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## The Influence of the International Economy on the Development of Democratic Values in Modern Educational Practices

### [Wpływ międzynarodowej gospodarki na rozwój wartości demokratycznych we współczesnych praktykach edukacyjnych]

**Streszczenie:** Autorki skupiły się na badaniach dotyczących wpływu międzynarodowej gospodarki na rozwój wartości demokratycznych we współczesnych praktykach edukacyjnych. Postępujący rozwój gospodarki prowadzi do zmian w innych sferach społeczeństwa, zwłaszcza w edukacji, gdzie wdrażanie wartości demokratycznych staje się krytycznym czynnikiem w procesie zapewniania jakości kształcenia. Rozważana jest rola orientacji wartościowych i zaufania politycznego w kontekście środowiska edukacyjnego oraz analizowane są teoretyczne podejścia renomowanych badaczy, takich jak John Dewey, Bruno Latour, Jürgen Habermas i Anthony Giddens. Wnioskuje się, że skuteczne wdrażanie wartości demokratycznych w edukacji wymaga kompleksowego podejścia, które uwzględni wpływ międzynarodowej gospodarki, interakcje między strukturami a agentami oraz znaczenie komunikacji i połączeń sieciowych. Takie podejście przyczyni się do kształtowania demokratycznego, społecznie odpowiedzialnego i ekonomicznie rozwiniętego społeczeństwa.

**Summary:** This article examines the urgent and crucial impact of the international economy on the development of democratic values in contemporary educational practices. The progressive development of the economy leads to changes in other

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spheres of society, in particular in education, where implementing democratic values becomes critical factor in a quality educational process. The role of value orientations and political trust in the context of the educational environment is considered, and theoretical approaches of renowned researchers such as John Dewey, Bruno Latour, Jürgen Habermas, and Anthony Giddens are analyzed. It is concluded that effective implementation of democratic values in education requires a comprehensive approach that considers the influence of the international economy, the interaction between structures and agents, and the importance of communication and network connections. Such an approach will contribute that forming a democratic, socially responsible, and economically developed society.

**Słowa kluczowe:** międzynarodowa gospodarka, przestrzeń edukacyjna, ideologia, globalne procesy gospodarcze, zasady demokratyczne.

**Keywords:** international economy, educational space, ideology, global economic processes, democratic principles.

## Introduction

Educational practices and democratic values are usually perceived as fundamental components of the development of modern society. This is actually the case, if we take into account the influence of the international economy on the formation of educational systems. However, even in this situation, the problem of this influence begins to appear. What actually contributes to the development of democratic values in education and provides certain advantages – deep integration of these values or only superficial borrowing under the influence of global economic trends? Is the influence of the international economy on education important in terms of content, or does the main role belong to its perception as a necessary step to economic progress? It is obvious that economic factors often play a more significant role in the formation of educational priorities than the actual desire for democratization (this is to some extent true not only for the Ukrainian educational system). We conclude from this: the international economy is becoming primarily a form of symbolic and social capital, which affects education, but not so much meaningfully, but as a social sign of compliance with global trends. Therefore, the question arises, is this influence a need for the true development of democratic values, a fundamental necessity for educational progress, or is it only embodied in society's demand for economic integration? According to this requirement, educational practices are created and constituted as part of the global economic system.

The progressive development of the economy is usually perceived as a catalyst for changes in other social spheres, in particular in the educational process and environment. This is actually so, if we take into account the

influence of the international economy on the formation of educational methods and programs. However, even in this situation, the problem of such an influence begins to appear. What actually contributes to the effectiveness of education and the development of democratic values – deep integration of these values or only superficial borrowing under the influence of global economic trends? The insufficient level of integration of the country's economy into the global space usually leads to the deterioration of both the formation of a democratic environment and the development of educational methods. Modern student youth are supporters of democratic changes, but the inconsistency of modern values and the diversity of the student community make it necessary to strengthen targeted influence on their awareness. This influence should be carried out in the context of freedom as a universal factor of personality development, but the question arises: is it a real need for education, or does it only meet the requirements of society for economic integration?

The purpose of the article is to study the influence of the international economy on the development of democratic values in modern educational practices. Accordingly, an analysis of how global economic processes shape the educational environment and affect the democratization of education will be conducted.

## Overview of Key Concepts

The importance of education as a process on which the future of the nation depends is emphasized not only by the need for a well-planned educational process with the participation of teachers, educational technologies and methods, but also by a deep understanding of democratic values. John Dewey in his classic work „Democracy and Education” emphasizes that education is the foundation for the development of democracy, as it contributes to the formation of critical thinking and active citizenship (Dewey, 2024).

Researchers of the tradition of political culture emphasize the role of value orientations and community cohesion around common values for the formation of political trust. Trust, as a fundamentally relational concept, arises from the interaction between the properties of the subject and the object of trust. Thus, political trust derives from citizens' agreement with the values represented by the state and from their belief in the normative compliance of government structures, officials, and processes. Accordingly, Dewey claims that education should be aimed at the development of individual abilities and social responsibility, which in turn strengthens

political trust and social cohesion (Dewey J., 2024). Therefore, if high trust in public institutions indicates a high congruence between the values of citizens and the values represented by the political system, then quality education based on democratic principles is key to maintaining this congruence.

On the other hand, in countries where democratic standards are violated, people with high democratic values will have low political trust. Empirical studies confirm these statements, showing that the relationship between democratic value orientations and political trust depends on the level of democratic development of the country.

In addition, for a deeper understanding of the influence of the international economy on the development of democratic values in educational practices, it is worth referring to the concept of the actor-network theory of Bruno Latour (Latour B., 2005). Latour suggests viewing society as a network of interacting actors – both human and nonhuman – where each element plays a significant role in shaping social processes. In the context of education, the international economy acts as one of the key actors interacting with educational institutions, influencing the spread of democratic values.

According to actor – network theory, changes in educational practices occur through a complex network of relationships between various actors, including state institutions, educational institutions, teachers, students, and global economic forces (Latour B., 2005). This means that for the effective implementation of democratic values, it is necessary to take into account not only the internal factors of education, but also the external economic and social influences. Thus, the international economy does not simply affect education, but is an integrated part of the social network that shapes educational practices and values.

For a deeper understanding of the interaction between education, democratic values and the influence of the international economy, it is worth turning to Jurgen's theory of communicative action Habermas (Habermas J., 1984). Habermas emphasizes the importance of rational communication and mutual understanding as the basis for the formation of a democratic society. In the context of education, communicative action contributes to the development of critical thinking and civic engagement, which are key components of democratic values.

According to Habermas, education should provide conditions for a free and rational exchange of ideas, which allows for the formation of a collective will and a consensus of values (Habermas J., 1984). This is especially important in the context of the influence of the international economy, which can both strengthen and undermine democratic processes. Taking into account the theory of communicative action, it can be argued that the

effective implementation of democratic values in educational practices depends on the ability of educational institutions to provide space for open dialogue and critical understanding of global economic influences.

Anthony Giddens in his work „The Constitution of Society: Essays on the Theory of Structuration” (Giddens A., 1984) proposes a theory of structuration that can be useful for understanding the interaction between the international economy, democratic values and educational practices. Giddens emphasizes that social structures and the actions of agents mutually influence each other: structures shape the actions of individuals, and the actions of individuals reproduce or change these structures. In the context of education, this means that educational institutions and practices not only form citizens with certain values, but are themselves influenced by global economic and social processes (Giddens A., 1984).

According to the theory of structuration, the influence of the international economy on the development of democratic values in education is a two-way process. On the one hand, global economic forces can determine the directions of educational policy and the implementation of certain methods that meet economic requirements. On the other hand, educational practices based on democratic values can influence economic processes, forming citizens capable of critical thinking and active participation in public life (The Digital Economy and Society Index, 2024).

Thus, a combination of Dewey’s ideas about democratic education (Dewey J., 2024), Latour’s actor-network theory (Latour B., 2005), Habermas’ theory of communicative action (Habermas J., 1984) and theories of structuring Giddens (Giddens A., 1984) allows for a more comprehensive understanding of how the international economy affects the development of democratic values in modern educational practices. All these theories emphasize the importance of interaction between structures and agents, communication and network connections for the formation of shared values and trust in society.

In the Ukrainian context, the issue of the formation and development of a democratic environment in the educational process was considered by many authors (Bondarenko N., Kosyanchuk S., 2022; Todorov I., 2020; Shamrai V., 2023). At the same time, aspects of the influence of the international economy on the development of democratic values in modern educational practices are still poorly researched.

In the context of modern education, the role of media literacy and information security has gained increasing importance, especially in challenging situations such as armed conflicts. Terepyschyi and Kostenko (2021) highlight the critical need for media literacy education to enhance information security in educational environments, emphasizing that such

skills are fundamental for both students and educators during times of instability. Their research focuses on developing a curriculum that supports critical media consumption, which is essential for maintaining information resilience in the face of disinformation.

Federowicz and Terepyschchy (2023), in their study *Democratic Values in Education: A Theoretical Examination of Ukrainian Children and Youth in Polish Schools Post-February 2022*, emphasize the importance of creating an educational atmosphere that supports democratic principles for displaced Ukrainian students in Poland.

Moreover, the landscape of cybersecurity education has transformed significantly during the ongoing conflict in Ukraine. As detailed by Terepyschchy and Kostenko (2022), the war has necessitated a shift in focus toward practical cybersecurity training for students and teachers, integrating emergency protocols and digital safety measures into the educational framework. This shift has allowed educational institutions to better adapt to the realities of cyber threats, ensuring that the learning environment remains secure and resilient even amidst external challenges.

Academic precarity in the context of war is an extremely relevant issue for Ukraine, as educational institutions face challenges in adapting to new conditions while maintaining the quality of education amidst ongoing threats. Oleksiyenko and Terepyschchy (2024) in their study, 'Hope despite all odds': academic precarity in embattled Ukraine, note that despite the destruction and uncertainty, Ukrainian academic communities retain hope and strive to sustain educational processes. The researchers highlight how the war has deepened academic instability but simultaneously fostered resilience and solidarity among educators and students, enabling education to continue even under the most challenging conditions.

Therefore, it is important to examine the democratic values of primary school teachers themselves and the factors that influence them, as they have the potential to influence their future practice. In relation to this current study, which focuses on democratic educational environments and teacher characteristics, it is hypothesized that there may be a reliable relationship between elementary school teachers' self-efficacy beliefs, their attitudes toward democratic values, and the philosophical approach to education they espouse.

## **Presentation of the Main Material**

Democratic values in education are usually perceived as fundamental components of the development of modern society, and their manifestation

in school is related to the educational context, socio-political and cultural environment. This is indeed the case, given the importance of democracy as a worldview ideal, its appeal to most people, and the reason why democracy is worth defending, making it an element of the political consciousness of millions of citizens and gaining new supporters around the world. However, even in this situation, the problem of implementing these values begins to appear. What actually contributes to their real consolidation in educational practices and provides certain advantages – a deep understanding and integration of basic democratic principles or only a superficial declaration of them?

The core values of democracy include freedom, responsibility, solidarity, dignity, constitutional state, parliamentary democracy and justice. These values are guaranteed by basic, political, cultural or social rights and freedoms, but are they really implemented in the everyday educational environment? It is obvious that the list of democratic values becomes especially relevant during the period of the formation of democracy, which is accompanied by a change in society, the creation of a new social ideal based on these values, and the development of educational activities.

Therefore, the question arises, is the involvement of broad sections of the population – parents, teachers, representatives of the authorities – in understanding the basic ideas of democracy a real need for education, a fundamental necessity for development, or is it only a requirement of society to comply with modern trends? Modern student youth are supporters of democratic changes, but the inconsistency of modern values and the diversity of the student community make it necessary to strengthen the targeted influence on their awareness, which should be carried out in the context of freedom as a universal factor in personality development. Does this influence really contribute to the real implementation of democratic values, or does it only serve as a symbolic confirmation of compliance with global trends?

Education is a process on which the future of a nation depends. A necessary condition for its quality is a well-planned educational process, which involves teachers, educational technologies, methods, tools (visual aids, textbooks, technical devices, etc.) and educational management. Researchers of the tradition of political culture emphasize the role of value orientations and community cohesion around common values for the formation of political trust. Trust, as a fundamentally relational concept, arises from the interaction between the properties of the subject and the object of trust. Thus, political trust derives from citizens' agreement with the values represented by the state and from their belief in the normative compliance of government structures, officials, and processes.

Accordingly, high trust in state institutions indicates a high correspondence between the values of citizens and the values represented by the political system; in institutionalized democracies, trust will be highest among the most democratically oriented individuals. On the other hand, in countries where democratic standards are violated, people with high democratic values will have low political trust.

When examining the sources of democratic values, decades of research point to education as their strongest and most consistent predictor. Research also repeatedly shows that better-educated people hold more liberal values, including a preference for equality and tolerance, and an aversion to radical right-wing parties. There are several ways in which education can make people more democratically oriented, many of them indirect.

Some researchers emphasize the cognitive benefits of education, including improved access to information and the ability to process and use that information to make judgments. Educated people know the political system and the role of individual institutions better and can more accurately assess their activities. In case of insufficient performance, they are better prepared to take action. Along with technological innovations that reduce the cost of obtaining information, the development of education is another major process that leads to cognitive engagement.

Educated people also have more diverse social connections and are more likely to meet people with ideas different from their own. They tend to be better at foreign languages and have better communication skills. During formal education, especially at the university, people are introduced to ideas and theories, learn to relate abstract concepts to reality, and to distinguish between ideas and practice, between institutions and actors, and between the roles and responsibilities of different institutions.

The level of education of a country's citizens is a key factor in its economic prosperity. The level of higher education often contributes to the enhanced growth and development of a nation. However, it is difficult to compare education systems in different countries due to differences in teaching methods and availability of resources. In order to solve this, indices were developed to assess the level of education of citizens.

The USA, China, Japan, Germany and India are the world's largest economies in 2024 according to GDP data. GDP is a key indicator for assessing the scale of a nation's economy. The traditional approach to measuring a country's GDP involves the expenditure method, in which the total is arrived at by aggregating expenditure on fresh consumer goods, new investment, government expenditure and the net value of exports (The top 10 largest economies in the world in 2024).



Let's consider the data of the world economy:

USA:

GDP: 27,974 billion dollars USA.

GDP of the country per capita: 83.06 thousand dollars. USA. Annual GDP growth rate: 1,5%.

The US maintains its status as the world's leading economy and richest country, maintaining its top position unchanged from 1960 to 2023. Their economies boast extraordinary diversity, driven by important sectors including services, manufacturing, finance and technology. The US has a large consumer market, fosters innovation and entrepreneurship, has a sustainable infrastructure and a favorable environment for doing business.

China:

GDP: 18,566 billion dollars USA.

GDP of the country per capita: 13,16 thousand dollars USA. Annual GDP growth rate: 4,2%.

China has witnessed a remarkable increase in its economic progress, moving from fourth place in 1960 to second place in 2023. The Chinese economy mainly depends on production, export and investment. It prides itself on having a large workforce, reliable government support, improved infrastructure and a rapidly growing consumer market.

Germany:

GDP: 4730 billion dollars USA.

GDP of the country per capita: 56,04 thousand dollars USA. Annual GDP growth rate: 0,9%.

The German economy is strongly export-oriented and is known for its precision in the engineering, automotive, chemical and pharmaceutical sectors. It benefits from its skilled workforce, strong research and development initiatives, and commitment to fostering innovation.

Japan:

GDP: 4291 billion dollars USA.

GDP of the country per capita: 34,55 thousand dollars USA. Annual GDP growth rate: 1,0%.

Japan's remarkable economy is characterized by advanced technology, manufacturing skills and services. Prominent sectors include automotive, electronics, engineering and finance. In addition, Japan is recognized for its unwavering work ethic, innovative technological advancements, and exceptional exports of the highest quality.

India:

GDP: 4112 billion dollars USA.

GDP of the country per capita: 2,85 thousand dollars USA. Annual GDP growth rate: 6,3%.

In 2024, India will rank 5th in the world GDP ranking. India's economy boasts diversity and rapid growth, with key sectors such as information technology, services, agriculture and manufacturing. The country benefits from a large domestic market, a young and technologically trained workforce and a growing middle class.

Great Britain:

GDP: 3,592 billion dollars USA.

GDP of the country per capita: 52,43 thousand dollars.

USA. Annual GDP growth rate: 0,6%.

The economy of the United Kingdom consists of services, manufacturing, finance and creativity. London functions as a world financial center that attracts foreign investment. The economic expansion of Great Britain is additionally shaped by its trade unions and globalization.

France:

GDP: 3182 billion dollars USA.

GDP of the country per capita: 48,22 thousand dollars. USA. Annual GDP growth rate: 1,3%.

It is expected that the GDP of France in 2024 will amount to 2920 billion dollars USA. France's economy is characterized by diversification, with an emphasis on industries such as aerospace, tourism, luxury goods and agriculture. France is known for its robust social security system, well-developed infrastructure and significant investment in research and development.

Italy:

GDP: 2280 billion dollars USA.

GDP of the country per capita: 38,93 thousand dollars USA. Annual GDP growth rate: 0,7%.

Italy boasts a highly developed market as the third largest economy in the EU. The country is known for its influential and innovative business sector, as well as its diligent and competitive agricultural industry.

Brazil:

GDP: 2272 billion dollars USA.

GDP of the country per capita): 11,03 thousand dollars USA. Annual GDP growth rate: 1,5%.

The Brazilian economy exhibits a wide range of sectors, covering agriculture, mining, manufacturing and services. It is noteworthy that it is a well-known global center of agricultural production and export. Several factors, including commodity prices, domestic consumption and infrastructure development, are driving Brazil's economic growth.

Canada:

GDP: 2242 billion dollars USA.

GDP of the country per capita: 55,53 thousand dollars USA. Annual GDP growth rate: 1,6%.

Canada's economy depends heavily on its abundant natural resources, including oil, gas, minerals and timber. In addition, the nation boasts a thriving service sector, a well-established manufacturing industry, and an unwavering commitment to fostering innovation and technological advancement (The top 10 largest economies in the world in 2024).

The report uses the Education Index, which is part of the component „knowledge” of the UN Human Development Index. This index measures factors such as expected and actual years of schooling and educational attainment at all levels. A country scores better on this index and ranks higher when it approaches 1 (The top 10 largest economies in the world in 2024).

An initial analysis of the latest data from world education rankings shows several trends:

- Nordic countries, including Iceland, Norway, Denmark and Finland, consistently rank high on the education index and are considered to have some of the best education systems in the world.

- Countries that were formerly under Soviet influence, such as Slovenia, Estonia, Latvia, and Lithuania, have made significant progress in improving their education systems.

- Economic centers such as the UK, Australia, Canada and the USA rank high, but there are differences. For example, the USA educational ranking is ranked 13th with a score of 0.883, behind countries such as Germany and New Zealand, ranked 2nd and 3rd respectively.

- Developing countries and underdeveloped countries, mainly in the regions of Africa and South Asia, are at the bottom of the ranking.

- Asian countries show different results. Countries such as South Korea and Japan stand out for their competitive education systems, while others such as Pakistan and Afghanistan face challenges due to political instability and limited resources (The top 10 largest economies in the world in 2024).

In this education rating, Ukraine had a score of 0,758 points in 2022, Belarus – 0,803 points, Kazakhstan – 0,823 points, Turkey – 0,680 points, Georgia – 0,836 points (Democracy index, 2023).

Index of democracy (Democracy index) built on the basis of expert assessments and the Economist Index Intelligence Unit. It combines information on the extent to which citizens can choose their political leaders in free and fair elections, enjoy civil liberties, prefer democracy to other

political systems, can and do participate in politics, and have a functioning government that acts on their behalf. It ranges from 0 to 10 (the most democratic). As of 2022, Ukraine had a level of 5,42 points in this rating, Belarus – 1,99 points, Kazakhstan – 3,08 points, Turkey – 4,35 points, Georgia – 5,2 points (Democracy index, 2023).

From 2014 to 2022, the Digital Economy and Society Index (DESI) summarized Europe's digital performance indicators and tracked the progress of EU countries.

Since 2014 the European Commission has been monitoring the digital progress of member states through the Digital Economy and Society Index (DESI) reports. DESI is now integrated into the State of Digital Technologies as of 2023 in line with the Digital Decade 2030 Policy Agenda, the Decade Report is used to monitor the achievement of digital goals.

The DESI reports in 2022 are based mainly on data from 2021 and track the progress made in EU member states in the field of digital technologies. During the COVID-19 pandemic, Member States are making progress in their digitization efforts, but are still struggling to address gaps in digital skills, the digital transformation of SMEs and the deployment of advanced 5G networks.

The EU has allocated significant resources to support digital transformation. €127 billion is allocated for digital reforms and investment in national recovery and resilience plans. This is an unprecedented opportunity to accelerate digitalisation, increase the resilience of the Union and reduce external dependence through reforms and investments. Member States allocated an average of 26% of their Recovery and Resilience Fund (RRF) funds to digital transformation, above the mandatory threshold of 20%. Member countries that have decided to invest more than 30% of their RRF allocations in digital technologies are Austria, Germany, Luxembourg, Ireland and Lithuania (The Digital Economy and Society Index (DESI, 2022).

By showing how political trust depends on a combination of trustor and trustee characteristics, this study advances our theoretical understanding of the evaluative nature of political trust and its relational nature: political trust is the result of an evaluation of the trust object in relation to a citizen's values or preferences. Second, the results suggest that the normative understanding of political trust as a condition and product of democracy is not universal.

In non-democracies, high political trust is associated with low levels of democratic values, thus ensuring support for the status quo and possibly hindering democratic change. Third, this study highlights the critical role of education in the global spread of democratic values and attitudes. By establishing what appears to be a universally positive effect of education on democratic values, it provides a basis for further research to build upon.

Accordingly, the global scope of this analysis and the inclusion of non-democratic countries make it possible to distinguish between education as a carrier of values represented by the nation-state and as a carrier of values promoted by world society. Thus, it demonstrates the advantages of large-scale cross-national research. Finally, this study points to the importance of cross-national studies that examine within-country associations rather than focusing on cross-country differences in levels of selected characteristics, and the opportunities afforded by this analytic strategy.

In our opinion, the risks of the development of democratic values in the educational process for Ukraine at present are:

- continuation of the open armed aggression of the Russian Federation against Ukraine;
- reduction of public control over the level of spending on education and transparency of educational processes;
- stopping the implementation of leading educational standards in Ukraine

## Conclusions

Summarizing the above, it can be argued that the international economy plays a key role in the formation of modern educational practices and the development of democratic values. The integration of the country's economy into the global space promotes the introduction of innovative methods and technologies in education, which, in turn, strengthens democratic processes in society. However, this influence is complex and two-sided: economic factors can both positively and negatively influence the formation of values and trust in state institutions.

Education based on democratic principles becomes the foundation for the development of critical thinking, civic activity and social responsibility. The interaction between various actors (state institutions, educational institutions, teachers, students and international economic forces) creates a complex network in which the educational environment is formed and developed. This network determines the directions of educational policy and the implementation of certain methods that meet both economic requirements and the needs of society.

The role of communication and mutual understanding in the educational process is important. Providing conditions for open dialogue and exchange of views contributes to the formation of common values and increases the level of political trust. Educational institutions must take into account

external economic and social influences, while focusing on the development of individual abilities and social responsibility.

Thus, the effective implementation of democratic values in modern educational practices requires a comprehensive approach that takes into account the influence of the international economy, the interaction between structures and agents, as well as the importance of communication and network connections. Only under such conditions will education be able to fulfill its key role in the formation of a democratic, socially responsible and economically developed society.

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