

European Values in the Ukrainian Higher Education System: Adaptation and Implementation

Vitalii Spitsyn^{1*}, Inna Antonenko², Olena Synkovska³, Larysa Dzevytska⁴ & Liliia Potapiuk⁵

¹Department of Pedagogy and Psychology, Faculty of Master's, Correspondence Studies and Advanced Training, Kharkiv State Academy of Physical Culture, Kharkiv, Ukraine

²Department of English for Humanities, Faculty of Linguistics, National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute», Kyiv, Ukraine

³Department of Bridges, Structures and Building Mechanics, Faculty of Road Building, Kharkov National Automobile and Highway University, Kharkov, Ukraine

⁴Department of Social, Humanitarian and General Law Disciplines, Faculty 1, Kryvyi Rih Educational and Scientific Institute of the Donetsk State University of Internal Affairs, Kryvyi Rih, Ukraine

⁵Department of Social and Humanitarian Technologies, Faculty of Digital, Educational and Social Technologies, Lutsk National Technical University, Lutsk, Ukraine

*Correspondence: Department of Pedagogy and Psychology, Faculty of Master's, Correspondence Studies and Advanced Training, Kharkiv State Academy of Physical Culture, Kharkiv, Ukraine. E-mail: spitzinvitaly@gmail.com. ORCID: <https://orcid.org/0000-0001-9925-3152>

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Abstract

The study of key European values in the Ukrainian higher education system based on an analysis of certain aspects of their implementation and adaptation. The participants of this study are 125 teachers from different higher education institutions of Ukraine. Instruments: a questionnaire was developed and distributed via social media and e-mail, and interviews were conducted. Quantitative and qualitative analysis was used, the answers of the respondents were also processed using statistics, the average indicators and possible deviations were determined when analysing the material received. The importance of the processes of implementation and adaptation of European values in the higher education system of Ukraine is proved. The results of the study show that the vast majority of participants consider European values such as democracy, human rights, trust, tolerance, and equality important for integration into the Ukrainian higher education system. More than 50% of respondents believe that the current level of integration of European values into the curricula and pedagogical activities of higher education institutions in Ukraine is effective. However, this process carries challenges and tasks that require attention and additional efforts for further improvement. Conclusions: The implementation of European values in the Ukrainian higher education system is a complex and multifaceted process that requires careful development and gradual implementation. It is determined that the possible obstacles to the process of full adaptation of European values in higher education in Ukraine are both objective (lack of resources, bureaucratic obstacles, etc.) and subjective (socio-cultural differences and resistance of staff, low level of motivation).

Keywords: European standards, principles, universities, Ukraine, introduction, experience

1. Introduction

1.1 Research Problem

Ukraine has firmly defined its civilisational identity and reaffirmed its commitment to European values by enshrining in its Constitution the provisions related to EU and NATO membership. The country is gradually evolving towards a democracy that puts its citizens at the centre, adhering to European values and fostering a sense of responsibility among the population for the well-being of the nation. However, the realisation of this crucial choice depends on the

consolidation of values in society. Ukraine's higher education system plays an important role in this process. Central to the successful implementation of the task of mutual recognition of standard qualifications and degrees through the achievement of a defined European system of competencies by the subjects of the educational process, together with the structuring of learning, is the formation of an educational environment in accordance with European principles and values (Wihlborg and Robson 2017). Therefore, an important task of modern competence-based higher education in Ukraine is to introduce and adapt common European values into the education system. The study by Yuzyk et al. (2019) compares key aspects of the development of higher education in Ukraine and Poland. Topuzov et al. (2021) conducted a comparative study of this aspect based on the analysis of the Latvian and Ukrainian education systems. At the same time, Triventi (2013) carried out a comprehensive comparative analysis of the development of education based on a comparison of 11 European countries. Antoniuk (2021) described some possible ways to integrate Ukrainian higher education into the innovative European space. The study by Tsekhmister (2023) demonstrates the digitalisation prospects for the development of Ukrainian education. The problem of autonomy of Ukrainian education in the context of European integration is described in detail in Rayevnyeva and Stryzhychenko (2018). On the other hand, Pohrebniak and Dashkovska (2021) identified the impact of European integration on the modernisation of the Ukrainian education and upbringing system.

1.2 Research Focus

The main focus of this paper is to determine the importance of the process of implementation and adaptation of European values in the higher education system of Ukraine. In addition, the key European principles and values that require further development in the educational environment of Ukraine are identified.

1.3 Research aim and Research Questions

The purpose of the study is to identify the main European values in the higher education system of Ukraine through the prism of certain aspects of their implementation and adaptation.

Research questions:

1. Determining the importance of European values in the structure of Ukrainian higher education.
2. Characterisation of the most important aspects of European values that should be adapted and implemented in Ukrainian higher education.
3. Analysis of the current level of integration of European values into the curricula and pedagogical activities of higher education institutions in Ukraine.

2. Method

2.1 Participants and Sample Procedure

The participants of this study are 125 teachers from different educational institutions in Ukraine. Participants should be actively involved in the teaching process and have experience in the Ukrainian higher education system.

The study used a purposive sample. Participants from different educational institutions, including universities, colleges, and institutes, were identified and selected to ensure the diversity of the sample. Subsequently, the participants were divided into age groups to understand potential generational differences in views on the implementation of European values in the education system. In addition, the participants were grouped based on the number of years of teaching experience, which can provide insight into different levels of their experience and influence on educational reforms. Attention was also paid to the participants' academic discipline to analyse whether there are differences in the perception of European values in different fields of study. These data are summarised in Table 1.

Table 1. Respondents' Data

<i>Name of the criterion</i>	<i>Description</i>	<i>% of respondents</i>
First criterion Type of educational institution	Public and private universities	54%
	Colleges	32%
	Institutions focused on teaching and research	14%
Second criterion: age	less than 30	13%
	30-40	41%
	40-50	27%
	More than 50	19%
Third criterion: teaching experience	1-5 years	13%
	6-10 years	39%
	10-20 years	30%
	Over 20 years of experience	18%
Fourth criterion: academic discipline	Humanities and Social Sciences	40%
	Natural sciences and engineering	6%
	Business and Economy	21%
	Culture and art	33%

Source: compiled by the authors

2.2 Data Collection and Instruments

Table 2. Sample of the Survey

<i>Closed questions</i>	
How do you see the role of European values, such as democracy, human rights, tolerance, and equality, in the modern Ukrainian higher education system?	<ol style="list-style-type: none"> 1. Very important 2. Important 3. Unimportant 4. Not important at all
What, in your opinion, are the most important aspects of European values that should be adapted and implemented in Ukrainian higher education?	<ol style="list-style-type: none"> 1. Democracy 2. Respect for human rights 3. Tolerance 4. Equality 5. Trust
How do you assess the current level of integration of European values into the curricula and pedagogical activities of higher education institutions in Ukraine?	<ol style="list-style-type: none"> 1. Very effective 2. Effective 3. Medium efficiency 4. Not very effective 5. Not effective at all
<i>Open questions</i>	
What specific actions, initiatives, or projects have you personally taken to integrate European values into the education and activities of your institution?	
Do you think that the integration of European values has improved the quality of education and the academic process in Ukraine?	
What challenges does the education system face in implementing and adapting European values?	
Do you think it is necessary to further develop Ukrainian education based on modern EU practices?	

Source: compiled by the authors

A questionnaire was developed to assess the participants' knowledge and attitudes towards European values and their relevance to the Ukrainian higher education system. The questionnaire was sent to participants electronically via social media and email. This survey consisted of both closed and open-ended questions (see Table 2).

Additionally, interviews were conducted with a subset of participants (15-20 lecturers) to gain a deeper understanding of their views on European values and their potential impact on Ukrainian higher education.

2.3 Data Analysis

1. Quantitative analysis. The questionnaire data were analysed using appropriate statistical software. Average values and possible deviations were calculated when analysing the participants' responses. Descriptive statistics were also used to summarise the participants' responses.

2. Qualitative analysis. The principles of thematic analysis were used to identify and classify themes and patterns from the interview transcripts, and a coding structure was created to organise the data into meaningful categories.

After that, the data were integrated, including the quantitative and qualitative results, to gain a full understanding of how European values are perceived and adapted in the Ukrainian higher education system.

2.4 Research Ethics

1. Informed consent was obtained from the research participants

2. Anonymity of respondents is ensured

3. There is no discrimination in the collection of data.

3. Results

Europe has successfully established an effective system based on educational principles, commonly referred to as the "knowledge triangle" - covering education, science, and innovation. This value system serves as a guide for the trajectory of European education. Thus, this commitment to the 'knowledge triangle' serves as a lighthouse, setting the course for the development of European education. The result of alignment with this educational paradigm is a strong global confidence in the quality of European education (Klemenčič, 2017; Hurska and Parshyn, 2023; Bozhkova and Halytsia, 2022).

Therefore, we believe that at the current stage of development of Ukrainian society, the primary task should be to build trust in the assessment of the quality of education. It is an indisputable fact that no sector, including education, can be effectively reformed without trust between stakeholders. Trust on the part of the public is an important prerequisite for the successful implementation of educational reforms (109 respondents emphasised this aspect). Trust in the European education quality assurance system is based on several key components.

1. Transparency. This means ensuring clarity and predictability in the processes related to compliance with education quality standards. Transparency ensures that all stakeholders can easily understand and participate in these processes in a timely manner.

2. Objectivity. This category emphasises the impartiality of the information used, and the subsequent decision-making based on that information. It is important to ensure that the assessment and decision-making processes are free from bias and subjectivity.

3. Credibility. This category describes knowledge as indisputable, well-grounded, and empirically supported. It means a reliable and unshakable basis for educational standards and assessment Djerasimovic and Villani (2019).

These principles not only strengthen the European educational framework but can also serve as a model for building trust in educational systems around the world, including Ukraine. By adopting this principle as a value, Ukrainian society can pave the way for effective education reform and, in turn, improve the quality and reliability of its education system (Kruhlov and Tereschenko, 2022).

Tolerance and equality are also important aspects that should be adapted and developed in the Ukrainian higher education system (89 and 91 respondents emphasised this). These values play an important role in supporting the principles of justice and equality. European higher education strives to be open to all, regardless of their origin, gender, religion, sexual orientation, or any other personal characteristics. Table 3 summarises the main aspects of these values and some of the ways in which they are being implemented in Ukraine.

Table 3. Basic Principles of Equality and Tolerance in EU Countries

Principle	Description
Accessibility for all	Higher education in Ukraine should be accessible to all citizens, regardless of their financial status or ethnicity. EU member states take measures to ensure that educational opportunities are accessible to all segments of society.
Ensuring equal opportunities	The higher education system in Ukraine should promote equal opportunities for all students. This means that all students have the right to equal access to resources to help them succeed in their studies, regardless of their health, disability, or other circumstances.
Combating discrimination	The EU countries implement strict anti-discrimination laws and policies in their higher education systems. This includes measures to protect students from any form of discrimination based on race, gender, sexual orientation, disability, etc.
Supporting diversity	European higher education recognises the importance of the cultural environment of university communities. It promotes the exchange of cultural experiences and supports inclusive programmes that encourage the participation of students from different cultures and backgrounds.
Gender equality	European higher education is actively working to ensure gender equality, promoting equal participation of men and women in educational programmes and research.

Source: analysis of Levesque-Bristol (2023); Lozano et al. (2019); Klemenčič and Ashwin (2015); Hallett and Eryaman (2014); Maciej (2023).

Therefore, tolerance and equality in the EU higher education system are essential components for creating a favourable environment for all students and researchers.

The participants of the experiment also emphasised the importance of continuing to respect human rights in the higher education system (109 respondents). It should be noted that the observance of human rights in higher education in the European Union and in Ukraine is important and is based on international and national regulations. Based on the interviews and a detailed analysis of current literature and regulations, it was found that the key aspects of the process of human rights observance in the EU and Ukraine are similar for modern teachers. Table 4 groups them and explains their main features.

Therefore, both the EU and Ukraine recognise the importance of human rights in education and strive to create an environment where everyone can access quality and equal higher education, without discrimination and restrictions. Democracy also plays an important role in the system of further development of higher education in Ukraine. This aspect was emphasised by 112 respondents as it ensures equality, openness, accessibility, and participation in the management of educational institutions and processes. In general, democracy in EU higher education emphasises the importance of the role of the public, students, and teachers in decision-making and the development of educational institutions. This contributes to the creation of a free, open, and fair educational environment. Figure 1. shows the total number of respondents' answers on educational values.

Table 4. Aspects of Human Rights Observance in the EU and Ukraine (based on the analysis of participants' responses)

European Union	
Freedom to choose education	The EU guarantees the right to freedom of choice in education, where students can choose educational institutions and programmes according to their interests and abilities.
Combating discrimination	The EU actively supports anti-discrimination policies in education. There are a number of laws and programmes in place to prevent discrimination based on race, gender, disability, age, sexual orientation, etc.
Freedom of expression	Higher education institutions in the EU promote freedom of speech and expression. Students and teachers have the right to express their views and ideas without restriction, provided that this does not violate the rights and freedoms of others.
Accessibility of inclusive education	The European Union supports inclusive higher education programmes, promoting accessibility for students with different needs, including those with disabilities.
Ukraine	
Constitutional guarantees	The Ukrainian Constitution guarantees the right to education and compliance with educational standards in line with international obligations.
Anti-discrimination legislation	Ukraine has adopted legislation that prohibits discrimination on any grounds, including race, religion, gender, sexual orientation, and other characteristics. This also applies to education.
Freedom of expression and academic freedom	Ukraine has freedom of expression and academic freedom, which allow students and teachers to express their views and explore different aspects of knowledge without censorship.
Accessibility of inclusive education	Ukraine is working to develop inclusive education, ensuring access to education for all groups of the population, including children with special needs.

Source: analysis of Maassen (2008); Dakovic and Zhang (2020)

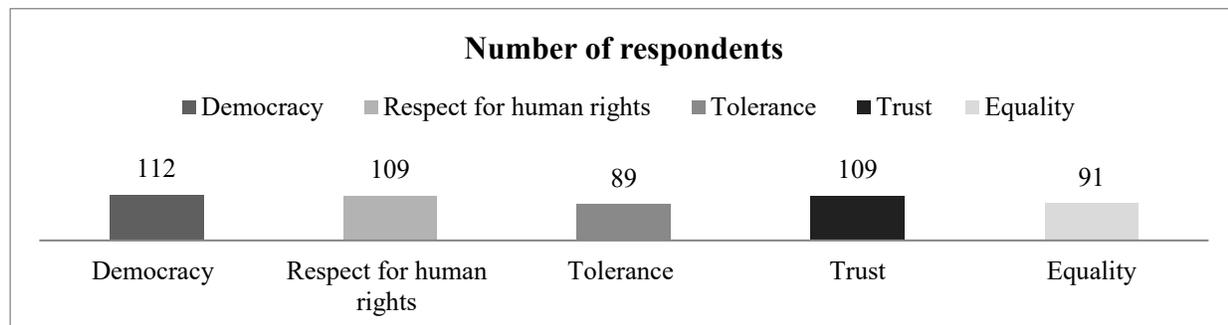


Figure 1. Diagram of Core European Educational Values (based on participants' responses)

Source: compiled by the authors

Given the number, we calculate the average value and deviation for each aspect.

Democracy: Mean: $(112 / 125) = 0.896$. Standard deviation: 0.305

Respect for human rights: Mean: $(109 / 125) = 0.872$ Standard deviation: 0.335

Tolerance: Mean: $(89 / 125) = 0.712$ Standard deviation: 0.454

Equality: Mean: $(91 / 125) = 0.728$ Standard deviation: 0.446

Confidence: Mean: $(109 / 125) = 0.872$ Standard deviation: 0.335

Based on the mean values, we can see that “Democracy” and “Respect for Human Rights” have the highest mean importance among the participants. The mean values for “Tolerance”, “Equality” and “Trust” are lower, indicating that they are less important to the participants. Note that the standard deviation shows how participants' responses vary from the mean, i.e. the higher the standard deviation, the more disparate the responses. In this case, “Tolerance” and “Equality” have a high standard deviation, which indicates that there is a diversity in the participants' responses to these aspects. The respondents indicated that the role of European values such as democracy, human rights, tolerance, and equality in the modern higher education system of Ukraine is important (60%), very important (35%), and not important at all (5%). Therefore, we can calculate the average value of the importance of these values based on the percentage distribution of answers using the following formula:

$$\text{Average} = (\text{Very important} * \text{Percentage of very important}) + (\text{Important} * \text{Percentage of important}) + (\text{Unimportant} * \text{Percentage of unimportant})$$

$$\text{Average value} = (0.35 * 35\%) + (0.60 * 60\%) + (0.05 * 5\%)$$

$$\text{Average value} = 0.1225 + 0.36 + 0.0025$$

$$\text{Average value} = 0.485$$

Thus, the average value of the importance of European values in the Ukrainian higher education system is approximately 0.485, or 48.5%. This indicates that higher education in Ukraine is considered important for the implementation of European values with an indicator that is higher than the average value.

Based on the data obtained on the assessment of the current level of integration of European values into the curricula and pedagogical activities of higher education institutions in Ukraine, we can calculate the average value of the scores based on the percentage distribution of responses. 1. Very effective (10%) = 0.10 2. Effective (40%) = 0.40 3. Medium effective (30%) = 0.30 4. Ineffective (20%) = 0.20 5. Not effective at all (0%) = 0.00

Now you can calculate the average score using the following formula:

$$\text{Average value} = (\text{Very effective} * \text{Percentage of “Very effective”}) + (\text{Effective} * \text{Percentage of “Effective”}) + (\text{Average effective} * \text{Percentage of “Average effective”}) + (\text{Ineffective} * \text{Percentage of “Ineffective”})$$

$$\text{Average value} = (0.10 * 10\%) + (0.40 * 40\%) + (0.30 * 30\%) + (0.20 * 20\%)$$

$$\text{Average value} = 0.01 + 0.16 + 0.09 + 0.04$$

$$\text{Average value} = 0.30$$

1. Thus, the average score is approximately 0.30, or 30%. This indicates that the majority of participants consider the current level of integration of European values in the curricula and pedagogical activities of higher education institutions in Ukraine to be effective or very effective. Therefore, the integration of European values in the teaching and activities of Ukrainian educational institutions is an urgent task for Ukraine, which seeks to approach European standards. Some specific actions, initiatives, and projects that contribute to the integration of European values in Ukrainian educational institutions include Participation in Erasmus+. Among all respondents, about 13% participated in this programme.

2. Participation in creative projects and courses. 23% of respondents regularly attend professional development courses, while 70% do so only when necessary.

3. Conducting research and visiting think tanks. It is worth noting that some Ukrainian higher education institutions are establishing research centres and institutes that specialise in the study of European issues, including European integration, European integration, and policy. This aspect was emphasised by 41% of participants.

4. Participation in special language programmes. Ukrainian higher education institutions also offer programmes in European languages, including English, French, German, and other European languages. This facilitates the perception and understanding of European culture and communication with partners from Europe. This was emphasised by 28% of respondents.

5. Attending special information projects. This means that information campaigns, seminars and lectures are held to disseminate information about European values and opportunities related to European integration, targeting students, teachers, and the public. This point was mentioned by 32% of the participants.

Thus, the above initiatives contribute to the integration of European values into the education and activities of Ukrainian educational institutions and the development of European standards and practices in Ukrainian education in general.

Overall, the interviews revealed that the introduction and adaptation of European values into Ukrainian education has the potential to improve the quality of education and the academic process in Ukraine. It can help to introduce modern standards, pedagogical techniques, and methods that meet European norms and requirements. Integration can also facilitate the development of international relations and cooperation between Ukrainian and European educational institutions, which can enrich experience and knowledge. However, the effectiveness of integrating European values into Ukrainian education depends on many factors, including the quality of reforms and programme implementation. Achieving success may also take time and may require changes in the structure of education, pedagogical methods, and infrastructure. Therefore, we believe that the adaptation of European values into Ukrainian education is an important tool for improving the quality of education in Ukraine, but it requires completion of the process and continued reforms to achieve maximum positive impact.

4. Discussion

The aspect of further development of Ukrainian education based on modern EU values can become an important and well-founded strategy for the development of the Ukrainian higher education system. Adopting best practices and standards from the EU can help improve the quality and competitiveness of Ukrainian education at the global level. This issue has been extensively covered in studies by Budnyk (2016) and Skyba (2018). However, it is important to consider the national context and needs of Ukraine, integrating European approaches in accordance with domestic requirements and realities.

In recent years, Ukraine has been steadily moving closer to adopting European standards. At the state level, universal principles of interaction with EU member states have been developed: mutual assistance, mutual respect, readiness to resolve all issues, regardless of their complexity (Tarasenko et al., 2023). The current Ukrainian experience of introducing educational and pedagogical innovations confirms that in higher education, the key tasks in the process of improving the educational process are:

- 1) technological, technological, and organisational modernisation of the educational process;
- 2) improvement of the content of syllabuses, programmes, and courses;
- 3) technological retraining of teachers and management systems (Serhiichuk, 2019; Zinchenko et al., 2021; Kamel, 2023).

In this whole system, the introduction of European values into the higher education system plays an important role. This was confirmed by the responses of respondents who stated the importance of this process in higher education in Ukraine.

Modern scientific research has shown that the implementation and adaptation of European values in higher education in Ukraine includes several key stages and activities. In particular, the process of political commitment and development of the legislative framework is important. The Ukrainian government determines the political course for European integration in higher education and provides the legal basis for the implementation of this commitment. Another aspect is the harmonisation of standards and programmes. This issue is widely discussed in Salnyk et al. (2023) and Semenyuk et al. (2019). The point is that universities and higher education institutions are revising their curricula and plans to comply with European principles. An important aspect is the digitalisation of the learning space, which is described in detail in the current studies by Bakhmat et al. (2023), Yemelyanova (2023), Tsekhmister (2022), Kubitskyi et al. (2022), Ridei et al. (2022).

European values, in particular respect for human rights, democracy and equality, freedom have a significant impact on learning outcomes in European education systems. Such values influence the formation of a favorable tolerant educational environment. Therefore, modern authors see a direct impact of these on the results of students. In particular, democratic management principles (participation of students in decision-making and academic autonomy) influence the increase of student involvement in the educational process. In this way, they feel responsible for the learning outcomes. In addition, respect for the human rights and individuality of each student has been proven to

create an environment in which students feel safe and supported. This promotes more active involvement in learning (Parshyn, 2024). On the other hand, it is worth considering that Ukrainian universities actively cooperate with European educational institutions. This cooperation may include the exchange of students, teachers, and researchers, as well as joint projects and research. This contributes to enriching the education and experience of Ukrainian universities in adapting European values (Chaika and Kononenko, 2020; Kozlovskiy et al., 2024; Kuzheliev et al., 2023).

Several specific examples can be cited to confirm the conclusions about the successful integration of European values in Ukrainian educational institutions. In particular, Erasmus+ is being actively implemented in the Ukrainian education system, which is one of the well-known projects of the European Union aimed at supporting education. It is known that a number of Ukrainian universities actively participate in the Erasmus+ program and send students and teachers for studies and internships. There is also a project "School of the new generation", which is aimed at reforming education in Ukraine and introducing new methods of teaching and upbringing. Also, this project provides for the systematic improvement of teachers' qualifications. In addition, there are many educational platforms that aim to integrate European values. In particular, well-known projects are EdEra and Prometheus, which are open online courses. It is also worth mentioning some local initiatives, in particular Open Ukraine, which also promote European values at the community level. Besides, it is worth mentioning that Ukrainian higher education institutions undergo an evaluation and accreditation procedure that meets European standards (Kubitskiy et al., 2022; Ridei et al., 2022). This helps to ensure the quality of education and respect for fundamental human rights, equality, and tolerance.

Strategies and effective practices for the integration of European values include the introduction of courses and modules dedicated to human rights. This, in turn, contributes to the formation of students' understanding of the importance of these values and their use in life. Also, in higher educational institutions of Ukraine, these values are ensured due to the constant professional development of teachers on issues of inclusive education and tolerance. Another important factor is the support of student initiatives and individual student organizations that contribute to the promotion of European values. However, the adaptation and implementation of European values in the Ukrainian higher education system may face several challenges and obstacles, such as:

1. **Bureaucratic obstacles.** Bureaucratic procedures and complex administrative apparatus can make it difficult to implement new norms and standards. This may require effective mechanisms for cooperation between universities, government, and other stakeholders to simplify regulations and reduce bureaucracy (Schuwer et al., 2015).
2. **Lack of resources.** Implementation of European principles and standards may require additional financial and human resources. Ukraine may face the challenge of securing funding for infrastructure development and professional development of teachers to meet European standards (Serhiichuk 2019; Dovgyi et al., 2022; Sydorenko 2023).
3. **Socio-cultural differences.** In some respects, the study showed (especially in terms of tolerance and equality), Ukrainian teachers have somewhat different socio-cultural principles. This can create challenges in adapting European values to the Ukrainian environment. Promoting mutual understanding and interaction between different cultural groups can help to overcome this obstacle. This aspect is also described in detail in Mizikaci (2005), who identified the main opportunities and prospects for Turkish integration into the European education system.
4. **Staff resistance.** This aspect is also important to consider. The study showed that some teachers still believe that European values are not important enough. Therefore, it should be taken into account that some teachers and administrators may show resistance or lack of interest in adapting European values due to fear of change or uncertainty about their suitability. Lack of motivation among teachers also plays an important role. To overcome this challenge, it is important to provide support and training for staff to adapt to the new standards.
5. **Inconsistency of the educational process system,** which provides for an increase in the independent work of the student, and the real workload of teachers. The new system of the educational process, which formally reduces the number of classroom hours, aims to systematically monitor the level of training of the student, the readiness of the teacher or lecturer to play a kind of tutor role, and focus on the so-called "consulting presence". For this reason, and given the increasing workload on teaching staff, there is an urgent need to review the actual ratio of teachers to students in higher education institutions of the III-IV accreditation levels. In the best European universities, it is 1 teacher for 2-5 students (Erkkilä 2013; Androsov, 2023). Thus, we believe that in order to overcome these challenges, it is important to develop clear strategies and plans for the implementation of European values, involve all stakeholders in the process, provide sufficient resources, and engage in continuous

monitoring and evaluation of results. It is also important to stimulate interaction between Ukrainian and European educational institutions to share experiences and better adapt European values in the Ukrainian higher education system.

5. Final Considerations

The study shows that the majority of participants consider European values such as democracy, human rights, tolerance, and equality to be important or very important for integration into the Ukrainian higher education system. The majority of participants (over 50%) consider the current level of integration of European values into the curricula and pedagogical activities of higher education institutions in Ukraine to be effective.

However, we would like to emphasise that the implementation of European values requires step-by-step work and a comprehensive approach. This includes changes in legislation, accreditation of educational institutions, modernisation of curricula, cooperation with European partners, and other initiatives. Nevertheless, Ukrainian universities actively cooperate with European educational institutions to exchange experience and learning. This contributes to the implementation of European values and improves the quality of education in Ukraine.

Nonetheless, the successful incorporation of European values into Ukrainian education hinges on several factors, notably the caliber of reforms and the execution of programs. Realizing positive outcomes might also necessitate a substantial timeframe and could entail alterations in the educational framework, teaching methods, and infrastructure. Hence, our perspective underscores the significance of infusing Ukrainian education with European values as a valuable instrument for enhancing the educational standards in Ukraine. However, it underscores that this endeavor is contingent on the culmination of the process and the steadfast pursuit of ongoing reforms to maximize its favorable influence.

Therefore, the study provides specific details of actions, initiatives, or projects in which the participants have personally participated to integrate European values into the teaching and learning of their educational institutions. In particular, it refers to international projects, advanced training courses, language courses, etc. It is determined that the process of adaptation may include challenges such as bureaucratic obstacles, lack of resources, inadequate logistics, socio-cultural differences, and staff resistance. To overcome them, it is important to develop strategies, involve all stakeholders, provide financial support, and develop staff.

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