
Social Networks	3,71	0,71
Trust in people	3,81	0,67
Acceptance of diversity	4,28	0,68
Domain «Social relations»	3,93	0,49
Identification	2,99	0,79
Trust in institutions	3,43	0,73
Perception of fairness	2,76	0,64
Domain «Connectedness»	3,06	0,44
Solidarity and helpfulness	3,67	0,75
Respect for social rules	3,64	0,74
Civic participation	2,40	0,98
Domain «Focus on the common good»	3,24	0,57

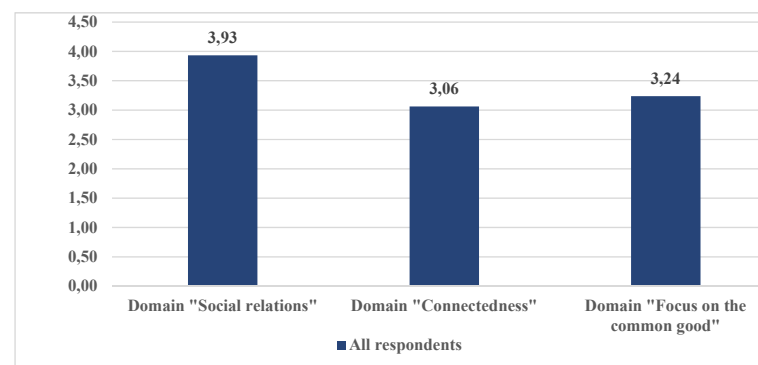
among employees and students of social relations. Analyzing the dimensions themselves, we see that in the domain of “social relations” the highest level – above the average – has received the dimension “acceptance of diversity”, that is, people with respect and tolerance towards those people who have other views, values, etc., that is very important in modern Ukrainian society, which is heading towards European values. In the second domain – “connectedness” – the greatest importance is the trust in institutions ($\bar{x} = 3,43$), and the least perception of fairness ($\bar{x} = 2,76$). This characterizes the high level of trust overall NPDU and below average of how people feel fair attitude to themselves in it.

In general, the “connectedness” domain has the lowest rate among others, but it still has an average value.

Turning to the domain of “focus on the common good” we see that solidarity and mutual assistance ($\bar{x} = 3.67$) and respect for social norms ($\bar{x} = 3.64$) are the most represented here. The lowest value was civic participation ($\bar{x} = 2.40$), which is more than 1 less than other indicators of this domain. It is also the smallest indicator of overall results.

The results of the evaluation of the domains of social cohesion are clearly shown in Figure 1.

To find out whether there is a difference between the groups of respondents, we will analyze the indicators that characterize the social

**Figure 1.** Results of social cohesion in the university community of NPDU by domains

cohesion of the employees of this university (47 people). The results are shown in the Table 3. It is evident that in general they do not differ in large measure from the indicators for the NPDU. For greater clarity, see Figures 2 and 3.

From the table and figures, we see that the levels of cohesion are almost the same. According to the domains from the employees, the data

Table 3

Results of the evaluation of the employees' cohesion in the university community of NPDU

Domains and dimensions	Arith. mean	Stand. deviation
Social Networks	3,62	0,72
Trust in people	3,70	0,68
Acceptance of diversity	4,42	0,80
Domain «Social relations»	3,91	0,57
Identification	2,90	0,81
Trust in institutions	3,28	0,78
Perception of fairness	2,88	0,59
Domain «Connectedness»	3,02	0,49
Solidarity and helpfulness	3,65	0,88
Respect for social rules	3,66	0,88
Civic participation	2,21	0,90
Domain «Focus on the common good»	3,17	0,59

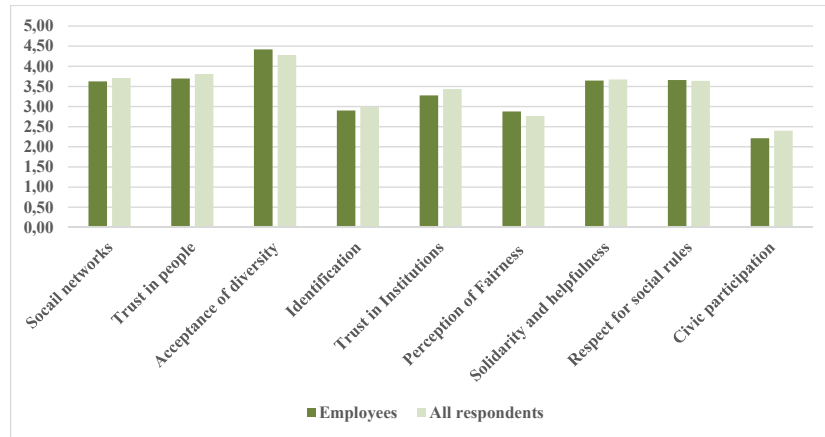


Figure 2. Comparison of social cohesion between all respondents and employees by dimensions

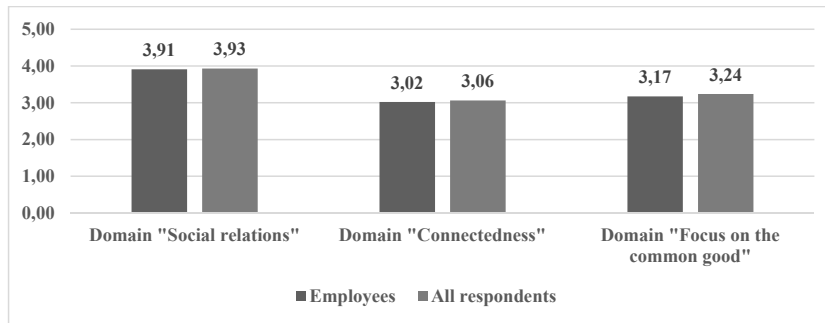


Figure 3. Comparison of social cohesion between all respondents and employees by domains

are approximately the same, that in general, relatively to the whole NPDU ($\bar{x} = 3,91, 3,02, 3,17$, respectively). There is also no distinctive difference in dimensions: all the data though vary in numerical form; the qualitative differences do not reflect and are at the same level. Separately, attention should also be paid to the last dimension – Civic participation, which has an even lower value for employees ($\bar{x} = 2,21$), which is also less than 1 for other indicators of this domain.

Moving on to the analysis of the second group – students. In our representatives the number of students was 65. The results of response processing are presented in Table 4 and in Figures 4.

Table 4

Results of the evaluation of the students' cohesion in the university community of NPDU

Domains and dimensions	Arith. mean	Stand. deviation
Social Networks	3,77	0,69
Trust in people	3,89	0,65
Acceptance of diversity	4,18	0,55
Domain «Social relations»	3,95	0,42
Identification	3,05	0,77
Trust in institutions	3,55	0,67
Perception of fairness	2,68	0,65
Domain «Connectedness»	3,09	0,39
Solidarity and helpfulness	3,69	0,64
Respect for social rules	3,63	0,71
Civic participation	2,54	1,02
Domain «Focus on the common good»	3,29	0,55

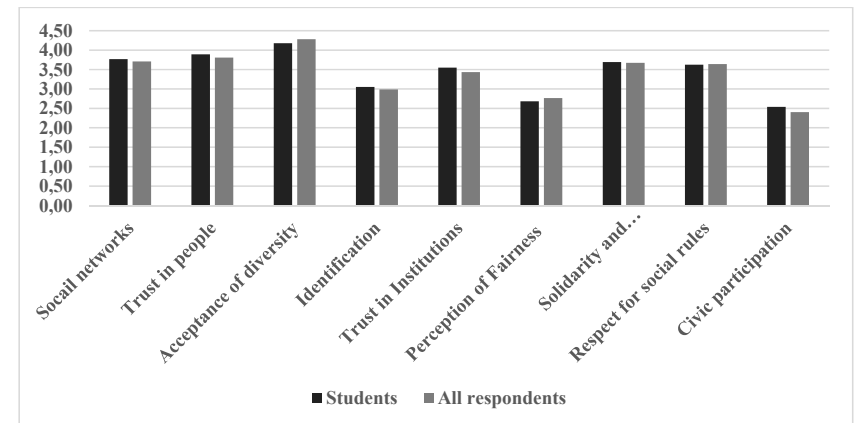


Figure 4. Comparison of social cohesion between all respondents and students by dimensions

The analysis of the results shows that the indicators for the spheres do not have a significant difference compared with the total for the whole community. All indicators are almost at the same levels that in general, according to the ROI, only the index of identification has a higher result than the average for the whole community – it reaches the average ($\bar{x} = 3.05$).

If we compare the rates between the students and the employees (Fig. 5, 6), then we see that, in general, the domains do not have a significant difference, only the focus on the common good differs more than other domains ($\bar{x} = 3.17$ from employees and $\bar{x} = 3.29$ for students). Dimensions analysis shows that this is achieved due to the greater participation of students in public life ($\bar{x} = 2,54$ against $\bar{x} = 2,21$ employees). In the other area there is no qualitative difference other than what has already been described.

Discussions

The obtained results make it possible to determine that, in general, the level of social cohesion in the university community of National Pedagogical Dragomanov University is at the average level, with a slight fluctuation. But most employees and students focus on social relations,

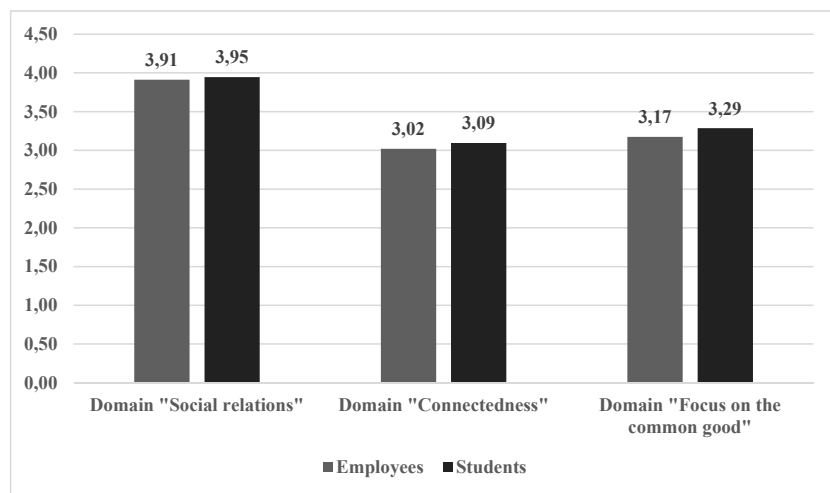


Figure 5. Comparison of social cohesion between employees and students by domains

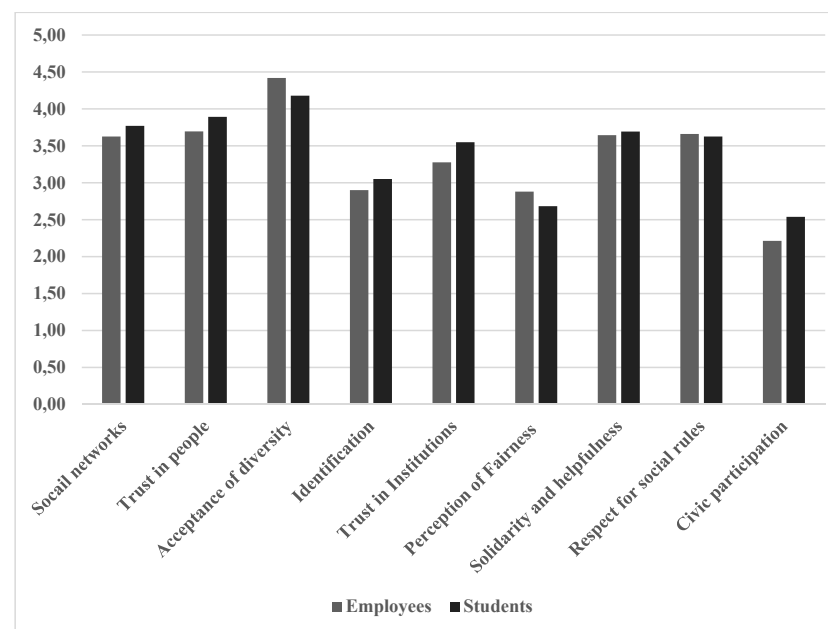


Figure 6. Comparison of social cohesion between employees and students by dimensions

rather than on connectivity and orientation to the common good. The least people are aimed at public engagement, which, in the opinion of the authors, is due to low culture and lack of experience in civic activity in Ukraine. People do not understand how this contributes to the development of society and their own well-being.

There is no significant difference in the level of cohesion between the indicators for the university community of NPDU in general and employees in particular. Similarly, employees are more focused on social relations, less on connectivity and orientation towards common good. The average level of cohesion indicates a sufficient level. The higher than the average rate of acceptance of the other kind testifies that the employees of the NPDU with respect to people with other values, have tolerance to each other and can cooperate in this. In the second domain, the values of identification and perceptions of equity among employees are lower than the average, which means their low identification with the NPDU and the same level of perception of fairness in relation to them.

In general, the analysis of the results of the student response process showed that almost the whole level of cohesion coincides, besides connectedness, which characterizes their greater self-identification with the university than the employees. In another, the results can characterize students as those who believe in people, but less accept other values and differences, trust the institutions more, but perceive the attitude to them as fairness than employees, more than employees involved in public life.

We can further investigate these “weak points” in the social life of university community members – both students and employees. The next step is to compare social activity of students and employees in the external and internal social life of the educational community.

In the future the application of the research results would help to improve the social intelligence of educators, to improve their emotional competence skills, e. g. tolerance to diversity, intercultural dialog skills etc. It is presumed that the connected educational communities will enhance the level of social cohesion in education and society accordingly.

Conclusions

The role of education in social cohesion of communities is quite confident. But the phenomenon of social cohesion in education is not obvious and demands further investigations. Thus, the social cohesion in education could be considered from the focus of own connectedness of university community.

The Model of Social Cohesion by Bertelsmann Stiftung is very perspective for the research of the social cohesion in communities at the different levels – from cross-national to local. According to the above survey it could be applied at the level of educational community. In this concrete survey this model has been applied in the university community of National Pedagogical Dragomanov University (Kyiv, Ukraine). The aim of the research was to investigate the phenomenon of social cohesion in the education. The above research of social dimension of cognitive patterns of students and employees has been conducted in the university community to evaluate the real social cohesion level.

According to the obtained results we can maintain that the level of social cohesion in the university community of National Pedagogical Dragomanov University is quite sufficient, which positively characterizes the attitude of employees and students to each other, reflects their readiness for mutual assistance and respect, acceptance of differences

and tolerance, respect for social norms. However, there are some areas where the level of social cohesion of the whole university’s community can increase, and namely: achievement of indicators above average and high in all dimensions and domains. The data obtained for this research can form the basis for human resources management in the NPDU, so that employees are more likely to be treated fairly, identify themselves with the university, become more involved in public life both within and outside the university etc.

Speaking about cognitive aspects of social cohesion we lead to the successfulness in intrapersonal social communications and necessity to define the integral parameters of its development, monitoring and evaluation. This is the social (emotional) competence of social actors, in particular, educators. The social competence will lead to better quality of communication, tolerance to diversity, intercultural challenges etc. For educators as transformative actors for new generations the above key skills are strongly requested. Social cohesion development to be forced by some cognitive technologies. To find and implement them in educational community is a very complex and important task for educators as custodians and conductors of social values.

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INTERCULTURAL FOCUS OF SOCIAL COHESION STUDIES

Marja Nesterova, Agostino Portera, Maryna Dielini, Marta Milani

Introduction. The social cohesion as a social phenomenon plays an important role in its impact on the development of society and intercultural communication. The social role of trust, in particular, in the development of social cohesion, is also shown. Social cohesion acquires acute relevance and importance in the current time of social transformations, as cohesion allows communities to overcome various fluctuations and changes. The social cohesion as complex social phenomenon has been analyzed in the focus of intercultural studies. The aim of the research was to investigate the important spheres of social cohesion related to intercultural communication in the educational community in the university community of National Pedagogical Dragomanov University. The research conducted several times, including the crisis states of society – pandemic and war conflict in Ukraine. This research continues social cohesion studies, which are conducted in the National Pedagogical Dragomanov University since 2016 and demonstrates one of the current stages. The methodological tool is an adaptation of the “Social Cohesion Radar” model at the university community level. The study is based on primary data from the author’s questionnaire. The important role of social cohesion, trust and values in intercultural communication is demonstrated.

Modern societies are faced with several challenges that appear to threaten social cohesion, including globalization and digital transformation; decreasing levels of tolerance, increasing levels of inequality; fast-growing flows of migrants and refugees, and growing cultural, religious, and ethnic diversity; and democracy crises at all. The war in Ukraine sharpened the above problems in our society. Not only the war but also the future recovering period will stress the problem of social cohesion in society, particularly its issues connected with intercultural communication. The flow of Ukrainian refugees as a large new wave of migration causes many intercultural and social cohesion problem over the world. In general, migration and the advent of increasingly multi-ethnic and multicultural societies contribute to drastic changes (Bauman and Portera, 2021) The growth of diversity and social tension in modern societies leads us to consider the need for intercultural competencies to prevent and solve intercultural conflicts. These competencies have

become a key to our personal and professional life as in our societies we tend to find ourselves dealing with people of different cultural backgrounds and multidimensional identities. Social cohesion in educational communities, is currently one of the most relevant areas of research caused by the demand of society. It is social cohesion that determines such an important trend, which manifests itself more strongly in crisis states – unification, belonging to something more. But in this unification process, intercultural competence is a key communication tool. Social cohesion becomes the means that allows people to overcome the challenges of modern social transformations that are taking place as in Ukraine as well as around the world. The very process of grouping gives a sense of support and helps to feel part of a certain community and to overpower new challenges. Here we couldn't but mention intercultural communication that becomes vital for individuals to become a member of a social cohesive community.

The very important task for the modern system of education is not only a theoretical reflection on the nature of the interpretative category of “intercultural competence” but practical steps of its promotion and development, in particular, in the educational communities. There are some investigations in the sphere of intercultural competence development in education (AlTaher, 2019; Portera, Grant 2017; Blum, 2014; Lawrence, 2014; Milani, 2019). Thus, there were proposed interesting actions for schools, which could be applied in other educational communities: student mobility and school internationalization, the establishment of partnerships with organizations and institutions that (at various levels) with intercultural education in the territory, and activities emphasizing multiple perspectives. These actions are focused on, in general, the enhancement of “relationality” (Milani, 2019). The main foundations of social cohesion and, accordingly, effective relations are trust and mutual understanding.

At the same time, a mutual understanding is determined and focused on cultural values and principles of social interaction (Le H. et al, 2015). This value-based approach is obvious because of the value-based nature of social cohesion. Definitely, social cohesion as a complex social phenomenon is based on the set of individual and collective values, which help to integrate modern, diverse societies (Bachtler & Mendez, 2016; Healy, 2018). Again, one of the key values for effective intercultural communication is “connectedness” which also could be considered as

one of the social cohesion parameters based on the value of the trust (Nesterova et al., 2020). Trust is a cognitive, evolutionary mechanism of connectedness, and its evidence we can observe exactly in intercultural communications. These communications in various ways actualize the problem of trust in the context of “Own” and “Alien” (“Other”). This connection of trust and cohesion is very important in the focus of intercultural studies. “Otherness” and “Othering of the cultural Other” is integral to identity construction during intercultural encounters but have largely been neglected in Cross-Cultural Management (CCM) research. (Guttormsen D. S. A., 2018). The common senses should be based on common and shared values, community, and overall polity-society alignment. Speaking about cohesion as a driver of the culturally and normatively pluralizing world context we must take into consideration the value-oriented focus of intercultural communications. Values launch the process of normative, ideological, and worldview convergence. It is important to notice that value-oriented convergence keeps the cognitive focus on diversity and inclusion, in particular, in the case of intercultural dialogues (Strandbrink, 2017).

Basic principles of social cohesion were formulated within the framework of the Council of Europe only in 1990, it's quite recently. Despite this, at the moment there are many fundamental and important studies associated with the social cohesion phenomenon: EU Social Cohesion Policy, Social Cohesion Radar, Social Cohesion Model, etc. (Dragolov et al., 2013). These studies allow us to analyze very important social processes because social cohesion highlights the weak points” of social relations. It can be noted that not only Ukraine but also the European Union and other countries of the world are currently undergoing a process of rapid political and demographic change, which actualizes the search for a sustainable platform of values for successful coexistence and social development. (Nesterova, Spulber, 2020). Now, due to the global spread of information about the war in Ukraine, and its' worldwide economic impact, the above-mentioned trends have only increased. Therefore, fast, and unpredictable changes in the sphere of intercultural communication could be investigated by social cohesion research methodology.

Methods of the research

Practical studies of social cohesion in the focus of intercultural studies were conducted in the university community of National Pedagogical

Dragomanov University in 2019, 2020 (during quarantine), and twice in 2022 (in January, among participants of the SCAES winter school, and during the war) were conducted using the author's questionnaire. This author's questionnaire is the adaptation of the methodology of the Bertelsmann Stiftung company "Social Cohesion Radar" (Nesterova et al., 2019). The original Bertelsmann Stiftung method for measuring social cohesion in society is based on creating an index of social cohesion and comparing its level among different countries. The logical assumption of their approach is the correspondence of a complex social concept of social cohesion, described using a complex system of parameters in the form of a series of separate indicators that are combined into a common index (Dragolov et al., 2013).

It should be stressed, that there are additional advantages of the "Social Cohesion Radar" model, which allow it to be used to analyze complex social phenomena and processes, in particular intercultural communications. The specificity of the model lies in the logical hierarchical structure of indicators that allows for analysis in detail of such a complex concept of social cohesion by important socio-psychological parameters. This is a hierarchical structure of generalized domains, each of which is described by three spheres, and each of these three spheres is described by indicators that can be measured separately. There are three main domains: "Social Relations", "Connectedness", and "Focus on the Common Good", which could be considered macro parameters for society. These domains are related to the following spheres:

The domain "Social Relations" contains the following spheres:

- social connections,
- trust in people;
- acceptance of diversity (acceptance of otherness).

The "Connectedness" domain contains the following spheres:

- identification,
- trust in institutions;
- perception of fairness.

The third domain, "Focus on the Common Good", covers the following spheres:

- solidarity and helpfulness,
- respect for social rules,
- civic participation (Dragolov et. Al, 2013).

Each sphere is described by at least three indicators. Authors of the adopted methodology find the appropriate indicators by taking into consideration the specifics of the educational community and evidence of the indicators. For intercultural studies, we can presume the key factor is trust, at the personal level, firstly. Trust is not only one of the key values of social cohesion in terms of "cohesion" (often referred to as the social cohesion level parameter). Trust is also a social phenomenon. The ability to trust should be seen as a cognitive evolutionary mechanism of connections and cohesion in different social groups (Nesterova et al., 2020). There are three types of trust: yourself, other people, to the world. They also distinguish between interpersonal trust (as trust in people) and institutional trust (as trust in abstract systems) (Doktorova, 2014). The Social Cohesion Model by Bertelsmann Stiftung considers trust as the main sphere of social cohesion definition. This approach allows including the concept of trust in the complex and meaningful spheres of social cohesion according to the Model. Also, it confirms our considerations of trust and social cohesion as key parameters of intercultural communication. To investigate this connection, we can focus on two spheres: "Social Relations" and "Connectedness". Therefore, our intercultural studies continue investigations of the cognitive aspects of trust, which are necessary for monitoring, analytics, and corrective actions for the development of an effective educational environment. It has been shown that the level of trust is directly correlated with the level of social cohesion (in particular, the level of "connectedness") in university communities. The problem of the development of an effective educational environment based on values (trust, tolerance, understanding, etc.) is quite complex in the era of the annihilation of traditional values and the aggressive nature of the information environment (Nesterova et al., 2020).

Results and discussion of the research

For accessing the level of social cohesion, we used a questionnaire that consists of 27 questions, where three questions for each area, and three questions for differentiation – male/female, student/employee of HEIs from the above-described questionnaire (Nesterova et al., 2019). 27 questions of the adapted questionnaire were placed in a mixed order excluding the linearity of answers. Every question of the questionnaire is evaluated on a scale of 1 to 5, where 1 is low, 2 is below average, 3 is average, 4 is above average, 5 was high. This research was held three

times to evaluate the dynamics of social cohesion in the educational community. For a more correct analyze in this article we compare the results of researched community of National Pedagogical Dragomanov University (NPDU). Here are presented results of all three investigations and namely of 2019, 2020 and 2022 years.

In 2019 there were 112 people interviewed, among them 47 employees of HEI and 65 – students. In 2020 total number of participants of analyze was 94, where employees are 21, and students – 73. And in last research of 2022 took part 156 respondents, where more than 78% are students (123 person) and almost 22% are employees. It is evident that the number of students is bigger since the number of employees in the university is less. That explains the difference between their quantity in research. Besides students more tend to take part in research than lecturers.

To compare results of social cohesion in the education community with intercultural communication inside the same community. For measurement of intercultural communication, we use another questionnaire. The questionnaire was prepared in accordance with the study of acceptance of multicultural diversity and adapted to the educational establishment.

With this methodology, we are going to identify the specifics of knowledge, practical and promotional level of intercultural tolerance in an educational environment. The general logic for verifying the results is follows: the more positive answers and the higher the degree of approval, the higher the level of intercultural competences of the recipients in terms of knowledge (opinion), practice (activity) and promotion (perspective). A greater level of acceptance in intercultural communication leads to a greater the level of social stability, economic growth and value of cultural diversity.

18 questions of the questionnaire are evaluated on a scale of 1 to 5, where 1 is disagree, 2 rather disagree, 3 difficult to answer, 4 rather agree, 5 agreed. The scale of evaluation of the results is divided into three levels: low, average, and high degree of intercultural acceptance. According to the proposed options, the answers 1 “disagree” and 2 “rather disagree” show a low level of intercultural tolerance, answer 3 “difficult to answer” goes to the average level of it, and answers 4 “rather agree” and 5 “agree” show high level of the respondents’ intercultural competences.

There were 230 students and 42 lecturers of National Pedagogical Dragomanov University interviewed. In common 272 people took part in the research. Research was held in 2020.

Firstly, we will analyze the level of social cohesion. The obtained results show some changes in it. Results are presented in the table 1.

For better understanding of dynamics of social cohesion in education community we present obtained results on the following figures.

Table 1

The resulting table for assessing social cohesion in the NPDU by groups, 2019–2022

Domain and dimensions	Study 2019			Study 2020			Study 2022		
	IG*	E*	S*	IG	E	S	IG	E	S
Social networks	3.71	3.62	3.77	3.67	3.75	3.62	3,63	4,03	3,53
Trust in people	3.81	3.70	3.89	3.90	3.46	4.00	4,01	3,89	4,04
Acceptance of diversity	4.28	4.42	4.18	4.32	4.35	4.28	4,19	4,29	4,16
Domain «Social relations»	3.93	3.91	3.95	3.96	3.85	3.97	3,94	4,07	3,91
Identification	2.99	2.90	3.05	2.86	2.60	2.95	3,08	3,18	3,05
Trust in institutions	3.43	3.28	3.55	3.37	3.13	3.40	3,68	3,37	3,76
Perception of fairness	2.76	2.88	2.68	2.62	2.76	2.55	2,76	2,80	2,75
Domain «Connectedness»	3.06	3.02	3.09	2.95	2.83	2.96	3,17	3,12	3,19
Solidarity and helpfulness	3.67	3.65	3.69	3.62	3.51	3.60	3,84	4,01	3,79
Respect for social rules	3.64	3.66	3.63	3.81	3.98	3.74	3,96	4,10	3,92
Civic participation	2.40	2.21	2.53	2.45	2.46	2.43	2,59	2,95	2,50
Domain «Focus on the common good»	3.24	3.17	3.29	3.29	3.32	3.26	3,46	3,69	3,40

* Where IG means “in general”, E means “employees”, S is “students.”

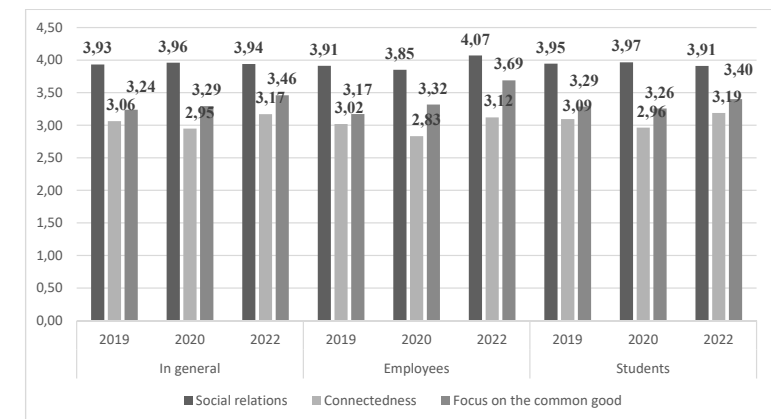


Figure 1. Domain values in 2019–2022 in general and by groups

According to the table and figure 1 we can conclude that in general “Social relations” in 2022 became less important than it was in 2020, but its result is higher than in 2019. It is decent to mention that the difference between years is not valuable. Especially, considering next domains “Connectedness” and “Focus on social groups”. “Connectedness” notably fluctuates during analyzing period, but in war time it becomes much higher than it was during pandemic time in 2020 (from 2,95 in 2020 till 3,17 in 2022). And “Focus on the common good” is growing steadily.

Looking by groups, we can observe that by employees “Social relations” increased in 2022 in comparison to 2020, but by students’ controversy decreased. Domain “Connectedness” has the same tendency by all analyzed groups. It means that employees as well as students perceive connectedness in society in the same way. “Focus on the common good” is marked by growing in every evaluating group.

On the following figures we present changes by domains during period of 2019–2022 and inside analyzed groups.

The analysis of directions by domain shows the following results: The domain “Social relations” consists of three directions, “Social networks”, “Trust in people”, “Acceptance of diversity”. Each of them differs in its dynamics, which have different trends within the analyzed groups. Social networks as a whole tended to decrease during the analyzed period, but

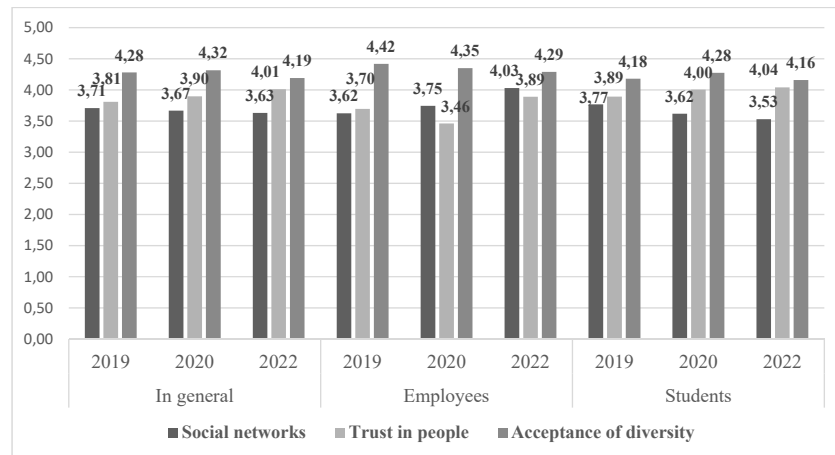


Figure 2. Changes of dimensions by domain “Social relations”

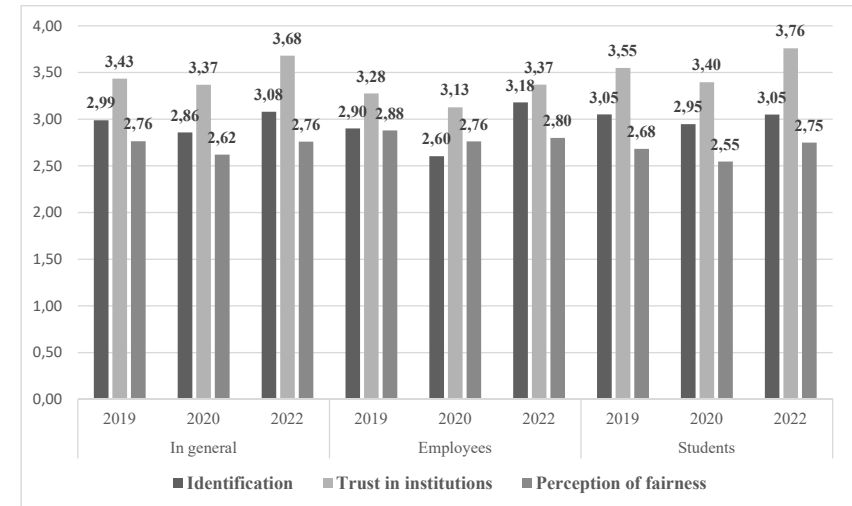


Figure 3. Changes of dimensions by domain “Connectedness”

in the group of employees of higher education institutions, this indicator increased both in the comparison of 2020 and 2019, as well as in 2022 and 2020. On the other hand, in the group of students, it decreases in each year of the study, which is reflected in the general dimension’s results. For students, social networks play a smaller role every year than before.

“Trust in people” on the whole is increasing, although it decreased among workers during the COVID-19 pandemic and increased significantly during martial law. Among students, this indicator increased during the analyzed period, which indicates an improvement in trust in people among young people and has an important positive mark in social cohesion of students.

“The acceptance of diversity” has a different result from the previous dimension – its indicator decreased during the war in Ukraine. Among employees, it decreased throughout the analyzed period, and among students it increased during the pandemic with a further decrease in 2022. Which means that the educational community is less willing than before to accept diversity of the other people.

The next domain, “Connectedness”, also has mixed results in its dimensions: “Identification” decreased during the pandemic but

increased significantly during the war. This applies to both groups: employees and students. Which can be interpreted as the fact that they identified less with the institution earlier, but in the current conditions, the level of identification with their community has increased (for employees the difference is significant).

“Trust in institutions” increased in all analyzed groups in 2022, unlike in 2020. The increase of this dimension is quite large, and it is the largest among students (0.36 points). This dynamic indicates an increase of trust during the war in both institutions and people (what has been already discussed in the previous domain).

“Acceptance of fairness” also has a positive trend in 2022 compared to 2020, when it decreased in all analyzed groups.

This domain is characterized by the same changes in all groups and positive dynamics in all dimensions, which means an increase in self-identification with the community, trust in institutions and a positive perception of justice towards oneself.

Finally, based on this methodology, we present Figure 4, which displays the dynamics of directions in the domain “Focus on the common good”.

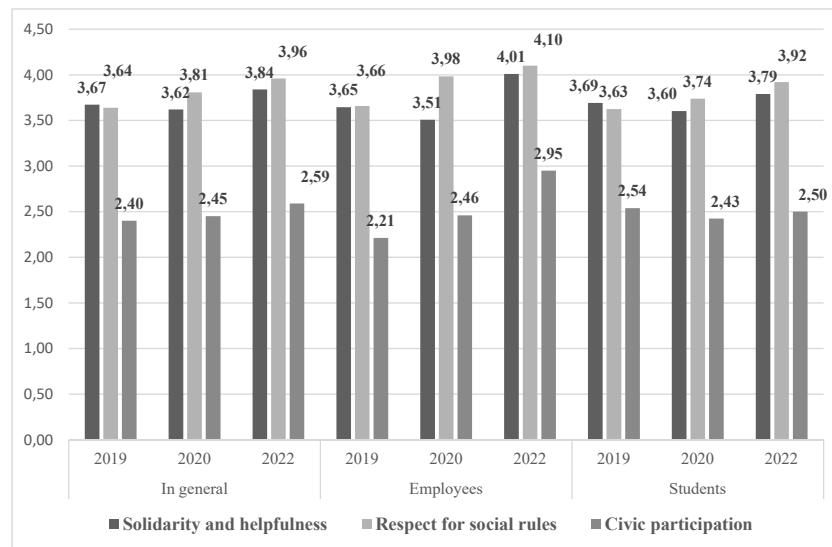


Figure 4. Changes of dimensions by domain “Focus on the common good”

According to this figure, we also observe growth in all dimensions. “Solidarity and helpfulness” has positive dynamics for all groups, although the increase in solidarity among employees of higher education institutions is much greater than among students.

“Respect for social rules” also increased compared to 2020 across all groups.

“Civic participation” deserves special attention, according to which the level of participation has increased both among employees and among students, but among employees the increase is almost 0.5 points, which is 0.47 points more than the increase of students, that is, employees have become more involved in civic life than before and more than youth. However, it is worth noting that this dimension has the lowest results in this domain, so it is worth further developing and stimulating the participation of all groups in civic life.

Next, we will move on to the analysis of intercultural communications.

We conducted a study, the methodology of which was described above, and the results are shown in Table 2.

In this research we investigated intercultural communication by three blocks: “Opinion”, “Activity”, “Perspective”.

Our analysis of the entire sample without subdivision into subgroups showed that “Opinion” prevails over other categories. This means that it was important for respondents to understand the importance of their culture, its knowledge and respect for the cultures of others, tolerance

Table 2

The result of research of intercultural communication in 2020

Categories and blocks	In general	Employees	Students
CV*	4,46	4,40	4,47
CopV*	4,28	4,23	4,29
Opinion	4,37	4,32	4,38
AM*	3,75	4,04	3,70
AR*	3,79	3,99	3,75
Activity	3,77	4,02	3,72
PC*	3,57	3,50	3,58
CP*	3,96	3,82	3,98
Perspective	3,76	3,66	3,78

*Where CV is value of culture, CoIV – value of collaboration, AM – motivation of activity, AR – realization of activity, PC – plurality of cultures, CP – unity of cultural practices.

in the perception of different cultures. Analysis of the blocks within this category showed that the value of cultures is more important than the cooperation value, but the difference is not very significant.

By activity we mean willingness to collaborate across cultures is an important characteristic of today's globalized world. This category was equal to 3.77, its blocks have almost equal values on average – activity motivation – 3.75 and activity realization – 3.79.

Another category – Perspective – that is, what awaits cultural cooperation in the future according to the opinion and expectations of respondents. Thus, in our survey, this category received the lowest indicators – 3.76, but it was not much less than the previous one. Blocks within the category showed that respondents tend to combine cultural practices (3.96) against cultural pluralism (3.57).

In common, we can say that all indicators were above average, which positively characterized the attitude of students and university teachers to other cultures, their perception of other cultures, tolerance, and willingness to cooperate and combine cultural activities. This is important currently, because Ukraine is on the path to European integration, where one of the main values is respect and acceptance of cultural diversity. Especial value it acquires where we need to excellent our intercultural communication and studies to disseminate out culture and knowledge to build strong protection from Russia.

If we extrapolate result of this study on results of social cohesion research, we can see some correlation. But not mathematically calculated due to difference in respondents' groups. Just observation of the results gives us possibility to presume that there is some connection between social cohesion and intercultural communication. But we can compare only results of 2020.

“Social relations” are the most important for the interviewed respondents, among whom “Acceptance of diversity” is prevalent and coincides with the significant results of CV and CoV in cross-cultural research. The activity that involves cooperation in the world in the conditions of multiculturalism has average results and they do not differ much from “Social relations” in the study of social cohesion and “Solidarity and helpfulness”, which can also imply an international level of solidarity.

Conclusion

As a result of research on social cohesion and intercultural communication, we can talk about certain changes in social cohesion during

2019–2022. Almost all indicators of cohesion have positive dynamics in war conditions, which reflects people's understanding of the importance of cohesion. Although there are some differences inside the results of the groups of employees and students, but, in general, they are not striking. Survey participants showed an understanding of the importance of social networks, identification with their community, readiness to accept and tolerate differences, readiness to be helpful and supportive, to have a more active civic position, etc. It is worth noting that in 2020 the study was conducted during the COVID pandemic, and some dimensions and domains received lower results than in the previous study and the subsequent one. This can be explained by the fact that during the pandemic people tried to be more secluded, and during martial law they understand that grouping and cohesion has more positive consequences.

The 2020 Social Cohesion Results and the Cross-Cultural Survey showed a certain connection. The level of intercultural communication was at an average level, which correlated with certain indicators of social cohesion (social networks, acceptance of diversity, solidarity and helpfulness, civic participation). This may indicate that social cohesion cannot be separated from intercultural communication either. The willingness of people to group together in one community can also mean the willingness to group together in a larger community within the framework of intercultural communications. This becomes particularly relevant in the current conditions of war in Ukraine and large waves of migration processes between Ukraine and the rest of the world.

The following investigation of the authors will be devoted to current research of the level of intercultural communication to compare results of 2022 as well.

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SOCIAL RESPONSIBILITY AND SOCIAL COHESION FOR SUSTAINABLE DEVELOPMENT OF UNIVERSITIES

Maryna Dielini, Marja Nesterova, Iryna Dobronravova

Introduction

Nowadays, we can consider sustainable development as one of the important development strategies because of its significance for social and economic development. Synergetics is the important theory studying the open complex system (Haken, H. 1996; Jingyan, L., 2010). In the view of synergetics, this paper analyzes and discusses the synergetic effect and the evolution in the sustainable development system and offers educational management decisions with some enlightenment from synergetics for reference. Faced to the complexity of current and future global challenges, higher education has a social responsibility to improve our understanding of the multifaceted challenges that include the social, economic, scientific and cultural dimensions and our ability to respond to them. It must lead society to create global knowledge that meets global challenges, including food security, climate change, water allocation, intercultural dialogue, the introduction of renewable energy and health.

Higher education should not only provide hard skills for present and future generations but should also contribute to the education of socially responsible citizens who seek to create peace, protect human rights and the values of democracy. Here we see that such an issue is a part of sustainable development as it concerns the future generations.

Social responsibility, which can be seen as a value, can be formulated as the responsibility of individuals for their actions to the community. This responsibility can be manifested in the form of their own behavior, attitude to others, as well as actions aimed at bringing up a socially responsible generation. This effect is common for all types of human-dimension systems, universities communities, in particular. Therefore, we can suppose social responsibility and social cohesion accordingly as key drivers of sustainable development of education, as it provides care for future generations and thus shapes the worldview through the prism of responsibility for their actions.

The notion 'sustainable development' works only in the context of nonlinear theories of self-organization, created on the basis of synergetic methodology. It means we must consider universities as open systems,

whose existence is sustained by constant change with its medium. Medium for university is society. University as a scientific social institution needs to get from society the resources: financial, material, human, cultural and so on. What kind of resources universities must give for society to be open systems? Mainly it has to be human resources, namely young, educated people. Besides, scientific achievements of research are necessarily part of the spiritual production of universities. The connection of these two tasks is one of conditions to make the state of university life nonlinear. Just non-linearity is a crucial condition of self-organization of new complex systems (Dobronravova, 2001). It seems obvious that for non-linearity as a condition of their self-organization the universities need to get enough resources from society. However, it is not always understandable what means for universities to be open to society. The main point of this article: it means to have social responsibility. Spontaneous self-organization of collectives with social cohesion can be becoming as autopoiesis on the basis of common action of teachers and students (Dobronravova, 2021). Control parameters of such self-organization are the values of society as medium, to which an university is open.

Theoretical background of the research

Sustainable development should be driven by social order parameters. We can presume that this process should be a process of social self-organization, a process of social synergy development. In this focus we can suppose that social cohesion is directly connected with the level of social synergy. In science discourse the term synergy was used in neuromuscular physiology by Charles Scot Sherrington to describe the integrative action of the nervous system in 1916. The concept was further developed as a process involved in self-organization by the theoretical physicist Hermann Haken (Haken, 1995, 1996), the biologist, Director of the Institute for the Study of Complex Systems Peter Corning (2011), and Klaus Jaffe (Jaffe, 2010, 2021). Social synergy is deeply connected with connection and cooperation (ones of the most important attributes of social cohesion and social self-organization). Social self-organization is based on cooperation as well as social cohesion and social responsibility. In general sense, cooperation is important in behavioral interactions, biological evolution, sociobiology, cultural dynamics, education and collective intelligence, while the features allowing it to succeed are not well known (Montoreano, C., Jaffe, K., 2013).

This aspect of cooperation and some other social aspects of synergetic theory, in particular, the self-organization are reflected in the research of native (L. Bevzenko, L. Gorbunova, I. Dobronravova, M. Nesterova, O. Voznyuk, etc.) and foreign (V. Arshinov, P. Bourdieu, V. Budanov, P. Checkland, H. Haken, K. Jaffe, L. Jingan, E. Knyazeva, A. Nazaretyan, I. Prigozhin, et al.) scientists who use the synergetic paradigm to analyze social, economic and, specifically, educational and educational management processes.

Synergetics started from the investigations of the natural processes (laser radiation by H. Haken, autocatalysis phenomena by I. Prigozhin, etc.). Later synergetic research of self-organization phenomena was applied in investigating socio-economic processes. One of the samples was the article "Self-organizing society" investigated the societies with high social synergy (characterized by consensus) (Haken, 1996). The similar idea of social energy has been discovered by R. Benedict in her investigations of social cooperation in primitive communities. There is a connection between high social energy (which develops in people such social attitudes as altruism and mutual help) and high level of synergy (which displays a low level of aggression and a high level of cooperation) (Benedict, R., 1970). These kinds of societies are realizing a high degree of trust, sense of responsibility, and minimal centralization. So, they could be considered as sustainable social systems.

Unsolved part of the problem

If we perceive social responsibility as social responsibility of university, we can highlight different directions that it can be manifested. First, education is bringing up socially responsible youth. Secondly, social responsibility to university students. And it is based on this that the social program of the university will be formed. However, activities in both these areas will be more effective and will reveal a truly socially responsible university. Authorities, university management and society must realize the importance of higher education in building socially responsible youth. Which can be done in many ways and in the same areas as in business. It will improve the quality of university education, education of socially responsible values, compulsory teaching of CSR disciplines, participation of students and the university in public and volunteer actions, etc. This will create an important layer of socially responsible youth, which is not only a subject of society, but also a sub-

ject of business (getting jobs or forming their own business structure) and government (if the work is related to this area). In this case, socially responsible values are automatically transferred from the university to other structures, which confirms the relevance and importance of this area of research.

Also, integrity forms the basis for responsible actions of our universities. We can observe for a couple of years the increase of attention and real actions of our Ministry of education and sciences of Ukraine and universities separately to build a strong system of academic integrity and to raise the level of our science. We strongly believe that it is a great step to the sustainable development of our universities.

Methodology of research

The most effective methodology in the field of sustainable development is synergetics – this the best method for complex nonlinear systems and processes. It gives us the general frame of the problem consideration. This approach allows us to identify the key factors (control and order parameters) of social self-organization which makes the social system sustainable. We presume that one of these order parameters for university is social cohesion of the university community.

To provide our research of social cohesion in the university community we used the Model of Social Cohesion by Bertelsmann Stiftung. Originally the methodology of Bertelsmann Stiftung was published in the report “The Social Cohesion Radar – An international Comparison of Social Cohesion” (2013). The team of researchers from Jacobs University Bremen (Germany) measured the level of social cohesion in 34 advanced societies to demonstrate to the general public the roots and trends of social cohesion (Bertelsmann Stiftung, 2013). The Bertelsmann Stiftung Model works at the different levels of the social systems. Therefore, this Model has been successfully adopted and applied for the university community of National Pedagogical Dragomanov University (Nesterova, M., Dielini, M. & Zamozhskiy, A., 2019). The description of this model is presented in Table 1.

To evaluate social cohesion, we conducted research in the NPDU, where were interviewed 112 people both employees and students. Interview consisted of 27 questions (3 questions for every dimension). The scale of evaluating is from 1 to 5, where 1 is equal to low, 2 is below average, 3 is an average level, 4 is above average and 5 is high indicator. This research took place in 2019.

Table 1

The Model of Social Cohesion by Bertelsmann Stiftung (Bertelsmann Stiftung, 2013)

Domain	Dimension	Guideline
Social relations	Social networks	People have strong, resilient social networks.
	Trust in people	People have a high level of trust in others.
	Acceptance of diversity	People accept individuals with other values and lifestyles as equal members of society.
Connectedness	Identification	People feel strongly connected to their country and identity with it.
	Trust in institutions	People have a high level of confidence in social and political institutions.
	Perception of fairness	People believe that society's goods are fairly distributed and that they are being treated fairly.
Focus on the common good	Solidarity and helpfulness	People feel responsibility for others and are willing to help them.
	Respect for social rules	People abide by the fundamental rules of society.
	Civic participation	People participate in society and political life and enter into public discussions.

A year later we investigated the level of trust of this university and interviewed 116 people. We suggested that trust is a consequence of social cohesion and proposed to measure trust by such categories: trust as personal characteristic, trust to the close circle of colleagues, trust to the organization, trust to the leaders; contract trust, communication trust, competent trust, moral and ethical trust and environmental trust. In this case we can consider trust not only as social-philosophy phenomenon but as order parameter of social synergy in the process of social self-organization – key driver of social cohesion, its cognitive mechanism and methodological foundation (Nesterova, Dielini, Yatsenko, 2020). This questionnaire consisted of 25 questions and evaluated on a scale of 1 to 7, where 1 – is a negative answer and 7 – is a strongly positive response.

Another social phenomenon – social responsibility – is deeply connected with the social synergy and social cohesion and could be considered as one of their implementations. All the above phenomena are leading to sustainable development. They could be considered as order parameters of social self-organization in open nonlinear social systems.

To analyze social responsibility as a driver of sustainable development of universities we used the research of European values in educa-

tion where participants were interviewed and answered which values are typical of them, which are unclear or not shared, which are used by their colleagues or unclear for them etc. We investigated such a value as “Public responsibility for higher education and responsibility of higher education itself” which we can observe as social responsibility as it means responsibility of employees, management of university for their actions and educational process. Also, we can attribute to social responsibility such a value as “Integrity” that means responsibility for our scientific achievements, honesty in the educational process, taking into consideration the interests of others in our university activities. In this investigation 130 participants took part. This questionnaire consisted of 12 questions that proposed to choose not more than 5 values that are shared or, on the contrary, not shared by respondents, their colleagues and other questions that help to make quantitative analyze of dissemination of European values of educational space of Higher education.

Results

To present our results and substantiate the main idea of the research, reach a goal and make conclusion we build the following figures. Figure 1 shows the results of a study of social cohesion by domain.

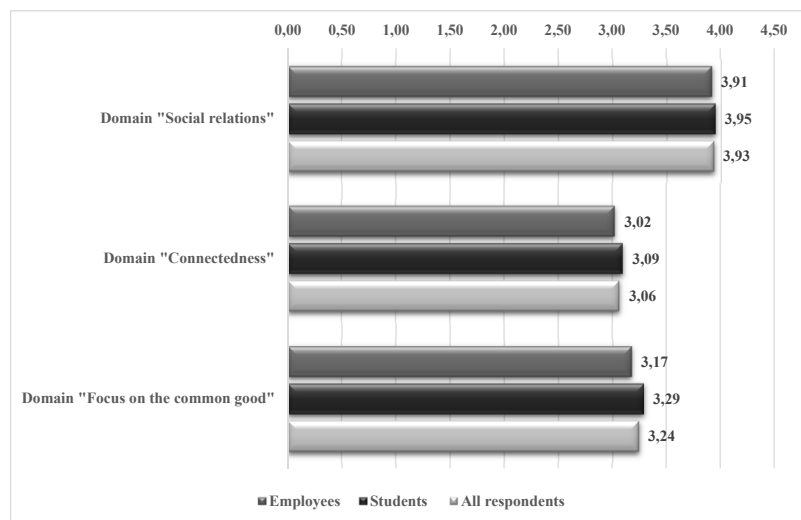


Figure 1. Evaluation of social cohesion by domain

As Figure 1 shows, the domain of social relations has the greatest result, which reflects the importance of social connections for respondents, the level of trust in others and the acceptance of diversity. The latter is also very important in the context of Ukraine’s European integration path and dissemination of the value of tolerance, which is unconditional for the European Community. This domain has the best result among others and its indicators are almost equal to 4, which is above average.

Domain “Connectedness” has slightly worse performance, namely the lowest among all groups and domains studied, although they are still higher than average.

Domain “Focus on the common good” makes it possible to see that it has a better position than the previous one and reflects the orientation of people to society, to help each other and compliance with social norms and rules. The results for the studied groups do not differ significantly.

It is noteworthy that the university staff has slightly lower rates compared to students.

To investigate more deeply the social cohesion in practice we can build the figure 2 that presents the results of research social cohesion by dimensions.

Analysis of social cohesion by dimension shows that social networks are equally important for both studied groups of the educational community with small differences in the direction of decrease for employees and increase – for students. From which we can conclude that for students to have strong networks is a little more important than for university staff. But in general, this parameter is quit important and could be considered as one of the order parameters.

The tendency to trust in people is almost the same: students have a higher level of trust, although the difference is not significant. The result of trust is higher than the result of social networks. Although the greatest is the result of acceptance of diversity. This dimension has a score above 4, and university staff’s trust almost 4.5. Also, noticeable here is the predominance of tolerance of differences between people in employees. In students, this indicator is significantly less.

Analysis of the domain “Connectedness” shows lower performance than the previous one. “Identification” is slightly greater than the perception of fairness, but significantly less than trust in institutions. Moreover, students’ trust in institutions is higher than that of employees, and the

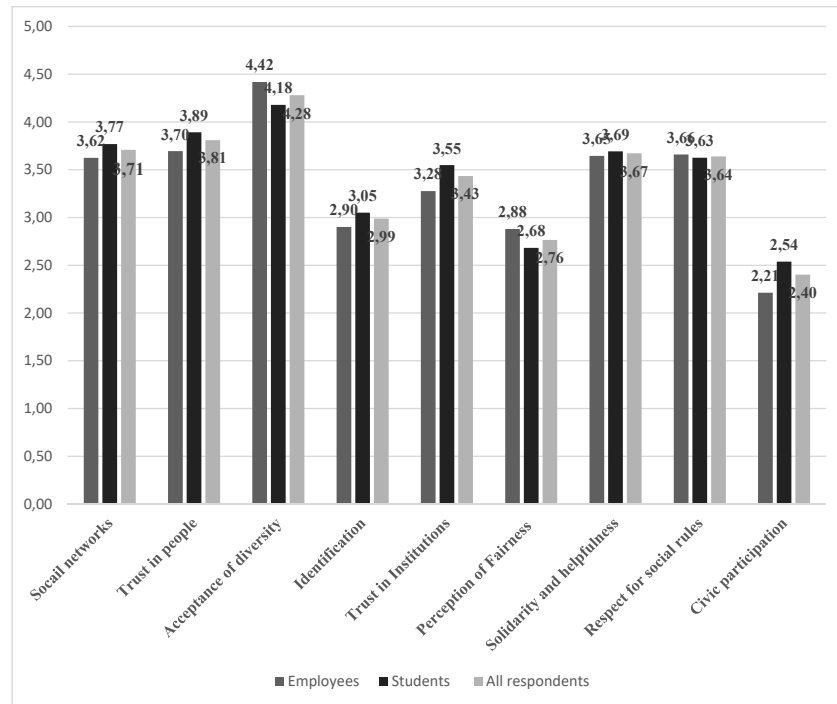


Figure 2. Evaluation of social cohesion by dimension

perception of fairness is the opposite. Students are less likely to feel fairness to themselves.

An in-depth analysis of the latter domain reflects the results that are important for our study, considering the investigation of responsibility, because this domain relates not only to cohesion, but also responsibility. Thus, solidarity and helpfulness is derived from a value of responsibility to others. Compliance with norms and rules is a direct consequence of social responsibility. As well as civic participation. In our study, we obtained the following results: “solidarity and helpfulness” and “respect for social rules” have almost the same indicators among both staff and students. And civic participation differs in its result in the direction of decrease, and this difference is still noticeable. Which may indicate an insufficient level of readiness of our society to participate in public life.

Overall, we can conclude that the level of social cohesion is at a sufficient (average) level in this university, although there are small differences. This gives the foundations for the strategy of sustainable development of the university based on value approach.

To see consequences of the described level of social cohesion we investigated trust as a value of sustainable society (fig. 3). As the object of our research is the educational sphere so we transfer this value to values of Higher education that is obligatory for sustainable development of universities.

As Figure 3 shows, the level of confidence in the analyzed sample is above average but is not high enough. All categories of trust in the respective domains have scores of 4.23 to 4.96, although the measurement scale had a score of 7. That is, despite the above average, they have not reached the level that we can characterize as a high level of trust.

The highest level of trust – Environmental trust (ET) – 4.96 (student score – 5.06). This category of trust presupposes that it is a prerequisite

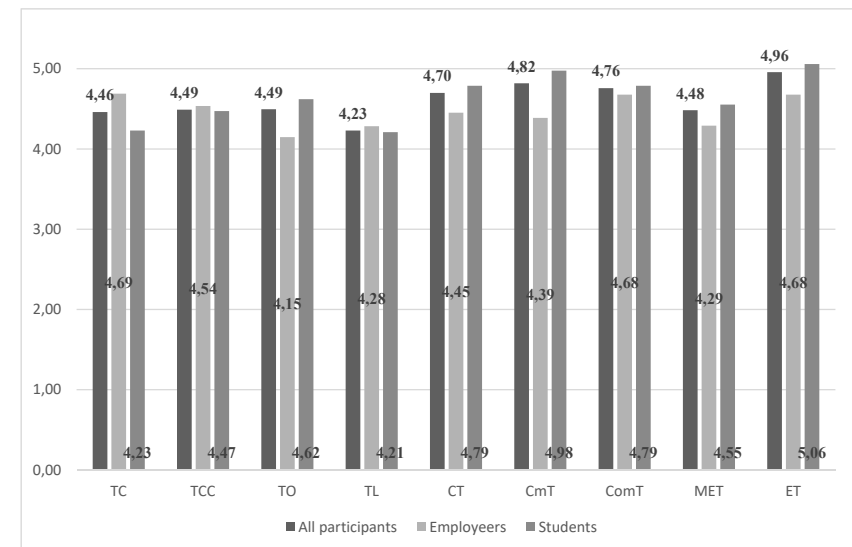


Figure 3. The level of trust in the NPDU (where TC is trust as personal characteristic, TCC is trust to close circle of colleagues, TO is trust to a organization, TL is trust to leaders, CT is a contract trust, CmT – communication trust, ComT – competent trust, MET – moral and ethical trust, ET – environmental trust)

for stability in society. Translating our research, we can assume that trust in the environment is a prerequisite for sustainable development of the educational community. Also, higher than other indicators are Communication trust, as well as the result of the Competent trust. And the lowest result is trust in leaders.

Thus, we cannot say that trust is high among the analyzed educational community, even though the level of social cohesion in this sample is higher than trust.

For a more in-depth analysis of the values of the European Community and the higher education area, we have formed Figure 4, which shows the results of a survey of educators on such values as “Responsibility” and “Integrity.”

Figure 4 shows that respondents currently share the value of “Integrity” (57% of respondents), and “Responsibility” – much less (20%). The reason for this may be the answer to the next question about the misunderstanding or unacceptability of this value. The results of these questions are radically different – 51% of respondents do not understand or share “Responsibility”, and only 9% “Integrity”. This suggests that this value is not common because of its incomprehensibility to our educators.

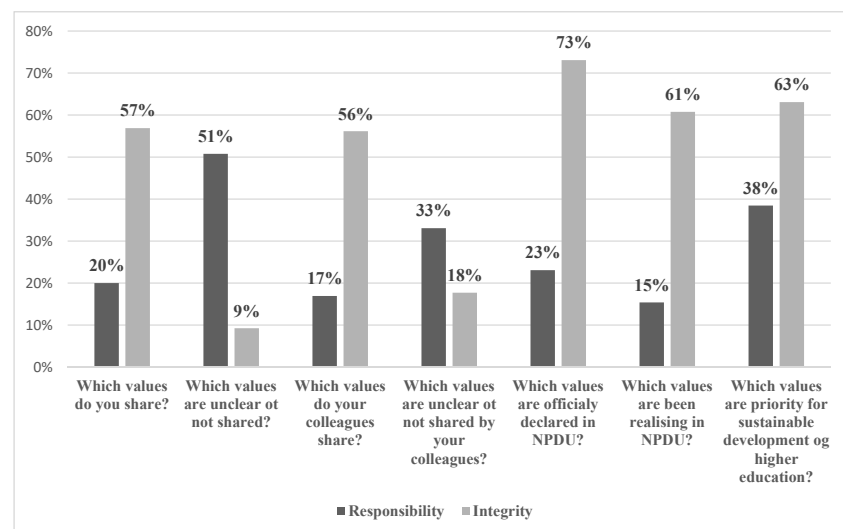


Figure 4. The survey of values of “Responsibility” and “Integrity” in the university

The next question regarding the dissemination of values among colleagues reflected identical results to the first question – 56% share the value of “Integrity” and only 17% – “Responsibility”.

The situation is the same with the 4th question regarding the misunderstanding of values by colleagues. 33% of respondents believe that the value of “Responsibility” is incomprehensible or unacceptable to colleagues and 18% believe that this also applies to the value of “Integrity”.

Concerning which of these values are recognized or declared by the university, respondents answered that 73% consider such “Integrity” and 23% “Responsibility”.

Similarly, the majority (61%) note that the value of “Integrity” is not only declared, but also that which is practically implemented in the NPDU, and only 15% gave the same answer regarding “Responsibility”.

Concluding our study of responsibility, we note that the university representatives noted that for the sustainable development of higher education, the priority is the value of “Integrity” (63%) and a smaller number – 38% identified the priority of “Responsibility”.

Thus, we can conclude that the value of “Integrity” is sufficiently developed and understood in our university community, which is a positive characteristic. Instead, the value of “Responsibility” is less common, which may be due to its incomprehensibility to our educators.

The conducted research are informative and reliable for their extrapolation to our educational realities. Trust can be not only the result of social cohesion, but also a consequence of responsibility. Since responsible behavior forms the basis for trust in various institutions, including the university as an institution of higher education.

Conclusions

Synergetic point of view on conditions for the processes of self-organization demonstrates two different roles for social responsibility and social cohesion as drivers of sustainable development of universities. Social responsibility is a value which works as a control (governing) parameter of self-organization processes in the university community, directing them to comprehend the social interests and to serve them. The social cohesion is an order parameter as an index of synergy (common action) of teachers and students, the members of collectives, becoming to solve the important scientific and practical tasks. The university management in collaboration with the Ministry of science and education must provide the conditions for

the becoming of such collectives and to sustain their activity. It means to provide the sustainable development of universities.

The conducted theoretical and practical research provides an opportunity to formulate several conclusions. First, social responsibility and social cohesion are drivers of sustainable development of universities, as they involve joining forces, uniting for a common goal and responsibility for their actions to society now and to future generations. Surveys conducted over the last 3 years have shown that the level of social cohesion is above average with small fluctuations in domains, but, in general, this level is satisfactory. Trust analysis, on the other hand, has fewer positive results, although the survey results are above average, but well below the possible maximum positive value.

The analysis of the value of responsibility, which in our study consists of two components – integrity and responsibility for higher education and higher education itself, showed that integrity is common and recognized as important for the sustainable development of higher education. And the value of “public responsibility for higher education and higher education” has other results, as it is incomprehensible or unacceptable to our colleagues in the educational community.

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MONITORING OF SOCIAL COHESION LEVEL CHANGES IN CRISIS CONDITIONS IN SOCIETY AT UNIVERSITY COMMUNITY

Marja Nesterova, Maryna Dielini

Introduction

Modern civilizational shifts, geopolitical crises, which include pandemics, and military conflicts that have a world-class impact, are also becoming an integral part of our social reality and affect social cohesion. In addition, the current challenges facing education, in particular higher education, require immediate solutions for the sustainable development of society. Crisis states of society are subject to methodological understanding, practical research and subsequent explication of results. Social cohesion, in particular, in educational communities, is currently one of the most relevant areas of research caused by the demand of society (Nesterova et.al, 2022). The sudden transition of the whole world to quarantine was a joint effort to overcome an unknown disease. Such a situation challenges everyone, especially the education system because it determines the future; designed to prepare a person to get out of any unforeseen problems. It is necessary to understand the situation as interdisciplinary, complex and non-linear, and to find possible trends in education that would help overcome the socio-cultural consequences of the pandemic. Such an understanding presupposes, in particular, the definition of not only limitations but also opportunities for further social and personal development that have opened up so unexpectedly. The socio-cultural challenges of the COVID-19 pandemic in Ukraine are exacerbated by divisions, lack of dialogue, socio-economic inequality, public distrust, distrust of social institutions, and so on. Even before the pandemic, modern education faced several unresolved problems as there are no strategies for the development of Ukrainian society, both in public and in socio-cultural and educational discourse (Oleksiyenko et al., 2020; Svyrydenko, 2017). Ukrainian higher education is indeed a specific reflection of the social and cultural landscape that is usually labelled by a series of definitions (post-colonial, post-totalitarian, post-Soviet, transitional, etc.) (Gomilko et al., 2016; Liashenko and Rudenko, 2018; Svyrydenko and Možgin, 2019). It produces special historically and culturally defined

challenges for the social cohesion mechanisms in different areas of social activity, including higher education.

Turbulent and unpredictable social dimensions necessitate adaptation and modernisation in all spheres of social life (Colenso, 2005). Therefore, for all social actors, it is necessary to recognise the necessity to be not only adaptive but proactive in this unpredictable, fast-changing world. The education system should prepare all social actors for this challenge. Therefore, one of the ideas of social development is to increase the social activity of educational institutions, especially universities (Dzimińska et al., 2018; Kantzara, 2016; Mozgin, 2019). Universities are envisaged as a “growth point”, as a “trigger” that triggers a social change in the desired direction. That is why the authors are researching the ability of NPDU to be a socially responsible institution, an effective agent of change. Of great importance in changing educational trends is the activity of higher education institutions, particularly universities (Dworkin, 2019; Nesterova, 2020). In today’s world, the most viable model of responsibility is the functioning of the university as a “social activist” taking into account not only the COVID-19 challenges but the threat of expanding war in Ukraine.

The problem of finding drivers of social cohesion and, accordingly, sustainable society) development is constantly actual. Divided societies which are under geo-political crisis and pandemic pressure impact turn to a negative, non-stable socio-cultural environment on every social change. The aim to boost stable social self-organization is still unreached (Nesterova, & Dobronravova, 2021). Many current educational research endeavours have discovered new aspects of the impact of the pandemic on the cohesion of the educational community. Thus, in educational communities, it has already been proven that the intensity and quality of relationships are deeply connected to other social indicators and even to physical indicators. It has been discovered that strong relationships and a sense of connectedness in educational communities (universities and schools, in particular) are essential for fostering subjective well-being (Bormann and Thies, 2019; Graham et al., 2016). Therefore, because well-being is necessary to resist the challenges of the pandemic, it is necessary to research (and improve) the level of social cohesion as a type of social connectedness in university communities (Schlesinger et al., 2017). The object of the research has been chosen because universities play an essential role in social development, especially in the conditions

of the pandemic. It means that universities have to lead not only their educational communities but open society communities too. Social cohesion is an important social phenomenon and a powerful driver of social changes. In turn, education is one of the most critical areas in the development of social cohesion. Education can also act as a focus on social tension and, at the same time, a focus on social development. Modern crisis tendencies have increased significantly and have been multiplied by the pandemic situation in 2019. First of all, we notice the problem of the virtualisation of education during lockdown. The virtualisation of learning processes is the main task of the modern system of education – to offer new standards of teaching and learning technologies. University community members have to cover many important issues in terms of the pandemic – virtualisation and digitalisation, physical and social distance, loss of habitual dimension, etc. One of the most urgent and complicated challenges is disconnection, which leads to a divided society and divided couples, businesses and production teams: the recent challenges of social life will impact on all levels of social organisation. This disconnection and the interruption of social communication have manifested in the educational dimension (Martins and Nunes, 2016).

Thus, these changes necessitate research into complex social phenomena such as the concept of social cohesion. While this concept is relatively new, its basic principles were formulated within the framework of the Council of Europe in 1990. There are many studies associated with the concept, such as the EU Social Cohesion Policy, the Social Cohesion Radar (Bertelsmann Foundation), the Social Cohesion Model, etc. (Dragolov et al., 2013). The study of social cohesion is needed for the analysis of social development management parameters because it highlights the “weak points” of social relations and other significant problems of social studies. Social cohesion, according to the European experience, is one of the factors and guarantors of social stability and tolerant relations between governments and citizens during global economic and political instability. It supports all large-scale organisational, structural and financial and economic changes. For several decades, the development of social cohesion has been one of the most critical tasks announced in the documents, protocols and other working materials of the European Union. The *EU Social Cohesion Policy* reflects the importance of this phenomenon for European social development. In general, the *EU Cohesion Policy* has a strong impact in many fields,

and it complements EU policies such as those dealing with education, employment, energy, etc. In particular, the Cohesion Policy provides the necessary investment framework and strategy to meet the Sustainable Development Goals (Europe 2020, 2010). Also, we can consider social cohesion as one of the essential working values of the European Union (supporting the complex conglomerate of the European countries with different levels of prosperity, inclusion, etc.). This principle also works in other social dimensions – for instance, in territorial and educational communities. It is crucial to note that “Cohesion Policy has responded quickly and effectively to the crisis with a vital degree of flexibility” (An Introduction, 2010). Hopefully, we will see how it will overcome the pandemic crisis too.

The new social situation of the pandemic has confirmed that the current challenge for all countries (not only for the European Union or Ukraine) is the revision of their real (not declared) set of values. According to this revised set of values, the priorities in social and educational policies should be stated (Nesterova et al., 2020, 2022). The values determine the level of social cohesion in society and its features as a social phenomenon. Social cohesion is based on a set of individual and collective values. Because of this value-based platform, social cohesion could integrate modern divided societies and communities at various levels. Values are drivers of human behaviour and they should occupy a significant place in all social innovations, particularly education (Oder, 2005). The incredible self-organization of the Ukrainian society right now after the Russia’s invasion is also based on the strong values of freedom, national identity, self-defence, etc.

But we can note the duality of the concept of values: “A value is a strong belief that a certain type of behaviour is more important in the existing cultural continuum. Values exist in the social consciousness and are internalised by the individual” (Suprun, 1987, p. 162). This duality is demonstrated by the example of the value of social cohesion, which is perceived by the individual and realised at the level of the whole society. It can also be applied to the value of trust, which is also personalised, but “felt” at the highest levels of social organisation. Trust as a phenomenon is “intrapersonal”; it manifests in the interpersonal space, “carried” into the space of interpersonal relations. Trust is the basis of socio-cultural communications and is the platform of interpersonal interactions. Trust makes these connections between social actors subjective and deeply

dialogical. The value dimension of trust is also in the fact that communication is not only and not so much informational, but interpersonal (Nazaruk, 2010).

Many researchers have demonstrated that trust is the key point of social communication. Trust can also be seen as a central element and cognitive basis of social cohesion (Budnik, 2018). Without the ability to trust other people and institutions, and without understanding the need to meet the reasonable expectations of partners, effective social interaction, which is the basis of socio-cultural communication, becomes problematic (Kyllönen, 2019). The pandemic situation enforces this importance of trust even in everyday communications. The specific function of trust as a “suggestive” gateway in human communication is considered in sociological and socio-psychological terms by many researchers, who noted the presence of a psychological opposition of trust/distrust. Thus, trust can be attributed not only to sociological, political and psychological categories but also to the social sphere, particularly communication, because trust is a condition of social communications based on interactions (Doktorova, 2014). The university community is a specific environment where trust plays a crucial role in establishing the required level of partnership and cohesion (Watanabe et al., 2017; White, 2018; Kapoor et al., 2018).

The study’s main aim is to clarify the influence of the crisis factors for the stability of society, in particular, COVID-19 pandemic and war in Ukraine on the development of university communities using the tools of social cohesion measurement.

Methodology of study

The study was conducted according to a methodology developed by the Social Cohesion Radar (Bertelsmann Foundation) (Dragolov et al., 2013). The Social Cohesion Model was developed by a group of researchers from Jacobs University Bremen in Germany who carried out the study endorsed by a social reporting initiative of the Bertelsmann Foundation. They aimed to investigate the social cohesion phenomenon as a longitudinal parameter of social development and to provide the above approach conceptually and methodologically to the general public for wider social awareness and discussion. Originally, the methodology of the Bertelsmann Foundation has been published in the report *The Social Cohesion Radar – An international Comparison of Social Cohesion*

(Dragolov, 2013). The report contains the evaluation of the social cohesion level in 34 advanced societies (27 member states of the European Union and seven other Western OECD countries: Australia, Canada, Israel, New Zealand, Norway, Switzerland, and the US) during four time periods from 1989 to 2012. This research has been created to measure social cohesion and its nine dimensions (Dragolov et al., 2013).

The peculiarity of the Social Cohesion Radar model is the hierarchical structure of the indicators, which describe the complex concept of social cohesion. This is the structure of generalised domains, each of which is described by three dimensions, which are in turn described by indicators that can be measured separately.

Thus, the domain “Social Relations” includes the following dimensions (Dragolov et al., 2013):

- Social networks,
- Trust in people,
- Acceptance of diversity.

The domain “Connectedness” contains the following dimensions (Dragolov et al., 2013):

- Identification,
- Trust in institutions,
- A perception of fairness.

The third domain, “Focus on the Common Good”, covers the following dimensions (Dragolov et al., 2013):

- Solidarity and helpfulness,
- Respect for social rules,
- Civic participation.

Thus, based on the methodology of the Social Cohesion Radar, the analysis of indicators of social cohesion is based on the following indices (behavioural characteristics). These components of the Social Cohesion Model are described in previous works of the authors, according to the original approach by the Bertelsmann Foundation.

Data collection and analysis

The survey was conducted using Google Forms. The questionnaire was distributed among employees and students of NPDU through social media. One hundred and twelve people took part in the survey, including 47 NPDU employees and 65 NPDU students. In 2020 94 respond-

ents took part in the research, where 21 are NPDU employees and 73 are students. The research of 2022 counted 156 respondents, including 33 NPDU employees and 123 students. Additionally, in 2022 was held research not only in NPDU but also disseminated through other educational institutions and the total number of participants in this research was 363. The survey was conducted voluntarily without compensation for the time spent by respondents. The second study, conducted in May-June 2020, was a continuation and extension of July 2019. In general, the 2020 survey concerns the level of social cohesion in more than five Ukrainian Higher Educational Institutes (HEIs) with more than 300 respondents. In this article, we analyse only one part of the May-June 2020 study concerning the university community of NPDU to compare it with the previous research on the same parameters of the social communications of trust and social cohesion. The third research (2022) have been conducted twice: in January for the participants of the Winter School in the frame of the project's implementation in the National Pedagogical Dragomanov University of Jean Monnet Chair "Social Cultural Aspects of European Studies" (SCAES) 620635-EPP-1-2020-1-UA-EPPJMO-CHAIR before Russia's invasion (as a control group) and in June-August, during the war in Ukraine.

Since each dimension of the Social Cohesion Model cannot be measured "directly", the original Bertelsmann Foundation research is based on the secondary data of another questionnaire (Dragolov et al., 2013). However, the Cohesion Model allows us to collect information from the questionnaire; therefore, our team of researchers developed an adapted questionnaire to obtain the primary data. The questionnaire consists of twenty-seven questions, three questions for each area, and three questions for differentiation – male/female, student/employee of HEIs (Nesterova et al., 2019). Twenty-seven questions of the adapted questionnaire were placed in mixed order, excluding the linearity of answers. For each question, the respondent had to rate from 1 to 5 depending on their score. The questions have both an increasing scale, where 1 is a "low level" and 5 is a "high level", and an inverse scale, where 5 is a "low level" and 1 is a "high level". The assessment of each dimension was formed by calculating the average value of the three answers of the respective questions on an ascending scale (in the case of the reverse scale of the question, the value of the ascending scale was calculated accordingly). The evaluation of each domain was formed by calculating the average value

of the evaluations of the three respective dimensions. Besides, in addition to calculating the average, the standard deviation was calculated, which makes it possible to display the spread of answers and how they may differ from the average, ensuring the reliability of our results.

The calculation was initially performed for each respondent separately. Then the final calculations were performed – in general, and differentiated by the researched groups (employees and students), respectively.

Findings and discussion

In the previous research, the authors had already analysed social cohesion (Nesterova et al. 2019, 2020; Dielini et al. 2022). The findings of the study showed an average level of social cohesion among both students and staff, with small fluctuations depending on the domain. In this study, we compare the level of social cohesion of the university community based on the data obtained in the previous survey, during the COVID-19 pandemic and during the war in Ukraine in 2022 to achieve the goal of this research.

The data obtained from the 2020 and 2022 studies are presented in Figure 1.

It should be noted that in 2022 we compare two periods: before the Russia invasion (this group we consider as control group) and the

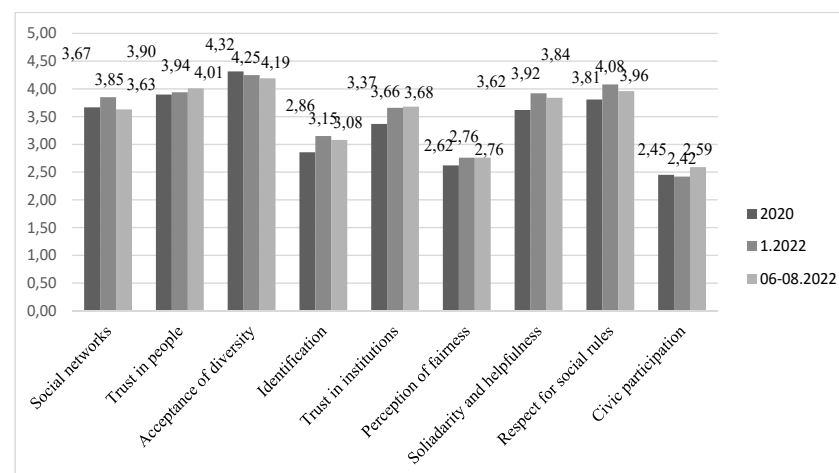


Figure 1. The level of social cohesion in NPDU by dimensions during the COVID-19 pandemic and during the war in 2022

period when the war began (June-August 2022). The figure shows that the highest scoring category among the respondents is the dimension “Acceptance of diversity” (4.32 out of a possible 5.00 in 2020, 4.25 in 2022 (January) and 4.19 in 2022 (war period)), which significantly exceeds other dimensions of this study. This means that both university staff and students perceive a person with different views, different values and lifestyle at a completely normal level. But we should take into account the decrease of this indicator during the war of 2022. It is remarkable that it has the tendency to decline during this analysed period.

Analysing the results by domain, we can conclude that the most represented domain “Social Relations” (indicator 3.96 in 2020 and 3.94 in 2022 (war period) reflects the orientation and importance for respondents of their relationships in society. It can be stated that the indicators of this domain have the highest values, except for “Social Networks” (3.67; 3.90; 4.32, respectively in 2020 and 3.63; 4.01; 4.19 in 2022 (period)).

The lowest values in 2020 were in the dimension “Civic Participation” (2.45), the same about 2022 (war period) (2.59), “Perception of Fairness” (2.62 in 2020 and 2.76 in 2022 (war period), and “Identification” (2.86 in 2020 and 3.08 in 2022 (war period), which reflects the community’s below-average level of involvement in social life, as well as a low level of perception of fair treatment and identification with the university and a sense of connection with it. But in 2022 we can observe a positive change even in this dimension, which indicates a gradual growth of social cohesion indicators. Some of them show different results within the year, between two investigations – the control group in January and the second research during the war in Ukraine.

The domain that had the lowest value in this study is “Connectedness”, which includes the two dimensions described above and reflects the level of connection with the institution (in our case, the NPDU). But it is important to emphasise that this increased after the research of 2020 (pandemic time) and in January of 2022 was equal to 3.19, though during the second research of this year it declined again to 3.17. We can presume that in crisis circumstances connectedness begin decreasing.

The third domain “Focus on the common good” has an average of 3.29 in 2020 and 3.46 in 2022, where the dimension “Respect for social rules” (3.81 in 2020 and 3.96 in 2022) dominates. Also, at an average level is “Solidarity and helpfulness” (3.62 in 2020), which indicates a suf-

ficient level of respect for social norms and rules, as well as a sense of responsibility for each other’s well-being, especially taking into consideration its growth in 2022 till 3.84. “Civic participation” has already been described above.

Better analysis can be conducted and presented by comparing the results of 2022 and 2020 with the results of 2019. To achieve this, we present Table 1 and Table 2, see Supplementary Materials, which show the results of studies of social cohesion in the NPDU in 2019, 2020 and 2022.

Table 1 at Supplementary Materials contains the results of surveys in 2019, 2020 and 2022 in NPDU. Data are presented in terms of average (av.) and standard deviation (st. dev.). The result of the standard deviation demonstrates how much the results can deviate from the average. In our case, it is not so significant, except for the indicator “Civic participation” in our second and third study. The results obtained are indicative and reliable.

Table 1

The overall score for NPDU’s social cohesion by domains and dimensions

Domain and dimensions	2019		2020		01.2022		06-08.2022	
	Av.	St. Dev.	Av.	St. Dev.	Av.	St. Dev.	Av.	St. Dev.
Social networks	3.71	0.71	3.67	0.68	3.85	0.80	3.63	0.82
Trust in people	3.81	0.67	3.90	0.68	3.94	0.63	4.01	0.61
Acceptance of diversity	4.28	0.68	4.32	0.59	4.25	0.71	4.19	0.59
Domain “Social relations”	3.93	0.49	3.96	0.45	4.01	0.51	3.94	0.54
Identification	2.99	0.79	2.86	0.8	3.15	0.81	3.08	0.93
Trust in institutions	3.43	0.73	3.37	0.82	3.66	0.70	3.68	0.79
Perception of fairness	2.76	0.64	2.62	0.59	2.76	0.59	2.76	0.51
Domain “Connectedness”	3.06	0.44	2.95	0.56	3.19	0.53	3.17	0.52
Solidarity and helpfulness	3.67	0.75	3.62	0.7	3.92	0.72	3.84	0.75
Respect for social rules	3.64	0.74	3.81	0.71	4.08	0.69	3.96	0.64
Civic participation	2.40	0.98	2.45	1.10	2.42	1.01	2.59	1.01
Domain “Focus on the common good”	3.24	0.57	3.29	0.66	3.47	0.63	3.46	0.62

Table 2

The resulting table for assessing social cohesion in the NPDU by groups, 2019–2022 and all educational community in 2022*

Domain and dimensions	Study 2019			Study 2020			Study 2022 (war period)			Whole ed.com
	IG*	E*	S*	IG	E	S	IG	E	S	
Social networks	3.71	3.62	3.77	3.67	3.75	3.62	3.63	4.03	3.53	3.70
Trust in people	3.81	3.70	3.89	3.90	3.46	4.00	4.01	3.89	4.04	4.01
Acceptance of diversity	4.28	4.42	4.18	4.32	4.35	4.28	4.19	4.29	4.16	4.22
Domain "Social relations"	3.93	3.91	3.95	3.96	3.85	3.97	3.94	4.07	3.91	3.98
Identification	2.99	2.90	3.05	2.86	2.60	2.95	3.08	3.18	3.05	3.14
Trust in institutions	3.43	3.28	3.55	3.37	3.13	3.40	3.68	3.37	3.76	3.73
Perception of fairness	2.76	2.88	2.68	2.62	2.76	2.55	2.76	2.80	2.75	2.76
Domain "Connectedness"	3.06	3.02	3.09	2.95	2.83	2.96	3.17	3.12	3.19	3.21
Solidarity and helpfulness	3.67	3.65	3.69	3.62	3.51	3.60	3.84	4.01	3.79	3.90
Respect for social rules	3.64	3.66	3.63	3.81	3.98	3.74	3.96	4.10	3.92	4.02
Civic participation	2.40	2.21	2.53	2.45	2.46	2.43	2.59	2.95	2.50	2.45
Domain "Focus on the common good"	3.24	3.17	3.29	3.29	3.32	3.26	3.46	3.69	3.40	3.46

*The table is built on the basis of Dielini M. et al. 2022 and Nesterova et al. 2022

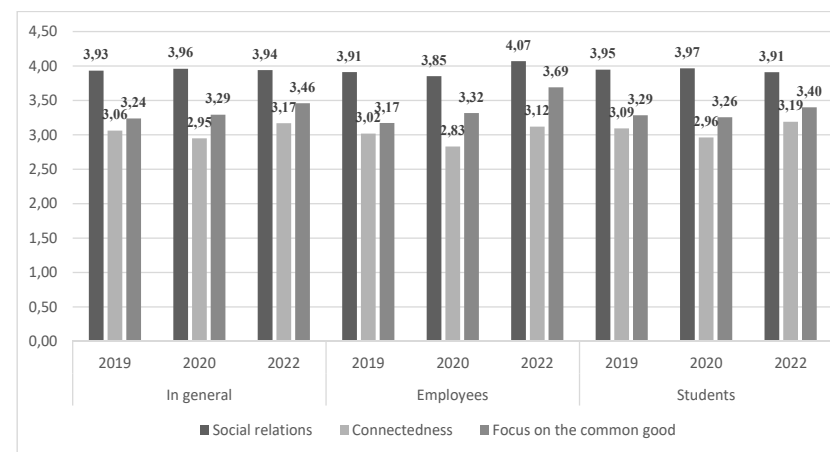
In this table we also present the result of the whole educational community that was questioned in 2022. It can help us to compare also NPDU's result to educational community. Using two last tables, we see the changes that have taken place during this time and assess the impact of the pandemic and the war in Ukraine on the social cohesion of respondents and compare the data between the surveyed groups.

Thus, compared of 2020 to the previous year, no significant changes occurred: the domains have the same position in terms of the weight of values in general according to the methodology. The "Social Relations" domain is the most important in both periods evaluated; however, during the pandemic and quarantine it tended to grow (from 3.93 in 2019

to 3.96 in 2020), i.e., in general, social relations have become even more critical. In the beginning of 2022 it continued the tendency of growth and it evaluated as 4.01, but after the Russia invasion it decreased to 3.94, that is higher the result of 2019, but lower than in 2020. For the common educational community, it is equal to 3.98, that indicates a little bit higher importance of this dimensions for other respondents that for NPDU's. In Figure 2 the domain values in 2019-2020 and in 2022 (war period research) are presented in general and by groups. This figure and others figures in this article present data obtained in 2022 during the investigation in the war period.

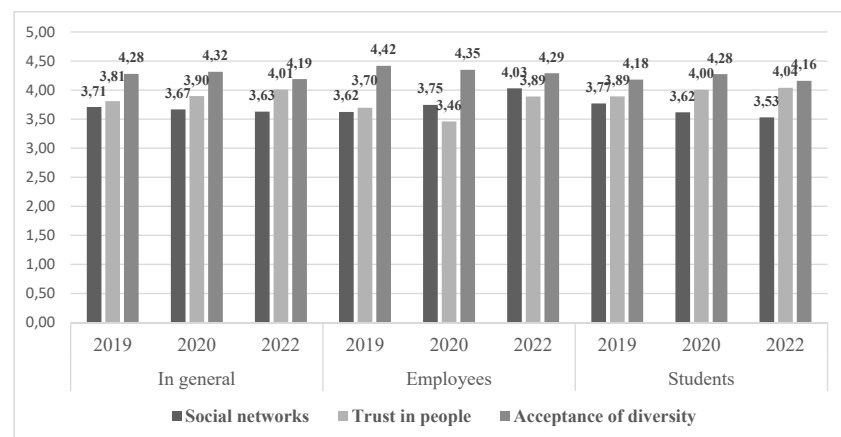
By dimensions, there is also growth, except for "Social Networks" (see Fig. 3).

Let us analyse this domain and the dimensions among the selected groups – employees and students. We see that in 2020 of greatest importance and significance was the dimension "Acceptance of diversity" (4.35) for employees of the NPDU, as well as for students (4.28). However, it should be noted that this dimension decreased among employees (from 4.42 in 2019 to 4.35 in 2020), and continued this tendency in 2022 (4.29), but among students, on the contrary, it increased from 4.18 to 4.28 in 2020, i.e., students displayed greater tolerance towards people



* Source: Dielini M. et al. 2022

Figure 2. Domain values in 2019-2022 in general and by groups



* Source: Dielini M. et al. 2022

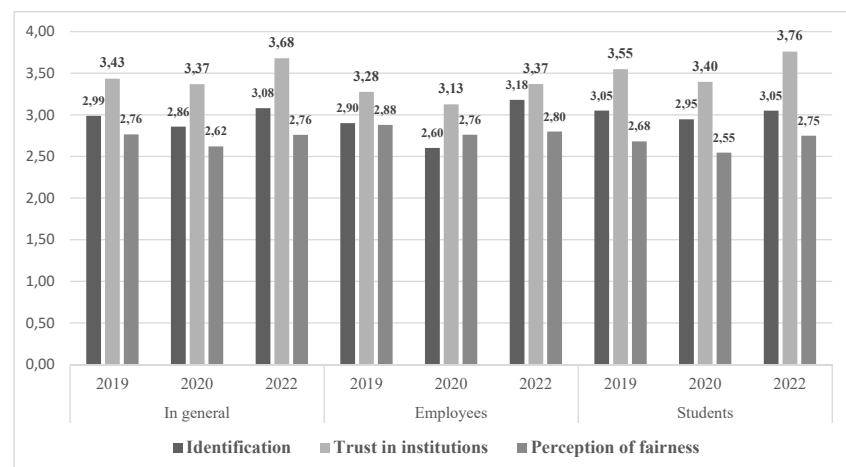
Figure 3. Changes of dimensions by domain “Social relations”

who are different from themselves. But it also changed in 2022, when students’ result were even lower than in 2019. It is worth noting that the dimension “Trust in People” increased in general from 3.81 in 2019 to 3.90 in 2020 and to 4.01 in 2022, and it changed slightly in the groups themselves. This dimension among employees decreased in 2020 to 3.46 from 3.70, i.e., employees became less trusting of each other during pandemic, although this is within the average and does not reflect any significant changes. And in 2022 it exceeded all previous results and was equal to 3.89. Among students, on the other hand, the level of trust grew significantly, to 4.00 in 2020 from 3.89 in 2019, and to 4.04 in 2022. Therefore, in a pandemic, students began to trust each other even more than the previous year. And the same tendency during the war. The total result of this dimension has a stable tendency to grow during 2019-2022. The dimension “Social Networks” as a whole decreased, and among the studied groups the following changes took place: employees increased their social networks from 3.62 (2019) to 3.75 (2020) and to 4.03 (2022), and students had an almost equivalent decrease – to 3.62 in 2020 from 3.77 in 2019 and even more in 2022 – 3.53. These criteria reflect the declining importance of this dimension, but, in general, it is of medium consequence, so it does not lose its importance. The dimension “Social networks” for the whole educational community has almost the

same result that NPDU’s, but a bit higher – 3.70. If we compare investigations of the beginning of 2022 and in the middle of this year, we can observe that social networks had more importance before the Russia invasion in Ukraine (3.85 in January and 3.63 in the middle of the year). Also we should pay attention that in 2019 it was higher than in 2020 (during pandemic), then it rose with the following declining during the war. We can conclude that in crisis times social networks acquire a less importance than in other times.

In 2020 and 2022, during the pandemic and its quarantine activities, and the war, the dimensions “Acceptance of Diversity” and “Social Networks” were more important for employees; for students, of importance were “Acceptance of Diversity” and “Trust in People”. In other words, this is different from the situation earlier, when trust in others in the university environment was more important for workers than social connections. The second domain, “Connectedness”, which reflects the connection and trust in one’s institution, has the lowest value in both cases, which is generally at an average level, but tends to decline significantly as the COVID-19 pandemic develops and rise in 2022. It decreased by 0.11 points in 2020 from the previous year and is equal to 2.95. This decline is remarkable in both respondent groups, but is most pronounced among employees – from 3.02 in 2019 to 2.83 in 2020, which correlates with a decrease in trust in people from the previous domain. There is also a decrease in this domain among students – from 3.09 to 2.96. The measurements of these dimensions have all declined (see Fig. 4). The greatest cohesion is observed in the dimension “Trust in Institutions”: the indicator decreased to 3.37 from 3.43; among employees it decreased to 3.13 from 3.28, and among students it was 3.40 compared to 3.55 in the previous year. But in 2022 connectedness rose significantly in all groups of respondents: from 2.95 to 3.17 in general, from 2.83 till 3.12 by employees and from 2.96 till 3.19 by students. It means that crisis conditions of society results in different way on different dimensions and domains. The war influences that people feel more connection to community, trust more in institutions and others. The result of those indicators for the whole educational community is a bit higher than NPDU’s one – 3.21. But here is a noteworthy case: this domain before the war had a higher result than after the invasion (3.19 in January and 3.17 – during the war).

The “Identification” dimension decreased from 2.99 in 2019 to 2.86 in 2020 and increased to 3.08 in 2022 in the whole NPDU: among employ-



* Source: Dielini M. et al. 2022

Figure 4. Changes in the dimensions of the “Connectedness” domain

ees it decreased to 2.60 in 2020 from 2.90 of the previous year and rose to 3.18 in 2022 and among students it decreased to 2.95 in 2020 from 3.05 in 2019 and achieved again this result in 2022. This decline is significant, as it reflects a decline in communication with the university community. In the case of employees, this level was below average, although it did not reach much lower levels. The decline may have been caused by the quarantine measures when work and study took place remotely, and therefore the identification with the NPDU decreased slightly. But further increase is also significant. It is worth to note that this growth in the beginning of 2022 was equal to 3.15, while after the invasion it declined again to 3.08. It means that in crisis conditions we observe for the second time the decline of this dimension.

The dimension “Trust in Institutions”, which reflects the level of trust in NPDU, ranks first in this domain and is equal to 3.68 in 2022 (war period) and 3.37 in 2020 against 3.43 in 2019. So it fluctuated during this period. By groups, this indicator also decreased slightly in 2020; the staff levels measured 3.13 in 2020, which is less than the previous for 0.15. The same difference is found among students – 3.40 (2020) against 3.55 (2019). This trend reflects a decline in trust in one’s institution dur-

ing a pandemic, which can be explained by the generally depressed state of people under these circumstances. On the contrary, in 2022 this indicator has grown significantly in both analysed period: January – 3.66 and during the war – 3.68. Analyse by the groups during the war period and comparison with 2020 demonstrates the same results: in the middle of 2022 by employees this dimension rose to 3.37 and by students to 3.76.

The feeling of fair treatment manifests in the results of the sphere of “Perception of Fairness”: it is the lowest in all investigated years and also fluctuated: decrease from 2.76 (2019) to 2.62 (2020) and the following increase to 2.76. Employees’ perception of fair treatment decreased from 2.88 in 2019 to 2.76 in 2020 and increased to 2.80 in 2022, and students’ perception decreased from 2.68 to 2.55 with the following increase in 2022 to 2.75. Comparison of the control group and analysed group of 2022 obtains the same results.

In general, the result of this domain can be explained by the fact that during the pandemic in the host country, strict quarantine was introduced and all teaching and learning took place remotely; a person who was depressed at the beginning could transfer their worries about the future to the university. But before the war all these restrictions were not so observed, people could communicate face-to-face, began studying offline etc. and the value of this domain grew, while when the war started and continued “Connectedness” lost again its importance. For better conclusions, a further in-depth study of the factors of such changes in the cohesion of survey participants should be conducted. If we compare results of this domain and dimensions (during the war period) between NPDU and the whole educational community we can conclude that there is no a big difference, nut some dimensions (Identification, Trust in Institutions) are a bit higher by the whole community than in the NPDU.

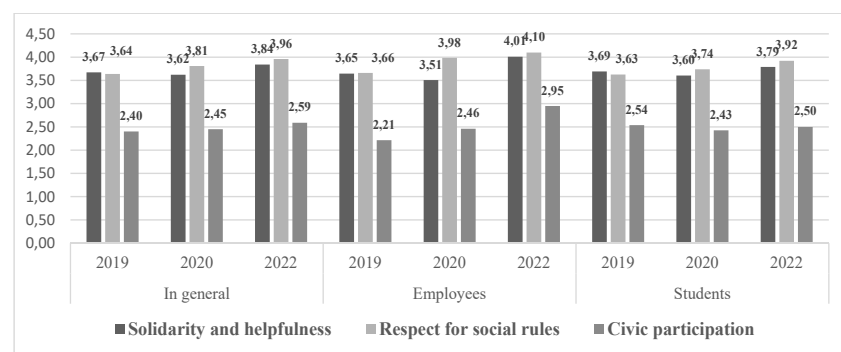
The “Focus on the Common Good” domain reflects how many people are focused on the community as a whole, how much they understand each other’s dependence, and responsibility. In general, the rate of this domain has a slight increase from 3.24 (2019) to 3.29 (2020) and significant growth in January of 2022 to 3.47 with a bit decrease during the war for 0.01 point, but there are some differences between groups in the changes: among staff, this domain increased from 3.17 to 3.32 (2020) and to 3.69 (2022 (war period)), and among students it decreased slightly – from 3.29 (2019) to 3.26 (2020) with the following increase to 3.40 in 2022 (war period). These results reflect some small changes

in these groups in terms of cohesion towards community orientation, mutual respect for others, and responsibility for their actions.

Figure 5 presents the changes in the dimensions of the “Focus on the common good” domain.

The most prominent area in the university community is “Respect for social rules” – 3.96 in 2022 against 3.81 in 2020 versus 3.64 in 2019 – which increased significantly during quarantine and war and reflects the level of respect and compliance with norms and rules. But comparison inside 2022 presents that in the beginning of the year, before the Russia invasion “Respect for the rules” was higher than after the war started. The growth can be explained by the responsible attitude to change and quarantine requirements of university staff from 3.66 (2019) to 3.98 (2020) and to 4.10 (2022 (war period)), as well as among students – from 3.63 to 3.74 in 2020 and 3.92 in 2022 (war period). Therefore, respect for norms increases in both study groups.

“Solidarity and helpfulness” also occupies an important place. Still, it has decreased compared to 2019 – from 3.67 to 3.62 in 2020 and again increased in January of 2022 to 3.92 with the following decline to 3.84, which reflects a reduction in responsibility for each other and concern for each other’s well-being during pandemic, and during the war. Changes are also taking place in groups: for employees, this dimension has decreased from 3.65 (2019) to 3.51 (2020) and significantly grew in 2022 (war period) to 4.01, and declined for students – from 3.69 (2019)



* Source: Dielini M. et al. 2022

Figure 5. Changes in the dimensions of the “Focus on the common good” domain

to 3.60 (2020) with the following increase to 3.79 in 2022 (war period). But it should be held the next investigation about comparison between the groups of employees and students between control respondents and respondents that took part in the second research of 2022.

“Civic participation”, which represents participation in social or political life, has slightly increased during investigated period to 2.45 in 2020 and 2.59 in 2022 (war period), but is at a fairly low level and exceed an average only during the war. It is worth noting that the involvement of employees increased from 2.21 (2019) to 2.46 (2020) and to 2.95 (2022 (war period)), and among students, on the contrary, it decreased – from 2.53 to 2.43 in 2020 with the increase to 2.50 in 2022. This demonstrates that employees become more active members of society during a pandemic, while students are less prone to social activity with positive changes during the war. It is noteworthy that in January of 2022 this dimension decreased to 2.42 in comparison to 2020 with the following growth. That approved our assumption of value of this dimension during crisis conditions. Comparison with the whole educational community presents that inside this domain there is not a big difference in the obtained result, but civic participation of NPDU’s respondents is higher than others ones.

Conclusions

We obtained results comparing the level of social cohesion of the university community in 2020, which takes place in the context of the COVID-19 pandemic, with that of 2019 and 2022, before the Russian invasion and after it. The data we obtained and analysed showed that the level of cohesion fluctuated moderately in domains and their dimensions. Some tend to increase, and some, on the contrary, decrease. People’s acceptance of diversity in each other increased in 2020 and decreased in 2022. Trust in people increases, but the importance of social connections decreases slightly. The domain of connectedness and its scope have been significantly reduced in 2020, which reflects a decrease in the level of trust in institutions, identification with them, and perception of fair treatment. The connection between the place of work and study decreases in all researched groups. The reason may be attributed to distance learning and work during certain periods in 2020. But in January of 2022, this domain increased and its result prevailed the result of 2019 with the following declining. The focus on the common

good is growing, namely in public involvement and respect for social norms. According to the above-mentioned data, there is an increase in some domains, and it can be said that the cohesion increases slightly, depending on the domain and the researched group. Obtained results show that during the crisis condition social cohesion is developed not in the same way: there is a difference in results between the pandemic period and the war in Ukraine.

At the same time, some of the most critical factors of social development – trust and social cohesion – act as certain indicators of adaptivity of social systems to the complex challenges of crisis states of society, in particular, the war in Ukraine and the Covid-19 pandemic. Effective social communications that are shaped by interpersonal relations are based on the values of trust and social cohesion. The pandemic has shown that its challenges require not only theoretical investigations but also practical methods of implementation, and the development of trust and social cohesion of different types of communities (territorial, educational etc.). Important tasks in this direction are assigned to the educational sphere, particularly among university communities, which have to promote the implementation of values such as trust and social cohesion. It has been noticed that during quarantine, the educational environment is transformed for many reasons. Some of the reasons are as follows: the online teaching and learning processes, the virtual communication dimension, social and physical distancing between teachers and students, a lack of non-virtual communication between students, etc. Therefore, we can state that the pandemic has impacted the social communications of the university community. The conducted research has shown the changes in social communications in the educational community of NPDU because of the impact of the pandemic. This research gives us an understanding of the values of trust and social cohesion as key drivers of social behaviour in various situations of social challenges, particularly the challenges of a pandemic.

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FINDING OF COGNITIVE BASE OF SOCIAL COHESION: RESEARCH OF TRUST IN THE UNIVERSITY COMMUNITIES

Marja Nesterova, Maryna Dielini, Lidiia Shynkaruk, Olena Yatsenko

Introduction

This article continues the long-term investigations of the complex phenomenon of social cohesion, in education, in the frame of Jean Monnet Module SCEGES (Social Cohesion in Education and Governance: European Studies) which is implementing (2017-2020) in the National Pedagogical University. The social cohesion is very important for education and social development accordingly. The social cohesion in education is one of the most perspective directions of social cohesion studies: EU Social Cohesion Policy, Social Cohesion Radar, Social Cohesion Model etc. (Dragolov, Ignácz, Lorenz, Delhey, Boehnke, 2013). The authors research the cognitive mechanisms of the complex social cohesion phenomenon started in the previous research of social cohesion in the community of National Pedagogical Dragomanov University (Nesterova, Dielini, & Zamozhskiy, 2019). The Research Centre of Cognitivism has been established at the National Pedagogical Dragomanov University in 2015. The Centre has been managed by the rector of the university – Academician of Academy of Pedagogy Sciences of Ukraine, Prof. Victor Andrushchenko. Prof. Marja Nesterova is the head of the laboratory of social dimensions of cognitivism. The concept of cognitivism highlights the holistic unity of social and individual, rational, and emotional, mind and body in the human cognitive system. Also, in the focus of cognitivism, there are cognitive mechanisms of social behaviour and their neurobiological, evolutionary bases (Nesterova, 15).

At the moment these research of social dimensions of cognitivism are mainly focused on social cohesion as one of the most important social mechanisms. The Jean Monnet Module “Social Cohesion in Education and Governance: European Studies” (SCEGES) contains not only teaching courses regarding European Social Cohesion Policy and European practice of Social Cohesion in Education but cognitive research which had been conducted under the academic coordination of Prof. Marja Nesterova at the National Pedagogical Dragomanov University. This research has a practical focus on social cohesion in educational communities (Holden, 2013; Healy, Sasson, 2018). One of them

is the implementation of the Social Cohesion Model at the level of educational communities (Nesterova, Dielini, Zamozhskiy, 2019). At this research, the above Model has been implemented for the social cohesion management of the community of National Pedagogical Dragomanov University. This research reflects and proves the confident role of education in the social cohesion of communities. The authors of the research follow the demand for further investigations. “Thus, the social cohesion in education could be considered from the focus of own connectedness of university community” (Nesterova, Dielini, Zamozhskiy, 2019). We can suggest that the Social Cohesion Model by Bertelsmann Stiftung could be applied directly at the level of educational communities. The Social Cohesion Model has been applied in the university community of National Pedagogical Dragomanov University (Kyiv, Ukraine). The above research of social dimension of cognitive patterns of students and employees has been conducted in the university community to evaluate the real social cohesion level, which was not so confident in the National Pedagogical Dragomanov University. Therefore, the next investigations of the cognitive bases of social cohesion must be provided (Nesterova, Dielini, Zamozhskiy, 2019).

The social cohesion as a social phenomenon is based on the set of individual and collective values, which help to integrate modern, diverse societies (Bachtler & Mendez, 2016; Healy, 2018). The modern education is based on the values too (Blum, 2014; Grierson, 2016; Healy, 2018). The common conclusion is that values are the drivers of human behaviour, and they should occupy the significant space of all social innovations i.e. education, in particular (Social Cohesion and Education). These are the main principles of Values-based Education:

- “Values Consciousness” – thinking about and reflecting on values inside and outside the educational dimension and behaviour changes).
- “Wellbeing” – development of empathy and responsible personal behaviour.
- “Agency” – capacity to make choices, to act on them independently and to enact values in a real and deeply engaging way.
- “Connectedness” – through shared goals and practices in Values-based Education, which leads to the development of mutual feelings of respect, trust and safety, and varied opportunities for collaboration. (Value-Based Education).

One of the key values for social cohesion, concerned on “connect- edness” (which is an often-mentioned parameter of the social cohesion level) is trust as a not only key-value but a social phenomenon. The trust could be considered as a cognitive evolutionary mechanism of connect- edness and cohesion in the various social groups. One of the definitions of social cohesion as a complex societal phenomenon includes “the level of trust and understanding of shared principles among groups in a society” (Roberts-Schweitzer, 2006). The Social Cohesion Model by Bertelsmann Stiftung also includes trust as main domains for the definition of social cohesion. Bertelsmann’s approach marks trust in the right way in the main domains of the Social Cohesion Model. For this research authors focused on two domains – “Social Relations” and “Connectedness”. The domain “Social Relations” includes trust in people and domain “Connectedness” includes trust in institutions (Dragolov, Ignác, Lorenz, Delhey, Boehnke, 2013).

So, the trust could be considered as the central element and cogni- tive base of social cohesion (Budnik, 2018). Without the ability to trust other people and institutions, as well as without understanding the need to justify the reasonable expectations of partners, effective social inter- action is problematic.

Materials and methods

Our methodology continues and develops the Bertelsmann Stiftung Social Cohesion Model approach. The Model of Social Cohesion by Bertelsmann Stiftung consists of three domains of social cohesion and their respective dimensions. At the cognitive research of the social cohesion in education, which have been conducted in the National Pedagogical Dragomanov University, it has been investigated that trust is the most important and weak point of Social Cohesion Model (Nesterova, Dielini & Zamozhskiy, 2019). So, the original investigation is exactly focused on this important value and especially important parameter of social behaviour at the same.

The description of the questionnaire is in Table 1.

At this research we have analyzed the level of trust in the university communities of National Pedagogical Dragomanov University (NPDU) and National University of Life and Environmental Sciences (NULES): employees of the above universities (mostly lecturers) and students. The aim of the research is to identify the level of trust in the above com-

Table 1

The dimensions of trust

Level of analytics	Category	Conceptualization
Functional (F)	Trust as the personal characteristic (TC)	Psychological tendency of a person to trust others.
	Trust to the close circle of colleagues (TCC)	Showing trust to those, with whom someone has effective communication.
	Trust to the organization (TO)	Non-personalized manifestation of trust as attribution of belonging.
	Trust to the leaders (TL)	Trust, legitimized by the recognition of the particular typesetting of qualities.
Meaningful (M)	Contract trust (CT)	Trust as the investment-compensatory mechanism for social interaction.
	Communication trust (CmT)	Trust as the essential basis of effective communication.
	Competent trust (ComT)	Rationally based form of trust.
	Moral and ethical trust (MET)	Trust as the accordance to the moral ideal and duty.
	Environmental trust (ET)	Trust as the precondition for the stability of the social system.

munities and to mark the weak points in the domains of trust for further strengthening of it by appropriate training and other social and educa- tional tools.

As we have mentioned earlier, the original methodology of the research and the questionnaire continue and develop the Bertelsmann Stiftung Social Cohesion Model on to the two important domains: “Social relations” and “Connectedness”. Both domains contain various dimen- sions of trust. The “Social relations” domain covers trust in people and the “Connectedness” covers trust in institutions (Dragolov, Ignác, Lorenz, Delhey, Boehnke, 2013). So, we have continued the investigation of these domains from the Social Cohesion Model.

The subject of this study is the phenomenon of trust as one of the cognitive bases and fundamental components of social cohesion. The research methodology involves the differentiation of two levels of articula- tion of trust: functional (algorithms and techniques of implementa- tion) and meaningful (procedures of understanding and interpretation). At the functional level, the phenomenon of trust is determined according to the destination of this activity: subjectivity, community, organization/

institution, management. The meaningful level of trust shows diverse ways of its conceptualization. The differentiation of trust into contractual, communication and competent has been initiated by D.S. Reina and M. L. Reina (2007). However, these authors were convinced, that the content of trust is not limited by these motivation components.

Therefore, the understanding of trust as a moral, ethical, and environmental motivation of social relations we add to the previous considerations. So, contractual trust is a kind of investment-compensatory mechanism of social interaction, when the manifestation of trust is an advance for establishing emotional-positive relations; communication trust is intended for the process of information exchange; a competent kind of trust implies recognition of a partner's professionalism; the moral and ethical content of trust consists in recognizing it as value, as an example of good behavior; environmental interpretation of trust comes from understanding society as a system that seeks for stability and balance, that is a society, in which to trust and to justify trust is appropriate, natural and rational. The main positions of this model are presented in the table.

We consider the functional level of trust in 4 directions: as the psychological quality of a person, as the confidence to colleagues, as faithful to the institution and as reliance on its management. Each of the directions is represented by 5 questions; in total there are 20 questions per block. So far as the level of practical implementation is more important for the study and diagnosis of social cohesion, more questions related to functionality. The meaningful level of trust we explore in the questionnaire with 5 questions, one for each of the varieties. This level is important more not for the diagnosis, but for further correction and impact activity in educational management.

The questionnaire has been prepared in accordance with the study of trust in society and has been adapted to the educational dimension. So, we aim to identify which functional and meaningful manifest of trust takes place in particular educational environments, and which components of trust are weak. In our case, we interviewed employees and students of the National Pedagogical Dragomanov University (Kyiv, Ukraine) and National University of Life and Environmental Sciences (NULES). The greater the level of trust in the working relationship, the greater the level of cohesion.

All 25 questions of the questionnaire are evaluated on a scale of 1 to 7, where 1 – “completely disagree”, 2 – “disagree”, 3 – “rather disagree”,

4 – “difficult to answer”, 5 – “rather agree”, 6 – “agree”, 7 – “strongly agree”. The scale of evaluation of the results is divided into three levels: low, average, and high degree of trust. According to the proposed options, the answers 1 “absolutely disagree” and 2 “disagree” show a low level of trust, options 3 “rather disagree”, 4 “difficult to answer”, 5 “rather agree” to the average level of trust, 6 “agree” and 7 “absolutely agree” show a high level of the respondents' trust. In reverse questions, the rating scale is inverse.

There were 196 people interviewed, among them 31 employees and 85 students of the National Pedagogical Dragomanov University, 33 employees and 47 students of the National University of Life and Environmental Sciences.

Results

In continuation of our study of trust as a cognitive base of social cohesion, we present in Table 2 analysis of trust as its main component. The research has been conducted on 196 respondents.

The data have been analyzed using mean (average score) and standard deviation (σ). It allows to see the degree of deviation of the values from the average and evaluate the reliability of the results.

According to the results of our research, we can see that on the whole, the level of trust in the university community is average, and almost all domains tend to the top measure of average. Every domain has the level

Table 2

Results of trust measure in the university community

Domains	Mean	Stand. deviation
Trust as the personal characteristic	4,35	1,25
Trust to the close circle of colleagues	4,75	1,30
Trust to the organization	4,69	1,50
Trust to the leaders	4,48	1,48
Functional	4,57	0,16
Contract trust	4,72	1,59
Communication trust	5,02	1,63
Competent trust	4,71	1,48
Moral and ethical trust	4,51	1,44
Environmental trust	4,91	1,49
Meaningful	4,77	0,18

more than 4,5 (except “Trust as the personal characteristic” – the average score of 4,35 and “Trust to the leaders” – the average score of 4,48). But in the case of “Communication trust” we have the higher value (the average score of 5,02). This means that respondents in the university community have an average level of trust. These values cover both analyzed universities – NDPU & NULES and analyzed groups – employees and students.

As it was mentioned, the higher point has the domain “Communication trust.” This result means that for the whole interviewed people this domain of trust is the main motivation and the most important one. We have also received the high average point of the domain – “Environmental trust” (the average score of 4,91, which means that this form of trust is formed from the ecological attitude towards others and acceptance of it in return. Nowadays people understand the necessity of ecological behaviour and trust that others do the same as well.

We have analyzed the difference between “Meaningful” and “Functional” and concluded that “Meaningful” has the higher value (the average score of 4,77) than “Functional” (with the average score of 4,57), but this difference is not significant.

The least value of “Trust as the personal characteristic” means that representatives have such quality by their nature, by their subjectivity, without rational evaluation. The respondents less trust to others at a whole than to the close circle of colleagues or to the organization, or to the leaders.

The result of “Trust to the close circle of colleagues” (the average score of 4,75) shows that people trust their close colleagues more than the organization (the average score of 4,69) or leaders (the average score of 4,48).

But, despite the difference in results, we see that they all have the same level of trust – the average level.

The results of the measurement of the domains of trust in the university community are shown in Figure 1.

To deepen our research, we have analyzed if there is a difference between groups of respondents. First of all, taking into account the specific of the educational sphere, we have investigated employees of both university (64 people) and students (132 people). It allows to make a conclusion about the difference in trust as a construct between these two groups.

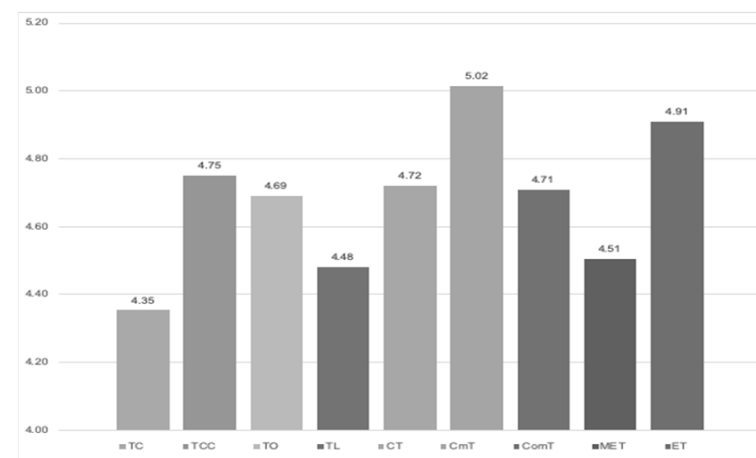


Figure 1. Results of trust in the university community by domains

The results of the research are presented in Table 3. As it is seen, there is no significant difference in results. For better data presentation see Figure 2.

As it is shown in Table 3 and Figure 2, values for the analyzed groups are almost the same. All of them have an average level, except of

Table 3

Results of the evaluation of the employees' and students' trust

Domains	Employees		Students	
	Mean	Stand. deviation	Mean	Stand. deviation
TC	4,50	1,28	4,28	1,23
TCC	4,96	1,18	4,65	1,35
TO	4,71	1,51	4,68	1,49
TL	4,81	1,44	4,32	1,47
Functional	4,74	0,17	4,48	0,18
CT	4,66	1,47	4,75	1,53
CmT	5,13	1,61	4,96	1,64
ComT	4,70	1,28	4,71	1,56
MET	4,41	1,42	4,55	1,45
ET	4,84	1,38	4,94	1,54
Meaningful	4,75	0,24	4,78	0,15

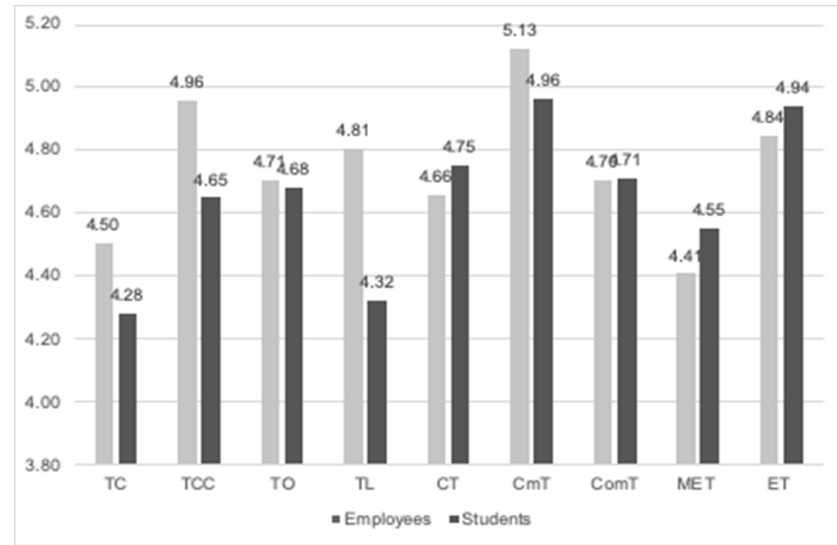


Figure 2. Comparison of social cohesion between all respondents and employees by dimensions

“Competent trust” (with the average score of 5,13) of employees (mostly lecturers), that tends to top average of trust. It means that employees’ trust depends on the competence of personality, whom they communicate with.

It is remarkable, that “Trust to the close circle of colleagues” and “Ecological trust” have higher results than other domains (the average score of 4,96, the average score of 4,84 respectively).

Also, we have analyzed students of NPDU and NULES and received almost the same results: all trust domains meanings are at the average level. At the same time, “Environmental Trust” is higher than its meanings for employees (the average scores of 4,94 and 4,84 accordingly). It reflects the importance of this area for students and their acceptance of this domain.

Figure 2 shows also the difference between employees’ attitude to the “TCC” and students’ lower value of this domain. As well as domain “TL” – the difference between them is almost 0,5. We suppose that these results depend on the age of the interviewees and their perception of leaders or colleagues.

We have investigated, that for students are more important “CT” and “MET” domains (the average scores of 4,75 and 4,55 respectively). By employees, these domains meanings are at the lower level.

We have researched separately communities in both universities. The first one was the NPDU. We have compared employees’ and students’ level of trust within this university community. The number of respondents was 116 (31 employees, 85 students).

The results are presented in Table 4 and Figure 3.

We could observe that the values of trust domains are almost at the same level for each group of respondents in the NPDU. But we have to notice some key points:

1. For employees, there is more important the domain “TC” than for students (average scores of 4,69 and 4,23 respectively).
2. For students, it is more significant “CT” (the average score of 4,98) and “ET” (the average score of 5,06), the last one has reached the higher point among other domains and can be characterized as the top average.

The results for the whole university community reflect the sufficient level of trust inside the university community that is tended to the top average in some domains.

Table 4

Results of the measurement of employees’ and students’ trust in the university community of the NPDU

Domains	Employees		Students	
	Mean	Stand. deviation	Mean	Stand. deviation
TC	4,69	1,19	4,23	1,34
TCC	4,54	1,30	4,47	1,43
TO	4,15	1,50	4,62	1,69
TL	4,28	1,45	4,21	1,63
Functional	4,42	0,20	4,38	0,17
CT	4,45	1,52	4,79	1,69
CmT	4,39	1,47	4,98	1,85
ComT	4,68	1,38	4,79	1,70
MET	4,29	1,42	4,55	1,67
ET	4,68	1,40	5,06	1,68
Meaningful	4,50	0,16	4,83	0,18

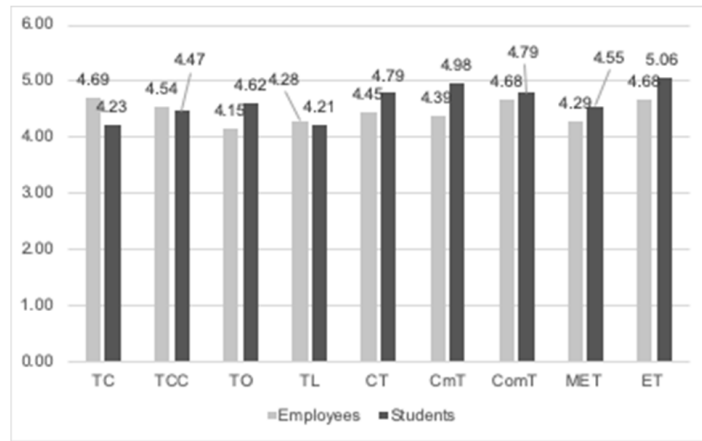


Figure 3. Comparison of employees' and students' trust in the university community of the NPDU.

We have investigated the evaluation of the level of trust in the NULES community as well. The results are presented in Table 5 and Figure 4.

We have received quite different data for the NULES. There are more values which have higher points, and we estimate them as top average level of trust.

Table 5

Results of the measurement of employees' and students' level of trust in the university community of NULES

Domains	Employees		Students	
	Mean	Stand. deviation	Mean	Stand. deviation
TC	4,98	1,19	4,37	0,99
TCC	5,36	1,30	4,97	1,11
TO	5,23	1,50	4,79	1,02
TL	5,30	1,45	4,52	1,10
Functional	5,22	0,20	4,66	0,20
CT	4,85	1,52	4,68	1,19
CmT	5,82	1,47	4,94	1,17
ComT	4,73	1,38	4,57	1,27
MET	4,52	1,42	4,55	0,92
ET	5,00	1,40	4,72	1,20
Meaningful	4,98	0,45	4,69	0,14

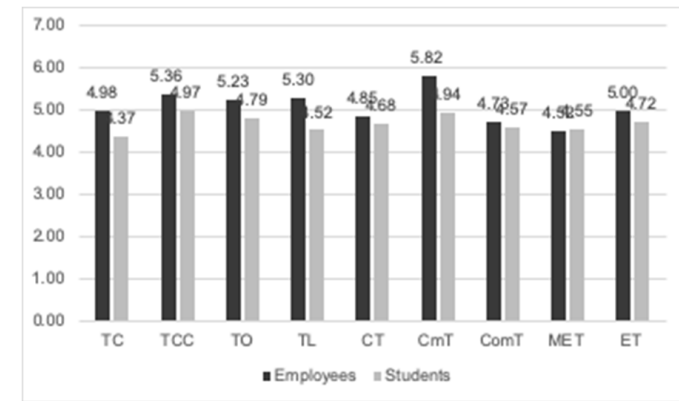


Figure 4. Comparison of employees' and students' trust in the university community of NULES

Mostly it is concerned employees and functional group which average score is equal 5,22. That shows higher average level of trust to the colleagues, organization, and leaders, as well as almost high level of "Communicative Trust" (average score of 5,82). That can be explained by their work specifics. Lecturers understand that communication is one of the tools of their efficient work, so they motivate to communicate as successful as possible.

We have researched students' level of trust. It is at the average level without any sufficient deviations.

Figures 5 and Figure 6 present the comparison of trust domains for all representative groups from both universities.

We have compared the results between employees of two universities and noticed that they had a little difference in values: NULES has one that is almost high level ("CT" with the average score of 5,82 for the NULES against of the average score of 4,80 for the NPDU), some others ("TCC", "TO", "TL", "ET") are at the top average, and some of them at the same level as for the NPDU. On a whole, it has not been detected the significant difference between universities.

Figure 6 presents comparable results, contrary to the previous figure.

Students in both universities have almost the same level of trust. In one case the result of NULES is higher ("TCC", the average score of 4,97 for NULES against the average score of 4,47 for NPDU). For other

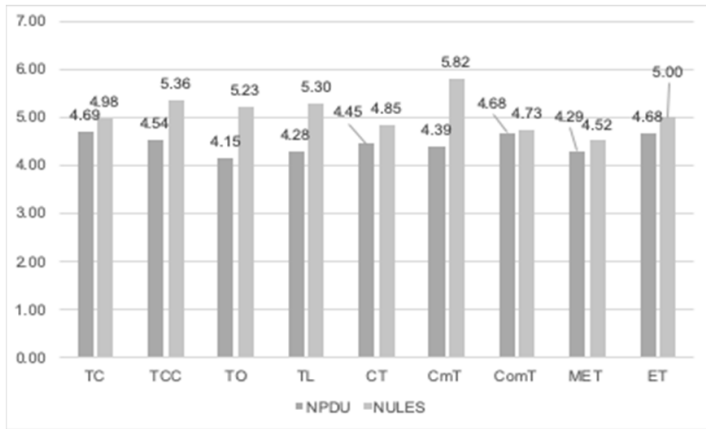


Figure 5. Comparison of trust domains between employees of the NPDU and the NULES

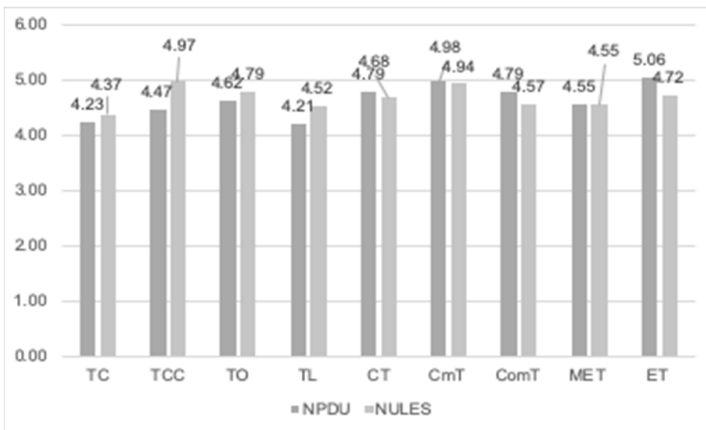


Figure 6. Comparison of the various trust domains between students of the NPDU and the NULES

domains conversely, ("ET", the average score of 5,06 for NPDU against 4,72 of NULES).

Thus, according to the quantitative analyze we have concluded that there was no big discrepancy in values. The mean and standard deviation indicate the reliability of the results.

Discussions

The above quantitative research allows to turn to the qualitative analysis. The results fulfil the criteria of qualitative research. They are situational analyses; aimed to make conclusions from the collected data but not to test some previous theory; behavior study in natural environment and not controlled conditions or isolation etc. (Apuke, 2017). The obtained results allow to suggest that the level of trust among students and teachers of the National Pedagogical Dragomanov University (NPDU) and the National University of Life and Environmental Sciences of Ukraine (NULES) is at a stable average level, with slight fluctuations. Higher indicators of trust are present in relation to a close circle of colleagues at the functional level among all respondents, and at a meaningful level, consistently high indicators of environmental trust. This indicates that the universal foundation of trust as a necessary element of the social system is familiar and accepted by respondents as an unconditional value. According to the previous research based on the Social Cohesion Model, trust is one of the key factors of social cohesion, in particular, in the educational community. Obtained results show the appropriate correlation between the level of trust and level of social cohesion at least at the National Pedagogical Dragomanov University (Nesterova, Dielini, Zamozhskyy, 2019).

The indicators of "Trust to the organization" and "Trust to the leaders" are quite different for the NPDU and NULES. It's the result of an insufficient level of plasticity and publicity of the NPDU's management. In general, the levels of "Trust to the organization" and "Trust to the leaders" are higher among employees than among students. It could be explained by the longer history of the interactions between university employees, stronger communications.

At the same time, the stable averages in various spheres of the questionnaire regarding the understanding of trust indicate the absence of an active life position, inertia, and low initiative. In this case, a vicious circle is obtained: a low level of trust indicates a low cohesion of the community. It could be caused by various reasons which demand more deep and detailed investigations. We can presume that the chaotic and non-democratic style of the university's management and unfavourable climate for self-realization lead to low expectations of the university community members. It will be a matter of the further research.

Application of the research results can be useful for the development of social and emotional intelligence among teachers and students, who,

in turn, are able to transmit new and productive interaction practices that are based on trust and cohesion. One of the main results is the practical strengthening of the trust in the university communities because of people's awareness of what the trust means. Free discussions about various aspects of trust, "a common language of trust" will increase the understanding of cohesion processes and will increase the real level of trust in organization (Reina D.S, Reina M. L., 2007). So, this research will sufficiently impact to the social cohesion development in the university communities of NULES and NPDU. Also, it will launch the effective communication processes because of internal discussions about the questionnaire and obtained results.

Conclusions

Trust could be considered as central element and cognitive base of social cohesion. Without the ability to trust other people and institutions, as well as without understanding the need to justify the reasonable expectations of partners, effective social interaction is problematic.

The study of trust in its functional and meaning keys is important and perspective for the implementation of methods of increasing social cohesion both in the educational space and in society as a whole. The questionnaire showed that the level of trust as a psychological tendency, trust to the organization and leaders is much lower, than trust to the close circle of colleagues. This indicates that the basis of trust is most often the experience of interpersonal interaction, and not the values and goals of joint activities. At the same time, the study of trust at a substantive level demonstrates that the respondents have a fairly clear understanding of the significance and role of this phenomenon for the existence of society. Trust as a form of social contract, as a basis of communication, as recognition of authorities and moral ideals, as a kind of balance of the contradiction of different interests – all these values are familiar and approved by both employees and students at both universities.

The cognitive aspects of trust are necessary for monitoring, analytics and related corrective actions. The level of trust is directly correlated with the level of social cohesion in the university communities. The indicators of cohesion are based on the ability and willingness to trust and to realize the expectations of others. This problem is especially significant in the educational environment, since the process of obtaining new knowledge, its understanding and application requires trust in the era

of the annihilation of traditional values and the aggressive nature of the information environment. The long-term study of social cohesion and the above research as one part of it will improve the level of trust (and social cohesion accordingly) because of the awareness of the structure of trust and wide and open discussions in this matter in the university communities.

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SOCIAL RESPONSIBILITY AND SOCIAL INCLUSION AS CORE PRINCIPLES OF INCLUSION IN EDUCATION

Lidiia Shynkaruk, Maryna Dielini

Social inclusion involves the full inclusion of people with special needs in normal daily life, the formation of a system of enabling them to be full members of society. This can be done by various means and tools, among which we can highlight social responsibility, namely corporate social responsibility, as a derivative of this one of the core values of the EU. Social responsibility involves being responsible for one's actions to society. At present, it has gained wide scale and significance among business structures that spread their own practices of solving social problems.

Among the practices that can be implemented by enterprises to include people with special needs in society are: providing jobs, training and education of these people, promoting their inclusion in the “new” labor market, which means changing trends, the demand for new skills and competencies and the emergence of new professions in this market.

Social inclusion should also include not only the provision of jobs, but also the provision of a decent wage, the provision of education from the lowest level, and full access to the benefits of society. Businesses can provide this by funding social and educational projects that will promote the inclusion of those in need in the educational process; creating opportunities for internships and internships to master practical skills, etc.

In addition, the social responsibility of business can be realized in this direction in providing financial assistance for the comprehensive development of these people not only in the professional sphere, but also cultural, scientific, sport and others.

Entrepreneurship in this case is the chain that carries the value of social responsibility and social inclusion, combines them into one and helps to implement as effectively as possible.

In the current development of Ukraine, the issue of social responsibility has been developing last decade. This process takes place despite the economic and political situation in the country, which may be due to the study, research, and adoption of the experience of developed countries and enterprises. But, unfortunately, this issue in our country is considered by the corporate social responsibility (CSR).

But the concept of social responsibility is broader in its meaning and can be applied in many ways, which can be embodied in the triad “business power-society.” Because the education of a socially responsible society takes place in higher education and is crucial both for the country’s economy and for the country as a whole.

Faced to the complexity of current and future global challenges, higher education has a social responsibility to improve our understanding of the multifaceted challenges that include the social, economic, scientific, and cultural dimensions and our ability to respond to them. It must lead society to create global knowledge that meets global challenges, including food security, climate change, water allocation, intercultural dialogue, the introduction of renewable energy and health.

Higher education should not only provide hard skills for present and future generations but should also contribute to the education of socially responsible citizens who seek to create peace, protect human rights and the values of democracy. Here we see that such issue is a part of sustainable development as it concerns the future generations.

Western researchers, starting to study the practical aspects of corporate social responsibility in higher education, relied on developments in the field of business ethics and management. The processes of privatization and commercialization in university activities are a strong argument in favor of such an approach.

Moreover, the social responsibility of the university can occur in different directions. First, the education of socially responsible youth. Secondly, social responsibility to university students. And it is based on this that the social program of the university will be formed. However, activities in both these areas will be more effective and will reveal a truly socially responsible university. Authorities, university management and society must realize the importance of higher education in building socially responsible youth. Which can be done in many ways and in the same areas as in business. Yes, it will improve the quality of university education, education of socially responsible values, compulsory teaching of CSR disciplines, participation of students and the university in public and volunteer actions, etc. This will create an important layer of socially responsible youth, which is not only a subject of society, but also a subject of business (getting jobs or forming their own business structure) and government (if the work is related to this area). In this case, socially responsible values are automatically transferred from the university to

other structures, which confirms the relevance and importance of this area of research.

European institutions show their social responsibility while they actively cover their social initiatives, involve young people and share experiences. On this basis a stratum of the socially responsible population is formed, which accepts it as an unconditional value of the EU.

**SOCIAL COHESION IN GOVERNANCE:
PRACTICES OF SOCIAL RESPONSIBILITY
AND SOCIAL INCLUSION**

Directed by prof. Maryna Dielini

**SOCIAL RESPONSIBILITY IN THE EUROPEAN UNION
AND ITS IMPLEMENTATION IN INCLUSIVE ECONOMY**

Maryna Dielini

Socio-economic inclusion involves inclusion in various directions and manifestations, one of which is social responsibility, which makes it possible to put this inclusion into practice. This can be explained in the following way, that social responsibility is, on the one hand, a manifestation of social inclusion, that is, when a person takes responsibility for his/her actions and integrates different strata of the population into society in different ways, on the other hand, it is also a manifestation of economic inclusion, as provides for the social responsibility of enterprises, which bear responsibility for their actions before society, and there are many forms of manifestation of this responsibility. In general, it is worth noting that responsibility as the basis of social responsibility is one of the values of the EU on which it is based.

We can describe responsibility as a person’s vision of his own contribution to a particular situation and a particular result, when the individual does not shift responsibility for himself and his life to others. Responsibility itself has become the basis for social responsibility, legal responsibility and other types of responsibility that have developed on this basis.

Firstly, we should turn to the origin of the concept “social responsibility”. Thus, social responsibility has its origins in the development of philosophical science. Different philosophers considered the term “responsibility” from different sides. We constructed a table, which dem-

onstrates the views of scientists on this category according to historical period (see Table 1).

This table shows that philosophers generally accept the responsibility of a man for his or her actions towards himself and society. In their

Table 1

Views of scientists on responsibility

Scientist	Historical period	Main idea
Plato	IV st. B.C.	The clearly formed question is to what extent a person is consciously and voluntarily the creator of his actions and to what extent he or she is responsible for them. Plato recognized for man the possibility of free choice and thus responsibility for their actions. In addition, he saw the roots of responsibility, which lie in the relationship between people, which is imposed on a particular person, the defining responsibilities, the performance of which characterizes his responsibility.
Aristotle	IV st. B.C.	In Nicomachean Ethics, he described ethics and politics as the science of the free choice that a person responsible for his actions makes. Connects the concept of responsibility with freedom of will and freedom of choice. He rightly raises the question of the possibility and appropriateness of a person's responsibility for actions he commits due to ignorance of certain rules and norms.
Democritus	V–IV centuries. B.C.	A person must evaluate his actions not only from the point of view of others, but also from the standpoint of his own moral attitude to them.
T. Hobbes	XVII century	Connects the fact of the emergence of the category of responsibility with the emergence of the state, society as a whole. He argues that public (social) responsibility arises as a result of the transfer of people's rights to public power. The responsibility of the individual arises as a result of the powers of public authority.
J. Locke	XVII century	In his views on responsibility, the starting point is the natural state of society. This is “a state of freedom, however, not a state of chaos. Although a person in this state has a freedom that is not controlled by anything. She can do anything with herself and her property, but she does not have the freedom to destroy herself or any creature. “A person's freedom is restricted by a natural law (i.e., responsibility), which states that “no one has the right to restrict another in his life, health, liberty, or property.
P. Holbach	XVIII century	For the first time he expressed the opinion about the responsibility of society to man, because society itself can shape certain human traits (create bad people).

Continuation of Table 1

Scientist	Historical period	Main idea
I. Kant	XVIII century	He considered responsibility from the standpoint of "pure reason" and recognized the true instance of responsibility is not the state, but the basis of absolute moral law. This absolute moral law is embodied in the human conscience. Kant's conscience is a subjective principle of responsibility, and its objective side is a categorical imperative – a system of social values as an objective absolute moral law.
K. Marx	XIX century	Analyzes responsibility as a historically determined phenomenon, taking into account the class-specific historical approach of human activity in organic connection with the needs of society.
E. Fromm	XX century	Characterizes responsibility as a harmony between opposite human characteristics. He points out that responsibility is a person's ability to reach a certain consensus between the freedom he or she desires as an individual and the responsibilities he or she accepts as a member of society.
Y.S. Osokina	XX century	The ability of the individual to subordinate their own interests to the requirements of social development in the works; a form of communication and interaction between society and the individual, which expresses certain relationships between them; selection of the optimal opportunity from their diversity, which involves activities in accordance with it; harmonious combination of the objective need to meet social requirements and awareness of universal values as a unity of rational and emotional; a way of regulating human behavior in which the subject's activities are accompanied by moral self-esteem and a willingness to report on their actions.
A.A. Kravchenko	XX century	Social responsibility is a regulator of people's behavior. On the one hand, it is the reaction of society to the behavior of the individual, on the other – the reaction of the individual to the demands of society. To be responsible is, first of all, to recognize and protect the values of one's environment and to promote the realization of its goals. Thus, the conversation about responsibility can take place only in the context of intersubjective interaction of "I" with "Other". A person is responsible not only to other people, but also to himself.

Source: Dielini M., 2020

opinion, with freedom of choice, people are responsible for their behavior. But in our world, each person lives together with others, that is, he is a social being and acts in a certain sociocultural aspect. This imposes

certain obligations on him and limits his actions. Moreover, there is not only the responsibility of a man to society, but also the responsibility of society to a man. It is worth to mention corporate social responsibility, which we can define as the responsibility of a company to employees, consumers and society as a whole for its business and production activities. This means that we can extrapolate from the views on corporate social responsibility (CSR) outlined above and conclude that corporate responsibility begins with the moral values of corporate leaders. If a person is responsible for the environment, aware of his responsibility for actions in a particular community, in relation to personnel, etc., then he does it responsibly. Corporate social responsibility is both socially and individually oriented. Social responsibility is an important part of inclusive economy that becomes clear in its realization.

In modern society, corporate social responsibility (CSR) plays an important role as a chain that connects social norms and business. This question becomes the object of study of various sciences, namely: economics, philosophy, sociology, law. In general, we can add that CSR can be in any area where there is a business component. At the same time CSR build a connection between economy and social part of a state, so it includes social elements in production activity. It is worth to add that production activity means not only manufacturing goods but services as well.

To achieve a purpose of this scientific paper we should describe CSR more deeply. One of the main followers and founder of corporate social responsibility is A. Carroll, who defines it as "Corporate social responsibility covers economic, legal, ethical and discretionary (charitable) expectations of society from organizations at the moment." Currently, CSR is gaining significant development and acquiring new forms of manifestation, more and more companies are turning to it as a means to improve their image and increase market share. CSR has positive consequences not only for the company's stakeholders, but also for the company itself, its profits and maintaining a competitive position.

We can describe main groups of CSR's stakeholders through (see p. 102).

The essence of CSR is that companies pay attention to ethical and environmental aspects in fulfilling their main task – making a profit. That is, companies maximize their capital while taking into account the needs of employees, consumers and society. The peculiarity of CSR in the modern world is that previously it was typical of a small number of large



companies, but today more and more companies are moving towards the introduction of socially responsible practices, the creation of social responsibility departments, the development of CSR reports, etc. And it becomes an important part not only of big companies but small and medium-sized entrepreneurship as well.

We should answer a question about the main reason for individual or entrepreneur to be socially responsible. Is social responsibility of a person is a first step for social responsible business? Or it can start just on an enterprise regardless social responsible nature of a person who manages this enterprise. Up to our minds the answer is that ground for social responsibility is social responsibility of a person. And from this could be started inclusive economy.

Based on this, two factors of socially responsible economic activity can be distinguished:

1. Moral qualities of managers, their vision of responsibility as norms of behavior;
2. Understand the need for this process, taking into account the needs of society at this time.

Such demands of society are also a manifestation of morality, which presupposes that the two factors are interrelated and influence each other. The development of the second factor can lead to the same result as the first: if it is a moral obligation, then the norm is social responsibility, an entrepreneur who considers the CSR as his ethical obligation,

a rule of conduct that is self-evident. If the company requires it and the entrepreneur acts accordingly, over time it becomes what is perceived as the norm of behavior of every company. In this case, CSR becomes a norm of behavior, morality, normal for every entrepreneur. In this case, we get the influence on the formation of standards of conduct at the request of the company, the requirements of the law (compliance with laws, codes). Although CSR is voluntary and its basic principle, it is the first country in which CSR has become mandatory: India has committed charitable companies to companies that have achieved a certain profit. This means that it is beginning to affect not only voluntariness but also the need to implement CSR (Dielini M., 2020).

Moving on to consider global models of social responsibility to further explore the value of CSR in different countries, namely the EU.

First, we will present the models of corporate social responsibility that exist in the world and that reflect the main trends in the formation of the system of corporate social responsibility in companies in different countries. As a rule, there are American, British, European (continental), Japanese and Russian (post-Soviet) models of corporate social responsibility. Their characteristics and main features are presented in the figure 1.

The main differences in these models are: the level of influence and regulation of the state on CSR, as well as the own initiatives of entrepreneurs to spread CSR to employees. Traditionally, the American model is considered less state-oriented for the development of CSR, while companies are the initiators of social programs for the development of society. Of course, the state has regulatory levers, but they are less represented than in European countries, which will be discussed below.

In our research, we will focus on the experience of European countries through the extensive experience of government intervention that can be applied in our country.

Thus, Shevchenko O.V. notes that the promotion of CSR principles in Europe began with the formation in 1995 of the European Business Network (CSR Europe), which engaged in the dissemination and promotion of CSR principles. The CSR principles were formally presented at the Lisbon European Summit in March 2000 (Mozhovyy, YA. I., 2011).

Experience has shown that EU governments are active in promoting CSR. It is worth noting, that the EU's own policy is more environmentally oriented.

American model

“Open” model of CSR

- The main characteristic of these model is voluntary initiatives in the field of CSR, funding of various projects and programs, charity, patronage, sponsorship. The state encourages companies that actively implement CSR programs – they are exempt from a number of taxes, which is enshrined in law.
- The role of the state within this model is to adopt the necessary package of laws and regulations, recommendations and requirements. At the same time, the functioning of this model is impossible without the state encouragement of social investment in priority areas for society through a system of tax benefits or preferential interest rates.

European model

“Hidden” model of CSR

- A characteristic feature of the European model is its state regulation, as a result of which it is recognized as a hidden form of CSR.
- Involves the active participation of the state in the regulation of social and labor relations both at the macro level and at the meso and micro level.

British model. “Mixed” model

- It is essentially a symbiosis of European and American models. As in the European model, the state actively supports business, with the American model similarity is the great activity of corporations in implementing their own social projects.
- It presupposes the involvement of state and public institutions in the process of harmonization of public interests, provided that corporations and trade unions retain autonomy, ie. the principle of voluntariness is fully respected.

Japanese model

- Manifests in the system of “lifelong employment” and the relevant conditions of personnel management.

Post-Soviet model

- It was formed on the basis of the legacy of socialist enterprises. In the economic system of the Soviet Union, social responsibility of enterprises was not considered as a special type of activity, CSR was a state-established form of activity of the manufacturing sector.

Figure 1. Characteristics of global models of CSR [compiled by the author on the base of Hradyyuk, N. M. (2011); Mozhovyy, YA. I. (2011)]

The tools and mechanisms to encourage socio-economic behavior in the European Union depend on the goal of the development of CSR in a given country and take a range from incentives to strictly regulated requirements and actions. The following table presents a detailed overview of the experience of state regulation of CSR in European countries.

The example of Great Britain is most interesting for scientists due to the active policy of the state in this area. Thus, it has the position of Minister of Corporate Social Responsibility, CSR development activities, support for businesses that develop social initiatives, etc.

In Europe, environmental considerations prevailed and the concept of sustainability may be expressed more than the concept of CSR. For

example, environmental disclosures in company reporting are more prevalent than references to ethics (Dielini M., 2016).

The examples of other countries also differ from the positive experience that can be applied in Ukraine. It is through the use of policy elements of the governments of these states that the socio-economic responsibility of entrepreneurship in Ukraine can be developed. First, more attention should be paid by our government to legislative initiatives. A draft law “On Corporate Social Responsibility” should be developed, which will clearly formulate the main characteristics, principles, forms, directions, tools of corporate social responsibility, provide an opportunity to inform the public, the business community and clearly define the area of CSR. Secondly, the experience of European countries in supporting those enterprises that carry out social initiatives can be useful. This support can be expressed in preferential taxation of profits of the enterprise carrying out socially responsible actions. This manifests the socio-economic responsibility of entrepreneurship, ie obtaining economic benefits from social activities. To do this, the tax code should clearly describe the same changes that will be made. Examining the experience of other countries, the example of France, which made the non-financial report mandatory, is also useful. At some points, this experience can be adapted to our realities at large enterprises.

Thus, we see that the value of social responsibility in the EU is rooted by governments. States are actively implementing various legislative initiatives to develop CSR, which is an incentive for entrepreneurs to be socially responsible, which can also be extrapolated to the entire population of the integration group.

If we turn to the one of the other important value of the EU – inclusion, we should combine it with the social responsibility, because they are interconnected and could strength each other. If our country is on its way to eurointegration, we have to disseminate such value in our society and our everyday life.

Social inclusion involves the full integration of people with special needs into everyday life, the creation of a system that enables them to become full members of society. This can be achieved through various means and instruments, among which we can highlight social responsibility, in particular corporate social responsibility, as a derivative of this core value of the EU. Social responsibility means responsibility for one’s own actions towards society. This has now become widespread

and important with companies disseminating their own solutions to social problems.

Some of the methods companies can use to attract people with special needs to society include: providing jobs, training and educating these people, helping them integrate into the “new” labor market, new occupations in this market.

Social inclusion should include not only the provision of jobs, but also the support of decent wages, education from the lowest level and full access to public services. Businesses can help in this direction by funding social and educational projects that will promote the inclusion of those who need it in the learning process; creating opportunities for internships and internships in order to acquire practical skills, etc. (Dielini M., 2022).

Additionally, CSR in this direction can be realized through financial support for the comprehensive development of these people either in professional or cultural, scientific, sports and other fields (Shynkaruk L.V., Dielini M.M., 2021).

In this case, entrepreneurship is a chain that combines the values of social responsibility and social inclusion and helps to implement them with maximum efficiency that results in inclusive economy which means balanced development of economy, all its components, cohesion of society, integration of every person into economy regardless their special needs or its absence. The full inclusion of all categories of people in economic processes will help to build a sustainable economic system with a developed labor market, extensive economic processes, a stable economy and a high quality of life in society.

A great role in this process can be given to CSR. After studying the literature, analytical and statistical sources, we can conclude that CSR during the pandemic and war in Ukraine haven't been stopped, but acquired new forms of implementation. If earlier most enterprises implemented it in the form of social programs for community development, staff development, charity, etc., then in new processes it manifests itself in the form of charitable assistance, in the form of purchasing the necessary medical equipment, protection, drugs or material assistance. If we take, for example, Russian-Ukrainian war, so it can be providing food, main facilities, place for living for refugees etc. Employers from the international companies that supported their Ukrainian employers by providing them with transportation to more safe countries or giving products that helped to keep ends meet etc.

We can conclude that CSR did not lose its relevance during the pandemic and the war in Ukraine, but changed its forms of manifestation. Businesses have refocused their environmental, educational, and other programs on today's needs and focused their assistance on purchasing the necessary equipment, medical supplies, or providing targeted financial assistance. This positively characterizes domestic enterprises, as they understand the importance of CSR implementation and disseminate these practices in acute socio-economic moments.

Examining all the above, we see that the social responsibility of both the individual and the social responsibility of business is a value of the EU, which is a category that has evolved since ancient times, but is now actively supported by states. That is, the state acts as the regulator that causes the development of CSR and allows this value to be realized in practice, because business is responsible not only to its employees, but also to society and consumers.

If we extrapolate CSR to ordinary social responsibility of every personality, it is clear that it is brought up in EU citizens in two aspects: first, the upbringing of parents, and secondly, incentives from the state. As a result, the EU has reached a level that is one of the most successful integrations in the world, combining developed countries with effective government and business practices.

For Ukraine, the experience of the EU in this aspect becomes unconditional and worthy of imitation, because social responsibility in our country does not have such a development as it has in the EU or it should have. This is due to many aspects and historical evolution of our state, but given the current direction of development, it is necessary to spread these EU values to become a strong and stable state, to achieve the Goals of Sustainable Development.

Both the experience of the United Kingdom, which was a member of the EU and introduced the post of Minister for Social Responsibility, and the experience of Sweden, which has required mandatory reporting to state-owned CSR companies, can be useful. In general, the experience of the whole EU is positive, because each country develops a CSR development policy that is most convenient for it and meets its national interests.

A developed socially responsible society can be formed when all members of society are socially responsible, and since business is an important part of it, it can form the basis for sustainable development

and the importance of social responsibility as the highest value of the EU (Dielini M., 2022).

Social responsibility of both individuals and businesses plays a vital role in building an inclusive economy. The economy, which is built on the principles of integration of all members of society in its functioning, is aimed at including everyone in the life of community. Responsibility in this case is manifested in the behavior of a person or businessman, which is set up on the principles of understanding the interests of all segments of the population, targeting people with different needs and maximum their inclusion in the life of enterprises, communities, and society.

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DIRECTIONS OF THE DEVELOPMENT OF SOCIAL PROTECTION OF POPULATION AS MANIFESTATION OF INCLUSIVE ECONOMY

Lidiia Shynkaruk, Maryna Dielini

Introduction

The problem of social protection in our Ukraine is given enough attention by scientists. The subject of special study was made by L.V. Batchenko, N.V. Bolotina, N.P. Boretska, V.M. Honcharov, E.M. Libanova, N.S. Paliy, O.M. Paliy, U.Ya. Sadova, M.O. Sverdel, L.K. Semiv, V.A. Skuratovskiy, O.V. Finahina, P.I. Shevchuk and others. Among foreign researchers are known such as G. Esping-Andersen, F. Ellis and others.

However, despite the sufficiently rich scientific potential, there are still issues that should be studied and improved, especially considering that the social protection of the population, its mechanisms and components are in constant process along with the economic and political situation of the country i.e. it's a dynamic process. This determines the relevance of the research topic.

The methodological basis of the monograph was the methods of fundamental and general scientific methodology of cognition of the studied phenomena and processes. The theoretical basis of research was the scientific works of Ukrainian and foreign scientists in the field of social protection of the population.

The information base of the scientific research is the legislative and normative documents regulating the sphere of social protection of the population, statistical data, which allowed to conduct the analysis and make certain conclusions about the state of social protection of the population in Ukraine.

In the study of the organizational and methodological aspect of the mechanisms of social protection of the population of Ukraine, methods of comparison, analysis, synthesis and a systematic approach were used.

1. Social policy: essence and basic models of social protection

The process of development of the world community of modernity and the new, informational, society determines the widespread use of the concept of "sociality" and the growing importance of the social component. This term is added to any process and characterizes the highest degree of development. Thus, the main parameter of enterprise development today is such a category as "social responsibility of business" or

“business sociality”, and the highest degree of development of statehood in the country is the recognition of its social state. That is, a state whose existence is aimed at providing every citizen with the highest level of well-being and whose rights are paramount.

The social and legal democratic state is a unique, in its essence, instrument of socialization of all links of social development, realization of the principle of justice, reliable protection of freedom and free development of the individual (Kuchma L. D., 2000). The application of such a tool is carried out on the basis of national and regional development programs, which, in turn, are based on certain scientific concepts of social policy. Analysis of these concepts, in terms of the implementation of the protective function of the state, will allow the generalization of theoretical and practical experience in building a system of social protection. And the first stage of the analysis is consideration of the very concept of “welfare state”, the definition of its essence and types.

To define a modern democratic state in the middle of the twentieth century, the term “welfare state” was introduced into scientific circulation. It is clear that any state is literally social, because it is formed on the basis of society (Latin *socialist* – *social*), however, this concept was introduced precisely to emphasize that the state has a developed and stable economy, and therefore cannot only to declare, but also to pursue an effective social policy. A necessary and decisive feature of classifying the state as social is the priority of human rights (Serhieiev I., 2006).

According to the German scientist F. Fabricius, the concept of “welfare state” includes:

- the duty of the state to take care of all sections of the population and especially of the groups that are in the worst economic situation;

- the duty of the state to balance opposing interests and give all citizens the opportunity to live decently;

- the duty of the population to participate in solving social problems (U spivpratsi tsentru i rehioniv, 2003).

The process of formation of the social component in the state usually took place inseparably with the development of economic relations. The first economic relations arose about 10 thousand years ago at the same time as the birth of the first civilizations.

The oldest written source that has survived to this day is “Teachings of the King of Heracleopolis to his son Mericar” (XXI century BC), which expresses the idea of the need for effective functioning of the administra-

tion. As this document shows, the effectiveness of the implementation of royal decrees depends on two main factors: financial incentives and the correct selection of officials. As for the latter, it is necessary to select «a man for his deeds», without distinguishing between the sons of the nobility and the common people. Thus, already in those times the origins of equality of people arose and the question of their maximum encouragement arose.

The code of laws of the ancient Babylonian king Hammurabi (1792-1750 BC) also provided for legal norms that regulated economic relations, established the responsibility of performers and more. The main content of the laws is to create conditions under which the strong would not oppress the weak.

Also, in the development of the state of society, a significant contribution was made by the representatives of ancient China. Thus, Confucius in his treatise “Lun Yu” (“Conversations and Reflections”) offers his vision of the socio-economic system. The main content of economic thought of Confucius – the establishment of ethical and moral norms of government that would meet the interests of the aristocracy (Grishnova O. A., 2006).

Thinkers and scholars of ancient Greece and Rome introduced not only the term “economy” (which first appears in Xenophon and means the rules of housekeeping), but also the first theoretical substantiation of the central problems of economic theory – the cost of goods (Aristotle) and the rational combination of factors of production. Columella). The ideas of social protection and support of people are most fully embodied in the works of Plato and Aristotle. Plato, reflecting on the division of people into rich and poor, divided the state as if into two parts: poor and rich. Within one place, this community of people is haunted by fear and insecurity. In his work *The State*, Plato proposed the principles of building a new society that would not only be just, but also ensure social stability and internal discipline. This is how he imagined a society ruled by rulers.

In his work *Politics*, Aristotle also raises the question of social inequality in society. According to the philosopher, there are three classes in all states: one class is extraordinarily rich; the other is very poor, and the third is average. This third is the best, because its members are best able to follow rational principles in terms of living conditions, because from the poor grow criminals, and from the rich – swindlers. Reflecting further on the stability of the state, Aristotle noted that it is necessary

to think about the poor, because a state where many poor people are excluded from government will inevitably have many enemies. Poverty breeds riots and crimes where there is no middle class, and most of the poor, resulting in complications, and the state is doomed. The philosopher spoke both against the power of the poor, deprived of property and against the selfish rule of a rich plutocracy. According to him, the best society can be formed from the middle class, because the state prospers when this class is more numerous and stronger than the other two combined, because it ensures social balance (Aristotel'. Polityka, 2000).

With the Renaissance, utopian socialism was brought to humanity, beginning with T. More's book *Utopia*. Its ideal social order on the island of Utopia is approaching a republic where there is no private property, and food and handicrafts can be obtained free of charge from the city markets. All the inhabitants of the island work 6 hours a day, and free time is used for physical and intellectual development of the individual. People in elected positions make sure that everyone is engaged in useful deeds.

The ideas of utopian socialism were further developed in T. Campanella's book ("City of the Sun"), which describes a community without private property and classes. In this case, the distribution of material goods is equal and unrealistic for the level of development of productive forces.

The essence of this idea, utopian socialism, is to ensure social justice through the treatment of man as a person by providing each member of society with social protection based on the right to decent work, as well as equality in the use of public property and general results of decent work. In this case, the desired result can be achieved only on the basis of rational management of all processes in society.

The development of the idea of social justice was further developed in the works of A. Smith, K. Marx, and other scholars. A. Smith's conclusions were that regardless of the government's support and the quality of its work, there is an independent social coordination mechanism that regulates economic processes in society. And the mechanism is so strong that all government measures that go against it, are nullified. At the heart of this mechanism, according to A. Smith, is the selfishness of people. The results of his analysis A. Smith published in 1776 in the book "Studies on the nature and causes of the wealth of nations". Based on his idea of the natural order, all people in their actions are guided only by the desire for

personal gain, doing each other services, exchanging labor and its products. Pursuing personal gain, each person contributes to the interests of society as a whole – the growth of productive forces. Thus, it is the division of labor that binds people of selfishness and individualism into a single society (Shevchuk P. I., 2003).

In his writings, Marx formulated and consistently held the idea that the struggle between antagonistic social classes is a source of social development. According to K. Marx, classes arise and oppose based on various positions and different roles performed by individuals in the productive structure of society. K. Marx himself noted that the merit of discovering the existence of classes and their struggle with each other does not belong to him. Indeed, since the time of Plato, especially since the bourgeoisie powerfully entered the stage of history in the XVIII century, many economists, philosophers, historians introduced the concept of "social class" in European social science (A. Smith, E. Condillac, K. Saint-Simon, F. Guizot, etc.) (Khaplanova, Ye. M., 2008).

However, unlike most of his predecessors, Karl Marx tried to justify the class structure of society, based on the analysis of the entire system of economic relations at a certain stage of historical development.

Simultaneously with scientific research on the problems of social justice in society there was a process of evolution of forms, methods, mechanisms, and systems of social protection, especially at a rapid pace since the 19th century (Khaplanova, Ye. M., 2008).

The history of the development of Ukrainian socio-economic thought is overly complicated, because throughout the historical period the Ukrainian lands were under the rule of many states: for many years, this land was ruled by Tatar-Mongols, then part of the lands was under the Polish and Lithuanian principalities, followed by the Cossack era. Ukraine was part of the Russian, Austrian and Austro-Hungarian empires, and then became part of the USSR. Therefore, given such ambiguous historical experience, economic and social institutions were completely different in various parts of Ukraine, there was also a different understanding of their main functions, which is still evident in the implementation of social policy in the country.

In Article 1 of the Constitution of Ukraine officially fixes the status of modern Ukraine as a welfare state: "Ukraine is a sovereign and independent, democratic, social, legal state". At the present stage of formation of the welfare state of Ukraine, the strategic priorities in the spheres

of activity are: income of the population; employment; social security and social protection of the population; public health; demographic development; socio-cultural environment; life support systems, protection against natural and man-made accidents and catastrophes; social partnership; foreign policy (Constitution of Ukraine, 1996).

Creating conditions for the development of civil society in the scientific literature is seen as the main role of the welfare state.

The real implementation of the constitutional foundations and principles of the welfare state should become the main task of the current stage of development of Ukraine, which is implemented in the process of its social policy. Social policy of the state is a set of socio-economic measures of the state, enterprises, organizations, local authorities aimed at protecting the population from unemployment, rising prices, devaluation of labor savings. This is especially important in the Ukrainian reality, because due to the deep economic crisis and the decline in production, the problem of not only the material security of the population and the creation of new jobs, but also the preservation of those that exist now.

Consider further the definitions of social policy, which are common in the scientific literature. They are based on different approaches, principles, take into account different components and the relevance and feasibility of scientific development of this concept depends on it.

According to V. Skuratovskiy, social policy is a social phenomenon that combines various, multifactor components: constitutional and legal, institutional, administrative and regulatory, self-regulatory, global, national, state, supranational, public, humanistic, praxeological (value), communicative, etc." (Libanova E. M., Skurativskiy V. A., O. M. Palii, 2003).

P.I. Shevchuk believes that social policy is a system of programs, services and activities aimed at achieving social goals. Social policy covers all spheres of human life – production, social, political, spiritual and regulates relations between society, team, community, person in each of these areas and areas of their interaction (Shevchuk P. I., 2003).

As we can see, the position of the previous author is a narrower understanding of social policy, i.e. defined as measures of the state aimed at reducing inequality in income distribution, which is a characteristic feature of a market economy. It is aimed at weakening the differentiation of income and property, mitigating conflicts between participants in a market economy and preventing social conflicts on economic grounds and is supported in the work.

Thus, as we see from the above definitions, social policy is both a mechanism of the state in regulating the social sphere in society, and the implementation of the social function of the state institution.

As noted by the mentioned authors, modern social policy is implemented in a competitive market environment. Because market relations are characterized by objectivity, are beyond the control of an individual or group of people, the state, reducing social tensions, takes care of the poorest sections of society. It actively uses various economic levers to regulate the social sphere. The most important of these are, in particular, social benefits or unemployment benefits, assistance to dependents or the disabled, assistance to the sick, pensioners and the elderly, assistance to children, housing subsidies. Social assistance can also be provided in the form of free meals, medical care, or one-time financial assistance. It is due to the principle of social assistance that the market economy in some countries is called socially oriented, i.e. one that creates a high level of social protection.

Due to the need to create social shock absorbers of market risks, sporadic social protection measures began to take modern forms.

The difficult macroeconomic situation of modern society, complicated by the global monetary crisis, leads to a significant increase in social ills, such as unemployment, loss of income, poverty, reduced spending on health care, education, other sectors of the social sphere, creating dangerous working conditions. Only a society with a reliable system of social protection can resist these phenomena.

In essence, social policy is aimed at social protection, i.e. it is its most important component.

The degree of social protection, as is known, depends on the level of socio-economic development of the state, the accumulated national wealth, and the principles of its distribution, as well as the creation and implementation of mechanisms to ensure the protection of citizens (Vnukova N.V., Kuz'mynchuk N.V., 2022).

Differentiation and targeting is the main condition for an effective system of social protection.

A necessary element of the functioning of any sufficiently developed state is social protection. The concept of social protection emerged in the late XIX – early XX centuries. and the corresponding term first appeared in the United States in the 1930s, gradually spreading first in Western sociology to denote a system of measures to protect any citizen from

economic and social oppression due to unemployment, loss or sharp decline in income due to illness, birth of a child, industrial injury or occupational disease, disability, old age, loss of a breadwinner, etc.

In domestic publications you can find many interpretations of the concepts of social protection. The system of social protection in a broad sense is a system of legal, socio-economic and political guarantees that create favorable conditions for livelihoods: able-bodied citizens – through labor contributions, economic independence and entrepreneurship; socially vulnerable groups – at the expense of the state, but not below the statutory subsistence level (Litiaha I.V., Sytniakivska S.M., 2014).

Also social protection (hereinafter – SP) is a system of priorities and mechanisms for the implementation of statutory social, legal and economic guarantees of citizens; governing bodies of all levels and other institutions, as well as the system of social services that provide a certain level of social protection, achieving a socially acceptable standard of living in accordance with the specific conditions of social development.

In the theory of social protection, there are concepts that are aimed at fulfilling the main purpose and functions of the SP. One of the main ones is the concept of social welfare or welfare state, which provides for the adoption by the state of programs aimed at achieving a high standard of living by creating public education, health care and housing support services to citizens who are unable to provide for themselves income; formation of the demographic policy of the state; environmental protection; prevention of social differentiation, etc.

The next concept is the concept of “democratic socialism” – an ideology that advocates socialism within a democracy. The main thing in it is the expansion of individual freedom based on social security and ever-increasing well-being. A necessary condition for this is the use of democratic institutions for the creation of a socialist society and its development. The main provisions and ideas of “democratic socialism” are enshrined in the Declaration “Goals and Objectives of Democratic Socialism”, which was adopted in 1951 in Frankfurt. It adopts the major features of democracy – freedom of speech, education, religious views, freedom of choice and more.

One of the concepts is the concept of decent work. The concept of decent work was developed by the International Labor Organization (ILO) in 1999. The concept of decent work includes four components: employment; rights; protection; dialogue. Decent work is based on the

recognition of the need to consider all four components to create the best prospects for social progress and development.

The ILO Convention 187, adopted in 2006, states that national occupational safety and health policies should be developed and adopted in ILO member countries and should be based on the development of a high preventive culture in the field of occupational safety and health minimization of risks in the field of labor protection.

In June 2008, a Memorandum of Understanding was signed between the Ukrainian social partners and the International Labor Organization on the Decent Work Agenda for 2008-2011. The main goal of the new Program was to promote decent work as a factor of productivity and a key element in the development of social and labor spheres in Ukraine.

The next concept is the concept of social protection of homeless people, which provides for the creation of a system of social services for people who are in difficult life circumstances and need outside help.

The protection system of the population created in the country includes measures aimed at establishing the minimum level of wages, pensions and scholarships, support for large families, indexation of citizens' savings, introduction of the state payment system and differentiation in the level of wages of various categories of public sector workers. fair taxation (or tax exemption), measures to combat unemployment (containment) and create conditions for the protection of the family and each individual, the establishment of state and regional social support funds, able to work effectively and provide effective support for people with disabilities (disabled and etc.), as well as the development of a system of professional training, retraining and advanced training, the creation of social services, etc. (Batchenko L. V., Zhyvaeva M. N., 2004).

Visually, the system of social protection can be represented as follows (Fig. 1).

In the scientific literature, the term “social security” is also common. It is considered more common and well-known than the previous concept – “social protection”. Quite often, both in practice and in the literature, these two concepts are identified, which is, however, not entirely correct. In fact, these are two different concepts that define different social phenomena, which are related as part and whole (Postanova Kabinetu Ministriv № 1345, 1997).

As a phenomenon of public order, social security is interpreted quite ambiguously. It is called the form, method or system of distribution of

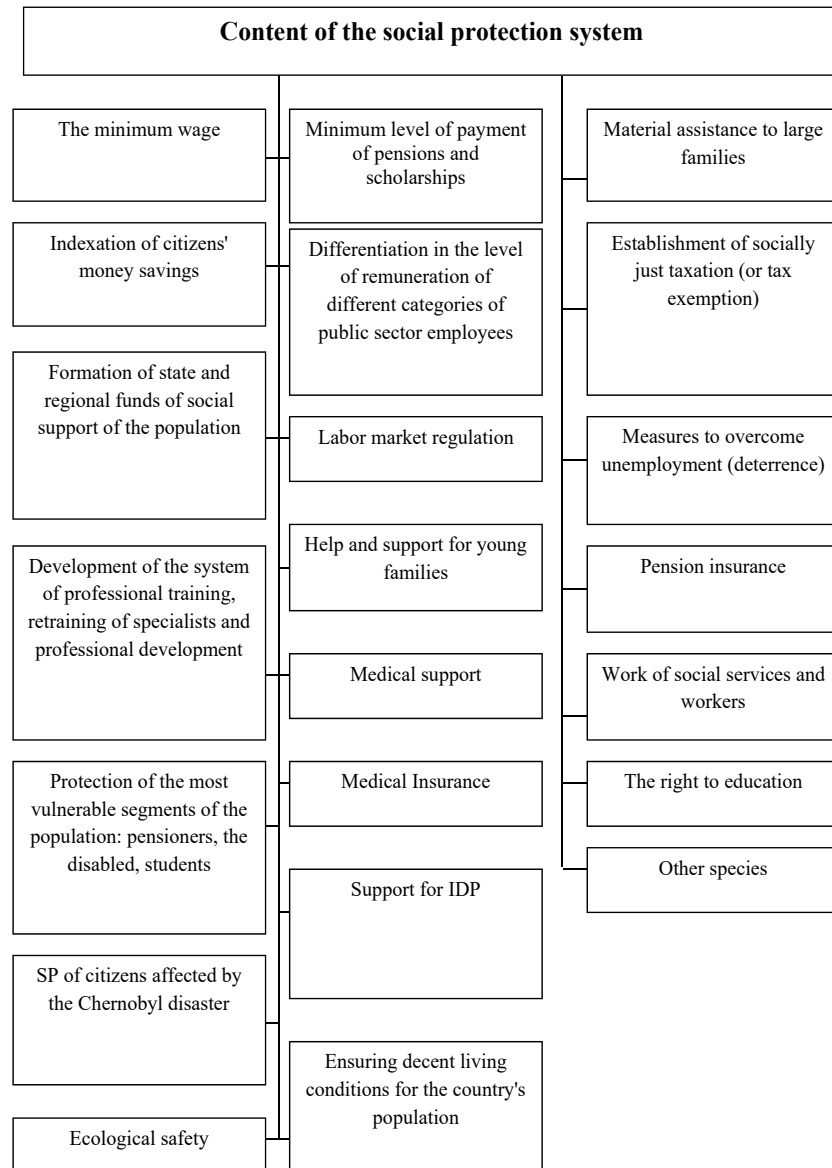


Figure 1. The scope of the social protection system

material goods. Obviously, such an ambiguous approach to the definition of the same concept cannot be considered acceptable for its further clarification and characterization as an object of state regulation. A more thorough definition of the concept of social security can be found in the works of N. Bolotina, who understands it as “organizational and legal activities of the state for material support, social maintenance, services, medical care through specially created financial sources of persons at social risk, as a result of which they have lost their health and (or) means of subsistence and cannot provide for themselves and their dependent” (Chernysh A.R., 2022).

The emphasis here is on the fact that this is an organizational and legal activity of the state, and not on the functions of the state in the distribution of material goods among persons who need it due to objective circumstances. Obviously, this approach can be considered more correct, because the state is indeed a mandatory participant in the relevant social relations and a guarantor of social rights of citizens.

Participating in its organizational and legal measures in the field of social relations, the state is not their only participant and does not perform its social function only for its own image. It is clear that all its “organizational and legal activities” are aimed at ensuring the social rights and interests of other subjects of social security – citizens.

If through the implementation of the SP in society we get a certain area of social relations through the implementation of the state of its social function, then social security is only an element, a component of the SP and a separate type of social and social relations.

P. Pylypenko interprets this concept as follows: social security is not only the measures of the state as the main social guarantor, aimed at material assistance to the disabled, sick, disabled, unemployed, etc., but also the creation of a special social insurance network to mobilize funds (insurance contributions) of employers, employees to ensure the guarantees of SP citizens (Lektsiya profesora P. Pylypenka, 2016). In this case, he notes, other types of social security remain outside the sphere of SP: medical care and health insurance, social housing, environmental safety, compulsory education, social partnership, etc.

Social partnership is a relatively new social institution for our country, which has only just begun to develop, but has already become an important tool for achieving balance in the realization of the most important socio-economic interests of the main social groups. It activates the

activity of citizens, reduces social risks, reduces the tension of social and labor conflicts, creates conditions for full social dialogue between employees (employees' representatives), employers (employers' representatives), public authorities and local governments to coordinate their interests in the social sphere and settlement of social and labor conflicts (Didenko N. H., 2007).

In different countries, the interpretation of the essence of social protection varies from the provision of social assistance to the most vulnerable groups (USA, Canada) to a comprehensive system for all existing risks (international organizations, especially the UN and the ILO).

In practice, the elements of social protection can be combined in different ways. In this case, assistance may be provided on the basis of:

livelihood estimates (paid only to persons whose income and well-being are below a certain level);

single rate (paid at a fixed rate);

universal system (paid on the basis of state-defined criteria without a needs assessment).

Social protection can be considered in economic, political and humanitarian aspects.

Since any economic policy has social consequences, and social policy affects the pace and nature of economic growth, the connection between social and economic policy is undeniable. It is also necessary to emphasize the importance of payments in the social protection system to stimulate consumer demand, the quality of labor resources, expanded reproduction of the population, and others.

The political aspect is determined by the fact that the consequence of the aggravation of class conflicts, the resolution of which became possible through the implementation of the concept of social protection and was the emergence of social protection.

In humanitarian terms, this is due to the fact that man as a person is the main value of society, and therefore it must provide each of its members with the most favorable conditions for life, work, education, recreation. According to the UN Declaration, to be free means to be free from "fear and need", which implies not only a guaranteed existence, but also the provision of political and civil liberties. Sustainable social and economic development of society overall is impossible without democracy and respect for human rights.

The state is the most important and most powerful socio-organizational institution in the system of social protection and is a complex institutional system, i.e. consists of various institutions. Institutions such as insurance companies, various specialized foundations, charitable organizations, as well as public and political organizations that provide social protection to social groups and segments of the population play a key role in the performance of social protection functions.

Trade unions are institutions that are designed to protect employees.

Social institutions can also be enterprises, institutions, firms, cooperatives and other labor organizations, which play an important role in society. If we consider them from the point of view of social protection, then their role and activities are quite complex and contradictory, which does not allow giving them an unambiguous description. The main production activity does not provide social protection of the rights and interests of workers. The desire to achieve the main goals (increasing production efficiency, reducing costs, improving the quality of products, etc.) can lead to a violation of their rights and interests. Therefore, special institutes of social protection of employees at the enterprise are needed.

Before considering the system of social protection of our country, it is advisable to analyze the world's most famous models.

Social protection systems that exist in different countries around the world can be divided into three basic models. In general, such criteria as quantitative ("extensive") and qualitative ("intensive") indicators of social protection, its ideological basis are used to distinguish models of social policy; the number of payments; degree and redistribution of social protection administration by various institutions, such as the state, non-governmental sector, private agencies, etc.

In general, models of social policy differ from each other in the extent of state intervention in social processes, the degree of coverage of citizens by the social protection system, the role of trade unions in society, the participation of citizens in social life. This is what determines the existence of numerous classifications.

Thus, V. Sobchenko notes that the question of how many models of social policy can be identified and on what grounds is still debatable, because in answering it is necessary to consider the specifics of different countries in the presence of common features (Dielini M. M., 2015).

G. Esping-Andersen's classification, which has recently received wide recognition, gives an idea of the greatest differences in the approaches

to social protection that exists in the world. He identified the following types of models: 1) liberal or paternalistic; 2) conservative or corporatist; 3) social-democratic, or statist.

The first, liberal, or the model of a limited welfare state or paternalistic, is typical of countries such as the United States, Canada, Australia. Its formation took place under the domination of private property, the dominance of market relations and under the influence of liberal labor ethics. One of the main postulates of classical liberalism – the absolute freedom of the individual in the economic sphere. Hence the economic doctrine of minimal state intervention in the social sphere “laissez-fair”, the concept of the state – “night watchman”.

In the early twentieth century to replace this doctrine of non-interference, which belonged to traditional liberalism, began to form a “new liberalism”, i.e. neoliberalism with the idea of socio-political state, which takes responsibility for each person and is designed to ensure the “common good” of the people. Neoliberalism was a constructive response to the criticism of the orthodox liberal state, which proved incapable of guaranteeing a sufficient standard of living, the right to social protection, and thus security in a harsh market economy.

The views of the English economist John Maynard Keynes (1883–1946) played a significant role in the formation of the “new” liberalism. He questioned automatic market regulation and other principles of monetarism, arguing that governments can fight unemployment by operating on costs and taxes.

In general, the neoliberal concept of social policy was formed as a reflection of the evolution of society from the priorities of free enterprise to state regulation of the economy and the institutionalization of new forms of state intervention in public life (Dielini M. M., 2015).

It is characterized by an effort to achieve efficiency by using funds to provide the members of society who need help the most. Compared to others, it has a low level of state participation in solving social problems. Family and private philanthropists bear the main burden of social security.

Minimal state intervention in market relations and limited use of state regulation is the main condition for the functioning of this model. Social support of citizens is provided by developed insurance systems and with minimal state intervention, which is only a regulator of certain guarantees. The size of insurance payments is generally small.0 Transfer

payments are also insignificant, i.e. those funds received from taxes that are transferred from the state budget accounts directly to various groups of the population in the form of assistance and subsidies. Material assistance is targeted and is provided only on the basis of a needs test. This trend can be observed in Ukraine.

The principles of social policy in this model are as follows:

- 1) the state provides only the minimum level of services necessary for life;
- 2) the state should not provide services itself, but ensure their provision, acting as a customer. To this end, internal competitive markets for social services must be created, including the state must compete on an equal footing, cooperate with private business and public organizations;
- 3) state aid must be provided under certain conditions (for example, aid recipients must participate in public works). According to liberals, one should abandon the absolutely unrealistic and destructive goal – full equality and social justice (Batchenko L. V., Drahomirova Ye. S., Dielini M.M., 2008).

Since it has a high level of income redistribution, the state system is characterized by: 1) ensuring a minimum level of social guarantees for a large part of the population; 2) relatively high level of employment; 3) high level of taxes (Vengurenko, T., & Yasentyuk, A., 2020).

This model in conditions of economic stability or recovery works quite satisfactorily, but with the recession and forced reduction of production, which is accompanied by the inevitable reduction of social programs, many social groups are vulnerable, especially women, youth, the elderly (Dielini M. M., 2015). The latter can be observed now in Ukraine, when the financial, industrial and banking crisis has led to a significant reduction in production of major industries, which, in turn, has increased unemployment and led to a significant decline in living standards. Analyzing the model in general, we can conclude that this model is not an example for full application in Ukraine. But such elements as: targeted assistance, ensuring a minimum level of social guarantees are still being introduced in our country.

The next model of social protection is the conservative or corporatist model. It is characterized by the legally established participation of state and public structures in solving the problems of the individual, group,

and community. The state delegates part of the responsibilities for social protection (and especially for social insurance) to professional, religious, and other voluntary organizations. The term “subsidiary” is often used to describe such an approach. The main functions of social security belong to industrial corporations and trade unions. At the regional and local levels, social security is provided by local business associations, trade unions and the state. In particular, the Netherlands and partly Belgium are characterized by the so-called “sectionalization” (the interests of diverse groups of the population are represented by separate structures), there are many organizations involved in social protection and the provision of individual social services. In these countries, «sector» initiatives have been formed, privately managed but funded mainly by the state. Local authorities undertake to create their own services only where such initiatives do not exist.

This model is typical for countries with social market economies. These include the countries of continental Europe, in particular Austria, Germany, Italy, France. The state’s position here is much stronger: budget contributions for social activities are approximately equal to the insurance contributions of employees and employers, the main channels of redistribution are either in the hands of the state or under its control. At the same time, the state seeks to transfer material support to citizens to the social protection system. Due to this, the amount of social assistance is proportionally dependent on labor income and, accordingly, on the amount of contributions to insurance payments.

This model emphasizes the market and compulsory social insurance under state supervision. Due to the commitment to the social insurance system, which is organized and financed by the social partners in the person of employers and an employee, the conservative model is based on the principle of achievement, where work determines further social security. It establishes a strong link between the level of social protection and the duration of professional activity. It is based on social insurance, the services of which are financed mainly by contributions from policyholders. One of its basic principles is professional solidarity, which provides for the existence of insurance funds managed on a parity basis by employees and entrepreneurs (Yakunenko N., Melnyk N., 2002).

In general, this model is characterized by an even distribution of the degree of responsibility for the fate of citizens between the state and the individual. The state acts as a guarantor of social security, but it is

provided by the citizens themselves through various insurance mechanisms (funds) at the expense of citizens. There is also a moderate level of redistribution of income, the state system is characterized by the following features: 1) the level of social security depends on the personal contribution of citizens to insurance funds; 2) there is part-time employment; 3) the level of taxes and assistance – moderate (Batchenko L. V., Drahomirova Ye. S., Dielini M.M., 2008).

A characteristic feature of this model is that the level of taxes is small, but the level of assistance is also small. The conservative model is also typical of developed countries, where a person realizes that he receives assistance equal to the contributions made. In this model, much attention is paid to private insurance funds, but in Ukraine they are only developing, which is constrained by the citizens themselves, who due to understandable circumstances are very distrustful of private pension funds.

The statist or social-democratic model of social protection is focused on a centralized, extensive and expensive social security system. Efforts to ensure equality led to strong state participation in social services and the payment of social assistance. Control over the implementation of state social policy is exercised by local authorities accountable to the central government. This model has found practical application in the countries of northern Europe – Sweden, Norway, Finland, Denmark, as well as in the Netherlands and Switzerland. Priority tasks of the state social policy are considered to be equalization of the level of incomes of the population and general employment. Maintaining a solidarity and universal social protection system is very expensive, which means that it must minimize social problems and maximize access to the state treasury.

The problems of social justice, solidarity, equality, and freedom occupy a prominent place in the social-democratic ideology. Equality means the equal value of all people and is a prerequisite for the free development of both the individual and society as a whole; freedom is manifested in the fact that everyone has the right to be free from political coercion, to act in accordance with their goals and individual capabilities, while maintaining solidarity. Solidarity as a general principle of the commonality of mankind is very important in social democratic ideology, along with justice (Dielini M., 2015).

It is based on three levels of organization of social sphere management: state, regional and municipal. Social work is carried out mainly by

government agencies, which are a network of multidisciplinary services. The state level is provided mainly by national insurance, the regional is responsible for health care institutions, the municipal organizes a wide range of services through social institutions (information, advice, mediation, financial assistance, mobile social work, shelters for women victims of violence, centers for refugees, etc.). The focus is on helping the poor. Social work is identified with the state and relies more on coercion than on the development of public initiative.

This model is characterized by universal methods without considering targeted social assistance. The basis for financing the social sphere is a developed public sector of the economy, which is strengthened not least by an extremely high level of taxation. The main part of these costs goes to meet the needs of social facilities. Quite a significant part of them is transfer payments, due to which there is a redistribution of national product in favour of the poorest sections of the population (Vengurenko, T., & Yasentyuk, A., 2020).

This model is characterized by the maximum level of social paternalism of the state and the minimum social responsibility of the person, has a high level of redistribution of income and the following features: 1) equal social security of all citizens; 2) conducting a full employment policy; 3) high level of taxes and assistance – low level of poverty (Dielini M., 2015; Syrota Y. M., 2004).

This type of state, which is partially adhered to by Ukraine, is a great burden for workers. However, if in other countries a high level of taxes balances a high level of assistance and a low level of poverty, in Ukraine the opposite situation exists – a high level of taxes equals a high level of poverty and is inversely proportional to a low level of assistance.

Recently, almost all developed countries belonging to these types of welfare states for one reason, or another have carried out social reforms, the main content of which is to increase the share of the private sector in the social protection system, namely social pension insurance.

Thus, we can conclude that the social policy of the state is the main bearer of the protective function of the state in the formation of social statehood in Ukraine. The formation of sociality in the world is a centuries-old process, during which the basic orientations of the state social policy and systems of social protection of the population changed and its various models were formed. Analyzing the global models of SS, adopted in most welfare states, we can conclude that none of these models is

ideal and cannot be applied in Ukraine in full. The introduction of individual elements from each system would have a more significant effect.

2. Organizational and methodological aspect of social protection mechanisms in Ukraine

In the middle of the twentieth century the term «social protection» appeared and began to be widely used in international legal acts and foreign legal practice. The emergence of this definition and its active application is due to the radical changes in social policy that occurred in many countries after World War II and the understanding of the leadership of the need to systematize the various institutions of the social sphere (Khaplanova, Ye. M., 2008).

The term “social protection” was first used in Ukraine in the Law “On Economic Independence of the Ukrainian SSR” adopted on August 3, 1990, which defined the social security of every citizen and enshrined provisions for state social protection among the main goals of economic independence.

I. Syrota believes that social protection belongs to the functions of the state and means a set of measures of material support for disabled, least protected citizens (Syrota Y. M., 2004).

P. Shevchuk holds the same opinion, defining social protection as a set of organizational, legal and economic measures aimed at ensuring the life, health and well-being of the population in specific economic conditions (Shevchuk P. I., 2003).

The purpose of social protection, according to these and other researchers, is:

ensuring the standard of living of disabled citizens, not lower than the subsistence level established by the state;

prevention of social tensions in society, which may be due to property, racial, cultural, religious or social inequality. People, their lives and their health need protection in threatening situations of any origin, not necessarily caused by the functioning of the social environment. These can be various natural, environmental or man-made disasters, wars, military conflicts and terrorism (humanitarian catastrophes), which affect the development of the population of the region or society as a whole, phenomena related to the natural state of man – old age and infirmity. Protecting people from these non-social threats is called humanitarian.

Conditions and means of realization of social protection of the population can be presented in the figure 2.

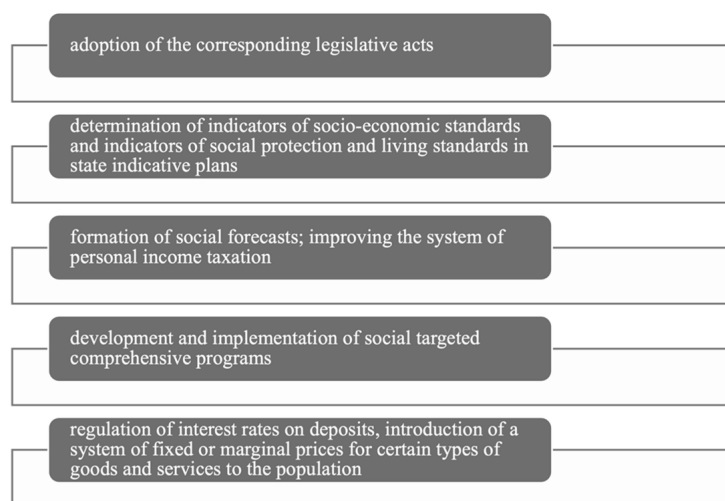


Figure 2. Conditions and means of realization of social protection of the population

Legislative base of social policy and management in Ukraine are the laws of the Verkhovna Rada, programs of the Cabinet of Ministers and other documents on social management at the national level, which require mandatory compliance or priority implementation.

At the macro level, the functions of state regulation of living standards and social protection are performed by the Ministry of Economy of Ukraine and the Ministry of Social Policy of Ukraine, which was established to strengthen economic reforms and intensify social policy.

The Ministry of Social Policy of Ukraine (Ministry) is the central body of executive power, the activities of which are directed and coordinated by the Cabinet of Ministers of Ukraine.

The Ministry is the main body in the system of central executive bodies to ensure the implementation of state policy in the field of employment and labor migration, social protection, compulsory state social insurance, social and labor relations and supervision of compliance with labor legislation, pay, regulation and stimulation of labor, professional classification of works and professions, working conditions, pensions, social services, collective bargaining regulation of socio-economic interests of workers and employers, the development of social dialogue.

The Ministry is guided by the Constitution and laws of Ukraine, as well as decrees of the President of Ukraine, resolutions of the Verkhovna Rada of Ukraine adopted in accordance with the Constitution and laws of Ukraine, acts of the Cabinet of Ministers of Ukraine and the Ministry of Labor and Social Policy. Within its powers, the Ministry of Labor organizes the implementation of legislation, systematically monitors their implementation, summarizes the practice of applying legislation on matters within its competence, develops proposals for improving legislation and submits them in the prescribed manner to the Cabinet of Ministers of Ukraine (On the approval of the Regulation on the Ministry of Social Policy of Ukraine, 2015).

The main tasks of the Ministry are:

1) ensuring the formation and implementation of state policy:

in the field of social policy, mandatory state social and pension insurance, volunteer activities, pension provision and record keeping of persons subject to mandatory state social insurance;

in the field of social protection of the population, in particular persons with disabilities, labor veterans, victims of Nazi persecution, children of war and victims of political repression, citizens who suffered as a result of the Chernobyl disaster; veterans of military service in terms of pension provision;

in the field of social protection of war veterans, persons who are subject to the Law of Ukraine "On the Status of War Veterans, Guarantees of Their Social Protection" in terms of the organization of payment of one-time monetary assistance to them;

on the issue of payment of the social stipend provided for by the law to students (cadets) of state institutions of higher education who study full-time on the order of the state;

on the issue of benefits for the payment of housing and communal services, solid fuel and liquefied gas, as well as housing subsidies;

on family and children issues, children's health and recreation, adoption and protection of children's rights;

on issues of preventing and countering domestic violence, gender-based violence;

on ensuring equal rights and opportunities for women and men;

on issues of preventing and countering human trafficking;

on issues of providing social services and conducting social work;

on issues of social and professional adaptation of servicemen who are discharged, persons released from military service;

on issues of ensuring state social standards and state social guarantees for the population;

in the field of state control over compliance with legislative requirements during the provision of social support (state assistance, benefits, housing subsidies and other payments made at the expense of the state budget, social services) and compliance with children's rights;

2) ensuring the formation and implementation of state policy in the field of:

humanitarian aid;

implementation of state supervision in the field of mandatory state social insurance against accidents at work and occupational diseases that caused the loss of working capacity, in connection with temporary loss of working capacity in terms of ensuring compliance with the legislation of the decisions of the board of the Social Insurance Fund;

implementation of state regulation and supervision of compliance with the Law of Ukraine "On Mandatory State Pension Insurance" regarding the appointment (transfer) and payment of pensions in the solidarity system and regarding the interaction of the Pension Fund of Ukraine with the Social Insurance Fund (On the approval of the Regulation on the Ministry of Social Policy of Ukraine, 2015).

The main departments and funds that are part of the central office of the Ministry are presented in Fig.3.

In addition to the Ministry of Social Policy, the main tasks of the state's social and humanitarian policy are also implemented by the Ministry of Education and Science of Ukraine, the Ministry of Healthcare of Ukraine, and the Ministry of Culture and Information Policy of Ukraine.

At the same time, other central bodies, such as the Ministry of Finance of Ukraine, the Ministry of Defense of Ukraine, the Ministry of Justice of Ukraine, the Ministry of Internal Affairs of Ukraine, the Ministry of Agrarian Policy and Food of Ukraine issue separate regulations issues. For example, the procedure for establishing disability and determining the nature of the impact of occupational diseases are regulated by regulations of the Ministry of Healthcare of Ukraine, and the procedure and methods of paying pensions – orders of the Pension Fund of Ukraine and its relevant departments.

Ministry of Social Policy of Ukraine: structure	Directorate of Strategic Planning, Policy Coordination and European Integration
	Directorate of Development of Social Services and Protection of Children's Rights
	Directorate of Social Insurance and Pension Development
	Directorate of Social Insurance and Pension Development Main Directorate of Pension Security
	Directorate of Social Protection of the Rights of Persons with Disabilities
	Directorate of targeted social support of the population and development of social inspection
	Department for Humanitarian Aid, Subdepartmental Enterprises and Institutions
	Monitoring department for compliance with European standards of equality
	Others departments

Figure 3. Structure of the Ministry of Social Policy

Social protection in Ukraine has the following features:

1. Guarantee of the minimum wage. It is one of the main areas of social protection, as it forms the basis for wages in all areas and the transfer of pensions and benefits. Regular review of wages is a key element of government "income policy".

2. Ensuring employment. An important function of the state in a market economy is to create conditions for the realization of the ability to work in order to obtain labor and entrepreneurial income. Such conditions include: free choice of profession, field and place of employment; obtaining the desired level of general and professional education; material support and retraining of temporarily unemployed persons of working age (unemployed). The main goal of the government in the field of

employment is to keep unemployment at the «natural level» (not more than 4–5% of the economically active population).

3. Indexation of fixed income. As a result of inflationary growth in prices for consumer goods, the state can compensate for the monetary losses of the population. Such reimbursement is achieved by transferring fixed income in accordance with the retail price index. The price index does not cover all goods and services, but only those that are included in the minimum consumer budget (“subsistence level”).

There is no consensus among scholars studying the problem of social protection in Ukraine to understand the social protection system. As the analysis of works shows (Shevchuk P. I., 2003; Libanova E. M., Skurativskyi V. A., Paliy O. M., 2003), it is accepted to allocate two basic components of such system: social help and social insurance, and other components do not have sufficient argumentative base. For example, P. Shevchuk cites three main components of the system of social protection: social assistance, social insurance and social justice. Moreover, social justice means compensation to individuals in the event of unforeseen events. The structure of the latter includes: long-term assistance for citizens affected by the Chernobyl accident; compensation to children and parents affected by the Chernobyl accident; benefits for the purchase of food for those affected by the Chernobyl accident (Shevchuk P. I., 2003). In our opinion, these types of assistance partly belong to social assistance and social guarantees.

Also, taking into account the changes that have taken place in Ukraine since 2014, the state protects and supports internally displaced persons (IDPs), which allows them to be involved in society and continue to be members of society in Ukraine. Currently, two waves of IDPs can be distinguished: 1 – IDPs after 2014, 2 – after February 24, 2022. The amount of aid will be presented later, but it can be said that the state is also creating a strong social protection mechanism here, providing the opportunity for inclusive economic development.

In addition to these components (social assistance, social insurance and social justice) P. Shevchuk also identifies: protection of children's rights; early immunization; promoting education and training of the population; social work in disadvantaged families and to serve single elderly and disabled citizens; social services for children with disabilities; active labor market policy; gender policy; training of social workers, etc. (Shevchuk P. I., 2003).

All of the above can also be attributed in one way or another to social standards and regulations, or to social guarantees or social assistance.

V. Skuratovskiy, O. Paliy and E. Libanova define social insurance, social assistance, family policy and social work as the main components of the social protection system. They also single out social security as a separate component of the system, as it performs “the function of accumulation and distribution of social protection funds intended for the implementation of benefits, social insurance payments, etc.” (Libanova E. M., Skurativskyi V. A., Paliy O. M., 2003). However, given the essence of this concept, it should be attributed to the mechanism of implementation of social protection of the country.

The basic elements of the SP system, which, in our opinion, should be developed and brought to the world level, are social standards, social guarantees, social assistance and social insurance. As practice shows, these components are the cornerstones of any social protection system. They are complementary and cannot be formed without each other, i.e. at the same time they act as elements and levers of the organizational and normative mechanism of social protection of the country.

Figure 4 shows the system of relationships and interdependence of these basic elements of the SP system as the authors see it.

At the present stage of development of Ukraine, a holistic theory of social protection has not been developed, which negatively affects the implementation of social policy at all social levels. The model of social protection itself should be: holistic; structured; dynamic; multidimensional (take into account the stratification of society and the differentiation of regions).

Regardless of the level of application of the theoretical principles of social protection of the population according to their principles, they

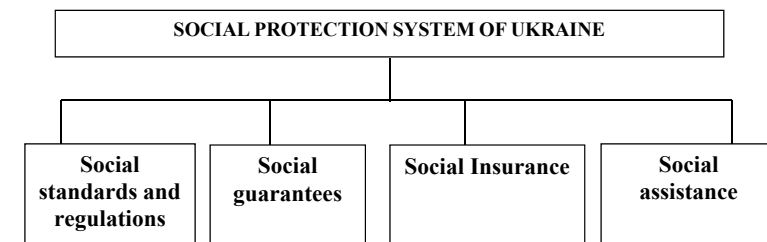


Figure 4. Basic elements of the social protection system of the population of Ukraine

should be uniform and take into account the fact that the real needs for social protection change depending on economic development. Thus, economic growth reduces the need for social protection of a certain part of the population, strengthens its self-realization and economic self-sufficiency. However, it is necessary to take into account the regional features of the development of territories (parts) of the state.

In order to compensate for the negative effects of a market economy, along with the transformation of the economy is the creation of a system of social protection. During the years of independence, a policy of social protection, insurance and social security has been developed and implemented. Necessary conditions have been created for its normal functioning, for constant addition and improvement. But at the same time in the social sphere there are features of its imperfection and inconsistency with modern needs of people (this applies to the relationship between the minimum wage, pensions, scholarships and the subsistence level).

Thus, the areas that directly affect the living standards of the population are a priority for the Ukrainian state in the field of social policy and social security. This is the protection of the poor, the fight against rising unemployment, the regulation of labor relations. However, in world practice there are a number of other areas that also belong to the field of social policy, but are usually typical of more developed countries. In particular, it is maintaining the quality of the environment at a given level and protecting the rights of consumers, and these areas should be taken into account in the formation of state social policy in Ukraine.

The main condition for social reforms implemented by the state is systematic and interconnection with the general strategy of social policy. It is impossible to reform the pension system or the system of protection against unemployment without changing the subsistence level and leaving wages unchanged.

Along with ensuring economic growth, the main principles of reforming the social sphere are: implementation of measures aimed at blocking the most acute manifestations of poverty; targeting and optimization of social assistance; increasing productive employment; integration of people with disabilities into public life.

By creating economic and legal conditions, the implementation of these principles to increase incomes and increase economic activity of able-bodied citizens, as well as increase the effectiveness of social sup-

port for the most vulnerable groups (Poslannia Prezydenta Ukrainy do Verkhovnoi Rady Ukrainy, 2002).

Social policy has another important goal for our country in addition to reducing poverty, the formation of the middle class. This, in turn, will help strengthen the social foundation of society by increasing the property «strong» of its strata and reducing the social stratum of the poor and needy.

The task of forming the middle class is due to several reasons. First, the middle class is a kind of factor in the degree of development of the market economy in the country and the sustainability of market transformation processes. Secondly, the formation of a strong middle class, whose representatives are the main taxpayers, is seen as a guarantee of increasing investment activity of the population and the possibility of increasing the implementation of state social programs. Third, a strong middle class is the key to political stability in society and is one of the levers of influence on the formation of a positive image of the country in the world. But on the way to the creation of the Ukrainian middle class there are certain obstacles: socio-economic, socio-demographic, socio-psychological nature.

All these problems and ways to solve them are a priori taken into account in state and government programs, which are a guide to action for the executive branch in the country. The implementation of program tasks largely depends on the budget system of the country, the perfection of the financial mechanism at both the macro and micro levels.

One of the components of budget policy is the social orientation of the budget of Ukraine. Its main goal is to increase the welfare of members of society, ensure social justice and socio-economic stability of the country. Depending on the available budget resources, as well as the financial standard of budget support and the contingent of those who receive social services, the amount of expenditures on social protection and social security is determined.

According to L. Lysiak, S. Kachula, A. Abdin, more than 50% of expenditures of the consolidated budget of Ukraine are social expenditures (which also include health care, and the cultural sphere and education, etc.). It is important to note that expenditure items of the consolidated budget are made according to functional classification, and the social sphere covers others as well. We will present the table 1, where we will present the structure of expenditures of the consolidated budget of Ukraine in 2014–2022.

Table 1

**The structure of expenditures of the consolidated budget of Ukraine
in 2014–2022, %**

Functional classification	2014	2015	2016	2017	2018	2019	2020	2021	2022
State functions	14,7	17,3	16,1	15,7	15,3	14,8	12,8	13,7	8,3
Defense	5,2	7,7	7,1	7,0	7,8	7,8	7,6	6,9	36,9
Public order, security and judiciary	8,6	8,1	8,6	8,4	9,4	10,5	10,0	9,6	14,5
Economic activity	8,3	8,3	7,9	9,8	11,3	11,2	16,5	15,9	3,7
Protection of the natural environment	0,7	0,8	0,8	0,7	0,7	0,7	0,6	0,6	0,2
Utilities	3,4	2,3	2,1	2,6	2,4	2,5	2,0	3,0	1,23
Health care	10,9	10,4	9,0	9,7	9,3	9,4	11,0	11,0	7,3
Spiritual and physical development	2,7	2,4	2,0	2,3	2,3	2,3	2,0	2,4	1,2
Education	19,1	16,8	15,5	16,8	16,8	17,4	15,8	17,0	10,1
Social protection and social security	26,4	25,9	30,9	27,0	24,7	23,4	21,7	19,9	16,7

This table is formed by authors on the basis of [Lysyak L., Kachula S. Abdin A., 2020; Vydatky zvedenoho byudzhetu Ukrayiny, 2022]

As can be seen from the table, the number of expenditures on the social sphere changed unevenly during the analyzed period, but the largest decrease occurred in 2022, which is associated with an increase in defense expenditures, which is quite logical in the current Ukrainian realities.

By introducing a system of state standards, bringing the size of state social guarantees to the subsistence level, the government envisages improving the standard and quality of life of citizens. To do this, the parameters of labor costs should be revised, which in the structure of the cost of production is 10–12%, while they should be at least 30%. The share of labor costs in GDP must also increase in order to reach the level of market economies.

The implementation of a set of measures of legally established social norms, which are guaranteed by the state to certain segments of the population, as well as certain conditions, provides social protection of the population in Ukraine to all members of society.

Thus, the system of social protection of the population of Ukraine is a rather large mechanism for the implementation of state policy, which develops simultaneously with the formation of Ukrainian society. The main organizational structure of the SS system is the Ministry of Social Policy of Ukraine, which coordinates, produces and controls the work of public authorities in the field of social protection. The implementation of social protection is carried out with the help of basic tools: social standards and regulations, social guarantees, social assistance and social insurance. The compliance of these instruments with the real needs of society determines the effectiveness of social protection of the population of Ukraine.

3. Components of mechanisms of social protection of the population of Ukraine

Under the state mechanisms understand the holistic hierarchical system of state bodies exercising state power, as well as institutions, enterprises, through which the tasks and functions of the state are performed.

The mechanisms of the state are understood as:

1) a hierarchical system, i. e a system built on the principles of subordination and coordination;

2) a holistic system of internally organized elements, which has common principles of construction and common tasks and objectives;

3) a system that has a clear structure with certain connections between its elements. The primary elements are government agencies;

4) a system, the organizational and economic basis of which is formed by a single budget, monetary, banking system, state property;

5) interacting, dynamic and actually working system, through which the state functions, the management of society (in fact, the mechanism of the state is created to perform its functions).

The system of its constituent elements, functionally compatible, coordinated with each other and the system as a whole, which are in constant renewal in order to maintain its main function – management – is the mechanism of the state.

In particular, the mechanisms of the SS are to ensure the social protection of the population in order to develop the social standard of living of the citizens of Ukraine.

SP of Ukraine is implemented through the following mechanisms:

- organizational – the Ministry of Social Policy and other executive bodies that regulate the sphere of social protection;
- legal – legislative and regulatory framework governing the NW population in Ukraine;
- financial – financing of components of the social sphere and state social programs, etc.;
- information – monitoring of the social sphere.

Consider the main components of the SS mechanism in Ukraine.

On October 5, 2000, Ukraine adopted the Law “On State Social Standards and State Social Guarantees”, which defines the legal basis for the formation and application of state social standards and norms aimed at implementing the basic social guarantees enshrined in the Constitution of Ukraine and laws of Ukraine.

The law operates and explains the following most important concepts:

State social standards – social norms and norms established by laws, other normative legal acts, or their complex on the basis of which the levels of basic state social guarantees are determined.

The subsistence level is a value sufficient to ensure the normal functioning of the human body, maintaining the health of a set of foods, as well as a minimum set of non-food items and a minimum set of services necessary to meet the basic social and cultural needs of the individual.

Social norms and standards – indicators of the necessary consumption of food, non-food goods and services and the provision of educational, medical, housing and communal, socio-cultural services.

Expenditure norms are indicators of current and capital expenditures from the budgets of all levels to meet the needs at a level not lower than the state social standards and norms.

The key to the integration of our country into the world economic space and the European community is the compliance of Ukrainian

standards with international ones. According to experts, today one of the main tasks is to accelerate standardization, i. e. to bring the country's standards in line with international ones. This is especially true in the social sphere, in particular the level of welfare of the population. This is due to the fact that it is in the social sphere that Ukraine lags behind the most, which is a serious obstacle to the implementation of the action plan for its accession to the European Union.

Ensuring stability and minimization of social risk in the country, which in general will reduce social tensions is the main goal of developing social standards.

The world's first group of social standards was developed in 1961 and included in the European Social Charter, which is entirely devoted to the formation and protection of social rights.

The second group of social standards is related to the standardization of living standards in the country. These standards, first of all, should characterize the minimum social norms that guarantee a decent standard of living.

GDP per capita in terms of currency parities, life expectancy, literacy and enrolment are the UN standards used in the world by its staff to calculate the country's Human Development Index (HDI) – the most significant and most widely used in UNDP Reports. These standards are introduced into the general calculations and according to special formulas receive a consolidated HDI, which in each country is expressed as a relative value (from the maximum close to 1,000 in the most successful and close to 0,000 in outsiders). Places of countries in the global ranking are determined in descending order of these consolidated indicators.

In addition to the general HDI, there are separate HDI for men and women, different ethnic and social groups, regions. Today, HDI is modified in two components: education and income (GDP per capita). The indicator of education is defined as the literacy of the population considering the average number of years of study. In the area of income, the world average GDP per capita is used as a threshold. If a country is above the world average GDP, then an increase in per capita income is seen as a decrease in its marginal contribution to human development. Countries with HDI less than 0.5 are considered to have low levels of human development; 0.5–0.8 – average level; 0.8 and above – a high level of development.

According to the concept of human development formed in the world in the last 20–25 years, human development is considered as the main

goal and criterion of social progress. The main goals of human development are formed in three areas: the first – the ability to live a long life, maintaining good health, the second – education, the third – access to means that provide a decent standard of living.

In general, it is believed that the HDI is a total measure of achievements in three areas of human development: life expectancy, access to knowledge and an appropriate standard of living. The UNDP methodology for calculating this index considers three welfare indicators: life expectancy at birth, educational attainment, and real GDP per person. That is, indicators that are part of HDI and shape the well-being of the population.

For our research and measurement of the quality of life of the EU population, we will analyze its results. In table 1, we present the result of the Human Development Index in 2019, which is given in the Human Development Report 2020. This table presents the ranking of countries, which takes into account the global position, and not by region of Europe, and also presents the overall indicator of the Index, the level of life expectancy, the expected duration and average duration of schooling and the level of income a per capita. Therefore, these indicators include not only economic indicators, but also social ones, which quite logically reveals the essence of the very concept of quality of life.

The analysis of Table 1 gives an opportunity to see that among the world leaders according to this indicator is a country that is not a member of the EU but is its permanent partner and is part of the Schengen Agreement – Norway. According to the results of the table, it is clearly visible that the quality of life is an integral indicator since the high position of Norway is based more on social indicators than economic ones. Yes, the level of income per capita is lower than Ireland and Switzerland, but the life expectancy of Norwegian citizens exceeds Ireland and is slightly inferior to Switzerland. It is also worth noting that Ireland and Switzerland share the second position in the rating, distinguished by a high indicator of income per capita, which is exceeded only by the indicators of Liechtenstein and Luxembourg, which is explained by the size of these countries and the number of populations. Also, following the example of Liechtenstein and Luxembourg, which occupy 19th and 23rd place in the ranking, respectively, we can conclude that economic indicators are not the main ones for human development and for the formation of the quality of life, although they are certainly very important.

Table 2

Human Development Index of European countries in 2019*

Rating	Country	Indicator	Level of life expectancy, years	Expected number of years of schooling, years	Average number of years of schooling, years	Gross national income per capita, USD
1	Norway	0,957	82,4	18,1	12,9	66 494
2	Ireland	0,955	82,3	18,7	12,7	68 371
2	Switzerland	0,955	83,8	16,3	13,4	69 394
4	Iceland	0,949	84,9	19,1	12,8	54 682
6	Germany	0,947	81,3	17,0	14,2	55 314
7	Sweden	0,945	82,8	19,5	12,5	54 508
8	Netherlands	0,944	82,3	18,5	12,4	57 707
10	Denmark	0,940	80,9	18,9	12,6	58 662
11	Finland	0,938	81,9	19,4	12,8	48 511
13	United Kingdom	0,932	81,3	17,5	13,2	46 071
14	Belgium	0,931	81,6	19,8	12,1	52 085
18	Austria	0,922	81,5	16,1	12,5	56 197
19	Liechtenstein	0,919	80,7	14,9	12,5	131 032
22	Slovenia	0,917	81,3	17,6	12,7	38 080
23	Luxembourg	0,916	82,3	14,3	12,3	72 712
24	Spain	0,904	83,6	17,6	10,3	40 975
26	France	0,901	82,7	15,6	11,5	47 173
27	Czech Republic	0,900	79,4	16,8	12,7	38 109
28	Malta	0,895	82,5	16,1	11,3	39 555
29	Estonia	0,892	78,8	16,0	13,1	36 019
29	Italy	0,892	83,5	16,1	10,4	42 776
32	Greece	0,888	82,2	17,9	10,6	30 155
33	Cyprus	0,887	81,0	15,2	12,2	38 207
34	Lithuania	0,882	75,9	16,6	13,1	35 799
35	Poland	0,880	78,7	16,3	12,5	31 623
36	Andorra	0,868	81,9	13,3	10,5	56 000
37	Latvia	0,866	75,3	16,2	13,0	30 282
38	Portugal	0,864	82,1	16,5	9,3	33 967
39	Slovakia	0,860	77,5	14,5	12,7	32 113
40	Hungary	0,854	76,9	15,2	12,0	31 329
43	Croatia	0,851	78,5	15,2	11,4	28 070
49	Romania	0,828	73,9	15,8	12,5	19 317
56	Bulgaria	0,816	75,1	14,4	11,4	23 325
74	Ukraine	0,779	72,1	15,1	11,4	13 216

*Table formed by the authors on the basis of (Human Development Report (HDI) Ranking

Iceland, which is also not a member of the EU, ranks 4th, which is justified by the long-life expectancy of its citizens.

If we summarize the data in the table, we will see that the EU member states are included in the first 50 positions (with the exception of Bulgaria, which occupies the 56th place in the rating).

The lowest indicators of life expectancy are expected in Romania (73.9), Latvia (75.3), Lithuania (75.9), which is a small duration compared to the EU, but higher than Ukraine's indicator of 72.1.

If analyzed by the level of income per capita, Ukraine's indicator is also the lowest (13,216 USD), although the population of our country is quite high compared to other European countries.

Among modern EU members, Romania has the lowest level of income per capita – 19,317 dollars. USA, which is significantly lower than other countries. Among the new EU members (which entered in 2004, 2007 and 2013), the best position according to this Index is in Slovenia – 22nd place in the ranking, followed by countries that were even earlier EU members and are considered the most developed countries in Europe and the world.

In the authors' monograph, the development phases of Ukraine's HDI up to and including 2016 were proposed. So, we identified 5 phases:

The first phase – decline – 1991–1996 – is associated with Ukraine gaining independence and the deterioration of the economic situation in the country. To solve the problems, Ukraine needed 5 years to conduct monetary reform and improve the situation in the country.

The II phase – stable growth – 1996–2008 – is characterized by the improvement of the economic and social situation in the country, the implementation of measures by the state to improve the welfare of the country. But this stage ends with the world economic crisis and the decrease of HDI in 2009.

Phase III – short-term recession – 2009 – the world economic crisis, which led to a decline in the world economy as a whole and had consequences for Ukraine as well, but measures were taken in time, which made it possible to talk about the next phase in the development of the IPR.

IV phase – gradual growth – 2009–2014 – began in 2009 after the end of the global economic crisis and was characterized by a gradual increase in the economic potential of the country, as well as an increase in HDI.

Phase V – rapid decline – 2014–2016 – HDI of Ukraine is characterized by a rapid decline, which is associated with the worsening of the political, economic, social and military situation in the country. Taking into account the fact that the HDI depends on both economic and social indicators, this situation immediately affects the state of the HDI indicator (Dielini, M. M., 2017).

We can add a new VI stage – equalization and growth – in 2019, slow progress was recorded, and the value of its indicator is 0.779, which makes it possible to classify Ukraine among countries with a high level of human development (74th place among 189 countries). Ukraine occupies this position together with such countries as Grenada, Mexico, St. Kitts and Nevis. In general, the growth of the HDI indicator of our country by 7.4 percent over a period of 29 years (1990–2019) (Ukrayina prodovzhuye krovuvaty vpered do krashchoho rozvytku lyuds'koho potentsialu, 2020) is noted, which is a positive characteristic and provides a basis for the social and economic development of our country and its full readiness for accession to the EU, the sharing of its values and compliance with the criteria.

The basic element of the state's social policy and the leading factor in the state's success in the field of social security is the formation of social standards. Standards are necessary for the state as a management tool; suppliers – to increase competitiveness, consumers – to determine the quality of services provided to them. State social standards are determined in accordance with the State Classification of Social Standards and standards approved by the order of the Ministry of Labor and Social Policy of Ukraine of June 17, 2002 № 293. The scope of their establishment, purpose and principles are shown in Fig. 5.

Based on social standards, the size of basic social guarantees is determined: the minimum wage and old-age pension, other types of social benefits and allowances (Zakon Ukrainy "Pro derzhavni sotsialni standarty ta derzhavni sotsialni harantii", 2005).

State social standards and norms are established and approved in the manner determined by the Cabinet of Ministers of Ukraine with the participation and coordination with other parties of social partnership, unless otherwise provided by the Constitution of Ukraine and laws of Ukraine.

Indicators such as the subsistence minimum, the minimum wage, the minimum old-age pension, the value of the threshold for indexation

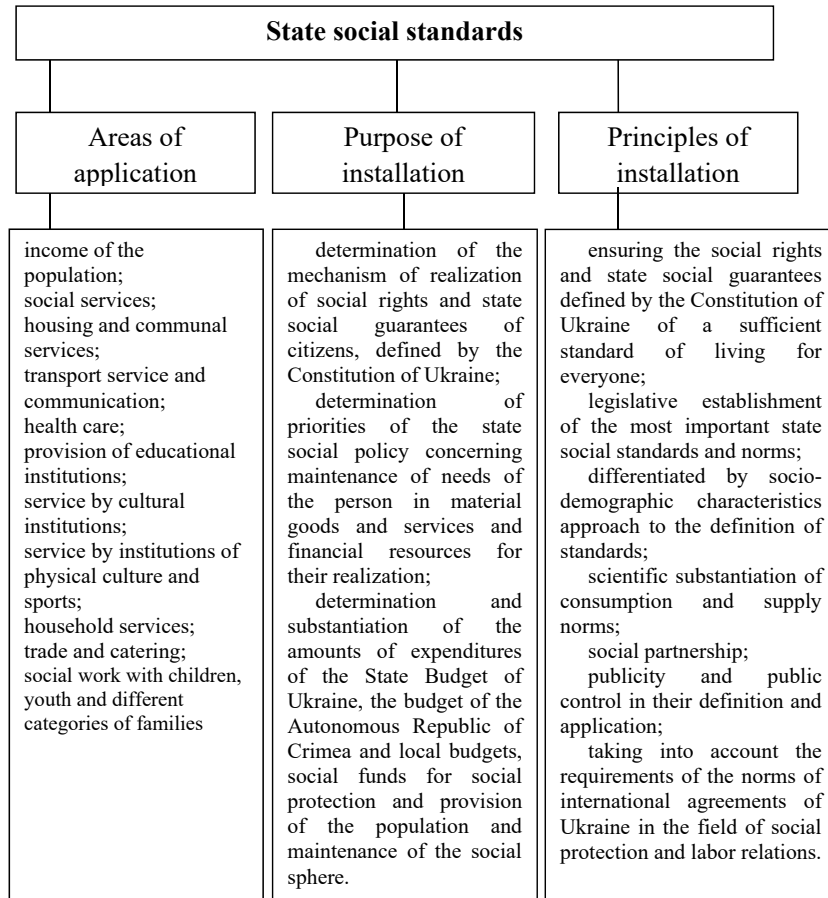


Figure 5. Scope, purpose and principles of establishing state social standards and norms.

of citizens' incomes, the non-taxable minimum incomes and benefits for housing, transport and communication services and the criteria for their provision are determined exclusively by law Of Ukraine.

The significant income gap between the richest and poorest sections of the population also remains a problem in Ukraine. According to official statistics, previously (in the beginning of 2000s) the income of 10% of the richest is about 13 times higher than the income of the poorest,

when, according to world standards, the critical value of this indicator is 10:1 (Fyliuk H., 2006). In 2016 if in the countries of the European Union the ratio of the incomes of the 10% of the richest people to the incomes of the same number of the poorest is 5:1 – 8:1, then in Ukraine it is 40:1 (Bidni v bahatyi krayini, 2016).

Social standards and regulations are the basis for social guarantees.

The most complex and tangible social problems, namely: raising the general low standard of living, equalization and elimination of excessive income differentiation, elimination of property stratification and impoverishment of a large part of the population are designed to solve social guarantees and social assistance.

Like all economic and social categories, social guarantees have come a long way until they have reached their modern interpretation. The stages of their formation and formation are presented in table 3.

Table 3

Staging the development of social guarantees in the world

Nº stage	Period of action	Characteristics
The first stage	XVII – early XX century	It is characterized by a lack of regulation of social relations, non-interference of the state in ensuring social development. It begins with the thesis of capitalism formulated in the works of A. Smith "invisible hand" and ends with the adoption of the first laws on social security.
The second stage	The period of unemployment in the 1920s, the world economic depression – until 1939	Associated with the limitation of state intervention in the social sphere
The third stage	1939–1975	It is characterized by active state intervention in the social sphere. During this period, various organizational and legal forms and institutions for solving social problems are formed, and large-scale social programs are adopted. The Atlantic Charter, the Philadelphia Declaration of the International Labor Organization and W. Beveridge's report "On Insurance" were adopted. There is an awareness of the need for such a system of social guarantees, which would provide a fairly high level for all citizens.
The fourth stage	1975–2000	Formation of the system of social guarantees. It is characterized by strengthening of individual responsibility of the population for the social security
Fifth stage	The beginning of the XXI century	Strengthening citizens' awareness of the need for their social self-sufficiency.

According to the Art. 1 of the Law of Ukraine “On State Social Standards and State Social Guarantees” defines the main categories used in the formation of social guarantees.

State social guarantees – statutory minimum wages, incomes, pensions, social assistance, other types of social benefits, established by law and other regulations that ensure a standard of living not lower than the subsistence level (Zakon Ukrainy “Pro derzhavni sotsialni standarty ta derzhavni sotsialni harantii”, 2000).

State social guarantees are enshrined in the constitutions of states as obligations in the social sphere. The species classification of the main social guarantees in Ukraine is shown in Fig. 6.

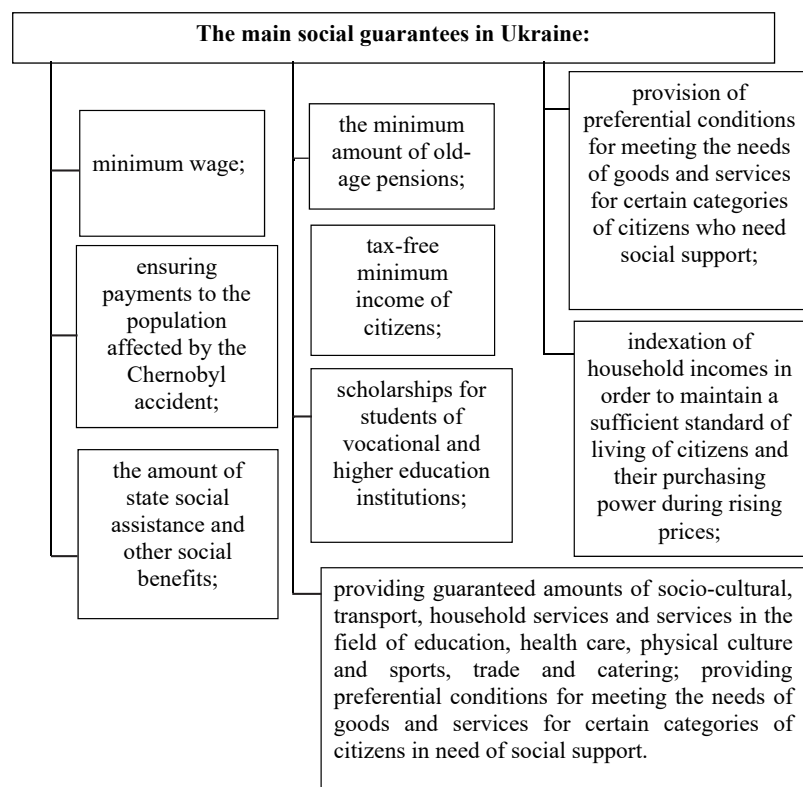


Figure 6. Types of basic social guarantees in Ukraine

According to the Art. 17 of the Basic Law of Ukraine states that “basic state social guarantees, which are the main source of subsistence, may not be lower than the subsistence level established by law”.

State social guarantees are mandatory for all state bodies, local governments, enterprises, institutions and organizations, regardless of ownership (Zakon Ukrainy “Pro derzhavni sotsialni standarty ta derzhavni sotsialni harantii”, 2000).

When developing and implementing local socio-economic programs, local governments may provide additional social guarantees at the expense of local budgets.

When developing and implementing local socio-economic programs, local governments may provide additional social guarantees at the expense of local budgets.

Improving the level and quality of life of citizens through the introduction of a system of state standards, bringing the size of state social guarantees to the subsistence level is provided by the government.

The subsistence level is the basic state social standard in the field of income. It determines the size of the minimum wage and minimum old-age pension, the non-taxable minimum income of citizens, the amount of state social assistance, payments for compulsory state social insurance, the size of other types of social benefits. The subsistence level is also used for the general assessment of living standards in Ukraine, which is the basis for the implementation of social policy and the development of state social programs.

The basic concept on which the provision of social human rights is based is the subsistence level. It should be considered exclusively from the standpoint of today, ie ideas about the minimum means by which to preserve the existing human potential and prevent the degradation of society.

In contrast to the subsistence level, the social minimum is considered a specific socio-psychological standard, which corresponds to the perception of the majority of the population about a decent level of consumption. The size of the subsistence and social minimum differs significantly, and this difference increases with the growth of the general welfare of society. As a rule, both standards of living standards are regularly updated, and the significant difference between them is constantly maintained.

The subsistence level is determined by the normative method per month per person, as well as separately for each social and demographic group of the population: children under 6 years of age; children aged 6 to 18; able-bodied persons; persons who have lost their ability to work.

The subsistence level is approved annually before the consideration of the State Budget of Ukraine at the request of the Cabinet of Ministers of Ukraine by the Verkhovna Rada of Ukraine and is periodically revised in accordance with the growth of the consumer price index together with the State Budget of Ukraine.

The constituent elements of the actual subsistence level are a set of food products, a set of non-food products and a set of services.

The actual subsistence level envisaged by the budget for 2021–2022 is presented in Table 4.

(Prozhytkovyy minimum v Ukrayini za vsima sotsial'nymy ta demorafichnymy hrupamy z 2000 po 2022 roky, 2022)

Table 5 shows minimum wage and minimum pensions in 2021–2022.

For a long time in Ukraine, a situation was observed when the subsistence level exceeded the minimum wage, but at the end of 2009 this situation leveled off and they began to equalize.

Table 4

Dynamics of the actual subsistence level in 2021–2022

Category of citizens	Period of action		
	01.2022	12.2022	01.2022
For able-bodied people	4268 UAH	4662 UAH	4856 UAH
For disabled people	3511 UAH	3786 UAH	3962 UAH
Per person	4114 UAH	4478 UAH	4666 UAH
For children under 6 years	3838 UAH	4112 UAH	4264 UAH
For children aged 6 to 18 years	4705 UAH	5105 UAH	5309 UAH

Table 5

Dynamics of the minimum wage and minimum pensions of citizens of Ukraine in 2021-2022 (Zvedena tablytsya rozmiriv minimal'noyi zarobitnoyi platy v Ukrayini, 2022)

Period	Minimum wage, UAH	Minimum pensions, UAH
January-June 2021	6000	1769
July-November 2021	6000	1854
December 2021	6500	1934
January-June 2021	6500	1934
July-November 2021	6500	2027
December 2021	6700	2093

Further analysis of social guarantees of the Ukrainian state will begin with the generalization of existing species today in table 6 which presents all amounts of state social assistance as of 2022.

When considering the problems of social guarantees in Ukraine, it should be noted that the capabilities of our state in social guarantees are

Table 6

Basic state social guarantees, as of December 1, 2022 (Yak iz hrudnya zminylsya sotsial'ni vyplaty dlya ukrayintsiv, 2022)

Name of the state social guarantee	(UAH)
Subsistence level on average per person per month, including:	2589
For able-bodied people	2684
For people who have lost their ability to work	2093
For children under 6 years	2272
For children aged 6 to 18 years	2833
Minimum old-age pension	2093
Minimum wage:	
Monthly salary	6700
Funeral assistance:	
Working and its family member	4100
Monthly targeted assistance to internally displaced persons to cover living expenses, including the payment of housing and communal services in accordance with the Resolution of the CMU dated 01.10.2014 №505 (the total amount of assistance per family cannot exceed UAH 3,000, for a family, which includes persons with disabilities or children with disabilities, – UAH 3,400, for a large family – UAH 5,000):	
for able-bodied persons per person (family member)	442*
for persons receiving a pension, children, full-time students of higher education institutions and students of vocational training institutions who have reached the age of 18 (until the end of educational institutions, but not longer than until they reach the age of 23)	1000*
for persons with disabilities of group I and children with disabilities	2514,20*
for persons with disabilities of the II group	2224,10*
for persons with disabilities of the III group	1934*
Living allowance for internally displaced persons in accordance with the resolution of the CMU of March 20, 2022 № 332	
for persons with disabilities and children	3000**
for other persons	2000**
Childbirth assistance:	41280
One-time payment	10320
Monthly payment	860

* January 2022

** March 2022

limited by the insufficient level of economic development for a developed modern state. In addition to the low general level of economic development in Ukraine, there is an excessive differentiation of the living standards of citizens for a modern market-democratic state. Practice shows, and this has been repeatedly noted by experts, that the middle class in Ukraine has no tangible weight in socio-political processes. This issue is very important for our country, because Ukraine has chosen for further development the course of European countries with economies in transition, where the main direction of social policy is to create a middle class of owners, i.e. politically active, economically strong class with a high level of legal consciousness.

Thus, social standards and guarantees are the means of social protection by which the social policy of the state is implemented and its social development is measured. The higher the social living standards of the population and social guarantees, the higher the social component of the state.

A necessary measure for our government is to raise the level of social standards, norms and guarantees, especially in the context of Ukraine's formation on the world market.

Protection of incomes and their support at a level not lower than the poverty line is one of the most important elements of the social protection system. Accordingly, low-income families are a special group in need of social protection. That is why there are different types of social assistance.

In the second half of the nineteenth and early twentieth centuries, the question arose of the fate of the poor who were unable to work and the poor workers, but they were treated in the same way. Only after some time gradually began to distinguish between two concepts – social insurance and social assistance.

The achievement of the French Revolution of 1848 was the introduction of social assistance as a state program. Since then, charity of church origin has shifted to public charity as a way to solve the problem of poverty. The legitimacy of state intervention was based on the need to protect human rights that are violated when the poor are not provided with assistance.

Social assistance – cash and in-kind assistance, which is mostly provided from the budget and voluntary donations and is paid to people in need, both on the basis of checking their income and livelihood, and according to certain criteria, without checking income (Roik O.M., 2007).

The task of social assistance is to alleviate the financial situation of people who find themselves in a difficult situation, regardless of their employment.

According to the recommendations of the International Labor Organization, the main principles of social assistance are: assistance is provided to certain categories of citizens in accordance with applicable law; when assessing the level of need (poverty) of consumers, income and size of personal property are taken into account (savings of small size, as a rule, are not taken into account); financing and payment of assistance is provided by state and local budgets; The purpose of the benefit is to bring the level of personal income to a socially defined minimum, taking into account a number of factors such as family composition, the availability of other benefits, etc. The amount of assistance is not related to a person's previous income or standard of living; the amount of assistance, in contrast to social insurance payments, is determined subjectively, based on the degree of need and available resources; assistance is usually provided not per person but per family (household), so the criterion for verifying income or livelihood is taken as the average per capita income of the family (household).

In essence, social assistance is different from social insurance. The only condition for receiving social insurance benefits is that the person is insured. Thus, she acquires the right to receive a pension, unemployment benefits, temporary disability, and so on. This right is mostly acquired during employment. Social insurance payments are provided regardless of financial status. Even if a person is wealthy, he or she will still be paid a pension or other benefits if he or she has worked and has appropriate insurance experience. Social assistance is provided only to those who are in need, poverty, according to certain criteria determined by the bodies that provide it. It covers certain types of security, which are almost impossible to implement on the principles of social insurance, is provided to the least protected and most needy categories of the population, usually individually (Syrota Y. M., 2004).

State social assistance is not related to national social insurance (hereinafter – ZDSS). It has a so-called address character and its size is usually defined as the difference between the income of a citizen or his family and the subsistence level set for the relevant period. In some cases, the amount of assistance can be set in a fixed amount or as a percentage of the subsistence level. Citizens who are not insured in the ZDSS

system, as well as persons who are insured, but their income has fallen below the subsistence level due to objective reasons, are entitled to state social assistance.

Social assistance can be both unaddressed (it can be used by the whole population) and targeted (only certain groups of the needy have access to it).

Targeted assistance is a way to increase the efficiency of funds by increasing the size of individual assistance and reducing the total cost of social assistance programs.

The advantage of this system is the ability of the system to provide assistance to those who really need it (horizontal targeting); inability to access the funds of those to whom it is not intended (vertical addressing). To characterize the targeting, the coefficient of availability of assistance is used, which is calculated as the share of people who receive assistance among those who are potentially entitled to receive a particular type of assistance (Syrota Y. M., 2004).

Signs that are inherent in state aid: 1) it has an alimentary nature, as it is assigned free of charge and is not related to the employment of a person or the payment of insurance premiums; 2) the main source of its payment is the funds of the State or local budgets. Mostly for the payment of this assistance funds come in the form of subventions to local budgets; 3) the list of categories of persons entitled to such assistance is determined by the laws of Ukraine; 4) it is provided for the purpose of material support of the poor or for compensation of (partial or full) expenses incurred in connection with the occurrence of social risk; 5) the amount of assistance, as a rule, correlates with the size of the subsistence minimum or with the guaranteed level of provision of such a minimum; 6) its purpose is targeted.

State social assistance can be defined taking into account all the above features as one-time cash or periodic social benefits that do not depend on previous employment and are provided in cases and under the conditions provided by applicable law to support low-income people, as well as compensation for additional costs incurred by them in the event of social risk at the expense of the State or local budgets.

If we classify social assistance depending on the social risks that underlie the right to it, the most common types of diabetes can be represented in Fig. 7.

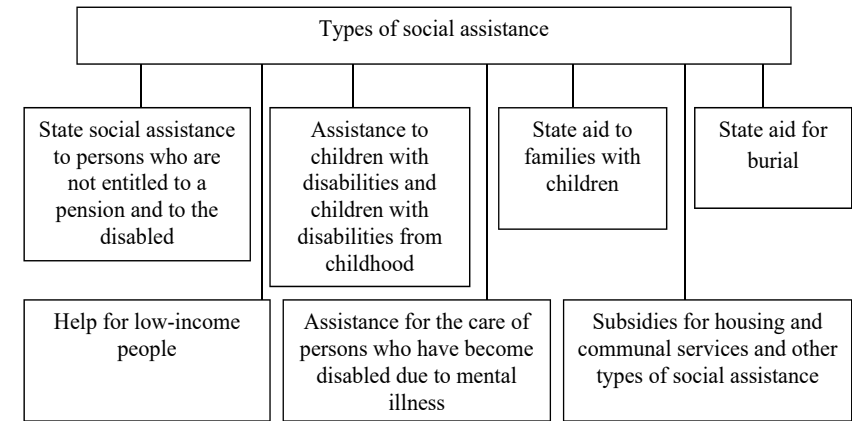
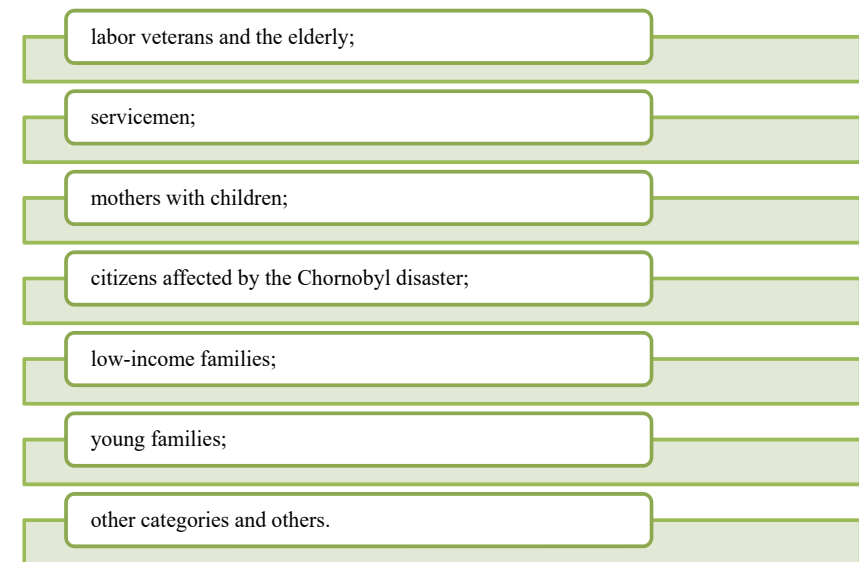


Figure 7. Types of social assistance in Ukraine

Ukrainian legislation provides for the protection of the following social groups:



In Ukraine, there are more than 30 categories of citizens who are entitled to benefits.

The main types and amounts of state social assistance in Ukraine are presented in the table 7.

To understand the current changes in the system of social protection of the population of Ukraine, we briefly consider the formation and development of the process of emergence of social insurance, which is one of the components of social protection.

The emergence of elements and systems of social insurance is objectively due to the development of market labor relations. With the transformation of the main factor of production – labor – into goods and, consequently, wages – the main source of livelihood for many members of society there is a special kind of social insecurity – the probability (risk) of material insecurity due to loss of earnings.

European social insurance does not have as long a history as labor relations, but it began to take shape long before modern social policy emerged.

Table 7

The size of some types of state aid as of December 1, 2022

Name of state aid	(UAH)
assistance for children of single mothers for children aged:	
up to 6 years	2272
from 6 to 18 years	2833
from 18 to 23 years	2684
assistance for children under guardianship or custody of children aged:	
up to 6 years	5680
from 6 to 18 years	7082,50
assistance to children with disabilities who are under guardianship or custody of children aged:	
up to 6 years	7952
from 6 to 18 years	9915,50
temporary state assistance to children whose parents evade paying alimony for children aged:	
up to 6 years	1136
from 6 to 18 years	1416,50
monthly financial assistance to a person who lives with a person with a disability of the I or II group due to a mental disorder, who, according to the opinion of the medical commission of a medical institution	2589

Prerequisites for the idea of insuring the working population against the risk of disappearance or reduction of income from their own work, which were almost the only source of livelihood, are the following:

development of industrialization and the formation of a working class that lives solely on income from its labor;

relative reduction of the share of the population living at the expense of their property, which is a source of self-sufficiency;

the assertion of wage labor as the essence and permanent status of the nascent new capitalist system.

But if hired labor led to the emergence of a new concept of social security, it was only because it was historically created for workers living in poverty. The right to work, which was won by the working class in exchange for de facto inequality in the distribution of value added (income) in production, could not solve the question of its welfare. Any termination of employment due to illness, an accident at work, old age, etc. doomed the worker and his family to poverty, as the only source of income disappeared.

“Poverty” is a phenomenon that got its name and became the main feature of the standard of living of this category of population in the XIX century. The only possible means of overcoming it was individual insurance as the main feature of the individualistic concept of social relations, which was bequeathed by the French bourgeois revolution.

The essence of the concept of individual insurance is that the money that the employee receives for their work should be divided into two parts – for current consumption and to ensure their own social security in the future by saving money through savings banks. Thus, individual insurance was completely based on the system of savings banks.

The need to introduce old-age and disability insurance was first proposed by Wilhelm I in a letter to the Reichstag in 1881. But the law on insurance against disability and old age was published only 6 years later, a year later – introduced in the Reichstag and adopted by a majority vote on May 25, 1889 (as amended). “Bismarck” insurance was of great

importance not only for Germany but also for other countries, which later followed the example of the introduction of this type of insurance.

A notable and significant period in the pension insurance of the Russian Empire was the emergence of pension funds. Pension funds were defined as institutions that undertook to pay certain benefits to their members and their families.

The origins of insurance in Ukraine date back to the nineties of the XIX century. This is the time when in the southern region in 1899 the Odessa Society of Mutual Insurance of Manufacturers and Artisans against Accidents with Their Workers and Employees began to operate. In 1903, the Law "On the Liability of Entrepreneurs for Accidents with Workers" was adopted. This law introduced the basics of workers' insurance against injuries and illnesses.

Further development of social insurance in Ukraine took place within the USSR, after the October coup of 1917, so in this period it should be considered simultaneously with the development of these relations of the USSR.

Thus, the legislative establishment of the retirement age – 55 years for women and 60 years for men was carried out in the USSR during 1928-1932 and is still valid in Ukraine. At that time, it was believed that on the verge of this age, most people clearly show signs of aging, which complicates their regular professional activities. Based on this, a chronological retirement age was set, which has not changed since then. By the way, in Ukraine it has remained so to this day.

Turning to the modern Ukrainian social insurance system, it should be noted that it has gone through several stages in its development, which are presented in table 8.

The main purpose of social insurance is to compensate for the income of citizens in case of loss of job or ability to work, as well as to carry out certain rehabilitation measures (preservation and restoration of health, occupational injuries and prevention of occupational diseases).

Social insurance is a system of legal, economic and organizational measures that prevent or eliminate certain types of social risks.

The concept of "social insurance" is narrower in meaning than the concept of "social protection". Characterizing classes and types of insurance, social insurance is considered as an integral part of personal insurance, along with such types of insurance as life insurance, accident insurance, health insurance.

Table 8

Staging of the social insurance system of Ukraine

N ^o stage	Years	Characteristics of the stage
1	1998	Adoption of the Law «Fundamentals of the Legislation of Ukraine on Compulsory State Social Insurance»
2	1999–2000	The Laws of Ukraine «On Compulsory State Social Insurance against Accidents at Work and Occupational Diseases That Caused Disability» (September 23, 1999), «On Compulsory State Social Insurance in the Event of Unemployment» were adopted, «On compulsory state social insurance in connection with temporary disability and expenses due to birth and burial» (18.01.2001).
3	2001	Introduction of state social insurance
4	2002–2006	According to the adopted laws, in 2001 three types of compulsory state social insurance were introduced: in case of unemployment; due to temporary disability and expenses due to birth and burial; from an accident at work and an occupational disease that caused disability.
5	2006–2014	Adoption of the Law «On Non-State Pension Provision» (July 9, 2003) and developing non-state pension instruments
	2015 – till now	Adoption of the Law «On making changes to some legislative acts of Ukraine regarding pension provision» and working on Pension Reform.

The reasons that necessitated the introduction of social insurance are as follows:

the presence of incapacitated members of society who, due to certain circumstances, do not participate in socially useful work and, consequently, cannot maintain their standard of living at the expense of wages;

the presence of able-bodied citizens who do not have the ability or desire for self-realization.

Social insurance is an integral part of the state and its social policy, the main object of which is a person and a citizen. The Constitution of Ukraine (Article 46) states that the right of citizens to social protection is guaranteed and provided by state social insurance.

Social insurance, which is built on the principle of solidarity between generations, is a universal source and one of the most important forms of material security for citizens in case of illness, accident, and old age. It is inextricably linked with human labor in various sectors of the economy.

Signs of social insurance, which outline the prospects for its further development and at the same time characterize its difference from social security are:

performing the function not only of compensating for social risk, but also of preventing adverse consequences of the risk situation;
 anticipation of socio-economic risk (for example, the probability of occurrence of a situation of material insecurity due to loss of earnings);
 the final duration of the risk situation (the period between its occurrence and the transition to normal living conditions), etc.

The social insurance system has the following components:

restoration and preservation of working capacity of workers;
 guaranteeing the material security of citizens who have lost their ability to work or have not had it, by providing social services.

Identified funds with their characteristic areas of use of funds are the material basis for these tasks.

The system of social insurance and pension provision operating in Ukraine includes the types presented in Fig. 8.

In turn, social insurance performs the following functions:

formation of monetary funds, which cover the costs associated with the activities of the disabled and persons who, given the circumstances do not participate in the labor process;

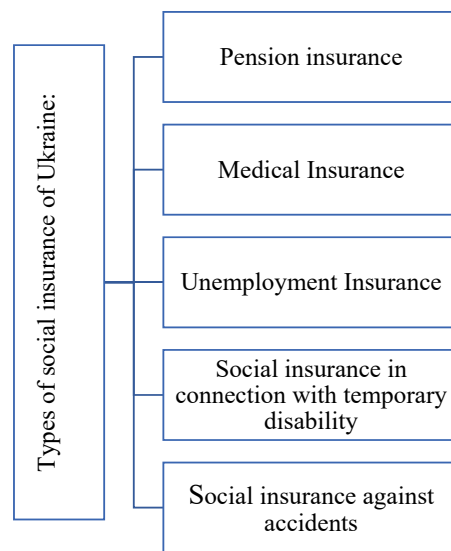


Figure 8. Types of social insurance in Ukraine

ensuring the required structure of labor resources;

reducing the gap in the levels of material support of working and non-working (unemployed, disabled) citizens;

promoting the equalization of living standards of various social groups not involved in the labor process;

maintenance of the formed level of the insured, if the usual source of income becomes inaccessible to him (protective function);

compensation for loss of ability to work and damage to health through material compensation for loss of earnings, as well as payment for services related to treatment and rehabilitation (compensation function);

providing the insured (and members of their families) to cover all costs sufficient for the normal course of the reproductive cycle, covering almost the entire life cycle, in case of illness, old age, disability, unemployment, pregnancy (reproductive function);

impact on social distribution and redistribution: social benefits increase the share of value sent for consumption by the insured; this consists in the division of material responsibility for social risks between all insured persons, employers and the state (redistributive function);

coordination of the interests of social actors on a number of fundamental issues for the life of employees (stabilizing function).

Law of Ukraine "On Compulsory State Social Insurance in Case of Unemployment", Law "On Compulsory State Social Insurance in Connection with Temporary Disability and Expenses Due to Birth and Burial" and "On the Amount of Contributions for Certain Types of Compulsory language state social insurance", which came into force on January 1, 2001 and adopted in pursuance of the Constitution of Ukraine and the Fundamentals. This date is the creation of a new system of social protection of Ukraine called "system of compulsory state social insurance". Further, social protection legislation was expanded by such laws as Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding Pension Provision" (2015), Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding Pension Increases" (2017), Cabinet Ministers of Ukraine Resolution "On approval of the Procedure for the appointment of temporary state social assistance to an unemployed person who has reached the general retirement age, but has not acquired the right to a pension payment" (2017), Cabinet Ministers of Ukraine Resolution "Some issues of payment of state social assistance" (2020), etc.

The foundations of the legislation of Ukraine on compulsory state social insurance laid the foundation for the formation of this system. With the adoption of the Fundamentals, the concept of the institute of social insurance funds was introduced, which manage and administer certain types of insurance, collect, and accumulate insurance premiums, control the use of funds, provide funding for compulsory social insurance and perform other functions according to approved statutes.

According to the Fundamentals of State Social Insurance (national social insurance) – a system of rights, responsibilities and guarantees, which provides social protection, including material security of citizens in case of illness, complete, partial or temporary disability, loss of breadwinner, unemployment of independent circumstances, as well as in old age and in other cases provided by law, at the expense of funds, which are formed by paying insurance premiums by the owner or his authorized body, citizens, as well as budget and other sources established by law.

Financing of social needs through contributions is a characteristic feature of insurance. The number of payments depends on the size of individual contributions. Thus, the principle of insurance is most consistent with the principles of market equity, according to which the reward corresponds to personal contribution and personal responsibility. The disadvantage of this principle of financing the social sphere is the limitation of income regulation.

Legal categories such as insurance record, insurance risk and insured event belong to the main parameters of social insurance.

Insurance length of service is the sum of periods during which a person was subject to compulsory state social insurance and paid insurance premiums. Insurance experience has replaced production experience. It is today the main criterion for assessing human labor activity. Pensions and other payments should be made depending on the length of insurance and the number of contributions to the Pension Fund of Ukraine. This is, in fact, aimed at pension reform, which should be based on the full implementation of the principles of social insurance.

The transition to an insurance-based pension provision and the establishment of the following types of pensions is envisaged in the process of reforming the pension system:

labor – at the expense of insurance premiums, and for certain categories (servicemen, civil servants, etc.) – from the State budget;

social – it is proposed to finance from the local budget, and additional, which will be paid from private pension funds.

Mandatory components of the structure of legal relations for social insurance are insurance risk and insured event. Insurance risk – circumstances as a result of which citizens or members of their families may temporarily or permanently lose their ability to work and livelihood and need material support or social insurance services. The insured event, as already noted, is a legal fact that serves as the basis for legal relations to receive material support from insurance funds (temporary incapacity for work, pregnancy and childbirth, disability, etc.).

Social insurance management is another important component of the overall structure of the social insurance system. Management of social insurance is carried out by funds on a parity basis by the state and policyholders. The participation of state bodies in the management of social insurance is expressed in legal support, the adoption of regulations on social insurance, the establishment of tariffs for insurance premiums, budget approval and other issues.

Thus, after considering the main components of the social protection system of the population of Ukraine, we can conclude that each of them is an important component of the system, and the removal of any element will distort its functioning. All components of the system are closely related, which is presented in the following figure 9.

Some of the components are decisive and some are derivatives, but an effective mechanism of the social protection system is possible only with their mutual complementarity and cooperation.

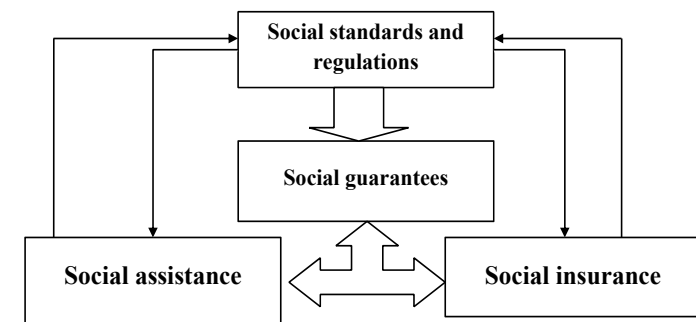


Figure 9. Interaction of components of the social protection system

The system of social protection of Ukraine, its components and implementation mechanisms, can be represented in the form of a conceptual scheme (Fig. 9), which characterizes the mechanism of social protection in Ukraine.

Consideration of the nature, size, procedure for establishing and causing the basic principles of implementation of the components of the Ukrainian SP: social standards and regulations, social guarantees, social assistance and social insurance showed that they are the main tools of state social policy, so must meet the urgent needs of the population. although their analysis showed that even such a basic indicator as the minimum wage is lower than the subsistence level of a capable person. This requires additional analysis of social protection of the population of Ukraine to develop current areas for improving the mechanisms of social protection.

Conclusions

The current level of world development defines the social sphere as one of the main objects in the process of global governance and development. Therefore, today the term «welfare state», which originated in the middle of the 20th century, is widely used. It characterizes a country whose policy is entirely aimed at supporting and protecting the rights of citizens. The welfare state is the highest level of development of the modern state. The process of formation of the social component in society is a process that has a long history of formation. It arose with the development of economic relations, so these areas are inseparable from each other and the development of one causes the unconditional development of the other.

The basis of the welfare state is social policy, which is defined as a system of measures to achieve comprehensive social protection. Social policy is a process and result of realization of social functions of the state which are carried out in the conditions of the operating competitive market mechanism. The main component of the social policy of the state is the social protection of the population. It is social policy that acts as a state mechanism in the social sphere.

Social protection is defined as a system of legal and organizational measures to provide the population with minimum guarantees and standards throughout life. The main functions of social protection are rehabilitation and preventive.

A distinction must be made between “social security” and “social protection”. The first is wider. Social security – a form of distribution that guarantees citizens a normal standard of living and cultural standard in addition to remuneration for work with the onset of old age, disability or breadwinner; system of material support and service of citizens by age, due to illness, disability, unemployment, in case of loss of a breadwinner, upbringing of children and in other cases provided by law; the method of distribution of the share of gross domestic product by providing citizens with material goods in order to equalize their personal income in case of social risks at the expense of targeted financial sources in the amount and on the terms established by the state to maintain their full social status.

In the world, there are three main models of social protection of the state, which have different meanings, in particular regarding the extent of state intervention in the implementation of social policy; involvement of entrepreneurs in this process; nature of assistance (targeted or unaddressed); the scope of coverage of citizens with private pension insurance; tax burden on entrepreneurs and citizens.

Social protection of the population in Ukraine is provided through the implementation of a set of measures of statutory social norms guaranteed by the state to certain segments of the population, as well as certain conditions for all members of society. The representative of the state power in the system of social protection is the Ministry of Social Policy, which forms, implements, controls and ensures the implementation of social policy in the state.

The main components of Ukraine’s social protection system are social standards and regulations, social guarantees, social assistance, and social insurance. They are legally enshrined in a number of legal acts and laws and are essentially aimed at creating a decent standard of living for the citizen of Ukraine. The main document in which such social standards as the subsistence level, the minimum wage, the minimum pension and other types of state aid are approved annually is the State Budget of Ukraine.

The system of social protection of the population becomes the means by which the inclusiveness of the economy in the social aspect is achieved. With the help of the social protection system, people are involved in a full-fledged life, there are certain measures to overcome poverty, solve the problems of the labor market, and include those who were forced

to leave their homes and become IDPs. It is a balanced approach to the development of the economy that will allow us to overcome the socio-economic problems that are currently occurring in our society. This is becoming important now, when military operations are also joined by the problem of the provision of resources, in particular food products, and the limitation of the agricultural sector due to a decrease in the share of territories that are suitable for cultivation, due to its occupation or due to logistical problems. All this causes the importance of studying the issue of public administration in the field of socio-economic inclusion.

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