

Alternative EERA Network: 07. Social Justice and Intercultural Education

Topics: NW 17 Special Call: Continuity and Change in Knowing and Knowledge

Keywords: teacher education emigration; transnational educational space; Ukrainian diaspora; national identity; Pedagogical Institute of the Ukrainian Free University

The Pedagogical Institute of the Ukrainian Free University in Munich (1977–2012) as a Center of Ukrainian Teacher Education in Emigration

Tetiana Havrylenko, Nadiia Grytsyk

T.H.Shevchenko National University «Chernihiv Colehium», Ukraine

Presenting Author: Havrylenko, Tetiana; Grytsyk, Nadiia

Ukrainian teacher education in emigration represents an important yet insufficiently explored component of the history of European education in the second half of the twentieth century and the early twenty-first century. Within the transnational history of education, attention has focused on institutions operating beyond the nation-state that preserved pedagogical traditions and national identity in conditions of prolonged emigration. The Ukrainian Free University in Munich (UFU) exemplifies such an institution, integrated into the European educational space while sustaining the Ukrainian academic tradition.

The Pedagogical Institute played a distinctive role within the institutional structure of the UFU, which, between 1977 and 2012, provided teacher education for Ukrainian educational environments in the diaspora. The Institute emerged from earlier pedagogical initiatives of the UFU, including summer pedagogical courses, and gradually developed into a stable institutional form of teacher education within an émigré context. Its activities were aimed not only at the professional preparation of teachers, but also at the preservation of the Ukrainian language, culture, and pedagogical continuity in the absence of an independent Ukrainian state.

Despite the widely acknowledged significance of the UFU in the history of Ukrainian science and education, the activities of the Pedagogical Institute have not yet been the subject of a systematic history-pedagogical analysis. Existing studies (Patzke, Szafowal, & Yaremko, 2011; Kobchenko, 2023; Musiienko, 2007; Tsivaty, 2022, and others) predominantly focus on the institutional history of the UFU and do not conceptualize teacher education in emigration as a distinct phenomenon within a transnational perspective. As a result, this has made a gap, particularly about the role of émigré educational institutions in sustaining national identity within the Ukrainian diasporic educational environment.

The relevance of this study is further reinforced by current events. As a consequence of Russia's full-scale war against Ukraine, large numbers of Ukrainians – children, students, and educators – have been forced to reside outside the country. In this context, the question of establishing sustainable educational forms capable of supporting national identity beyond the nation-state has regained urgency. The historical experience of the Pedagogical Institute of the UFU may therefore be interpreted as a model of an educational center that combined professional teacher education with the preservation of Ukrainian educational traditions abroad.

This research aims to analyze the activities of the Pedagogical Institute of the UFU (1977–2012) as a center of Ukrainian teacher education in emigration, with a particular focus on its institutional foundations, the content of its educational programs, and its pedagogical practices.

The central research question is how the Pedagogical Institute of the UFU functioned as a model of teacher education under conditions of emigration and what role it played in preserving Ukrainian pedagogical traditions within the transnational educational space.

The study discussed the following sub-questions:

- What organizational and educational principles defined the activities of the Pedagogical Institute of the UFU?
- How were Ukrainian pedagogical traditions combined with European academic standards within its educational programs?
- What conditions of emigration influenced the content and forms of teacher education?

Conceptually, this study draws on approaches from the transnational history of education and research in emigration (Green, 1997; Fuchs & Roldán Vera, 2019), which allow the Pedagogical Institute of the Ukrainian Free University to be interpreted as a space of transnational circulation of pedagogical ideas and practices.

Methodology, Methods, Research Instruments or Sources Used

The study is based on historical-pedagogical and source-critical approaches that allow for the reconstruction of the institutional development of the Pedagogical Institute of the UFU and for the analysis of its educational activities over a long-term period of émigré existence. The primary method employed is historical analysis, focusing on the processes of the Institute's development, its organizational structure, and its pedagogical practices.

The core source base consists of archival materials from the Ukrainian Free University, including statutes, internal regulatory documents, minutes of faculty councils and Senate meetings, curricula, reports, and official correspondence. These sources make it possible to trace changes in the institutional model of teacher education and in the educational priorities of the UFU over time.

Additional sources include published UFU materials, such as jubilee publications, institutional reports, and memoirs of faculty members, which provide insight into the intellectual and cultural-educational context of the Pedagogical Institute's activities. Curricula and methodological materials are analyzed through qualitative content analysis to identify key pedagogical ideas and approaches to teacher preparation.

The study is also used a biographical analysis of the academic activities of selected instructors (including H. Vaschkovych, O. Kyselivska-Tkach, and V. Yaniv), which allows for tracing the continuity of pedagogical concepts within the émigré educational environment.

The methodological framework is further complemented by a transnational perspective in the history of education, which makes it possible to examine the Pedagogical Institute of the UFU as an institution integrated into the European educational space, and to highlight processes of adaptation and preservation of pedagogical traditions under transnational conditions.

Conclusions, Expected Outcomes or Findings

The study argues that the Pedagogical Institute of the UFU functioned as a model of teacher education in emigration. It provided professional preparation for pedagogical personnel serving Ukrainian educational environments in the diaspora and played a significant role in sustaining national identity under conditions of prolonged statelessness.

The expected findings indicate that the educational programs of the Pedagogical Institute combined Ukrainian pedagogical traditions with elements of European academic standards, thereby developing a hybrid model of teacher education adapted to a transnational context. The Pedagogical Institute functioned not only as an educational unit but also as a space of cultural and pedagogical transmission.

By foregrounding the case of the Pedagogical Institute of the UFU, the study contributes to a deeper understanding of the role of émigré educational institutions within the transnational history of education and influence on international debates about education in contexts of migration. The historical experience of the Pedagogical Institute may be interpreted as a relevant reference point for contemporary educational challenges related to the forced mobility of Ukrainians and the need to establish sustainable educational centers abroad.

References

- Archive of the Ukrainian Free University. (n.d.). Archival collections [Archival repository]. Munich, Germany.
- Fuchs, E., & Roldán Vera, E. (Eds.). (2019). The transnational in the history of education: Concepts and perspectives. Palgrave Macmillan.
- Green, A. (1997). Education, globalization and the nation state. Palgrave Macmillan.
- Havrylenko, T. (2024). Ukrainskyi vilnyi universytet yak tsentr zberezhennia natsionalnoi identychnosti ukrainkykh ditei-bizhentsiv v umovakh rosiisko-ukrainskoi viiny [The Ukrainian Free University as a Center for Preserving the National Identity of Ukrainian Refugee Children in the Context of the Russian-Ukrainian War]. In: Pedahohichna biohrafika pro natsionalno-patriotychne vykhovannia ditei i molodi: idei, kontseptsii, praktyky (p.20-23). Vinnytsia, . [In Ukrainian]
- Kobchenko, K. (2023). "Yedynyi ukraïnskyi universytet u vilnomu sviți": Ukrainskyi Vilnyi. Universytet u Miunkheni v povoiennyi chas (1945–1991) ['The Only Ukrainian University in the Free World': The Ukrainian Free University in Munich in the Post-War Period (1945–1991)]. In: Ukraina Moderna, 32-33, 216-240. [In Ukrainian]
- Musiienko, I. (2007). Naukovo-pedahohichna diialnist istorikov Ukrainskoho vilnoho universytetu v konteksti zberezhennia natsionalnoi identychnosti ukrainsiv [The Scholarly and Pedagogical Activity of Historians at the Ukrainian Free University in the Context of Preserving the National Identity of Ukrainians]. In: Povedinkovi typy v ukrainskomu sotsiokulturnomu seredovyshchi: istorychnyi dosvid ta analiz tendentsii. Kyiv, 192-198. [In Ukrainian]
- Patzke, U., Szafoval, M. & Yaremko, R. (Hrsg.). Universitas Libera Ucrainensis: 1921 – 2011. München.
- Tsivaty, V. (2022). Zovnishni spravy yevropeiskoi diasporolohii ta diaspornoi dyplomatii: instytutsionalna istoriia Ukrainskoho Vilnoho Universytetu (do 100-litnoho yuvileiu) [Foreign Affairs of European Diasporology and Diaspora Diplomacy: The Institutional History of the Ukrainian Free University (Towards Its 100th Anniversary)]. In: Zovnishni spravy, 32(1), 22–29. [In Ukrainian]