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PERSPECTIVES OF USING ROMANIAN EXPERIENCE FOR IMPROVING THE EDUCATIONAL PROCESS OF NATIONAL MINORITIES IN UKRAINE

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This article focuses on the critical issue of enhancing the educational process for national minorities in Ukraine by drawing upon the Romanian experience. An in-depth analysis of recent research and publications on this subject is conducted, along with an exploration of the existing problems within the educational process of national minorities in Ukraine. The primary objective of this article is to examine the potential of leveraging the Romanian experience to improve the educational process of national minorities in Ukraine.

To accomplish this goal, the article sets forth several tasks: analyzing Romania's experience in education for national minorities; identifying the main trends and issues within the Ukrainian education system for national minorities; and suggesting ways to enhance the educational process of national minorities in Ukraine by utilizing the Romanian experience. The scientific paper ultimately concludes that the adoption of the Romanian experience can significantly benefit the improvement of the educational process for national minorities in Ukraine. Key areas where the Romanian experience can be applied include native language teaching, raising the qualifications of teaching staff, creating the necessary infrastructure and material and technical base, developing support programs for national minorities, and more. By implementing these strategies, the educational process for national minorities in Ukraine can be enriched, providing better opportunities and outcomes for these communities. One significant aspect of the Romanian experience is its emphasis on native language teaching, which has been shown to foster a stronger connection to cultural heritage and improve overall educational outcomes. By applying these methods in Ukraine, the educational process for national minorities could be enhanced, helping students to better understand their cultural identity and promoting social cohesion.

Moreover, the Romanian experience highlights the importance of investing in the professional development of teaching staff, ensuring that educators have the necessary skills and knowledge to effectively teach diverse student populations. By raising the qualifications of teaching staff in

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Ukraine, the educational process for national minorities can be significantly improved. Creating the necessary infrastructure and material and technical base is another crucial aspect of the Romanian experience that can be applied in Ukraine. By developing and maintaining appropriate facilities and resources, the educational process for national minorities can be better supported, ensuring that students have access to the tools and resources they need to succeed. Additionally, the development of support programs tailored to the specific needs of national minorities is vital. By implementing such programs, the educational process for national minorities in Ukraine can be further strengthened, enabling these communities to thrive and contribute to the overall success of the country.

In conclusion, the Romanian experience provides valuable insights and strategies that can be employed to improve the educational process for national minorities in Ukraine. By focusing on native language teaching, raising the qualifications of teaching staff, creating the necessary infrastructure and material and technical base, and developing support programs for national minorities, Ukraine can work towards providing an inclusive and effective education system for all its citizens.

Keywords: national minorities, educational process, improvement, Romania, Ukraine.

ПЕРСПЕКТИВИ ВИКОРИСТАННЯ РУМУНСЬКОГО ДОСВІДУ ЩОДО ВДОСКОНАЛЕННЯ ОСВІТНЬОГО ПРОЦЕСУ НАЦІОНАЛЬНИХ МЕНШИН В УКРАЇНІ

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Ця стаття присвячена актуальному питанню вдосконалення освітнього процесу національних меншин в Україні з використанням румунського досвіду. Проведено поглиблений аналіз останніх досліджень і публікацій на цю тему, а також досліджено існуючі проблеми в освітньому процесі національних меншин в Україні. Основною метою цієї статті є вивчення потенціалу використання румунського досвіду для вдосконалення освітнього процесу національних меншин в Україні.

Для досягнення цієї мети в статті поставлено кілька завдань: проаналізувати досвід Румунії в сфері освіти національних меншин; визначити основні тенденції та проблеми української системи освіти національних меншин; запропонувати шляхи покращення освітнього процесу національних меншин в Україні шляхом використання румунського досвіду. У науковій статті зроблено підсумковий висновок про те, що запозичення румунського досвіду може суттєво сприяти покращенню освітнього процесу національних меншин в Україні. Серед ключових сфер застосування румунського досвіду – навчання рідною мовою, підвищення кваліфікації викладацького складу, створення необхідної інфраструктури та матеріально-технічної бази, розробка програм підтримки національних меншин тощо. Впроваджуючи ці стратегії, освітній процес для національних меншин в Україні можна збагатити, забезпечуючи країні можливості та результати для цих спільнот. Одним із важливих аспектів румунського досвіду є наголос на викладанні рідної мови, який, як було показано, сприяє міцнішому зв'язку з культурною спадщиною та покращує загальні результати навчання. Застосовуючи ці методи в Україні, освітній процес національних меншин може бути покращений, допомагаючи учням краще зрозуміти свою культурну ідентичність і сприяючи соціальній згуртованості країни.

Крім того, досвід Румунії підкреслює важливість інвестування в професійний розвиток викладацького персоналу, гарантуючи, що педагоги мають необхідні навички та знання для ефективного навчання різних груп учнів та студентів. Підвищуючи кваліфікацію педагогічних кадрів в Україні, можна суттєво покращити освітній процес національних меншин. Створення необхідної інфраструктури та матеріально-технічної бази – це один важливий аспект румунського досвіду, який можна застосувати в Україні. Розвиваючи та підтримуючи відповідні засоби та ресурси, освітній процес національних меншин можна підтримувати більш краще, забезпечуючи студентам доступ до інструментів та ресурсів, необхідних для досягнення успіху. Крім того, розробка програм підтримки, адаптованих до конкретних потреб національних меншин, є життєво важливою. Впроваджуючи такі програми, освітній процес для національних меншин в Україні можна посилити, що дозволить цим громадам процвітати та робити внесок у загальний успіх країни.

На завершення слід зазначити, що досвід Румунії містить цінні ідеї та стратегії, які можна застосувати для покращення освітнього процесу для національних меншин в Україні. Зосереджуючись на викладанні рідної мови, підвищуючи кваліфікацію викладацького складу, створюючи необхідну інфраструктуру та матеріально-технічну базу, розвиваючи програми підтримки національних меншин, Україна може працювати над забезпеченням інклюзивної та ефективної системи освіти для всіх своїх громадян.

Ключові слова: національні меншини, освітній процес, удосконалення, Румунія, Україна.

Introduction of the issue. In today's world, education plays a crucial role in the socio-economic development of countries and their citizens. As a country with a multiethnic structure, Ukraine has certain peculiarities in the field of education for national minorities. The integration of national minorities into society and ensuring the development of their culture and traditions is an important task for Ukraine as a state. However, the educational process for national minorities in Ukraine is not always effective and adapted to their needs. This is due to many factors, such as insufficient financial resources, inadequate qualifications of teaching staff, and the absence of necessary infrastructure and material and technical base.

Over the past few years, Ukraine has been striving to achieve European standards in education and has been developing various programs that contribute to the improvement of the educational process in the country. Considering this, the use of the experience of European countries with a developed education system, such as Romania, can be beneficial for improving the educational process of national minorities in Ukraine.

Current state of the issue. According to the European Charter for Regional or Minority Languages, which Ukraine joined and ratified in 2003, the state must ensure national minorities the right to use their native language in the educational process [1]. It is worth noting that some countries successfully implement the right to education for national minorities, including Romania, where a developed education system for national minorities exists. In Romania, national minorities exercise the right to

education in their native language and have access to education at an appropriate level that meets European Union standards. Thus, the Romanian education system provides national minorities with access to education in various languages.

Outline of the unresolved issues raised in the article. Issues of organizing the educational process in schools of national minorities were addressed in the works of S. Shevchenko, the state of development of national minority schools was studied by V. Yevtukh, M. Shulga, problems of ensuring the rights of national minorities were described by S. Matviyenko, Y. Tkachenko, V. Shevchuk, V. Yavir, and the issue of protecting national minorities and their rights were considered in the outlines of Z. Gbur, N. Papish, O. Fedun. However, the problem of using Romanian experience for improving the educational process of national minorities in Ukraine has not yet been addressed in the works of Ukrainian scholars.

Aim of research is to study the possibilities of using the Romanian experience to improve the educational process of national minorities in Ukraine.

To achieve this goal, the following tasks are set:

1. Analyze the experience of Romania in the field of national minority education;
2. Identify the main trends and problems of the Ukrainian national minority education system;
3. Propose ways to improve the educational process of national minorities in Ukraine using Romanian experience.

Results and discussion. The ethnic composition of Romania is diverse, but the population is mainly composed of Romanians. According to the latest census of Romania's population in 2011, the percentage distribution of the population is as follows: Romanians – approximately 88.9%; Hungarians – about 6.1% of the population (Hungarians are the largest national minority in Romania); Roma – approximately 3.1% of the population. This is the second largest national minority in the country. Other national minorities, which make up less than 1% of the population, include Ukrainians – 0.27%, Germans – 0.19%, Turks – 0.15%, Tatars – 0.11%, as well as some other ethnic groups.

It is important to note that the ethnic composition of a country may change over time due to population migration, cultural mixing, the emergence of emergency situations, and other factors. Consequently, due to the large-scale Russian offensive on Ukraine on February 24, 2022, millions of Ukrainians were forced to leave their homes and move to other countries, which in turn increased the number of Ukrainian national minorities in these countries.

Romania has significant experience in providing education for national minorities, which can be useful for Ukraine. In Romania, national minorities have the right to education in their native language, as well as access to education of an appropriate level that meets European Union standards. The Romanian education system provides national minorities with access to higher education, which can be obtained in the languages of these national minorities. One of the key aspects of the Romanian education system is ensuring access to education in the native language of the respective national minority through a wide network of schools. The education system for national minorities in Romania provides the opportunity to obtain higher education using various languages. Universities in Romania offer study programs using languages such as

Ukrainian, Hungarian, German, and others.

The Romanian government provides additional funding for schools where national minorities study. In this country, there is a support program for students from national minorities, which provides them with financial assistance and support during the learning process.

In Ukraine, two main models of implementing the rights of national minorities to education have been developed. The first model envisaged the deployment of ethnic minority education systems within the continuous system, subordinate to the general concept of education development in Ukraine, without the formation of separate educational complexes. The second model aimed to create closed learning cycles in order to form integrated systems for accompanying students from preschool education to preparation in higher education institutions [3].

In Ukraine, there are various national minorities that have the right to education in their native language according to the country's legislation (Article 5, Paragraph 2 of the Law of Ukraine "On Education") [2]. However, unfortunately, the education system for national minorities in Ukraine is not always effective and adapted to their needs.

This is accepted in most countries of the world, and Ukraine is one of the few that supports educational and cultural institutions of national minorities with state funds. By the way, it is legally incorrect to call schools in Ukraine Russian, Bulgarian, Polish, Romanian, and Hungarian. All of them are Ukrainian, but with Russian, Bulgarian, Polish, Romanian, and Hungarian languages of instruction [7].

One of the problems with the Ukrainian education system for national minorities is insufficient funding. Most schools where representatives of national minorities study have insufficient funding and poorly developed internal infrastructure. In turn, this leads to a low level of education and limited opportunities for national minorities.

Another problem is the insufficient qualification of teaching staff working directly with national minorities. In some cases, teachers do not have sufficient qualifications or do not speak the native language of the national minority, which can lead to an underestimation of their needs.

Also, the lack of necessary infrastructure and material-technical base is a rather serious problem. Many schools where students from national minorities study do not have the necessary equipment and software for learning, leading to insufficient student preparation.

Based on Romania's experience in the field of national minority education, the following ways to improve the educational process for national minorities in Ukraine can be proposed:

- ensuring comprehensive access to native language education for national minorities;
- improving the qualifications of teaching staff who teach national minorities;
- improving and further developing the necessary infrastructure and material-technical base;
- developing support programs for national minorities in the field of education;
- providing access to higher education in different languages corresponding to the languages of national minorities;
- strengthening international cooperation;
- promoting the cultural identity of national minorities.

One of the key aspects of the Romanian national minority education system is ensuring access to native language education. Romania's experience can be taken into account to provide national minorities with the opportunity to study in their native language, in particular, by creating a network of schools for native language education for national minorities [4]. Romania has created a favorable environment for supporting bilingual education, where children from national

minorities can learn their native language alongside the state language. Ukraine should consider expanding opportunities for bilingual education for national minorities.

The next step aimed at improving the educational process for national minorities in Ukraine is to ensure high-quality training of teaching staff with appropriate qualifications and education, who are capable of teaching both the native language of the respective national minority and the state language. This can be achieved by creating special courses for teaching staff working with national minorities and involving graduates of national minority education institutions in further teaching in such institutions. As O. Voynalovich points out in his works, special attention should be paid to the training and retraining of teaching staff for national minority education institutions, because a teacher of such an institution must be fluent in both the state language and the language of the ethnic group he or she teaches [5].

Thus, the analysis of the functioning of Romanian higher education institutions allows us to conclude that Romanian legislation in the field of education provides equal access to all levels of higher education for both Romanian citizens and national minorities, carefully regulate educational processes, taking into account the authentic learning opportunities of participants of educational process. The conditions for the autonomy of higher education institutions provide more guarantees for improving the higher education system. The study of the Romanian experience of the functioning of higher education institutions in the conditions of autonomy can be helpful during the reform of the educational system of Ukraine with the aim of its qualitative renewal and integration into the European educational space [8].

Romania offers opportunities for professional development of teachers working with national minorities, including training in native language and culture teaching methods. Ukraine can

develop and implement similar programs for improving the qualifications of teaching staff.

The next step in improving the educational process for national minorities is to ensure the necessary educational infrastructure and material-technical base for schools where national minorities study. For example, meeting the needs of schools in the required software and technical means for learning. In Romania, active participation of national minority representatives in the decision-making process in the field of education is guaranteed. Implementing similar mechanisms for creating dialogue and cooperation among all stakeholders will be beneficial for Ukraine as well.

Creating a support program for students from national minorities to guarantee financial assistance and support during the learning process. Such a step will help reduce the social vulnerability of national minorities and increase their opportunities for obtaining quality education.

One of the key aspects of the Romanian education system for national minorities is the promotion of their cultural identity. Including relevant subjects in the curriculum and organizing various cultural events can provide national minorities with the opportunity to study their culture and history.

Romania has developed educational programs that take into account the cultural and historical features of national minorities. Ukraine can adapt similar programs for its national minorities, ensuring the preservation of their cultural heritage.

Romania actively works on creating an atmosphere of tolerance and respect for different cultures and traditions. Ukraine can implement programs aimed at promoting intercultural dialogue and mutual understanding among students of different nationalities.

Cooperation with Romania and other countries that have experience in the development of national minority education will further help to use the

positive experience and knowledge of other countries in the process of improving the education system for national minorities in Ukraine.

Educational and methodological literature for the education of national minorities in Romania is of great importance for ensuring quality education and the development of cultural self-expression of these groups. Romania develops and publishes textbooks and educational materials for national minorities, considering their language and cultural peculiarities, promoting the preservation and development of native languages and cultural traditions. Literary works in the native language of national minorities play an important role in shaping national consciousness and self-identification, stimulating interest in studying the native language and culture, as well as developing emotional intelligence and critical thinking.

Access to scientific and popular science literature in the native language of national minorities contributes to their development and intellectual growth, helping students, teachers, and researchers explore and disseminate knowledge in their field. Promoting the development of publishers specializing in the production of educational and methodological literature for national minorities ensures the growth of available resources for these groups. Such activities may include supporting translations of works, creating new educational materials, and supporting authors representing national minorities. Ensuring access to libraries containing books in the native language of national minorities is an important aspect of supporting education and cultural development for these groups. Information centers and libraries can organize cultural events, exhibitions, and lectures related to the history, traditions, and language of national minorities, promoting intercultural dialogue and preserving cultural diversity.

Romania can develop and implement educational programs and projects aimed at supporting national minorities,

including publishing books in the native language, conducting scientific research, and developing new methods of teaching native language and culture. Such projects can provide support to educators and students, as well as promote intercultural dialogue and preservation of cultural diversity [6].

Ukraine can cooperate with other countries and international organizations in the field of national minority education. This may include exchanging experiences, joint projects, and initiatives aimed at supporting the development of the book industry, scientific research, and educational programs for national minorities. Cooperation with other countries can also provide an exchange of best practices and resources that contribute to the development of education and cultural self-expression of national minorities.

By supporting the publication of books in the native language for national minorities, Romania contributes to the preservation and development of the languages and cultures of these groups, which is important for strengthening intercultural dialogue, preserving cultural diversity, and supporting inclusive education. Considering this experience can be beneficial for Ukraine in the context of supporting national minorities and providing quality education for all citizens.

Thus, educational and methodological support for the educational process of national minorities plays a significant role in guaranteeing high-quality education, supporting cultural diversity, and strengthening national identity. Ukraine can study and adapt the approaches and methods used in Romania to improve educational opportunities for national minorities in its own territory.

The government can introduce financial incentives and assistance for publishers, authors, schools, and other organizations working on the development of educational and methodological support and educational materials for national minorities, which

can help preserve linguistic and cultural diversity. Involving public organizations of national minorities in the planning and implementation of projects related to the book industry will help take into account the needs and interests of minorities, as well as support intercultural dialogue.

Ukraine can stimulate intercultural dialogue and cooperation between different national minorities through projects and events such as joint publications, literary festivals, book clubs, and cultural exchanges that promote understanding and rapprochement of different cultures. Considering the rapid development of information technology, Ukraine can invest in the development of e-books, audiobooks, mobile applications, and other media resources for national minorities, facilitating access to educational and cultural materials, especially for young people and those living in remote regions.

By establishing cooperation with other countries and international organizations in the field of national minority education, Ukraine can carry out the exchange of experiences, joint projects, and initiatives aimed at supporting the development of the book industry, scientific research, and educational programs for national minorities. Such efforts will ensure equal access to quality education for all population groups, reflect the cultural diversity of Ukraine, and promote intercultural understanding. As a result, cooperation with international partners and the use of advanced technologies in the educational field will help develop the book industry and create a favorable environment for national minorities.

Educational and methodological support in the field of education for national minorities in Romania can serve as an important example for Ukraine in the context of supporting and developing linguistic, cultural, and educational opportunities for its own national minorities. By adapting the approaches and methods applied in Romania, Ukraine can improve its educational

policy and provide more opportunities for the development and preservation of cultural and linguistic diversity in its own territory.

This may include the development and support of national programs and strategies aimed at ensuring quality education for national minorities, stimulating publishing activities, training pedagogical staff, supporting cultural and linguistic initiatives, developing electronic resources, strengthening intercultural dialogue, and activating international cooperation.

Particular attention can be paid to supporting the public sector, as non-profit organizations and public initiatives often play a key role in supporting the rights and interests of national minorities. Ukraine can consider partnership opportunities with various stakeholders, including representatives of national minorities, local and regional authorities, publishers, educational institutions, and international organizations.

Overall, providing access to educational-methodological literature and educational resources in the native language of national minorities is an important element in preserving linguistic and cultural diversity, developing national consciousness, and strengthening social cohesion in Ukraine.

By borrowing these and other successful practices from Romania, Ukraine can significantly improve the educational process for national minorities, taking into account their cultural and linguistic peculiarities, and thus contribute to the development of a harmonious society based on respect for the rights and freedoms of all citizens.

Conclusions and research perspectives. As a result of analyzing Romania's experience in the field of education for national minorities, a number of successful approaches and strategies were identified that can be adapted to improve the educational process for national minorities in Ukraine. In particular, attention should be paid to bilingual education, the

development of cultural and educational centers, teacher training, support for the book industry, the use of electronic resources, and the activation of international cooperation.

The study of the main trends and problems of the Ukrainian system of education for national minorities indicates the need to ensure greater equality and accessibility of educational services, strengthening infrastructure, and ensuring an adequate level of training for pedagogical staff.

Based on the analysis, we propose several ways to improve the educational process for national minorities in Ukraine using the Romanian experience: 1) expanding bilingual education and supporting the native languages of national minorities; 2) comprehensive development of cultural and educational centers for national minorities; 3) involving civil society organizations to support educational projects and intercultural dialogue; 4) developing electronic resources and media production for national minorities; and 5) activating international cooperation in the educational sphere.

The implementation of these measures can contribute to the development of inclusive and quality education for national minorities in Ukraine, strengthen linguistic and cultural diversity, and promote intercultural dialogue and rapprochement between different ethnic groups.

Thus, adapting the Romanian experience in the field of education for national minorities can contribute to improving the educational process in Ukraine, in particular by taking into account the specifics and needs of different national minorities. The recommendations provided in this scientific article can serve as a basis for developing specific programs and initiatives aimed at supporting the development of education for national minorities in Ukraine and strengthening their cultural self-expression.

Successful implementation of these measures will allow improving the quality of education for national

minorities in Ukraine and providing them with the opportunity for development and a sense of social integration. Ensuring quality education

for national minorities is an important step in guaranteeing equal rights and opportunities for all citizens of Ukraine.

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