

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ  
І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ



*Матеріали Міжнародної науково-практичної конференції*

**ПРОДОВОЛЬЧА ТА ЕКОЛОГІЧНА БЕЗПЕКА  
В УМОВАХ ВІЙНИ ТА ПОВОЄННОЇ ВІДБУДОВИ:  
ВИКЛИКИ ДЛЯ УКРАЇНИ ТА СВІТУ**

*присвяченої 125-річчю Національного університету  
біоресурсів і природокористування України*

**Секція 4. Якість освіти та гуманітарна наука в умовах війни  
та глобальних викликів**

**25 травня 2023 року  
Київ, Україна**

Організатор конференції:

Національний університет біоресурсів і  
природокористування України

Продовольча та екологічна безпека в умовах війни та повоєнної відбудови: виклики для України та світу: мат. Міжн. наук.-практ. конф., секція 4: Якість освіти та гуманітарна наука в умовах війни та глобальних викликів (м. Київ, 25 трав. 2023 р.). Київ, 2023. С. 358.

Матеріали конференції подано в авторській редакції.

У збірнику подано результати обговорення актуальних проблем, перспектив і шляхів забезпечення продовольчої та екологічної безпеки в умовах війни, плану відновлення України, сталого розвитку світу в контексті глобальних і регіональних викликів, трансформації суспільства та формування нової парадигми розвитку.

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Ніколаєнко С. М. (відповідальний редактор), Кваша С. М., Кондратюк В. М., Ткачук В. А., Шинкарук В. Д., Барановська О. Д., Баль-Прилипка Л. В., Братішко В. В., Глазунова О. Г., Гриценко І. С., Діброва А. Д., Євсюков Т. О., Каплун В. В., Коломієць Ю. В., Кононенко Р. В., Васишин Р. Д., Мельник В. І., Остапчук А. Д., Отченашко В. В., Рудик Я. М., Ружило З. В., Савицька І. М., Тонха О. Л., Цвіліховський М. І., Яра О. С.

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Відповідальний за випуск: **Отченашко В. В.**

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**UDC 811.111**

**THE RECEPTION OF UKRAINIAN STUDENTS IN THE ITALIAN EDUCATION SYSTEM DURING THE RUSSO-UKRAINIAN WAR**

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On February 24, with the start of the invasion, a large number of people, especially women and children, moved westwards and towards the countries of the European Union.

About 170,000 Ukrainians have found refuge in Italy in the last year, of these about 49,000 minors. About 230,000 Ukrainians were already present in Italy before the invasion [2].

All Italian regions have seen the arrival of refugees with a particular influx towards the regions: Lombardia, Emilia Romagna, Campania and Lazio (Ministry of Education Circular, 14 April 2022) [1].

The Italian education system is very different from the Ukrainian one, and this has brought about a difficulty that schools, the government and various non-profit and Catholic organizations have tried to solve.

The educational system is divided into: 1) Kindergarten from 3 to 6 years; 2) Primary school from 6 to 10 years; 3) junior secondary school from 11 to 13 years; 4) High school from 14 to 18 years with several very different courses (humanistic, scientific, linguistic...); 5) University education (admission possible only after 13 years of education). And which in recent years is assimilating the lines of the Bologna process; with a subdivision into 3+2; with a difference in the definition of qualifications: Baccalaureate - mini degree; magistratura - degree. In Italy, the qualification obtained at the end of high school (18 years of age) is called a diploma.

The wide autonomy of the individual scholastic institutions in Italy has allowed great flexibility in the placement of Ukrainian students, but also the possibility of having differentiated solutions based on the different regions.

The directives of the MIUR, the Italian ministry of education, have given guidance to all school managers, but the greatest responsibility has fallen on the territorial offices.

The main points of the ministerial circular (Ministry of Education, 14 April 2022) [1] can be summarized as follows:

- 1) The supply of teaching material by the ministry.
- 2) Creation of the figure of cultural mediators to assist students in personal schooling.
- 3) Inclusion of students in the school curriculum taking into account their age.
- 4) Acknowledgment of the scholastic path with  $\frac{3}{4}$  of attendance starting from the date of insertion.

The emergency of war began during the last phase of the Covid19 emergency, for this reason after a Covid test, the Ukrainian students had a 5-day quarantine, but no vaccination obligation. The same for all mandatory vaccines for Italian students, they were offered free of charge, but without any obligation.

We can say that the exceptional nature of the situation has found the institutions and the Italian population ready. Surely more and better could have been done, but the great autonomy of the system has allowed school managers to respond adequately.

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### ***Developing Responsible Citizenship: Current EU Educational Policies***

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The rapid development of social phenomena, challenges and structural transformations of recent decades (information revolution, humanization, intensification of intercultural communications, globalization, digitalization, challenges of the covid-19 pandemic, war aggression) had a colossal impact on the foundations of social systems and provoked profound transformations of the essential foundations of social institutions and practices. These changes encourage the formation and development of a new architecture of social relations, provoke new challenges to the democratization of the education system, and actualize the study of educational policies for the development of responsible citizenship.

*The importance of citizenship responsibility development is paramount to the success of democracy. A responsible citizen commonly is defined as a person who, with respect for others, commitment to participating responsibly in political, economic, social, and cultural life able to develop knowledge and understanding of the world and motherhood's place in it, understand different beliefs and cultures, make informed choices and decisions, evaluate environmental, scientific and technological issues, develop informed, ethical views of complex issues [6, 7]. Such a person has an established social identity and are able to resist trends that can destructively affect the identification process [5]. By engaging in civic responsibility, citizens ensure and uphold specific democratic values: justice, freedom, equality, diversity, privacy, participation, truth, patriotism, human rights, the rule of law, tolerance, mutual assistance, self-restraint and self-respect. This system of values is characterized by ontological rootedness and primacy. After all, according to G. Hofstede [2], values are at the deepest level among the levers of decision-making, as they determine the ideological beliefs of individuals and the motivation of their actions. When a community unites based on common values, it is institutionalized. The institutionalization of values means the creation of mechanisms for the realization of values, as well as institutions, especially – the authorities responsible for the implementation and observance of individual rights and freedoms.*

Citizenship education has a long tradition in EU education policy and in the education policies of EU Member States, and has been strengthened by the 2015 Paris Declaration and subsequent Council recommendations [3]. The Eurydice report found that most countries across Europe use one of the three curricular approaches to citizenship education listed below, or a combination of them, at all three levels of general education [1, 3]:

*Cross-curricular themes: citizenship education objectives, content or learning outcomes are designated as being transversal across the curriculum and all teachers share responsibility for delivery.*

*Integrated into other subjects: citizenship education objectives, content or learning outcomes are included within the curriculum documents of wider subjects or learning areas, often concerned with the humanities and or social sciences.*

*Separate subject: citizenship education objectives, content or learning outcomes are contained within a distinct subject boundary dedicated primarily to citizenship.*

The average recommended minimum number of hours per year for teaching *citizenship education as a compulsory separate subject* also varies widely across the EU, with the highest number of hours taught in France, Finland, Estonia and Greece [1, 3]. This ambiguity and plurality



led several experts in the field of citizenship education to propose a more institutionalised approach to citizenship education in the EU, namely the establishment of an EU agency on citizenship education. Some experts suggest strengthening the role of the European Education and Culture Executive Agency (EACEA) in promoting and co-financing initiatives in the field of citizenship education. *There are also voices proposing the establishment of a separate body, a new EU decentralised 'European agency for citizenship education' [1, 4].*

In conclusion, it should be mentioned that in a changing reality where new threats to liberal democratic institutions are emerging, the development of responsible citizenship is of great importance. The diversity and ambivalence of approaches to the development of responsible citizenship through education create new challenges and set new tasks for the educational community, which requires new political and managerial decisions from EU bodies.

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