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Successful Multiculturalism in Education: Analysing the Integration of the Jewish Community in Ukraine

Abstract

The research aims to analyse how Ukraine effectively implements multicultural principles in education to promote mutual understanding and harmonious coexistence among diverse cultural groups. The methodology involves synthesis as well as cultural, conceptual, and structural analyses, through which the research identifies the key elements contributing to the successful integration of multicultural values. These elements include fostering an educational climate that supports intercultural interaction, drawing on historical experiences to deepen understanding and tolerance, and ensuring educational strategies are tailored to embrace diverse cultural narratives. The findings emphasise the importance of maintaining openness to diversity, which facilitates the creation of an educational realm where every cultural identity is valued and actively engaged. The outcomes underscore the importance of structured teacher training in multicultural competencies, supported by specialised foundations and community centres that provide the necessary resources for these educational frameworks.

Keywords

cultural inclusivity, educational infrastructure, diversity, social coexistence, inclusiveness

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1. Introduction

The modern world is undergoing constant changes related to cultural diversity, which requires new approaches to education. Multicultural education has become a key factor in jointly building a future for diverse cultural communities (Shulha 2019; Moon 2019). Cultural diversity is not merely the presence of different ethnic groups; it also presents a wide range of opportunities and challenges within the modern educational environment (Moon & Jeon 2022). The relevance of multicultural education and its successful implementation is growing in today's world, where societies are facing unprecedented intercultural interaction. In multinational countries with diverse cultural heritages, multicultural education is particularly important in developing effective strategies for integration and mutual understanding across different cultural groups. Creating a favourable educational environment that acknowledges the diversity and values of each culture is becoming an important factor in the development of citizenship, tolerance, and cultural understanding (Aviv et al. 2024).

Hlukhota (2022) emphasises that the concept of multicultural education reflects the evolution of modern society and its approach to diversity. According to the author, multicultural education initially recognised the relevance of tolerant relations between cultures, influenced by integration processes that shaped international relations. Modern trends emphasise the need for intercultural interaction and dialogue aimed at enriching diverse cultures (Rexhepi et al. 2024). However, the author argues that the introduction of multicultural education in educational institutions is often accompanied by difficulties in cultural assimilation and potential conflicts. In this context, educational policy should aim to prepare the younger generation for cultural challenges and serve as a mediator between cultures. It is important to recognise that the evolution of multicultural education has moved from a monocultural paradigm towards an inclusive approach that respects cultural diversity. Nonetheless, challenges remain in developing pedagogical strategies that take into account the diversity of ethnocultural groups in the global environment.

In addition, Supsiloi et al. (2023) note that the lack of specific policies and regulations may hinder the systematic and comprehensive implementation of multicultural education. This can lead to a lack of structured learning, resulting in varying interpretations and approaches to integrating multicultural education into the learning process, which may reduce the effectiveness of multicultural education in promoting

mutual respect, understanding cultural diversity, and early resolution or prevention of social conflicts. Another important issue is the risk of interethnic conflicts on the backdrop of racism. Even though multicultural education is developing in progressive and open countries, this does not exclude the emergence of such conflicts. Chang and Woo (2022) argue that traditional methods of multicultural education can often be ineffective for solving such complex problems. Instead, more detailed and critical approaches to multicultural education are needed. Educational programmes must include content that promotes awareness and understanding of cultural diversity and actively identifies and counteracts stereotypes, discrimination, and prejudice.

Ghim and Ryu (2020) believe that policies for the development of multicultural education can be implemented in a localised manner, covering certain territories or districts with the largest number of multicultural students. In this way, the state can focus its attention on the development of individual curricula and initiatives and provide more effective regulation and funding. Choi and Park (2018) also identify numerous problems associated with the implementation of multicultural education and note that the current issue requires more research and publicity, as well as active state support.

While previous studies focus on the general problems of implementing multicultural education, they tend to overlook the specifics of integrating multicultural education within individual communities and fail to highlight examples of successful practice. This gap may hinder the development of this area in general. Therefore, this study focuses on the role and effectiveness of multicultural education in the context of the successful experience of the Jewish community in Ukraine. Its purpose is to examine the key aspects and factors that influence the successful implementation of multicultural education in Ukrainian society, using the specific example of the Jewish community. The study seeks to analyse strategies, methods, and practices that create favourable conditions for the interaction of different cultures and contribute to the formation of a tolerant society. The present research is an important step towards understanding and using the positive experience of multicultural education to create a more harmonious society.

2. Materials and Methods

This research examines the implementation of multicultural education in Ukrainian public schools, focusing specifically on the incorporation and portrayal of Jewish cultural and educational experiences within this

framework. Rather than concentrating solely on Jewish schools as distinct entities within Ukraine's educational system, the study investigates the integration of Jewish cultural narratives, identities, and teaching practices into the national educational framework. The analysis covers the integration of multicultural educational strategies in general Ukrainian schools serving minority communities, including the Jewish population; the contributions of Jewish community institutions and educators in developing these strategies; and the required skills of teachers working in mainstream Ukrainian schools to provide culturally diverse education that includes Jewish cultural elements.

The theoretical basis includes academic works by scholars specialising in the study of multicultural education in the world, as well as official regulatory documents. The study employs synthesis and structural, cultural, and conceptual analyses. Data is derived from sources that are directly pertinent to the Jewish community's assimilation in Ukraine's educational framework. The inclusion criteria were defined by geographic relevance (Ukraine), cultural focus (multicultural education involving ethnic communities, especially the Jewish community), educational context (practices and policies pertaining to multicultural education and ethnic minorities), and acceptable data types (academic articles, governmental reports, policy documents, historical records, case studies, surveys). This ensured a concentrated examination of the Jewish community's experiences within Ukraine's diversified educational framework.

Structural analysis was employed to investigate the connections and functions of key stakeholders within the educational system, namely government entities, educational institutions, and community organisations, emphasising how these interactions influence the implementation of multicultural education (Karimi 2022). Secondary data sources, including policy papers, educational legislation, and government reports, were examined to comprehend the institutional structure governing multicultural education in Ukraine. The structural study entailed delineating the institutional frameworks and power dynamics within the Ukrainian educational system. Critical documents, including legislation pertaining to national minorities, educational policies, and evaluations of multicultural education implementation, were examined to evaluate the contributions of diverse stakeholders in formulating educational methods. The research concentrated on examining the interactions among government entities, school administrators, and community organisations that affect the formulation and implementation of multicultural education initiatives. This investigation revealed the

underlying obstacles and enablers within the educational system that influence the effective implementation of multicultural education. The structural analysis showed how educational policies are influenced by institutional elements through the examination of stakeholder interactions, highlighting how these factors can assist or hinder the incorporation of multicultural values into the curriculum.

Cultural analysis was used to examine how cultural elements, such as customs, values, and historical narratives, influence the implementation and efficacy of intercultural education (Lv et al. 2022). This approach entailed the examination of secondary data sources, including historical records, cultural studies, and Jewish community archives, to comprehend the cultural environment in which multicultural education operates. Significant cultural artefacts, including educational resources, cultural traditions, and religious practices, were analysed to evaluate their impact on educational methodologies and the incorporation of Jewish cultural values into the wider Ukrainian educational system. The cultural study concentrated on examining academic papers, historical documents, and official data that delineate the influence of the Jewish population on educational practices in Ukraine. Particular attention was given to Jewish cultural norms and educational practices, focusing on the integration of Jewish values and traditions into curricula and extracurricular activities. This approach assisted in recognising cultural barriers to integration, as well as cultural assets that promote the efficacy of multicultural education. The study utilised cultural analysis to clarify the particular cultural dynamics that affect the incorporation of multicultural education. It revealed how Jewish cultural heritage and educational methods are either accepted or contested within the broader educational framework of Ukraine. This approach was crucial in revealing the influence of cultural elements on the adoption and efficacy of multicultural education initiatives.

The synthesis approach was applied to combine several sources of secondary data, including scholarly publications, policy documents, and studies on multicultural education in Ukraine, with a specific focus on the Jewish community (Onghena 2023). The data was synthesised to provide a cohesive framework for comprehending the factors that facilitate the successful implementation of multicultural education in Ukraine. A comprehensive analysis of the literature revealed major themes and trends, integrating results to illustrate the evolution of multicultural education in Ukraine and the special role of the Jewish community within that context. The process entailed a comprehensive examination of existing academic research, governmental regulations,

and historical records pertaining to multicultural education in Ukraine. The synthesis of these data enabled the research to integrate insights from many scholars, policy papers, and case studies into a cohesive understanding of the subject matter. Data from sources including legislative texts, multicultural education policies, and educational results reports were synthesised to discern common trends and deficiencies in the literature. The synthesis technique established a comprehensive framework for the study by identifying recurrent themes and linking various findings. This process enabled to provide a comprehensive perspective on the present condition of multicultural education, specifically with the application of these frameworks to the Jewish population in Ukraine. This strategy proved crucial in integrating diverse data into a cohesive theoretical model.

A conceptual analysis was employed to clarify and critically evaluate the fundamental ideas that support the study, including multicultural education, cultural integration, tolerance, and ethnic identity (Valchev 2022). Secondary data sources, mainly academic literature, policy papers, and theoretical articles, were used to investigate the definitions, interpretations, and implementations of these ideas within the Ukrainian educational system. This approach entailed a comprehensive examination of the literature to delineate the fundamental ideas integral to the research. The concept of multicultural education was examined by reviewing scholarly concepts and their relevance to the Ukrainian setting. Likewise, the notions of cultural integration and ethnic identity were examined within the framework of Jewish education, focusing on their interpretation in both academic literature and policy texts. The investigation included a comparison of various conceptualisations of these notions across cultures to enhance the understanding of their applicability in Ukraine. The objective of the conceptual analysis was to guarantee clarity and consistency in the use of essential terminology and ideas. It facilitated the establishment of a unified theoretical framework for the research by clarifying the definitions of fundamental ideas and evaluating their use in both scholarly debate and educational practice. This technique provided for a comprehensive knowledge of the theoretical foundations of multicultural education and clarified how these concepts manifest in the policies and activities related to multicultural education in Ukraine.

The combination of synthesis and cultural, structural, and philosophical studies enabled a thorough and nuanced comprehension of the implementation of multicultural education in Ukraine, especially concerning the Jewish population. The use of secondary sources, includ-

ing previous research, policy papers, and historical records, enabled a comprehensive examination of the topic. Each technique was essential for revealing various aspects of the educational process, including cultural influences, institutional frameworks, theoretical perspectives, and practical applications.

3. Results

Ukraine is a country characterised by rich cultural diversity. Multicultural education in Ukraine has developed steadily over time. Its development represents a history of cultural bridging aimed at discovering and understanding diversity and at learning together the values of different ethnic and national groups. The evolution of this concept spans periods of dramatic change in the political, social, and educational spheres. The first steps towards the introduction of multicultural education in Ukraine can be traced back to the Soviet era, when attempts were made to unite different cultures and ethnicities under the general idea of socialist coexistence (Zajda 2023). However, political constraints and managerial decisions often led to a formal approach to this issue, likely without considering individual cultural characteristics.

After gaining independence in 1991, Ukraine began an active re-evaluation of its educational system, including in the context of multicultural education. This period was marked by a desire for greater cultural freedom and increased attention to cultural diversity. In the 2000s, the government of Ukraine recognised the need to intensify policies aimed at building a tolerant society and addressing ethnic and cultural diversity (Gladushyna 2022). During this period, concepts and approaches to the implementation of multicultural education in the national educational system began to take shape. Government initiatives and measures aimed at teaching and implementing multicultural education received support from both educational institutions and the public. Thus, in the 1990s, a number of basic legislative acts were adopted to regulate education in Ukraine and promote the introduction and development of multicultural education. The first steps included the adoption of the Law of Ukraine No. 1060-XII On Education (1991) and the Law of Ukraine No. 2494-XII On National Minorities in Ukraine (1992).

The next step was to recognise multicultural education as a distinct and important element of Ukraine's educational policy. In the early 2000s, the meaning and implementation of multicultural education in Ukraine began to be more clearly defined through various legislative acts.

One of the key regulatory documents was the Law of Ukraine No. 651-XIV On General Secondary Education adopted in 1999 (later replaced by a new version, i.e. the Law of Ukraine No. 463-IX On Complete General Secondary Education (2020)), which was the first to formally enshrine the principles of multicultural education within the educational process of general education institutions. The current regulatory document also mandates the creation of appropriate conditions for children with special educational needs, ensuring inclusive education that takes into account their individual needs. This law outlines the main directions and approaches for integrating multicultural education into the Ukrainian school system and allows foreigners and stateless persons legally residing in Ukraine to obtain full general secondary education on equal terms with Ukrainian citizens. In addition, the Law of Ukraine No. 2402-III On Protection of Childhood (2001) was adopted, which took into account the children's cultural specificity and needs and provided for the creation of favourable conditions for their full development, with due consideration of their cultural identity – an important step towards ensuring a multicultural approach in education.

A new version of the Law of Ukraine No. 2145-VIII On Education was adopted in 2017, becoming a key regulatory document in defining the concept of multicultural education and finally enshrining it as one of the fundamental principles of Ukraine's educational policy. This law defined the main goals and objectives aimed at ensuring mutual understanding, tolerance, and equal opportunities for all cultural groups in society through the educational process. In 2022, the Law of Ukraine No. 2827-IX On National Minorities (Communities) of Ukraine was adopted, replacing the previous version of this regulatory document. It granted national minorities the right to education in their native language. This was an important step towards ensuring equal opportunities for cultural groups and national minorities to freely choose educational standards and methods. Together, these laws have become the foundation for the development of multicultural education in Ukraine, providing a legal framework and incentives for the creation of an educational environment that acknowledges the diversity of cultural groups. They have identified priorities to ensure the participation and development of all ethnic communities within the educational process, thereby contributing to the building of a tolerant and culturally diverse society. It is also worth noting that throughout Ukraine's formation and development, the search for effective ways to implement multicultural education has remained an important and ongoing concern.

Over the past decades, the trend towards the development of multicultural education has intensified, driven by increasing international exchange, migration processes, and cultural interaction. A new need has emerged to study and understand different cultures and to promote tolerant coexistence among different ethnic groups. Scholars, teachers, and the public have expressed their views and suggestions on how to make multicultural education more effective. In particular, the introduction of multicultural education into the school and higher education systems has become a priority. New educational laws adopted since independence reflect efforts to integrate the study of cultural aspects of different nationalities into the general educational process. The current stage in the development of multicultural education in Ukraine focuses on a deeper understanding of and attention to cultural diversity (Belando-Montoro et al. 2020). Efforts are now aimed at introducing more active teaching methods and establishing cooperation between educational institutions of different ethnic groups. Due to changes in approaches to teaching and developing cultural diversity, Ukrainian multicultural education has undergone changes aimed at improving the understanding and acceptance of different cultures.

The development of multicultural education in Ukraine can be illustrated through the example of the Jewish community, which reflects the specific features of cultural and ethnic interaction and influence in Ukrainian society. The Jewish educational tradition, spanning millennia and grounded in rich cultural, linguistic, and religious heritage, continues to influence the cultural landscape of Ukraine. Jewish education in Ukraine developed in harmonious symbiosis with other nationalities, particularly Ukrainian, Polish, Crimean Tatar, Hungarian, and other cultures, forming a unique environment of interaction and cultural exchange. Over time, Jewish education in Ukraine went through various stages, including periods of cultural flourishing. During the late Middle Ages, when Jewish schools in Ukraine served as centres for studying the Torah and the Talmud (Khiterer 2021), educational institutions were formed, playing a prominent role in preserving Jewish tradition and religious heritage. In the early 19th century, however, the Jewish community faced assimilation pressures, with some members trying to adapt to the local culture by abandoning their traditions and educational values (Zelenska 2023).

In 1844, government educational institutions – Jewish schools of the first and second grades – were established in Ukraine, modelled after parish and county schools. However, according to a decree issued in 1873, these institutions later underwent reorganisation. The

second-grade schools were closed, and the first-grade schools were transformed into elementary Jewish schools with an emphasis on the study of the Russian language by limiting the subjects taught in Jewish schools. These measures aimed to reform the education system for the Jewish community, focusing on increasing the influence of the Russian language and restricting traditional Jewish subjects. In 1887, a percentage quota was introduced, limiting the number of Jewish students in educational institutions. These restrictions proved catastrophic for Jewish students, as many were forced to discontinue their education. Such policies became obstacles to obtaining education and the further development of the Jewish youth at that time.

The events of this era led to the loss of a significant part of the uniqueness and specificity of Jewish culture and education. It was not until the end of the 19th century that Jews were finally granted rights to education and educational autonomy, albeit severely limited. During this time, Jewish education in Ukraine took various forms, with significant attention given to *hederim* (traditional Jewish schools). These institutions were founded on a religious basis but provided education not only from the perspective of Judaism but also focusing on teaching literacy and the study of the native language (Hebrew). These private Jewish schools were subject to control by directors and inspectors of public schools. Despite strict controls, many proprietors of these educational institutions violated regulations by deviating from curricula and work schedules or by employing uncertified teachers. To address these violations, the regulatory document *On Compliance by Proprietors of Private Jewish Schools with Laws and Orders Relating to Said Schools* was adopted in 1898. It aimed to ensure compliance with laws and orders by proprietors of private Jewish schools through explanatory work among school founders. Emphasis was placed on the necessity of adhering to legislative norms, and fines and judicial sanctions were introduced for repeated violations. Thus, although the Jewish community had regained the opportunity to receive education while preserving cultural and national identity, the development of education for Jews faced a series of obstacles and bureaucratic hurdles. The endeavour to open new educational institutions often met with negative reactions and refusals, as documented in archival records. Bureaucratic restrictions and refusals to grant requests for the establishment of educational institutions for Jewish families became common practice during that period, complicating the possibilities for founding new educational facilities.

Another challenging period in the education of the Jewish community in Ukraine was during the Soviet Union era. In the 20th century,

the Soviet authorities integrated Jewish education into the framework of the general educational system, partially restricting the community's autonomy in this sphere (Raspe 2022). A significant issue was the restriction of access to university education for Jewish youth, creating considerable challenges for obtaining higher education and developing professional skills. This policy led to a decline in traditional Jewish education developed in previous years. However, it also prompted Jewish communities to seek ways to preserve their cultural heritage. Furthermore, it is important to note that, despite difficult moments in history, both Jewish and Ukrainian communities demonstrated wisdom and the ability to preserve their cultural heritage. In their interaction, they skillfully drew upon shared values, traditions, and experiences to preserve and strengthen their cultural roots within Ukrainian society.

107

Over time, in each historical epoch and in the context of diverse political, economic, and social challenges and perspectives, there has been a gradual development of mutual understanding and cooperation among representatives of various national communities (Ukrainian, Jewish, Hungarian, Crimean Tatar, Polish). Key factors in fostering such interaction included efforts towards tolerance, cultural adaptation, and the preservation of a shared historical heritage, contributing to the peaceful coexistence of different cultural and national groups in Ukraine. The contemporary process of Jewish education in Ukraine in the 21st century is characterised by the development of educational institutions that offer a wider range of educational programmes, including both religious and secular education. The state supports the preservation of the cultural heritage of the Jewish community and its educational development by providing funding for schools where instruction is conducted in both Ukrainian and Hebrew. Since Ukraine's independence, there has been a growing awareness of the importance of intercultural interaction, but only in recent decades has there been an intense increase in attention to the development of multicultural education, which includes the study, preservation, and support of the cultural traditions of various ethnic groups.

The Jewish community in Ukraine plays an important role in the development of multicultural education by contributing a variety of cultural and historical aspects that enrich the country's educational space. There are educational institutions, museums, and centres across the country specialised in the study and promotion of Jewish culture. In recent years, interest in Jewish culture has grown considerably within educational institutions. Schools and universities now offer special courses and programmes covering the history, traditions, and religious

heritage of the Jewish community. In addition, there are centres and initiatives aimed at studying the cultural heritage of the Jewish community, providing information, educational material, and opportunities for intercultural interaction. Thus, the Ukrainian state pays attention to the implementation of multicultural education aimed at creating a tolerant approach towards representatives of different cultures, including the Jewish community. This process is divided into several stages that combine awareness-raising, the development of tolerant attitudes, and the introduction of multicultural education into the Ukrainian educational process (Table 1).

Table 1: Ukrainian approach to the implementation of multicultural education

Stage of development	Characteristic
1 st stage	This stage begins with raising awareness of Jewish culture and traditions. Children and young people are introduced to the history, religion, art, and literature of the Jewish community. Lessons, lectures, cultural events are used to acquire knowledge and form ideas.
2 nd stage	This stage focuses on the development of a tolerant attitude towards representatives of the Jewish community. A clear idea of equality in rights and freedoms for representatives of other nationalities (Jews) is developed, using discussions, trainings, and other forms of work to overcome possible stereotypes.
3 rd stage	This stage provides for the introduction of multicultural education into the Ukrainian educational process as a necessary and inseparable component. It includes the development of educational programmes, textbooks, and materials that correspond to the principles of multicultural education.

Source: Compiled by the authors based on Shwed (2021) and Abzal (2022).

In general, it should be noted that this approach to the implementation of multicultural education systemises the process, starting with the assimilation of the cultural heritage of the Jewish community, moving on to the formation of a tolerant attitude towards it, and ending with the integration of this education into the general educational framework.

The structure of the educational process in the context of multicultural education, including the experience of the Jewish community in Ukraine, consists of several key components that interact with one another and determine the effectiveness of the educational system. Firstly, it includes programmes and curricula that structure the content and direction of educational activities. In the context of multicultural education, these programmes should consider various aspects and the historical context, while promoting mutual understanding and toler-

ance among representatives of different cultural groups. In addition to educational content, teaching methods and learning approaches are also important, as they focus on creating a favourable environment for interaction and cooperation among students from different cultures. In the international multicultural educational process, the role of teaching staff and their views on intercultural learning are essential (Kim & Jung 2021). Qualified teachers who understand and embrace cultural diversity act as catalysts for intercultural understanding. They foster an open and receptive atmosphere where students can freely express themselves and explore cultural differences. In addition, improving multicultural education is a necessary step in the European integration process. For example, respect for and acceptance of cultural diversity in society – as well as the coexistence of cultures and religions without the loss of national and cultural identity – lead to spiritual and cultural enrichment (Vasylyk 2019), which are the postulates of European consciousness.

The next aspect of improvement is the infrastructure of educational institutions, which directly affects multicultural education. Modern educational environments should be adapted to support diversity and interaction between different cultural groups (Prontenko et al. 2019a). In particular, the availability of multilingual teaching, culturally oriented resources, and special measures to support students from different cultural backgrounds play an important role in creating a favourable educational environment (Henehan & Duarte 2024). It is also important to consider that the management and administration of educational institutions should ensure the sustainable development of multicultural education (Chaika 2022). Such management should include strategic planning, the development of appropriate policies and programmes that promote intercultural understanding, and the introduction of monitoring and evaluation tools to assess the effectiveness of existing multicultural educational programmes (Ovcharuk et al. 2023). Taking these components into account in the structure of the educational process becomes the basis for the successful implementation of multicultural education, as demonstrated by the Jewish community in Ukraine. By integrating programmes, teaching methods, pedagogical approaches, and management strategies, educational institutions can create a sustainable and fruitful environment for the development of intercultural understanding and support for cultural diversity (Abbasova et al. 2023).

Another important aspect of multicultural education is the methods employed by educational institutions. Educational methods constitute a complex system of pedagogical approaches aimed at facilitating inter-

cultural education (Suranchiyeva et al. 2023). Teaching is a fundamental component that actively fosters intercultural discussion and mutual understanding (Zelenin et al. 2023). Additionally, educational institutions adopt practices that focus on exploring different cultural and historical contexts. These methods include the study of traditions, customs, language, creativity, and other aspects of different cultures, enabling students to broaden their worldviews and deepen their understanding of cultural differences. Other methods of multicultural education include strategies aimed at developing tolerance and respect for cultural differences. These approaches help students build awareness and acceptance of diversity as an integral part of modern society. They include the use of interactive technologies and pedagogical innovations aimed at supporting the study and understanding of various cultural aspects through modern educational approaches and technologies. Overall, the combination of these methods contributes to the creation of a diverse and inclusive pedagogical practice that promotes the development of a tolerant and multicultural learning environment.

The Jewish community in Ukraine has faced considerable obstacles in implementing multicultural education, primarily owing to historical trauma and cultural opposition. Historically, the Jewish population in Ukraine has experienced significant persecution, including restrictions on their cultural and religious practices during the Soviet era and earlier periods of political turmoil. These traumatic experiences have contributed to a perception of cultural vulnerability and a reluctance to fully engage with larger educational frameworks. Consequently, Jewish educational institutions often prioritise the preservation of their cultural identity over adopting multicultural pedagogies. This can lead to opposition to educational reforms advocating for the inclusion of other cultural viewpoints. This opposition is exacerbated by fears of losing unique Jewish traditions and values amid a widespread movement towards homogenisation within the educational system.

The Jewish community also faces substantial resource constraints, especially regarding teacher training and educational materials. Insufficient financing for specialised teacher development programmes designed to enhance intercultural competence presents a major barrier to the effective integration of Jewish cultural perspectives into mainstream education (Prontenko et al. 2019b; Levchenko et al. 2021). Many educators lack the necessary expertise to teach cultural diversity effectively or to engage with pupils from diverse cultural backgrounds, particularly those from Jewish communities (Bocheliuk et al. 2019). Moreover, there is a shortage of educational resources that accurately represent

Jewish cultural, religious, and historical perspectives. Textbooks and curriculum frequently misinterpret the Jewish experience, leaving educators with inadequate tools to teach Jewish culture in an authentic and meaningful way (Ernar et al. 2021). These constraints hinder the establishment of an inclusive multicultural education system that could enhance awareness and appreciation of Jewish culture among students from various backgrounds.

The main stakeholders in intercultural education are state institutions, educational institutions, teachers, students, and representatives of different cultural communities (Strelnikov & Vytkaľov 2023). State institutions act as the main actors, defining education policy and legislation and promoting the implementation of multicultural education through regulations and financial support (Ketners 2024; Shahini 2024). Educational institutions and educators play a key role in implementing state policies by integrating multicultural education through curricula, teaching methods, and teacher training (Ramankulov et al. 2015). They also create educational materials, organise cultural events, and promote a tolerant environment within schools. Students, as active participants in the educational process, engage with and respond to multicultural education and can advocate for greater attention to diversity and cultural tolerance. Representatives of different cultural communities also play an important role in the context of multicultural education, contributing their own unique perspectives and thus enhancing cross-cultural understanding and interaction. Their active participation in cultural events and exchange of experience is vital for the successful implementation of multicultural education.

It is important to note that Ukraine is making significant efforts to create a tolerant and open society through the systematic implementation of multicultural education in its educational processes. This activity is reflected in the adoption of key legislative acts aimed at developing culturally conscious education and supporting diversity within the educational system. The introduction of multicultural education is considered a strategic step towards building a harmonious society. Ukraine's successful experience in implementing multicultural education rests, firstly, on establishing a legislative framework that defines multiculturalism as a key aspect of educational policy. This provides the foundation for the development of educational programmes and textbooks that consider cultural characteristics and diversity in society. Secondly, the success of the Ukrainian experience lies in the preparation of teachers to deliver multicultural education. Thanks to specialised training, teachers acquire the necessary knowledge and methodological approaches

to effectively foster tolerant attitudes towards different cultures among students (in educational institutions of all levels). In addition, the successful implementation of multicultural education in Ukraine is manifested in a wide range of educational activities aimed at raising awareness of diverse cultures, including exhibitions, museums, thematic lessons, and cultural events. These initiatives are supported by the existence and active work of specialised institutions, such as Jewish educational centres, associations, communities, and foundations.

Interethnic conflicts and preconceptions in varied educational environments can compromise intercultural education by fostering distrust, exclusion, and animosity (Grütter et al. 2021). Stereotypes foster discriminatory behaviour, obstruct communication and collaboration, and may marginalise specific populations (Limaj 2022; Khamzina et al. 2020). This fosters an insecure and unendorsed environment, adversely affecting pupils' mental health and academic achievement. Discrimination sustains bias, hindering the efficacy of multicultural education and turning classrooms into arenas of cultural disagreement rather than spaces for mutual respect. These conflicts adversely impact student relationships, learning results, and the implementation of multicultural courses by diminishing cross-cultural conversation and collaboration. Students may experience exclusion, which results in diminished academic performance, especially among marginalised populations. To mitigate these tensions, it is essential to cultivate an inclusive workplace through anti-bias training, encouraging intercultural discourse, incorporating diverse perspectives into curricula, and ensuring educators are equipped to confront preconceptions and prejudice effectively.

Given these aspects, the successful implementation of multicultural education in Ukraine is based on the recognition and active implementation of multicultural values and principles in all areas of the educational system. This allows society to understand and appreciate cultural and ethnic differences and promote mutual understanding and tolerance among representatives of different cultures. It is also important to acknowledge that the Jewish community has undergone a challenging journey in gaining autonomy and rebuilding its cultural identity, considering all the difficulties it has faced along the way. In contemporary Ukraine, the state provides support to all national minorities, helping them adapt and integrate into Ukrainian society. Under these circumstances, the most pressing issue for the Jewish community today is the preservation of its cultural identity in the context of globalisation and integration into Ukrainian society. Efforts to preserve unique educational traditions and values sometimes conflict with the general tendencies

to harmonise socio-cultural groups in the country. However, the Jewish community seeks to address these issues through collaboration with the government, engagement of civil organisations and foundations, and the development of educational programmes and centres aimed at preserving and developing Jewish education and culture.

113

Additionally, the Jewish community remains committed to preserving its traditions. In the modern Ukrainian environment, many Jewish customs are upheld. Notable examples include the celebration of religious holidays such as Rosh Hashanah (Jewish New Year) and Yom Kippur (Day of Atonement), which are important for the Jewish community and are maintained as a historical legacy. They are marked by special religious rituals, including prayers, fasting, and festive dinners. Another significant tradition is education and upbringing of children in accordance with Jewish values, customs, and norms. Furthermore, Jewish traditions manifest in various artistic and cultural expressions, such as music, dance, and diverse artistic exhibitions, serving as crucial elements in the cultural development and heritage of the Ukrainian Jewish community. Ukrainian Jews maintain an interest in Jewish language, literature, history, and faith, directing efforts towards passing this legacy on to future generations through educational institutions and cultural programmes.

Effectively implementing multicultural education within the Jewish community in Ukraine requires addressing numerous critical factors that influence the integration of Jewish cultural perspectives and the general inclusivity of the educational system. These factors include the historical context of Jewish education, the readiness of educators, and the degree of support from both the community and government. Table 2 outlines the primary elements and factors influencing this process, along with recommendations for measures that could improve its efficacy.

Although the elements outlined in Table 2 establish a basis for a more inclusive educational setting, ongoing initiatives are essential to ensure that multicultural education not only accommodates but also actively honours the cultural identity of the Jewish community. The partnership between educational institutions, community organisations, and governmental entities will be essential in establishing a sustainable framework that fosters cultural diversity within Ukraine's educational system. Policymakers must prioritise the establishment and funding of teacher training programmes centred on multicultural education, particularly those designed to address the cultural, historical, and educational needs of ethnic minorities, including the Jewish popu-

lation. This may entail compulsory professional development seminars for educators, focusing on cultural sensitivity, anti-bias methodologies, and techniques for incorporating various viewpoints into the curriculum. Furthermore, authorities should consider establishing incentives for schools that effectively implement multicultural initiatives, promoting the dissemination of best practices and resources.

Table 2: Key aspects and factors influencing the successful implementation of multicultural education within the Jewish community in Ukraine

Aspects	Factors influencing success	Further actions needed
Cultural integration	Historical integration of Jewish education with other communities	Increase collaboration between Jewish educational institutions and mainstream schools.
Teacher training	Lack of training on multicultural competencies	Develop specialised teacher training programmes focused on Jewish cultural education.
Curriculum development	Limited representation of Jewish culture in mainstream curricula	Integrate Jewish history, traditions, and values into national educational materials.
Government support and legislation	Support from Ukrainian laws on national minorities	Ensure consistent enforcement of multicultural education policies, especially for minorities.
Community engagement	Active role of Jewish community centres and organisations	Strengthen partnerships between community centres and schools for cultural events and educational programmes.
Social and emotional support	Need for safe spaces to discuss cultural differences	Establish counselling services and peer support networks to address discrimination or exclusion.
Intercultural dialogue and cooperation	Engagement with other ethnic and cultural groups	Foster interethnic dialogues in schools to promote mutual understanding and respect.
Cultural resources	Lack of educational materials reflecting Jewish cultural perspectives	Create and distribute more culturally relevant educational resources for Jewish students and educators.
Public awareness	Growing awareness of the importance of cultural diversity	Launch public campaigns to raise awareness of the value of Jewish culture in the broader Ukrainian context.

Source: Own compilation.

The successful implementation of multicultural education relies on the dynamic interaction of several interconnected factors: historical awareness, educator training, curriculum development, institutional support, and community involvement. Collectively, these pillars bolster and uphold inclusive educational approaches. Historical understanding provides a foundation by cultivating cultural sensitivity and empathy. Teaching children about the diverse histories of communities, including the Jewish experience in Ukraine, fosters comprehension of minority perspectives. However, awareness alone is insufficient without integration into pedagogical practice. This underscores the significance of teacher preparation, which equips educators with historical knowledge and multicultural pedagogical competencies to counter prejudices and foster inclusive classrooms.

Teacher training and curriculum development are intricately interconnected. Even well-qualified educators require access to culturally responsive resources that represent minority histories, literature, customs, and practices within the national narrative. Collaborative curriculum development with community groups and officials ensures content accuracy and respectfulness. This culturally enriched curriculum improves teacher preparation by offering practical resources and context-specific examples.

Institutional support and legal frameworks are essential for sustaining these initiatives. Legislation such as Law of Ukraine No. 1060-XII On Education (1991) and Law of Ukraine No. 2494-XII On National Minorities in Ukraine (1992) mandates multicultural education, fosters equitable access, and enables educators to implement inclusive methodologies. Institutions offer tools for professional development, oversee implementation, and cultivate environments that embrace language and cultural diversity.

Community interaction is essential for shaping educational material and enhancing its significance. Collaborations with Jewish organisations and cultural centres provide genuine resources and offer feedback mechanisms that prevent superficial portrayals. Community engagement enhances education outside the classroom through extracurricular activities and public events, fostering intercultural interaction among students and families. These elements constitute an interrelated framework wherein historical awareness, teacher training, curriculum inclusivity, institutional support, and community collaboration collectively enhance effective multicultural education.

The evaluation of multicultural integration in education required a multifaceted approach, as its effects are evident at institutional, peda-

gical, and community levels. This study assessed the efficacy of multicultural education using qualitative and quantitative metrics derived from secondary sources, including state education reports, independent evaluations by civil society organisations, and published case studies from local schools and community initiatives. The indicators included curricular inclusion, teacher preparedness, student involvement, inter-ethnic collaboration, and the existence of cooperative structures between educational institutions and cultural groups.

A primary indicator of successful intercultural integration is the inclusion of minority histories and narratives into the national curriculum. In Ukraine, multicultural education is officially acknowledged as significant, and initiatives have been undertaken to integrate aspects of ethnic minority cultures and histories into educational curricula. Research by Svrydiuk et al. (2022) shows that multicultural education in Ukraine remains at an early stage of development. Their analysis of schools in the Cherkasy region revealed that although multicultural and national-patriotic orientations are included in educational content, the overall standard of multicultural education is inadequate and uneven. The study emphasises the necessity for a more thorough and systematic integration of minority histories and cultural narratives nationwide. Incorporating minority histories and narratives into the national curriculum is a vital indicator of the effectiveness of multicultural education. Ukraine has made attempts to integrate the experiences and contributions of other ethnic groups, especially the Jewish minority, into educational materials. Research suggests that although certain elements of diversity exist in educational programs, the total degree of multicultural education among students requires further improvement (Svrydiuk et al. 2022).

Teacher training programmes focused on intercultural competence are vital for successful integration. Research underscores the necessity for educators to acquire cultural, ethno-historical, and ethno-psychological knowledge to comprehend the diversity of the contemporary world and the particularities of cultural expressions across different socioeconomic strata (Ovsiienko et al. 2023). The cultivation of these competencies allows educators to structure pedagogical processes that promote dialogue among individuals from diverse cultures. Student participation, especially among immigrant and minority populations, is a significant measure of effective intercultural integration. Research on Ukrainian adolescent refugees within European educational systems, namely in Austria, Germany, and England, indicates that social elements, particularly peer relationships and supportive student-teacher

interactions, profoundly influence the overall well-being and integration of these children (Kolbel 2024). These findings highlight the significance of cultivating inclusive environments that facilitate the social integration of all pupils.

Collaborative initiatives between educational institutions and community organisations enhance the significance and authenticity of intercultural education. Partnerships with cultural institutions or local museums can bring real-life stories into classrooms, enriching the learning experience. These collaborations ensure that the depiction of cultural identities in education is rooted in lived experiences, fostering mutual cultural understanding and respect. Although Ukraine has made progress in incorporating multicultural principles into its educational framework, continued efforts are essential to tackle ongoing challenges. Improving curricular inclusivity, expanding teacher training initiatives, promoting student participation, and reinforcing community partnerships are essential measures for attaining comprehensive multicultural integration in education.

Educators should be encouraged to integrate Jewish cultural narratives into their teaching materials and curricula, enabling Jewish students to see their heritage reflected in their educational experience. Schools should enhance community engagement by collaborating with Jewish cultural organisations and centres to develop educational programmes, workshops, and extracurricular activities that honour cultural variety. Ultimately, promoting open discourse in classrooms about cultural differences and establishing secure environments for students to express their perspectives helps cultivate a more inclusive and supportive atmosphere, which is crucial for the long-term success of multicultural education. Focused efforts on creating their own educational institutions, supporting cultural initiatives, and preserving traditions and language contribute to the preservation and development of Jewish education in Ukraine, reinforcing the preservation and regeneration of the national cultural heritage.

4. Discussion

Multicultural education explores and discusses a wide range of aspects aimed at developing a tolerant and open society. One of the key topics is the understanding of, and interaction between, different cultures. Banks and McGee Banks (2019) underscore the importance of recognising cultural and ethnic diversity in modern education. They emphasise the close relationship between multicultural education and the enrich-

ment of the learning environment through the inclusion of different cultural approaches and views. A central focus of their work is the analysis of the problems of inequality and discrimination in education. These issues are examined through the lens of social justice in the context of educational institutions, with detailed analysis of various forms of inequality that exist in contemporary education, including unequal access to resources, unequal learning opportunities, and systematic discrimination based on race, ethnicity, or social status. Furthermore, their work highlights the importance of understanding and eliminating these negative phenomena in the educational system. The authors propose social justice strategies based on creating more equal learning conditions for all students. These strategies should include developing policies that promote inclusivity, improving curricula to reflect the diversity of cultures and beliefs, and creating an environment that supports diversity and mutual respect.

Recent scholarship also highlights the need to consider the diversity of cultures in educational processes, placing significant emphasis on employing various approaches and strategies to ensure equal opportunities for students from different cultural and ethnic backgrounds. However, the present study focuses on the implementation of multicultural education in the specific context of a single country and ethnic group, considering national characteristics and requirements for the educational system. By contrast, earlier research emphasises more generalised aspects of inclusiveness and social justice in education in general. This study therefore focuses on specific measures designed to ensure equal learning conditions for students from different cultural backgrounds and to build a more tolerant society through education. It also summarises the principles of social justice and offers strategic guidance. The results obtained in the current study place more emphasis on concrete actions aimed at implementing these principles in the educational process at the state level.

The work of Choi and Mao (2021) points out the importance of developing teachers' competencies for the successful implementation of multicultural education in the general educational process. The authors argue that the development of teachers' competencies in multicultural education helps create a more adaptive and inclusive learning environment for students from different cultural and ethnic groups. They identify the importance of teachers having the opportunity to develop skills that will enable them to work effectively with learners from different cultures, understand their characteristics and needs, and adapt their teaching methods and curricula to these diverse contexts. Thus,

the development of teachers' competencies in the field of multicultural education is identified as an important factor in ensuring the successful implementation of these approaches in the general educational process.

The article by Abacioglu et al. (2022) thoroughly examines existing professional development programmes for teachers, revealing their fragmentation and inconsistency. The authors point to a gap between existing programmes and the practical needs of teachers to prepare them to work effectively in a multicultural environment. They put forward several recommendations to improve the situation, including the creation of comprehensive professional development programmes that focus on all aspects of multicultural education, as well as the active involvement of teachers from different cultural backgrounds in the design and implementation of these programmes. They highlight the importance of teacher professional development for effective teaching in multicultural classrooms, emphasising that improving it in the context of multicultural education will contribute to achieving key goals.

While current research also emphasises the importance of developing teachers' professional skills in delivering inclusive multicultural education, the present article extends this discussion by examining the role of various actors involved in the implementation of multicultural education, focusing not only on teachers and the need to develop their professional skills but also on a wide range of stakeholders in the educational process. The results highlight the importance of the influence of legislative bodies, NGOs and other stakeholders in the formation and implementation of multicultural education strategies. This approach allows for an in-depth analysis of the influence of each actor on the success of the implementation of such mechanisms in the educational process. In particular, the article emphasises the importance of interaction between these actors, noting that they form a complex network of influence that jointly determines the directions and subtleties of implementing multicultural education in the general Ukrainian educational process. This analytical approach helps identify tools and strategies that ensure an appropriate level of support and implementation of multicultural education in Ukrainian society.

The research by Hammarén and Lunneblad (2022) identifies shortcomings in current methods of multicultural education. One major issue is the lack of emphasis on the interplay and context of various civilisations. The authors point out that while many existing programmes are aimed at providing information about different cultures, they do not provide real-life experience of interaction between people from these

cultures. This can limit students' understanding and acceptance of other cultures as they do not have the opportunity to practically apply the knowledge they have acquired. In addition, the authors critique the neglect of the importance of home culture in traditional approaches to multicultural education. They emphasise that each individual has their own unique home culture, which has a significant impact on the formation of their overall personality and beliefs. Ignoring this aspect can lead to an inaccurate understanding and assessment of the cultural aspects of each student's personality, creating gaps in the process of education and tolerance development. The authors underline that such flaws can expose the ineffectiveness of multicultural education. Insufficient attention to the interaction between cultures and neglect of home culture can lead to increased segregation and interethnic conflicts, which, in turn, can lead to an increase in stereotypes, rejection and misunderstanding, which disrupts the process of interaction and development of tolerance in society.

Meanwhile, Samuelsson and Swärd Ulriksson (2021) outline several aspects that make multicultural education unpredictable and challenging. One of the main factors is the diversity and complexity of cultural relationships and the difference in approaches to teaching and educating students from different cultural backgrounds. Each culture has its own unique characteristics, values, traditions, and ways of thinking that can interact and conflict with other cultures, which directly creates difficulties in adapting educational approaches that must be flexible and consider the diversity of students. It is also important that multicultural classrooms represent different ethnic, linguistic and socio-economic groups, which requires teachers to develop even more adaptability and flexibility in their work to be able to meet the needs of different students. In addition, there is a need to study and develop new teaching methods and strategies aimed at working effectively with different cultures and the individual needs of students. Such strategies must be constantly adapted and modified to respond to changing conditions and student diversity. Therefore, as the authors note, the complexity and unpredictability of multicultural education demand flexibility, openness and constant readiness to adapt teaching methods to accommodate the diversity of cultures and student needs.

In the context of Ukraine, the development of multicultural education reflects the country's specific historical and cultural conditions. Ukraine has achieved notable progress in integrating multicultural education into its general educational process. This is largely driven by the presence and activity of various associations, foundations, and or-

ganisations that help in the implementation and support of educational programmes for various segments of the population, including distinct communities such as the Jews. This contributes to the formation of a more tolerant and understanding society, where cultural diversity is considered a positive feature that enriches and strengthens the social context. However, it is important to note that the adaptation of new approaches to education and an adequate response to student diversity remain key challenges that require further study and development in the context of Ukrainian education in particular. In general, the study confirms the presence of multiple perspectives in the context of the implementation of multicultural education, demonstrating its complexity and significance for modern society.

121

5. Conclusions

In line with the main objective of the current research, and based on the analysis of key aspects of multicultural education through the example of the Jewish community in Ukraine, several important conclusions can be drawn. It should be noted that the implementation of multicultural education in Ukraine is a promising and long-standing initiative at the state level. The introduction and development of this educational approach, particularly in relation to the education of the Jewish community of Ukraine, has been made possible by a developed infrastructure of specialised organisations and foundations aimed at supporting educational projects for certain segments of the population. An important aspect of the positive implementation experience is the awareness of the need to consider the cultural characteristics and traditions of the community when developing educational programmes.

The study confirmed that educational programmes should be flexible and adaptable, taking into account the specifics of Jewish culture and other cultures that coexist alongside it. Furthermore, one of the key aspects is the recognition of the role of multicultural education in the formation of a tolerant society. The implementation of such programmes contributes to an increased level of mutual understanding, openness, and tolerance within Ukrainian society as a whole. In addition, this approach helps the country enter the European space. The importance of inclusiveness in the learning environment should also be emphasised. Creating favourable conditions for students from different cultural and social backgrounds is key for the successful implementation of multicultural education. The study also determined that the successful implementation of multicultural education requires state

support and positive public attitudes. The involvement of the state, local authorities, and the society as a whole is crucial for the success of multicultural education programmes and projects.

To reinforce the results, governments should prioritise financing for teacher training programmes focused on multicultural education that encompass cultural sensitivity and anti-bias methods while establishing incentives for schools that successfully implement multicultural efforts. Educators should integrate Jewish cultural narratives into their curricula, collaborate with community organisations to develop educational activities, and promote open discourse to cultivate a more inclusive and supportive learning environment. Thus, the present article offers a unique perspective on the successful implementation of multicultural education through the analysis of Ukraine's experience with the Jewish community and can serve as a basis for further research in the field of intercultural understanding and education. Further research could focus on studying the Ukrainian model of multicultural education, considering the specifics of the socio-cultural context and political environment of other countries, and improve or develop additional or alternative variations of this approach.

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Primer uspešnega multikulturalizma v izobraževanju: analiza integracije judovske skupnosti v Ukrajini

Izvleček

Članek analizira uresničevanje načel multikulturalizma na področju izobraževanja v Ukrajini, katerega namen je spodbujanje medsebojnega razumevanja in sožitja različnih kultur. Uporabljene metode vključujejo sintezo ter kulturno, konceptualno in strukturno analizo, s pomočjo katerih so opredeljeni ključni elementi, ki prispevajo k uspešnemu vključevanju vrednot multikulturalizma. Ti zajemajo oblikovanje izobraževalnega okolja, ki je naklonjeno medkulturnim stikom, izboljšanje medsebojnega razumevanja in strpnosti na podlagi zgodovinskih izkušenj ter razvoj izobraževalnih strategij, prilagojenih za sprejemanje različnih kulturnih narativov. Ugotovitve poudarjajo pomen odprtosti za raznolikost, ki omogoča oblikovanje izobraževalnega prostora, v katerem je vsaka kulturna identiteta cenjena in dejavno vključena. Rezultati prav tako kažejo na pomen strukturirane krepitve kompetenc učiteljev na področju multikulturalizma ob podpori specializiranih fundacij in skupnostnih centrov, ki zagotavljajo potrebna sredstva za tovrstno izobraževanje.

Ključne besede

kulturna inkluzivnost, izobraževalna infrastruktura, raznolikost, družbeno sožitje, vključenost