

PROCLAMATION THE FIRST EUROPEAN FORUM FOR RECTORS OF PEDAGOGICAL UNIVERSITIES THROUGHOUT EUROPE (THE CITY OF KYIV, SEPTEMBER 15TH–17TH, 2011)

We, the rectors of pedagogical universities throughout Europe gathered in the city of Kyiv, the capital of Ukraine for discussing topical issues of pedagogical science and practice, and outlining ways of their solution, prioritization of a new teacher training caused by creation of common European educational space, transformations due to globalization, and information revolution.

European pedagogical science and practice in all historical periods - from the great era of Plato and Aristotle and to the present day - has stood a model for the structure of educational systems of most countries. It achieved special successes in the XXth century. Prominent European teachers - Jan Amos Kamensky, Frederick Disterveh, John Locke, Maria Montessori, Jean-Jacques Rousseau, Anton Makarenko, Basil Sukhomlynsky, Konstantin Ushinsky, Nikolai Pirogov - created a school of education and guidance which is European by its spirit, diversified in its content and means of achieving the goal, the school which serves today as a norm and model for developing the pedagogical theory and practice in most countries.

Unfortunately, the social upheavals of the twentieth century and transformation of the beginning of the XXI century, chief among which are globalization and information revolution, migration and totally uncontrolled establishment of market relations, affect the pedagogical theory and practice in the most negative

way. Training and education are gradually losing its humanistic spirit and focus, being replaced with narrow pragmatism, vulgar efficiency, and apparent success.

The role of the teacher as a conductor of scientific knowledge, humanistic values and spiritual wealth of personality decreased critically. Practices of some European countries of joining pedagogical educational institutions to classical or technical universities affect negatively the pedagogical process. Vulgar pragmatic and aggressive active earthliness becomes a mass phenomenon. The threat of degradation, and perhaps the extinction of humanity, inspired by the loss of spirituality, has become today proportionate to the threat of depletion of natural-resource potential of the planet, nuclear or environmental catastrophe, and deployment of other global problems.

Spontaneous, non-controlled migration, organized crime, terrorism, conflicts on religious and ethno-national ground, rising xenophobia and radical sentiments, vulgar democratic and market reforms are disintegrating the material and spiritual foundations of the European House, which we build and love, which we believe and for which we hold our innermost hopes for a happy future. Recent dramatic events in the Great Britain, Greece, Germany, Norway and France are a release of protest potential gained in people as a result of the distorted course of history, a disintegrating of spiritual and

humanistic foundations of Europe, a crime against humanity and people doomed to «live together» in the unique European geopolitical and socio-cultural space created by God, nature and hard work of Human.

As history shows, any country, even the most prosperous one, is not guaranteed against a surge of discontent and wild, destructive protest of marginalized social groups. Culture, education, training and educating people in the spirit of humanistic values can be the only prevention of this. Modern Europe, which is uniting intensively, requires a new subject which will be qualitatively new, intellectually higher and spiritually richer - a person who, being a representative and a beam of the national culture, thinks, feels and acts as a citizen of the world and Europe, affirms the principles of European fellowship and cooperation, democratic relations between people, delegates them to other countries in the world.

It is a teacher only who can educate such a person, a teacher will find answers to challenges of the époque and return to his pupils or students the classic scientific knowledge, high culture, social practical experience of generations, universal social cultural values, spirit of humanism and love for mankind.

Europe needs a new teacher capable of fulfilling his historic mission. The task of his preparing relies entirely on the pedagogical universities who have to carry a number of organizational, substantive and methodological transformations to begin developing a new teacher according to the consistent European system of ideology-free and political-free values, basic of which

are tolerance, democracy, peacefulness, justice and solidarity.

In accordance with the pressing needs of the time we appeal to presidents, government, parliamentarians and Ministers of Education of the European space for urgent and wide support of educational institutions, teachers in the broadest sense of the word, which will provide training new generations in the spirit of processes that unify Europe, processes that gradually bring Europe to a new civilizational horizon of development and assert it as a sample of the lifestyle for other nations.

We note that in recent decades, European higher education institutions have made significant contributions to the development of creative and innovative system of knowledge. Course of creating conditions for attaining the greatest possible development of talents and abilities of Europe's population is consistently implemented through implementation and improvement of permanent study and empowerment of higher education. Therefore, we stress upon the need for deepening the unique collaboration between government institutions and universities, students and teachers, employers and agencies ensuring the quality of higher education, international organizations and European institutions and teaching universities that will strengthen the European Higher Education Area, as defined in the Bologna Declaration of 1999.

We emphasize that the task of preparing new teachers should be considered as the integral part of the overall process of modernization of European higher education

system. Higher education institutions, where future teachers and educators are trained, comprise about 10% of European students. The fate of the young generation and the future of Europe depend directly on quality of the level of their preparation. And just this absolute truth and a sense of responsibility for the condition and prospects of European Education prompted us, the rectors of European pedagogical universities, to gather in the capital of Ukraine to find constructive answers to the challenges of time.

There is a critical need for introduction of certain adjustments in our strategic and tactical plans that relate primarily social and humanitarian measure of higher education, including educational, employment problems, mobility and openness of international higher education in accordance with the materials of last conferences of European Ministers of Education, relevant documents of the European Commission and other European institutions.

We fully recognize that the overall strategic course of European Education is unchanged. Its government and public financing should be a priority, despite the hard times of economic and political challenges. This will contribute to solving urgent problems of teacher education, central to which is increasing the social status of teachers in particular and teaching profession in general. After all, the teacher provides spiritual and philosophical foundations of a person for life, it is the teacher who has to return the authority of spirituality in the European space.

In the system of pedagogical education the scientific analysis of top priority should be aimed to such problems as expansion and strengthen of the European

measure of pedagogical education, consolidation of mobility of students and teachers, especially in the former USSR countries, development of components of the overall culture of future teachers through strengthening of material base of higher education, development and implementation of common quality criteria of teacher education in Europe, creation of networks of interaction between scientists, educators, practitioners and policy makers to develop effective educational policy in the field of pedagogical education.

Being oriented to solving these problems, we once again prove commitment to economic freedom, autonomy and responsibility of higher educational establishments, stress upon the critical role of the universities preparing future teachers, social development, strengthening democracy, enhancing social cohesion, combating against any manifestations of inhuman ideology.

For consolidation of efforts to implement the new historical mission of the teacher in the European educational space we have created a consortium of rectors of pedagogical universities of European countries, established scientific and educational magazine «European Pedagogical Studio», approved the Program of Pedagogical Interaction of the Rectors of Universities in the coming decade. We believe it will prove the widest involvement of governments of countries and the pedagogical community to further develop the European Higher Education Area, the entire European community on the base of tolerance, peacefulness, environmental security, democracy, and respect for human rights, justice and harmony.