

SELF-ASSESSMENT REPORT

The self-analysis provides data on the Educational Science study programme

Profile of study programme

Development and Introduction of Multilingual Teacher Education Program at Universities of Georgia and Ukraine

Title of study programme Master in Regional Studies (specialized in International Multilingual Education)

State code N/A

Kind of study broadening Master's or bachelor study programme

Development of Master Program

Study level - Master

Mode of study (duration in years) 1,5-2 years

Volume of study programme in credits 120 credits

Degree and professional qualification to be awarded Master Degree

Programme registration date, order No.

2. Beginning of study programme implementation 2014-2015

Language of the study programme Ukrainian / English

Peculiarities of study programme implementation -

Higher education institutions (partners) implementing the programme -

Ivan Franko National University of Lviv: Faculty of International Relations, Institute of Extended Education and Pre-University Trainings (Institute of Advanced Studies and Retraining) and Department of General and Social Pedagogics.

*Specific features of study programme implementation are pointed out

3. List of Self-assessment Group Members:

1. VOLODYMYR KYRYLYCH is the Head of the Department of Mathematical Economics and Econometrics, Faculty of Mechanics and Mathematics; Coordinator of the Project.

2. OKSANA KRAYEVSKA is an Associate Professor of the Department of Regional Studies and International Tourism, Faculty of International Relations.

3. MARIANNA GLADYSH is an Associate Professor of the Department of International Relations and Diplomatic Service, Faculty of International Relations.

4. IRYNA LOSYEVA is an Assistant Professor of the Department of Foreign Languages, Faculty of International Relations.

5. YULIYA ZAYACHUK is an Associate Professor of the Department of General and Social Pedagogics.

4. Content

Having got its independence in 1991, Ukraine has realized the importance of multilingual education. Nowadays, at the beginning of the twenty-first century, proficiency in only one language is not enough for economic, social, cultural and educational success. Global interdependence, process of integration and mass communication require the ability to function in more than one language. Multilingual education is a common educational approach used throughout the world, as, according to the statistics, between 60 and 75 percent of the world is bilingual. It may be implemented in different ways for majority, as well as minority language populations, and there may be different educational and linguistic goals in different countries.

According to the census held in 2001, the number of ethnic groups and minorities in Ukraine has grown. There are 12 million people in Ukraine who are ethnic minorities – it's the fourth of the

population – and their interests cannot be ignored, as all of them, together with the ethnic Ukrainians should be involved in building up the European state they all live in. It should be mentioned that all the ethnics both minorities and the majority, must be provided with opportunities for preserving and developing their cultures and languages, they must be able to preserve their ethnic identity for themselves and for their generations to come. That's why the issue of multilingual education in Ukraine is of vital importance nowadays.

Besides that, the demand on specialists in various spheres who have the proper level of English is increasing in Ukraine. Such tendency is caused in many cases by territorial aspect of our region, as Lviv is situated in Western part of Ukraine and is on the border with the EU member-states. In addition, English is actively used in all spheres of social and political life of our country as it has started its integration process into the European Union.

In 2012 IFNUL started the Tempus project realisation aimed to the support the multilingual educational reform in Ukraine as well as to prepare the Bologna process compatible up to date frame- curriculum as well as syllabuses for MA and In-service teacher's certificate programs in multilingual education in Georgia and Ukraine. The Project aims are:

- to prepare the university faculty members of Ukraine to apply modern pedagogical methods in MA programs of multilingual education;
- to prepare faculty members of Ukrainian university to deliver modern MA, in-service teacher's certificate study programs in international and multilingual education;
- to design frame- curriculum as well as syllabuses for MA and in-service teacher's certificate programs in international and multilingual education;
- to provide public schools with qualified teachers and teaching materials;
- to equip University with sufficient, up to dated teaching materials and equipment.

Project demand and purpose:

- to train and prepare IFNUL faculty members to develop modern syllabus and apply modern teaching methods in classroom;
- to design and develop courses, syllabi and teaching materials for MA, and in-service teachers training programs;
- to equip University with computers and teaching materials in Ukrainian languages (20 textbooks are translated, printed and published)
- to issue twelve volumes of 200 page e-journal "bilingual education" and post on the web-site.
- to develop moodle platform and web-sites of programs for HEIs;
- to ensure effective project administration;

Outcomes of the project:

- developed frame curriculum for MA, and in-service teachers training programs in multilingual education;
- improved qualification of faculty of partner HEIs;
- MA students enrolled and studying at multilingual education program;
- in-service teachers improved their skills in multilingual education;

So, all the goals and objectives of the program are initially formulated in accordance with the objectives described and highlighted in the project application form. There are no deviations from the project content, its objectives and goals. IFNUL project team members participated in the 3d training module held at SJSTU (Akhaltshikhe, Georgia; Trainers: partners from PH-FR (Germany)) where they presented draft version of MA framework curriculum in Multilingual Educational Management. Such approach of IFNUL team caused great interest among the partners as it was focused on Educational Management which is given in the application form as one of the possible direction for MA program development. After consultations with the EU, Georgian and Ukrainian partners on the ways of program development and its implementation, the draft version of the frame

curriculum was modified in accordance with the feedback from the EU and Georgian partners. It was revised and approved by IFNUL Vice-Rector and finally sent to German partners for final approval. As IFNUL did not have the Faculty of Educational Sciences, it was decided to open new Programme at the Institute of Extended Education and Pre-University Trainings (Institute of Advanced Studies and Retraining) in the cooperation with the Faculty of International relations and the Department of General and Social Pedagogics. Such Programme is still in the process of development and will be started at the newly opened Faculty of Educational Sciences of IFNUL (decision about its creation was adopted on the 28th of January 2015).

So the second direction of proposed programmes was chosen for the realisation in IFNUL. It was decided to open new specialisation on International Multilingual Education at the Faculty of International Relations. It was developed on the basis of existing MA in Regional Studies with the multilingual approach to International Education that was confirmed by courses from special and language blocks. Educational part was provided by the Institute of Extended Education and Pre-University Trainings (Institute of Advanced Studies and Retraining) in cooperation with the Department of General and Social Pedagogics. The new programme for Teacher Education was created for students of MA in International Multilingual Education which was intensified/strengthened by courses from pedagogical block.

Development of courses' syllabi for the MA program and their translation into English started after the final version of the frame curriculum was approved. The structure of syllabuses and teaching materials was defined; as a result the courses for MA program were designed. Presentation of final version of the syllabi for MA multilingual education program was during the workshop held in Lviv in December 2013. The final version of syllabi of courses for MA multilingual education program evaluated and adopted by university authorities in accordance with its norms and standards.

A. Introduction

One of the main strategic objectives of the development of higher education in Ukraine at the present stage is the integration of higher education into the European educational area (system) in accordance with the Bologna Process, preventing possible difficulties and taking into consideration the prospect of this progressive process, coordinating and combining components of national higher education with the requirements of the Bologna Declaration for creation of a single European area of higher education and implementation of the European integration course of our country. To implement the course of integration into the European Union and to ensure the comprehensive integration of Ukraine into the European political, economic and legal area the Strategy of Ukraine's integration into the European Union was approved with Decrees of the President of Ukraine. The implementation of European standards in education, science and technology, presentation and dissemination of own cultural, scientific and technical achievements in the EU are the main directions of cultural, educational and scientific-technical integration. Such approach will be favorable to promote the European cultural identity in Ukraine and to join the European intellectual and educational, scientific and technological environment. Our focus on the transformation of the national system of higher education and cooperation with educational systems in Europe involves not only formal changes in the structure of higher education. This is also a change in the philosophy of higher education, its principles and approaches to the content of educational activity. Joining the European educational area is a complex task and requires the development of new and modification of existing Master study programs to solve complex and urgent issues of the development of our country.

Due to the intensification of the European integration process in Ukraine and the necessity of providing with highly qualified national experts, as well as the necessity to ensure effective functioning of the newly formed Information Centre of the European Union and the implementation of Tempus project the aim of which is to prepare Masters in Multilingual International Education at

the Universities of Georgia and Ukraine, the Department of Regional Studies and International Tourism of the Faculty of International Relations of the Ivan Franko National University has actualized the issue of opening a new specialization "International Multilingual Education", which will create conditions for the expansion of the knowledge on the European integration and the possibility for Ukraine to join the European educational area.

Nowadays for modern specialist in the field of international relations and regional studies it is extremely important to know not only the economic and political components of the European integration, but also to be an active participant in the cultural and educational processes. The knowledge acquired during the period of studies under this specialization will help professionals in the field of international education to resolve the issue of cooperation between Ukraine and the EU in the field of culture and education, to resolve the issue of Ukraine's integration into the European educational area and collaboration with educational institutions and the EU member-states, as well as to acquire the skills to develop and implement international educational projects.

Masters in Regional Studies with a specialization in "International Multilingual Education" will get qualification of international political scientists, who are majored at countries and regions, including the EU, (their education systems, geography, history, peculiarities of economic, political, cultural, ethnic, spiritual and religious development, demographic situation, migration processes, etc.), and who study foreign languages and use multilingual approach to study special subjects and are able to analyze the impact of regional factors on foreign policy and international relations in various spheres of life of different countries and regions, and who have proper skills to prepare and implement international education projects.

B. Programme analysis

1. Programme aims and learning outcomes

Aims:

- To gain knowledge about basic theoretical principles of technological approach to multilingual education;
- To know about classification of educational technologies and features in classrooms' organization adopted for the appropriate technology,
- To form a system of pedagogical skills of students;
- To understand organizational and methodological support of pedagogical process; role of the department in the administration of studies; contemporary active and interactive methods of teaching;
- to develop skills necessary for the business communication, creating own style of successful official interaction and positive impact on a collocutor;
- To acquaint students with the theoretical basis of scientific research and form a holistic understanding about scientific research as well as practical skills training and research within the curriculum and writing course papers, bachelor and master works;
- To acquaint students with the theoretical and practical basis of the project formation, functioning and management as well as the formation of professional competencies in a new type of professional project management activities based on international and internal projects developments in multicultural and multilingual societies;
- To introduce modern approaches in foreign languages teaching, to form professional and teaching skills in the field of teaching foreign languages in accordance with the Bologna process;
- To develop interest in language learning, language planning and language use in education, as well as, to stimulate critical thinking and analytical skills;
- To analyze theories based on knowledge accumulation and models that emphasize the accumulation of human capital;

- To explore the essence and mechanisms of the Bologna Process as a basis for European Countries Integration in the sphere of Education;
- To acquaint students with the theoretical and practical basis of the formation and functioning of the European Education Area, as well as the possibilities and prospects of Ukraine's integration in it;
- To understand the concept of ECTS, Learning Agreement, Language Certificate, Diploma Supplement, Qualification framework;

1. The programme develops the following *Generic competences*:

- Analysis, interpretation and reflection of educational issues and their public expression in written and oral way

- Knowledge application while solving problems
- Creativeness and demonstration of initiative
- Interpersonal and team work
- Professional ethics rules of scientist and researcher
- Learning and time/work planning, mapping out strategies

2. *Special competences in the International Multilingual Education branch*:

- Knowledge and analysis of International multilingual education
- Documentation work
- International Multilingual Education specific knowledge and practice
- Usage of International Multilingual Education terminology
- Multicultural communication understanding and analysis
- International Multilingual Education research

3. *Special competences of the Pedagogics branch*:

- Knowledge of Educational system, organization management and culture:
- Specific educational terminology and discourse knowledge
- Understanding of the transformations of the educational environment (school, family, society) and participants' relations in modern time
 - Mastering educational content and technologies
 - Multicultural communication and cooperation
 - Planning and implementation of educational research

1.2. *Learning outcomes of the programme studies*

The competence of the graduates of the Master's study programme *International Multilingual Education* can be defined by the learning outcomes of the study programme, i.e. the knowledge and skills acquired during the process of study process. The learning outcomes of the study programme are described below. ***Special competences in the International Multilingual Education will be acquired through obtaining competences of all three blocks – Social, Language and Pedagogics blocks***).

International Multilingual Education programme **learning outcomes**:

(Social Block)

A1 understanding of the latest tendencies in European Educational Process; understanding the nature and characteristics of European educational programs of the European Union; understanding the features of Ukraine's integration into European educational space; the implementation of the Bologna process in the EU and in Ukraine; ability to deal with the educational programs of the European Union and its Member States;

A2 understanding of the essence and tendencies of modern international systems; evaluating the choice of teaching and learning models, their relevance in specific teaching situation of

Multilingual Education; understanding the concept of ECTS, Learning Agreement, Language Certificate, Diploma Supplement, Qualification framework;

A3 knowledge how to implement effective methods of information search, including academic and professional direction, using traditional (printed) and electronic sources, using professional and scientific information in compliance with copyright and intellectual property; understanding the language of information searching – UDC (Universal Decimal Classification) and LBC (Library Bibliographic Classification); applying the method of least squares to estimation of parameters econometrics model, calculate R-squared and Adjusted R-squared, estimations of Error Variance, Standard Errors of parameters, t-ratios, construct Confidence Intervals of parameters and Forecast Intervals

A4 knowledge of theoretical basis of scientific research; forming a holistic understanding of the students about scientific research as well as practical skills training and research within the curriculum and writing course papers, bachelor and master works; the skills of practical application of acquired knowledge and preparation of the articles and publications as required by the high school regulations; learning International Agreements, Declarations and Publications of different famous scholars;

A5 knowledge to design organizational structure of international projects in order to carry out the distribution of powers and responsibility on the basis of their delegation; knowledge of the basic theory of motivation, leadership, and power to address administrative tasks; understanding of basic principles and methods of language tools important in business communication; understanding of the peculiarities of the process of business communication

A6 knowledge of theoretical and practical basis of the project formation, functioning and management as well as the formation of professional competencies in a new type of professional project management activities based on international and internal projects developments in multicultural and multilingual societies; knowledge of group processes dynamics and principles of team building; knowledge of using electronic conferences, blogs, photo and video services to share information and present the results of research on the Internet; basics of econometric analysis necessary for the construction of regression models, their estimation, test of hypotheses and forecasting, develop skills of econometric modeling of applied problems in education sphere,

(Language Block)

B1 the knowledge of basic notions and terms, of peculiarities of subcultures and cultures of nations of the world to reach mutual understanding and positive result in multicultural contacts; conscious understanding of the nature of intercultural failures and ways of overcoming them; the ability to define types, kinds, models and structural components of multicultural communication

B2 knowledge how to solve problems and become skilful and qualified researchers in the area of multilingual education; the ability to broaden students' knowledge of multicultural education; development of leadership skills in multicultural education; knowledge how to work with students and families of diverse cultural backgrounds effectively; understanding of main principles of multilingual educational systems design; deep understanding of psycholinguistic, sociolinguistic and educational aspects of multilingualism.

B3 the ability to analyze and evaluate the text of the original, define problems in its rendering in the target language with the account of peculiarities of the two languages and specific features of the text; understanding how to use literal translation as an interim stage in the process of rendering the text in the target language; usage of translation transformations on different language levels;

B4 understanding how to deal with people and basic issues in the business world; development of basic skills to deal with people in business situations; knowledge of key business concepts worldwide; knowledge how to write and read basic business reports, faxes, and memos;

	multilingual education area																	
	Project Management in multilingual society					X	X									X	X	
	Modern information technology in multilingual environment			X	X		X									X	X	
	Methods and organization of research activities	X		X	X											X		
	Practice of translation									X	X							X
	Business English in multilingual society									X	X							X
	Multicultural communication							X	X						X			
	Multilingual education							X	X						X			
	Rhetoric of business communication : multilingual approach (Ukrainian Language)					X					X							
	Methods of teaching foreign languages										X	X	X					
	Educational management	X	X				X						X				X	X
	Pedagogics in multilingual context				X								X	X	X	X		
	Communication and conflictology in multilingual society	X												X			X	X
	Teaching methods in higher education				X								X			X	X	

	Modern educational technology in multilingual society			X										X			X		
	Basics of educational skills in multilingual environment				X										X	X			X

2. Programme composition

Master Programme in International Multilingual Education will be based on the structure of MA in Regional Studies, which means that the block of obligatory courses will be generated on the basis of regulations of the Ministry of Education and Science of Ukraine for such programmes. New specialisation will be introduced to this program and will be designed in three blocks of courses: Pedagogical Block; Special Subject Block; Language Block and it combines 19 courses.

2.1. Programme structure

Each block consists of a group of subjects.

Special Subject Block includes 7 subjects:

1. Econometric methods for monitoring the quality of education (3 / 108)
2. Higher Education and the Bologna Process (2 / 72)
3. International educational systems (2 / 72)
4. Ukraine's integration into the European multilingual education area (2 / 72)
5. Project Management in multilingual society (3 / 108)
6. Modern information technology in multilingual environment
7. Methods and organization of research activities (2 / 72)

Language Block includes 6 subjects:

1. Practice of translation (2 / 72)
2. Business English in multilingual society (2 / 72)
3. Multicultural communication (2 / 72)
4. Multilingual education (1 / 36)
5. Rhetoric of business communication: multilingual approach (Ukrainian Language) (2 / 72)
6. Methods of teaching foreign languages (4 / 144)

Pedagogical Block includes 6 subjects:

1. Educational management (2 / 72)
2. Pedagogics in multilingual context (4 / 144)
3. Communication and conflictology in multilingual society (3 / 108)
4. Teaching methods in higher education (2 / 72)
5. Modern educational technology in multilingual society (3 / 108)
6. Basics of educational skills in multilingual environment (3 / 108)

2.2. Programme content

As the social, political and economic systems of the modern world have become more interdependent, the problems they confront have assumed a global dimension, and cross cultural communication and exchange have become central to their solution. That's why the main objectives of International Education is to prepare professional educators who can work effectively in international and multinational settings. Besides that, International Education Program is aimed at the creation of professionals who understand the international implications of their responsibilities and have the ability to utilize knowledge across international boundaries.

3. Teachers

3.1. Teaching staff structure

The coordinator of the program at IFNUL – Volodymyr Kyrylych – Professor, Head of the Department of Mathematical Economics and Econometrics, Faculty of Mechanics and Mathematics Pedagogical Block represented by Dr. Dmytro Hertsyuk and Dr. Yuliya Zayachuk; Special Subject Block is represented by Prof. Volodymyr Kyrylych, Prof. Nataliya Antonyuk, Dr. Yuriy Zanko, Dr. Oksana Krayevska and Dr. Marianna Gladysh; Language Block is represented by Dr. Ihor Byk, Iryna Losyeva and Ryslan Pirus.

3.2. Teachers' qualification

Volodymyr Kyrylych – Doctor of Sciences (Physics and Mathematics), Head of the Department of Mathematical Economics and Econometrics, Faculty of Mechanics and Mathematics;

Dmytro Hertsyuk - PhD – Candidate of Sciences (Pedagogics), Associate Professor, Head of the Department of General and Social Pedagogics;

Yuliya Zayachuk–PhD – Candidate of Sciences (Pedagogics), Associate Professor of the Department of General and Social Pedagogics;

Nataliya Antonyuk - Doctor of Sciences (History), Head of the Department of Regional Studies;

Yuriy Zanko - PhD – Candidate of Sciences (Economics), Associate Professor of the Department of Regional Studies; Director of the Institute of Advanced Studies and Retraining;

Oksana Krayevska - PhD – Candidate of Sciences (Political Sciences), Associate Professor of the Department of Regional Studies;

Marianna Gladysh - PhD – Candidate of Sciences (Political Sciences), Associate Professor of the Department of International Relations and Diplomatic Service;

Ihor Byk – PhD – Candidate of Sciences (Philology), Acting Dean of the Faculty of International Relations; Head of the Department of Foreign Languages;

Iryna Losyeva – Master in Philology (Foreign Languages) Assistant Professor of the Department of Foreign Languages;

Ryslan Pirus–Master in Philology, Centre of Information, Analysis and Career;

4. Facilities and learning resources

Ivan Franko National University of Lviv, particularly the Faculties of International Relations and Pedagogic Sciences, facilities and learning resources comprises the libraries, computing and IT technologies (Moodle platform), International Centres and electronic resources together support students and academic staff with their learning and research activities.

4.1. Facilities

Libraries: The IFNUL Libraries contains more than three million books in its main collection. There is a growing collection of online information related resources relating to film and media. International newspapers and periodicals are available, in addition, journals, and audio-visual materials, databases and electronic journals.

Computer labs: The Faculty is going to be equipped with a modern computer lab which will give the possibility for the students and academic staff to use modern computers and other facilities during learning process.

Moodle platform: Moodle is a learning platform which is designed to provide teaching staff and students with a single robust, secure and integrated system to create personalized learning environments. All courses of the MA program are downloaded and students and academic staff are going to use it during learning process.

4.2. Learning resources

Learning resources of the MA program are text books translated into Ukrainian (selected and translated by academic staff of DNU) and other materials that teachers use to assist students to meet the expectations for learning defined by curricula.

5. Study process and student assessment

5.1. Student admission

Students can be enrolled in the programme if they meet the following requirements: a) have a Bachelor/Specialist degree; b) passed the exams for Master studies; c) They are enrolled according to the ranking.

5.2. Study process

Study process consists of lectures and seminars. At the end of the term students write a course paper which is evaluated by the appointed committee of the academic staff. Students assess the quality lectures and approaches that teachers use during learning process.

5.3. Student support

Administrative and academic staff of the IFNUL and particularly of the Faculty of International relations make sure that every student gets all the support he/she needs. Administrative staff supports the students with all necessary information concerning admission to the MA program, academic staff consult the students during the teaching process on various issues.

5.4 Achievement assessment

Most of the courses end up either with the examination or a credit. It consists of summing up students' semester work – active participation (50%) and oral or written examination (50%).

It is continuous assessment and consists of summing up students' semester work – participation in seminars (15%), performing writing tasks independently (15%), individual project or a test (20%).

5.5 Graduate placement

The graduates of the MA program can work in different spheres (according to the qualification they get): as lecturers in the HEIs, teachers and authorities in schools, in the local and state authorities, in the diplomatic service of Ukraine, translators/interpreters

6. Programme management

6.1. Programme administration

Dean of the Faculty – together with the Scientific Council of the Faculty adopted the specialization “International Education” for the MA students of the specialization “Regional studies”.

Head of the Department of Regional Studies and International Tourism – submitted the application for the adoption of the specialization “International Education” for the MA students of the specialization “Regional studies”.

Academic Staff – the working group consisting of the academic staff involved in the project prepared the background of the application for the adoption of the specialization “International Education” for the MA students of the specialization “Regional studies”.

6.2. Internal quality assurance

Project team activities are evaluated regularly:

- Evaluation of project team’s activities;
- Evaluation and adoption of the syllabi of courses for MA multilingual education program;
- Revision of the article submitted to the journal „Bilingual Education”;
- Evaluation and adoption of MA Programs;
- Evaluation of monitoring preparation activities;
- Evaluation of the Master program implementation at IFNUL;

C. Annexes

1. Course outlines

1. Econometric methods for monitoring the quality of education

During the course, students should learn the basics of econometric analysis necessary for the construction of regression models, their estimation, test of hypotheses and forecasting, develop skills of econometric modeling of applied problems in education sphere, learn the basics of the theories of economic growth, that take into account human capital and basic research methods of panel data models.

2. Higher Education and the Bologna Process

During the course, the Masters of Area Studies, whose major is International Multilingual Education, will explore the essence and mechanisms of the Bologna Process as a basis for European Countries Integration in the sphere of Education. During the course of learning, the students will get acquainted with its genesis, its connection with world tendencies and processes and role in the formation of consolidated Europe. Specific attention is paid to the problems of Ukrainian Educational system within the framework of Bologna Process. Implementation of new methods will promote students’ personal and professional development and broaden the range of their teaching techniques.

3. International educational systems

During the course, the Masters of Area Studies, whose major is International Multilingual Education, will explore the essence and tendencies of modern International systems connected with UNO-UNESCO documents as well as different ways of solving the problems of International Education, related to its diversification, the need for dramatic renovation of Educational Programmes and correlation of International Qualifications and competencies. Introduction to Educational systems of the leading countries in the sphere of Educational services market will be an important component of the course.

4. Ukraine's integration into the European multilingual education area

The purpose/main aim of the course "Ukraine's integration into the European Education Area" is to acquaint students with the theoretical and practical basis of the formation and functioning of the European Education Area, as well as the possibilities and prospects of Ukraine's integration in it. The students will learn the basis of the theory and history of the EU integration, EU-Ukraine relation in general and in the educational sphere in particular. This course will also focus on the

Bologna process realization in the EU and in Ukraine as the basis for the understanding of the students about the features of Ukraine's integration into European educational space, as well as practical skills training and participation in European educational programs (Erasmus Mundus, Tempus etc.) the skills of practical use of the knowledge and preparation of documents for submission of applications for participation in these programs.

5. Project Management in multilingual society

The main aim of the course "Project Management in Multilingual Society" is to acquaint students with the theoretical and practical basis of the project formation, functioning and management as well as the formation of professional competencies in a new type of professional project management activities based on international and internal projects developments in multicultural and multilingual societies.

6. Practice of translation

The main aim of the course is to develop skills necessary for the translator of socio-political texts. A student will learn basic principles and methods of translation and demands for an adequate translation. The course is based on the practical knowledge of a foreign language and theoretical knowledge of theory of translation acquired during studies at the Bachelor Program. The course consists of practical classes at which students discuss translation of texts and independent work at home / in the library.

7. Business English in multilingual society

Business English is a course designed for students of English as a second language who wish to acquire and improve their written and spoken business communication skills. The course focuses on level-appropriate grammar, introduces vocabulary specific to various business domains, and familiarizes students with the finer points of business etiquette and business correspondence.

8. Multicultural communication

The main aim of the course is to develop skills necessary for effective contacts on the level of everyday interpersonal multicultural communication. The students will learn the history, theoretical fundamentals and methods of investigation of multicultural communication and develop cultural sensitivity and proper interpretation of different types of communicative behavior.

9. Multilingual education

The main task of the course is to develop interest in language learning, language planning and language use in education, as well as, to stimulate critical thinking and analytical skills. The students will be also provided with key concepts and challenges of multilingualism and education.

10. Rhetoric of business communication: multilingual approach (Ukrainian Language)

The main aim of the course is to develop skills necessary for the business communication, creating own style of successful official interaction and positive impact on a collocutor. A student will learn basic principles and methods of language tools important in business communication. The course is based on the practical knowledge of Ukrainian language and theoretical knowledge of theory of rhetoric during studies at the Bachelor Program.

The course consists of practical classes at which students speak to each other and simulate different speech cases and independent work at home.

11. Methods of teaching foreign languages

The main aim of the course is to develop skills necessary for the business communication, creating own style of successful official interaction and positive impact on a collocutor. A student

will learn basic principles and methods of language tools important in business communication. The course is based on the practical knowledge of Ukrainian language and theoretical knowledge of theory of rhetoric during studies at the Bachelor Program.

The course consists of practical classes at which students speak to each other and simulate different speech cases and independent work at home.

12. Educational management

A main emphasis of this course is the modernization of the educational management as an initial force of the educational process, and as a quality factor of national education. This is getting more and more important while integration of Ukrainian educational system into a joint European and global educational space proceeds. Along with the Bologna reform, the reform in educational management and governance is important for further development of European education system. In the process of developing of theory and practice of educational management, the aims, tasks, content of educational management, as well as the structure and management style become subjects to change. The institutional heads' responsibility increases. In turn, the modernization of educational management requires the introduction of new technologies supporting the administration of educational institutions and ethics in administration. The principles described here are the main source for the course design.

13. Pedagogics in multilingual context

A main emphasis of this course is the modernization of the educational management as an initial force of the educational process, and as a quality factor of national education. This is getting more and more important while integration of Ukrainian educational system into a joint European and global educational space proceeds. Along with the Bologna reform, the reform in educational management and governance is important for further development of European education system. In the process of developing of theory and practice of educational management, the aims, tasks, content of educational management, as well as the structure and management style become subjects to change. The institutional heads' responsibility increases. In turn, the modernization of educational management requires the introduction of new technologies supporting the administration of educational institutions and ethics in administration. The principles described here are the main source for the course design.

14. Communication and conflictology in multilingual society

The course is dedicated to the issues devoted to interpersonal interaction and interpersonal influence; analysis of communication mechanisms; motivation, information assimilation and decision-making; the acquisition for professional activity of the ability to persuade and, conversely, to recognize the attempts of the psychological manipulations; as well as overcome the barriers in communication and constructive resolution of conflicts. The course aims also to the acquisition of skills of effective communication and conflicts resolution for the realization of organizational and administrative activities within educational and other institutions.

15. Teaching methods in higher education

Course objective – familiarizing Master degree students with the peculiarities of studies organization in a higher educational establishment and the specific character of teaching activity; pedagogic and methodological training for pedagogic practice and working as a teacher. Special attention is paid to the following: understanding of organization of higher education studying process as subject-subject cooperation of a teacher and a student.

16. Modern educational technology in multilingual society

Syllabus of the course is based on the fundamental conceptual foundations of modern philosophy of education. The main attention is focused on getting the students the theoretical foundations of modern educational technologies, learning skills and methods of educational work and possibility of their usage in practice.

17. Basics of educational skills in multilingual environment

The objective is formation a system of pedagogical skills of students, competent teacher interaction with students aiming for their personal development.

2. List of teaching staff

Volodymyr Kyrylych – Professor, Head of the Department of Mathematical Economics and Econometrics, Faculty of Mechanics and Mathematics

Dmytro Hertsyuk - Associate Professor, Head of the Department of General and Social Pedagogics;

Yuliya Zayachuk - Associate Professor of the Department of General and Social Pedagogics;

Nataliya Antonyuk–Professor, Head of the Department of Regional Studies and International Tourism;

Yuriy Zanko - Associate Professor of the Department of Regional Studies; Director of the Institute of Advanced Studies and Retraining;

Oksana Krayevska - Associate Professor of the Department of Regional Studies;

Marianna Gladyshevskaya - Associate Professor of the Department of International Relations and Diplomatic Service;

Ihor Byk – Acting Dean of the Faculty of International Relations; Head of the Department of Foreign Languages;

Iryna Losyeva – Assistant Professor of the Department of Foreign Languages;

Ryslan Pirus - Centre of Information, Analysis and Career;

4. Summary of prior assessment conclusions

In 2012 IFNUL started the Tempus project realisation aimed to the support the multilingual educational reform in Ukraine as well as to prepare the Bologna process compatible up to date frame- curriculum as well as syllabuses for MA and In-service teacher's certificate programs in multilingual education in Georgia and Ukraine.

All goals and objectives of the program are initially formulated in accordance with the objectives described and highlighted in the project application form. There are no deviations from the project content, its objectives and goals. IFNUL project team members participated in the 3d training module held at SJSTU (Akhaltzikhe, Georgia; Trainers: partners from PH-FR (Germany)) where they presented draft version of MA framework curriculum in Multilingual Educational Management. Such approach of IFNUL team caused great interest among the partners as it was focused on Educational Management which is given in the application form as one of the possible direction for MA program development. After consultations with the EU, Georgian and Ukrainian partners on the ways of program development and its implementation, the draft version of the frame curriculum was modified in accordance with the feedback from the EU and Georgian partners. It was revised and approved by IFNUL Vice-Rector and finally sent to German partners for final approval. As IFNUL did not have the Faculty of Educational Sciences, it was decided to open new Programme at the Institute of Extended Education and Pre-University Trainings (Institute of Advanced Studies and Retraining) in the cooperation with the Faculty of International relations and the Department of General and Social Pedagogics. Such Programme is still in the process of development and will be started at the newly opened Faculty of Educational Sciences of IFNUL (decision about its creation was adopted on the 28th of January 2015).

So the second direction of proposed programmes was chosen for the realisation in IFNUL. It was decided to open new specialisation on International Multilingual Education at the Faculty of International Relations specialized in Regional Studies. It was developed on the basis of existing programme with the multilingual approach to International Education that was confirmed by courses from special and language blocks. Educational part was provided by the Institute of Extended Education and Pre-University Trainings (Institute of Advanced Studies and Retraining) in cooperation with the Department of General and Social Pedagogics. The new programme for Teacher Education was created for students of MA in International Multilingual Education which was intensified/strengthened by courses from pedagogical block.

Development of courses' syllabi for the MA program and their translation into English started after the final version of the frame curriculum was approved. The structure of syllabuses and teaching materials was defined; as a result the courses for MA program were designed. Presentation of final version of the syllabi for MA multilingual education program was during the workshop held in Lviv in December 2013. The final version of syllabi of courses for MA multilingual education program evaluated and adopted by university authorities in accordance with its norms and standards.

Master Programme in International Multilingual Education will be based on the structure of MA in Regional Studies, which means that the block of obligatory courses will be generated on the basis of regulations of the Ministry of Education and Science of Ukraine for such programmes. New specialisation will be introduced to this program and will be designed in three blocks of courses: Pedagogical Block; Special Subject Block; Language Block and it combines 19 courses.

The preparation and implementation of the MA in International Multilingual education will be provided/assured by the Academic Staff of IFNUL. The coordinator of the program at IFNUL – Volodymyr Kyrylych – Professor, Head of the Department of Mathematical Economics and Econometrics, Faculty of Mechanics and Mathematics. Pedagogical Block represented by Dr. Dmytro Hertsyuk and Dr. Yuliya Zayachuk. Special Subject Block is represented by Prof. Volodymyr Kyrylych, Prof. Nataliya Antonyuk, Dr. Yuriy Zanko, Dr. Oksana Krayevska and Dr. Marianna Gladysh. Language Block is represented by Dr. Ihor Byk, Iryna Losyeva and Ryslan Pirus. So IFNUL team consist of 2 Doctors, professors, 5 PhD, Associate Professors and 2 Doctoral Students, Masters, Assistant Professors.

Recommendations.

The recommendations of the program were the following:

1. It is recommended to harmonize the program objectives, competencies, outcomes: Required stronger correlation with the program modules and their contents – **we harmonized the program objectives, competencies and outcomes (highlighted in red in the self-assessment report)**
2. It is recommended to think about a more efficient measurement of outcomes: - **after the first semester of the programme it has been evaluated by the students as well as by faculty and university authorities**
3. It is recommended to intensify discussions and consultation with colleagues, program implementers, the university administration for the improvement of the monitoring program - **We intensified discussions and consultation with Colleagues, the university administration for the improvement of the monitoring program. Discussions and round-table meetings are organized regularly on order to disseminate the results and outcomes of the programme and improve the communication with University administration and project team.**