

Biographical Portraits of Ukrainian Educators: Reconstruction of the Pedagogical Heritage (Second Half of The 19th Century – Beginning of The 21st Century)

Larysa Berezivska*

e-mail: lberezivska@ukr.net

*Department of Pedagogical Source Studies and Biographistics, V. Sukhomlynskyi
State Scientific and Educational Library of Ukraine, Kyiv, Ukraine.*

Oleksandr Mikhno

e-mail: amihno@ukr.net

*Department of Pedagogical Source Studies and Biographistics, V. Sukhomlynskyi
State Scientific and Educational Library of Ukraine, Kyiv, Ukraine.*

Natalia Antonets

e-mail: ant.n@ukr.net

*Department of Pedagogical Source Studies and Biographistics, V. Sukhomlynskyi
State Scientific and Educational Library of Ukraine, Kyiv, Ukraine.*

Abstract: This article examines the *Encyclopaedic Dictionary “Pedagogues of Ukraine (Second Half of the 19th – Early 21st Century)”* as a scholarly project aimed at reconstructing and systematising national pedagogical heritage that was fragmented as a result of political repression, forced migration, and long-term ideological pressure. The purpose of the study is to substantiate the significance of collective biographical research for the restoration of educational memory and the reintroduction of marginalised figures into the history of education. The research is based on a qualitative methodological framework that combines historical-pedagogical analysis, biographical and prosopographical approaches, and principles of source criticism. Particular attention is given to the criteria for selecting biographical entries, the representativeness of the corpus, and the contextual interpretation of individual pedagogical trajectories. The source base includes materials of the *Encyclopaedic Pedagogical Biographical Dictionary*, archival documents, pedagogical publications, memoirs, periodicals, and selected multimedia sources related to the lives and professional activities of Ukrainian educators of the nineteenth and twentieth centuries. The study demonstrates that collective biography enables a comprehensive understanding of pedagogical processes that cannot be fully captured through individual life histories alone. It allows for the identification of shared professional patterns, intellectual networks, and the impact of political and cultural contexts on educational thought. The article concludes that the *Encyclopaedic Dictionary “Pedagogues of Ukraine (Second Half of the 19th – Early 21st Century)”* functions as an effective scholarly tool for preserving educational heritage, supporting the politics of

memory, and integrating Ukrainian pedagogical experience into broader international research in the history of education.

Keywords: History of Education, Educational Heritage, Biographical Research, Collective Biography, Digital Humanities, Politics of Memory.

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1. Introduction

In Ukraine, as in other countries, there is an increasing interest in the study of biographies (Berezhivska et al., 2023). However, biography in the history of education is not merely a descriptive narrative; it is also a dynamic methodological field whose educational function, both as a genre and as a research method, has been critically examined in international historiography (Bruneau, 2000). Pedagogical biography is considered to be a multidimensional phenomenon of education and science, a component of society's information resources, and an interdisciplinary field of science closely related to pedagogy, history, and bibliography. In the context of this study, it is necessary to distinguish between several related methodological concepts. Pedagogical biography refers to the study of an individual educator's life trajectory, professional activity, and intellectual legacy within a particular educational and historical context. Collective biography focuses on groups of individuals and seeks to identify shared experiences, generational patterns, professional trajectories, and common socio-cultural contexts. Prosopography, in turn, represents a systematic comparative analysis of biographical data that enables the reconstruction of social networks, institutional affiliations, and intellectual interactions within a specific professional community. The combination of these approaches allows for a more comprehensive understanding of Ukrainian pedagogical heritage as both an individual and a collective historical phenomenon. This field of research is evolving into an independent discipline, with a focus on the educator as an individual, their life narrative and creative accomplishments (Berezhivska, 2024). A particular type of biographical research is gaining increasing relevance: the comparative study of the history of generations. This is attributable to the necessity of unifying the Ukrainians by means of exemplification of the nation-building role of groups of people in different historical eras. The form of presentation of collective portraits of educators and the reconstruction of their pedagogical heritage is an Encyclopaedic Dictionary or Biographical Reference Book, which is a collection of concise biographical references about their lives and creative achievements.

The custom of creating such publications was initiated in 1978 with the publication of the Biographical Dictionary of American Educators in the United States (Ohles, 1978). This tradition was furthered by publications from the 1980s and 1990s, which were released in the United Kingdom and the United States. The periodical contained short biographical articles, primarily devoted to educational theorists and practitioners, administrators, philosophers and psychologists (Aldrich & Gordon, 1989; Gordon & Aldrich, 1997; Ohles et al., 1997). The Bio-Bibliographical Sourcebook (USA, 1994), an exclusive compendium dedicated to women educators (Seller, 1994), occupies a distinctive position within the annals of world historiography. Dictionaries published in the 2010s and 2020s demonstrate updated methodological approaches to both the selection of personalities and the principles of structuring the material. The Italian Biographical Dictionary of Educators is a comprehensive work, encompassing a wide

range of individuals involved in the field of education. It includes educational theorists and practitioners, as well as editors of educational periodicals, children's writers and illustrators, researchers and popularisers of physical education, and leaders of youth movements (Chiosso & Sani, 2013). The Australian Dictionary of Catholic Educators (Benjamin & O'Grady, 2020) and the Encyclopaedia of Contemporary Asian Educators (Suzuki et al., 2021) employ thematic structuring, accompanied by overview articles that address the development of education during specific historical periods.

Within the contemporary Ukrainian scientific milieu, a plethora of reference publications (including encyclopaedias, encyclopaedic dictionaries and reference books) have been produced, encompassing a wide range of general, regional and sectoral content. These include encyclopaedic dictionaries and encyclopaedias about artists, singers, painters, historians, archaeologists, financiers, lawyers, Ukrainian and foreign writers, builders, journalists, doctors and others. A number of reference publications are devoted to women of Ukraine, employees, graduates of various educational institutions, employees of scientific institutions, and award winners (Yatsenko et al., 2021). This paper proposes an original approach to the creation of a collective portrait, with a focus on the nationality of prominent Ukrainians, Bulgarians, Poles and other individuals of similar status. Concurrently, Ukrainian and foreign historiography continues to be deficient in an encyclopaedic biographical dictionary that would present a comprehensive collective portrait of Ukrainian educators. The following publications are of particular interest in the context of this research: "Repressed Educators of Ukraine: Victims of Political Terror" (Marochko & Hillig, 2003), "Ukrainian Pedagogy in Personalities" (Sukhomlynska, 2005), and "Outstanding Ukrainian Pedagogues. Information Reference Book" (Kaluska, 2010), among other sources.

For Ukrainian scholars, the issue of the methodology of encyclopaedic lexicography is a subject of study (L. D. Berezivska, 2023a, b; Mikhno, 2024). In the field of world historiography, there are studies on reference biographical publications (Agirreazkuenaga & Urquijo, 2015; Gonick et al., 2011). A seminal work that has proved instrumental in our research is the encyclopaedic dictionary "Contemporary History (World and Romanian)", which contains articles about Ukraine and Ukrainian individuals (Duminika, 2024). However, the publication makes no mention of educators from Ukraine. The insights of foreign scholars are valuable for developing a methodology for creating a Ukrainian Encyclopaedic Biographical Dictionary.

At the same time, the Ukrainian Encyclopaedic Dictionary differs from many international biographical projects in several significant respects. While numerous educational dictionaries focus primarily on institutional history or on the achievements of prominent educators, the Ukrainian project additionally addresses the consequences of political repression, forced migration, ideological censorship, and the fragmentation of pedagogical traditions under totalitarian rule. In this sense, the Dictionary functions not only as a scholarly reference publication but also as a means of restoring intellectual continuity and preserving educational memory in a post-totalitarian society.

A thorough historiographical analysis has been conducted, confirming the absence of any special studies in Ukrainian or world scientific literature that comprehensively represent the Ukrainian pedagogical heritage through the prism of encyclopaedic biographical portraits within specific chronological boundaries.

Contemporary studies of Ukrainian pedagogical heritage are increasingly transcending the local context, thereby encouraging its interpretation in the light of global scientific

trends and approaches. Within the framework of decolonial approaches in the history of education, the reconstruction of Ukrainian pedagogical heritage involves not only the recovery of forgotten names but also the restoration of suppressed intellectual traditions and educational experiences marginalised by imperial and totalitarian regimes. In this regard, decolonisation is understood as a process of epistemic recovery and the reintegration of excluded actors into scholarly discourse. Similarly, the politics of memory in educational historiography concerns the mechanisms through which societies preserve, reinterpret, or silence particular educational narratives and personalities. The Ukrainian case demonstrates how pedagogical biography may function simultaneously as a scholarly, cultural, and memorial practice aimed at restoring historical continuity. The reconstruction of Ukrainian pedagogical heritage is of national significance and is also integrated into the broader context of global scientific discussions on the decolonisation of knowledge (Samier, 2016; Unterhalter & Kadiwal, 2022; Van Ruyskensvelde & Berghmans, 2024), the phenomenon of “intellectual genocide” (Kestere, 2014; Malko, 2024) the politics of memory (Barausse & Luchese, 2018; Wang, 2018), and strategies for preserving and transforming educational traditions in crisis historical contexts (Cossa, 2024; Dobrovolska et al., 2025). In this sense, the Ukrainian case can be presented as an example of the cultural resilience of the educational community and can enrich international comparative studies.

The present article is devoted to a comprehensive presentation of the Ukrainian pedagogical heritage through the collective pedagogical biography of Ukraine in the second half of the 19th – early 21st centuries and approaches (biographical, criteria-based, historical, source-based, axiological) to its recording in the form of an Encyclopaedic Biographical Dictionary. New biographical materials from the Encyclopaedic Dictionary “Pedagogues of Ukraine (second half of the 19th – early 21st centuries)” (Berezhivska et al., 2025) are being introduced into international scientific circulation, containing 318 articles about well-known and little-known educators.

More specifically, the article addresses the following research questions:

- (1) Which approaches to compiling an encyclopaedic dictionary – including reference structure, bibliography, and index of names – ensure an adequate representation of the Ukrainian pedagogical heritage?
- (2) In what ways does an encyclopaedic pedagogical dictionary contribute to presenting biographical portraits and the Ukrainian pedagogical heritage within various historical contexts?

To address these questions, the study employs contemporary methods of historical and educational analysis (including source studies, biographical, historical, and bibliographic approaches) (Acosta, 2014; Fuchs, 2007; Westberg, 2025; Westberg & Primus, 2023), alongside digital humanities tools such as digital bibliography, data analysis and visualisation, database-oriented structuring, possibilities for future network modelling, and the FAIR principles (Mikhaylova & Pettersson, 2025; Santoveña-Casal & López, 2024; Van Ruyskensvelde, 2014). This integrated methodological framework enables not only the reconstruction of Ukraine’s pedagogical heritage but also the tracing of its transformation over time and its impact on the evolution of educational traditions. Furthermore, it facilitates the development of a universal methodological model for analysing pedagogical heritage within an international context. The synthesis

of diverse sources made it possible to consolidate heterogeneous information and to construct a comprehensive and coherent representation of individual educators. This approach contributed to the creation of high-quality, informative encyclopaedic articles of practical value to users. At the same time, the methodology of source analysis and synthesis applied in compiling this dictionary can be effectively adapted for the preparation of other reference works of a similar nature.

The preparation of the Encyclopaedic Dictionary also involved systematic procedures of categorisation, metadata structuring, and bibliographic coding. Biographical entries were classified according to chronological, geographical, thematic, and professional criteria, enabling both qualitative interpretation and quantitative analysis of the collected data. The project incorporated elements of database logic, hyperlink integration, bibliographic analytics, and name-index mapping, thereby allowing the identification of intellectual networks, migration patterns, and the distribution of pedagogical communities across different historical periods. These analytical procedures position the Dictionary within the broader methodological framework of digital humanities research.

2. Approaches to Creating an Encyclopaedic Dictionary as a Representation of Ukrainian Pedagogical Heritage

2.1. Structure of Biographical Information

To ensure consistency in the presentation of biographical information, the encyclopaedic entries were developed according to standardised defining components. Each entry includes: the surname/last name, first name, patronymic or middle name (in transliteration); date and place of birth and death or burial; principal professional specialisation; most significant honorary titles; academic degree or title (with the year of conferral); specialised education; key stages of pedagogical, scientific-pedagogical, and research activity (including leading positions in academic institutions and educational establishments in Ukraine); contribution to the development of education and pedagogy in Ukraine (major scholarly works, theoretical innovations, and their practical implementation in educational practice, as well as the establishment of new schools or directions); membership and leadership in academies and major scholarly societies; participation in significant national and international scientific congresses; highest honours and awards, including international ones (with the year of conferral indicated). Each entry also provides a bibliography, which includes the scholar's principal works (monographs, manuals, textbooks, or articles – not more than five in total) and works about the individual published within the past ten years (both print and electronic resources – not more than five in total). A portrait with a reference to its source is also provided. The biographical entries in the Encyclopaedic Dictionary differ in scope and level of detail according to the extent to which each scholar's scientific biography has been researched and elaborated.

The selection of the 318 educators included in the Dictionary was based on a combination of biographical, professional, historiographical, and representational criteria. Particular attention was paid to the individuals' contribution to the development of Ukrainian education and pedagogical thought, their influence on educational theory or practice, the availability and reliability of documentary and bibliographic sources, and their significance within specific historical periods. The editorial team also sought

to ensure the representation of different pedagogical fields, regions, generations, and social groups, including women educators, representatives of the Ukrainian diaspora, and victims of political repression. The inclusion of both widely recognised and previously marginalised figures was intended to provide a more comprehensive reconstruction of Ukrainian pedagogical heritage.

Naturally, brief biographical notes about educators cannot fully reveal the impact of historical realities on their professional activity. Nevertheless, individual facts, titles of works, and evaluative remarks provided by the authors of these entries may serve as a valuable source base for further historical and educational research, particularly in the field of biographical studies.

Thus, the methodology employed in compiling a Biographical Encyclopaedic Dictionary – including the principles of material organisation, the criteria for composing biographical entries, and the style of presentation – contributes significantly to the advancement of contemporary encyclopaedism.

2.2. The Bibliographic Apparatus of the Dictionary

The bibliographic apparatus of the Dictionary provides an overview of the sources on which the article about the pedagogue is based. It allows the reader to expand their knowledge about the figure, and provides a source base for further historical and pedagogical studies. The Dictionary contains a total of 2,425 bibliographic descriptions. These descriptions are structurally divided into two types: 1) descriptions of works created by pedagogues themselves constituted 53.4% of the total, representing the intellectual output of each personality, recording their scientific, methodological, and journalistic works; 2), descriptions of works dedicated to pedagogues constituted 46.6% of the total, reflecting the degree of scientific reception and research interest in a particular figure in the educational and humanitarian sphere. This structural approach ensures balanced coverage of both the authors' works and the level of their understanding in historical and pedagogical discourse.

Digital accessibility of sources is one of the main characteristics of modern bibliographic apparatus. In the context of the total number of bibliographic records, it is evident that 936 items (representing 38.6% of the total) are accompanied by active hyperlinks, thereby facilitating access to the electronic full-text versions of the sources. Amongst the 1,294 works by pedagogues, 213 (16.5%) have been digitised, while amongst the 1,131 works concerning pedagogues, 723 (63.9%) are accompanied by electronic hyperlinks. This distribution is indicative of an imbalance in the realm of digital accessibility, wherein a disproportionate proportion of research materials pertaining to educators has been digitised, while the digitisation of their own works has been significantly less prevalent. This fact opens up important prospects for the digital republication of sources belonging to educators themselves, increasing the digital representation of the pedagogical heritage of the 19th and 20th centuries, and creating open full-text databases based on the available bibliography.

The compiled bibliography also serves as a source indicator, allowing the identification of personalities around whom most research is concentrated, the tracing of the chronological dynamics of scientific interest, and the identification of lacunas in historical and educational knowledge. Consequently, the bibliographic apparatus evolves from a mere adjunct to a bona fide object of analysis and a tool for constructing integrated models for the study of the pedagogical heritage. To illustrate this analytical

potential, an example is provided: the bibliographic apparatus of the Dictionary contains 137 works on pedagogues published in 2023–2025, including 73 in 2023, 45 in 2024, and 19 in 2025. This demonstrates that the Encyclopaedic Dictionary is not merely a static record of the past; rather, it is a living document that incorporates the latest research findings, thereby ensuring its scientific relevance.

Another aspect of its analytical potential is the variety of source types, including traditional monographs, textbooks, articles, bibliographic indexes, as well as multimedia materials, such as audio and video recordings. It is evident that multimedia sources encompass a plethora of recordings, including audio and video, of poetry by Khrystyna Oleksiivna Alchevska (Alchevska, 2021). In addition, the collection features a video that chronicles the life and works of the renowned children's writer, Viktor Blyznyiets (Pedagogical Museum of Ukraine, 2023). The array of materials is further complemented by the documentary film, "Three Secrets of Shumskyyi" (Shapoval & Shatokhina, 2010). The integration of traditional and digital formats enhances the functionality of the bibliographic apparatus in the digital age.

It is evident that the bibliographic apparatus of the Dictionary functions not solely as a tool for systematising sources, but also as an analytical resource that reflects the dynamics of the development of historical and pedagogical research in the digital age. Its structure and content highlight contemporary trends in the development of historical and pedagogical science, ranging from quantitative analysis of sources to the identification of the dynamics of scientific interest. This approach enables the bibliographic apparatus to be regarded as a conceptual platform for understanding the history of education in the context of digital humanities.

From a digital humanities perspective, the bibliographic apparatus functions as a structured research database. The integration of hyperlinks, digitised publications, multimedia materials, and electronic repositories creates opportunities for future computational analysis, digital mapping, and visualisation of the development of Ukrainian pedagogical thought. The bibliographic data may further serve as a foundation for the creation of open-access digital platforms and interconnected educational databases.

2.3. Name Index of the Dictionary

An innovative approach that expands the scope of biographical portraits is the structure of the Dictionary's index of names (Berezivska et al., 2025, pp. 480–504). Notably, this edition represents a significant development in the field of Ukrainian pedagogical encyclopaedias, as it incorporates not only 318 biographies, but also a substantial number of additional biographies, totalling more than 1,200 individuals, which are referenced in articles and bibliographies. This facilitates the recreation of the broader context in which Ukrainian pedagogues lived and worked. This aspect serves to transform the index from a mere reference tool into a map of intellectual connections. For instance, the leaders in terms of the number of mentions are T. Shevchenko (53), I. Franko (33), V. Kremen (23), Lesya Ukrainka (21), B. Hrinchenko (20), M. Drahomanov (19), S. Rusova (16), V. Sukhomlynskyi (16), M. Hrushevskyi (15), P. Kulish (14), M. Lysenko (13), K. Ushynskyi (13), H. Skovoroda (13). This illustrates how pedagogical thought was intertwined with literature (Shevchenko, Lesya Ukrainka, Franko), history and public opinion (Hrushevskyi, Drahomanov), music (Lysenko), philosophy (Skovoroda) and developed in the works of educators of the past (Ushinsky, Sukhomlynskyi) and the contemporary (Kremen). The index also includes the names of prominent foreign pedagogues and thinkers (e.g. Jan

Amos Comenius, Johann Heinrich Pestalozzi, John Dewey, Georg Kerschensteiner, Herbert Spencer), whose ideas became an important theoretical foundation for Ukrainian pedagogical thought. This finding indicates the integration of Ukrainian pedagogy into the European and global scientific space.

This approach renders biographical portraits more comprehensive, demonstrating pedagogues not as isolated figures, but as an integral part of a single cultural and educational space, participants in a dynamic interdisciplinary and international dialogue. It is evident that the index of names evolves from a mere navigation instrument to a valuable research resource. This transformation facilitates the identification of patterns in the development of pedagogical communities, the tracing of the intellectual trajectories of individual figures, and the reconstruction of the dynamics of scientific influences. The potential for quantitative and visual analysis of interpersonal connections is thereby opened up, and the formation of a database for further digital studies in the field of education history is facilitated. In this context, the index assumes the status of not only an auxiliary element of the dictionary, but also a comprehensive instrument for historical and pedagogical analysis.

The structure of the name index additionally creates possibilities for future network analysis and visualisation of intellectual relations among educators, writers, scholars, and public figures. Such an approach enables the reconstruction of professional communities and interdisciplinary interactions that shaped the development of Ukrainian educational thought in both national and international contexts.

3. Biographical Portraits as Components of Ukrainian Pedagogical Heritage

3.1. Portraits of Ukrainian Pedagogues in Different Historical Contexts

As previously noted, the Encyclopaedic Biographical Dictionary presents, for the first time, comprehensive concise biographical and biobibliographical information on more than 300 prominent Ukrainian educators, 180 of whom have remained relatively unknown until now. Each entry offers an objective account of the life and professional journey of these individuals, focusing particularly on their contribution to the development of pedagogical science and education in Ukraine. Using a set of specific criteria – biographical, geographical, sectoral, chronological, national, and biobibliographical – the Dictionary features biographies of Ukrainian pedagogues from different historical periods: the Imperial Era (second half of the 19th to early 20th centuries), the Ukrainian Revolution (1917–1921), the Soviet Era (1921–1991), and Independent Ukraine (1991 – present). Among these figures are educators, organisers of education, and representatives of other professions who, to varying degrees, engaged in theoretical and practical issues in the field of education and are therefore either well-known or only partially studied. What unites them is their common dedication to the educational sphere. Notably, the Dictionary includes 52 women educators. Most of these figures lived at the crossroads of historical epochs. Among them are 58 educators who suffered repression and 48 who were forced to emigrate – a topic that will be addressed further below.

3.2. Pedagogues of the Imperial Era (Second Half of the 19th – Early 20th Centuries)

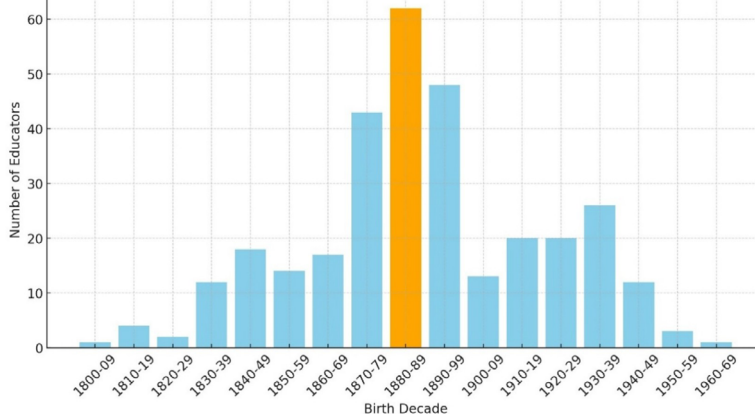
In the second half of the 19th and early 20th centuries, the territory of modern-day Ukraine was a part of the Russian or Austro-Hungarian Empires. The governments

of these states pursued educational policies that were inimical to Ukraine. It was within this context that educators operating within the confines of imperial restrictions proceeded to establish the theoretical foundations of Ukrainian schools and to lay the groundwork for the subsequent evolution of Ukrainian pedagogy.

The aforementioned scholars include M. Drahomanov (1841–1895), O. Dukhnovych (1803–1865), P. Zhytetskyi (1837–1899), O. Konyskyi (1815–1891), M. Kostomarov (1817–1885), K. Ushynskyi (1824–1870), and I. Franko (1856–1916). M. Drahomanov is recognised for his role in establishing Ukrainian-language Sunday schools, conducting research in ancient history, and contributing to the field through his written works on the significance of the Ukrainian language and textbooks in the development of national schools (Berezivska et al., 2025, pp. 136–137). O. Dukhnovych is recognised for his contributions to public education in Transcarpathia, notably the creation of the inaugural systematic pedagogical guide for public school teachers and the promotion of education in the native language, moral education, and the democratisation of education (Berezivska et al., 2025, pp. 141–142). K. Ushynskyi's contributions to the field of education include the development of a comprehensive didactic system, the substantiation of the analytical-synthetic method of teaching literacy, and the formulation of the concept of the national character of schools. His literary works, including *Ridne Slovo* [Native Word] and *Liudyna Yak Predmet Vychovannia* [Man as a Subject of Education], exerted a significant influence on the development of Ukrainian and global pedagogy (Berezivska et al., 2025, pp. 394–396). P. Zhytetskyi and M. Kostomarov combined scientific activity with direct pedagogical practice (Berezivska et al., 2025, pp. 152–154, 193–194), while O. Konyskyi and I. Franko contributed to the popularisation of educational ideas and national self-awareness through their literary and educational activities (Berezivska et al., 2025, pp. 189–190, 399–400).

It is noteworthy that this is the largest number of pedagogues whose lives unfolded in a single historical era. This phenomenon is illustrated in Figure 1.

Figure 1: Distribution of Educators' Births by Decade.



Source: Authors.

The concentration of educators born during the second half of the 19th century reflects the intensification of national, cultural, and educational movements in Ukrainian

territories under imperial rule. This generation became one of the principal proponents of ideas concerning national education, linguistic identity, and the cultural autonomy of Ukrainian schooling.

3.3. Pedagogues of the Ukrainian Revolution (1917–1921)

The biographical references concerning Ukrainian educators of the Ukrainian Revolution era (1917–1921) have been substantially updated. These educators, who were cynically erased from Soviet academic and educational discourse, were reintroduced into the educational and scholarly space only after the collapse of the totalitarian USSR and the proclamation of Ukraine's Independence in 1991. Among them are V. Durdukivskyi (1874–1938), S. Yefremov (1876–1939), S. Rusova (1856–1940), Ya. Chepiha (1875–1938), and others (L. Berezhivska, 2023; Berezhivska, 2024). Tempered by their struggle against the imperial policies of various governments during the Ukrainian Revolution, these figures developed the theoretical foundations of Ukrainian education grounded in democratic European values and actively applied them in practice. Naturally, their lives and activities unfolded at the crossroads of two or even three historical epochs.

3.4. Soviet Ukrainian Pedagogues

The interpretation of the scholarly legacy of Soviet pedagogues, saturated with communist attributes, remains inherently ambiguous. By force of circumstance, these educators were compelled to sustain the humanitarian sphere within a totalitarian regime. Education during the communist era was grounded in Marxist doctrine – specifically dialectical and historical materialism – and served as an instrument of institutional ideologization (Berezhivska, 2019; Yakymchuk, 2018). Nevertheless, despite pervasive ideological pressure, innovative and effective forms and methods of teaching and upbringing emerged within educational practice. At the theoretical level, they were developed, and at the practical level, tested and implemented by Ukrainian Soviet educators such as Vasyl Onyshchuk (1919–1989), Vasyl Sukhomlynskyi (1918–1970), Ivan Tkachenko (1919–1994), Oleksandr Khmura (1923–1970), among others (Berezhivska et al., 2025, pp. 273–274, 376–378, 385–386, 402–403).

3.5. Educators of Independent Ukraine

The Dictionary includes more than thirty educators – among them Nila Voloshyna (1940–2010), Semen Honcharenko (1929–2013), Ivan Ziaziun (1938–2014), Viktor Ohneviuk (1959–2022), Oleksandra Savchenko (1942–2020), Mykola Yarmachenko (1928–2010), and others – whose professional activities continued after 1991. Although all of them were born, educated, and lived during the Soviet era, they also achieved significant professional success in Independent Ukraine, working within the new socio-political realities and conditions of a developing national education system. Naturally, less is known about individuals who passed away relatively recently than about those representing earlier historical periods – a fact reflected in biohistoriographical studies. Nevertheless, their pedagogical work and creative achievements contributed to the development of Ukrainian society and shaped the education of future generations. The Biographical Dictionary, as a reference publication, helps to construct and comprehend the collective portrait of the first generation of Ukrainian pedagogues in the era of Independence.

However, the development of Ukrainian pedagogical thought during the twentieth century cannot be fully understood without considering the experience of educators who continued their scholarly and educational activities outside Ukraine following forced emigration.

3.6. *Ukrainian Émigré Pedagogues*

After the defeat of the Ukrainian Revolution and the occupation of Ukraine by Russian Bolshevik forces in 1919, a number of educators were forced to emigrate – among them Sofiia Rusova, Viacheslav Prokopovych, Petro Kholodnyi, and others. Far from their homeland, yet with Ukraine in their hearts, they continued to develop nation-building ideas for education and the future of Ukrainian statehood. During the Soviet era, their works were strictly prohibited.

The analysis of the life and professional trajectories of Ukrainian émigré educators requires consideration of the contributions of international History of Education Studies. This academic field examines issues of migration and transnational educational practices through the lens of preserving cultural identity and integrating into new sociocultural environments (Gholami, 2025; Kooy & de Freitas, 2007; Luchese & Barausse, 2023; Malheiro Gutiérrez, 2018).

The phenomenon of emigration is an integral component of Ukraine’s pedagogical heritage. Forced departure from the homeland became for many educators both a challenge and an opportunity: deprived of the right to work in Soviet Ukraine, they nevertheless preserved and disseminated national educational traditions worldwide. Thus, Ukrainian pedagogical heritage possesses a transnational character – it evolved and functioned not only within the country but also in educational centres of the Ukrainian diaspora.

A summary table presents data on 48 Ukrainian émigré pedagogues (Berezivska et al., 2025, pp. 478–479), systematised according to countries of settlement, periods of emigration, and individual biographies.

Table 1: Ukrainian Pedagogical Diaspora: Geography, Chronology, and Personalities.

Country	Emigration Period	Personalities
Austria	1918–1944	M. Levytskyi, S. Cherkasenko, I. Bryk, O. Tysovskiy, L. Yasinchuk, A. Artymovych
Belgium	1944–1954	I. Petriv
Canada	1947–1995	D. Doroshenko, I. Ohiienko, I. Lysiak-Rudnytskyi, I. Petriv, Ya.-B. Rudnytskyi
Czechia	1918–1944	A. Alyskevych, A. Voloshyn, I. Zilynskyi, S. Smal-Stotskyi, K. Zaklynskyi, Yu. Tyshchenko, M. Hrushevskiy, A. Artymovych, S. Rusova, Ye. Vyrovyi, D. Doroshenko, M. Levytskyi, N. Polonska-Vasylenko, A. Zhyvotko, S. Siropolko, S. Cherkasenko, V. Bidnov, N. Hryhoryiv, V. Petriv, B. Martos, O. Shulhyn
France	1924–1980	V. Prokopovych, O. Kulchytskyi, V. Kubiiovych, O. Shulhyn
Germany	1938–1984	H. Vashchenko, Ya.-B. Rudnytskyi, M. Rudnytska, O. Kulchytskyi P. Kurinnyi, S. Levytskyi, P. Oryshkevych, I. Lysiak-Rudnytskyi, H. Vaskovych, N. Polonska-Vasylenko, I. Petriv, B. Martos, O. Popov, O. Pritsak, D. Solovei, N. Shulhyna-Ishchuk
Poland	1919–1944	I. Zilynskyi, V. Kubiiovych, V. Bidnov, Ye. Hrytsak, P. Kholodnyi
Slovenia	1932–1947	I. Boberskyi
Switzerland	1944–1951	I. Ohiienko, M. Rudnytska, I. Lysiak-Rudnytskyi
USA	1944–2006	S. Levytskyi, S. Siropolko, I. Boberskyi, N. Svitlychna, M. Yerzhivskiy, K. Kysilevskiy, B. Martos, O. Popov, O. Pritsak, D. Solovei, N. Shulhyna-Ishchuk

The geographical distribution of émigré educators demonstrates that Ukrainian pedagogical heritage developed not only within the territory of Ukraine but also through transnational intellectual networks established across Europe and North America. These migration trajectories contributed to the preservation and international dissemination of Ukrainian educational traditions.

The geographical distribution of émigré educators demonstrates that Ukrainian pedagogical heritage developed not only within Ukraine but also through transnational intellectual networks across Europe and North America. These migratory trajectories contributed to the preservation and international dissemination of Ukrainian educational traditions. The principal cause of emigration was the repressive communist totalitarian regime, whose policies of political persecution, deportations, executions, and other forms of violence forced many educators to seek safer environments for scholarly and pedagogical activity (On the Principles of State Policy of National Memory of the Ukrainian People, 2025).

Ukrainian pedagogues primarily emigrated to Central and Western Europe, particularly Austria, Czechoslovakia, Poland, France, and Germany, which became important centres of Ukrainian intellectual and educational life. Three principal waves of emigration may be identified: of educators seeking to preserve Ukrainian educational traditions; the wartime displacement caused by WWII; and the post-war movement towards North America in response to changing geopolitical conditions.

Particular attention should be paid to educators whose activities were excluded from Soviet pedagogical discourse because of their advocacy of Ukrainian national education. Sofiia Rusova (1856–1940), after emigrating to Prague in 1921, continued her scholarly and organisational work, contributing to the establishment of the Ukrainian Mykhailo Drahomanov Higher Pedagogical Institute and other émigré educational institutions (Berezhivska et al., 2025, pp. 324–326). Viacheslav Prokopovych (1881–1942) worked in Paris, where he founded the Symon Petliura Library in 1927 (Berezhivska et al., 2025, pp. 303–304). Petro Kholodnyi (1875–1930) combined educational, scholarly, and cultural activities in France (Berezhivska et al., 2025, pp. 405–406).

The professional mobility of educators such as Ivan Lysiak-Rudnytskyi, Ivanna Petriv, Dmytro Doroshenko, and Ivan Ohienko illustrates the existence of transnational intellectual networks within the Ukrainian pedagogical diaspora (Berezhivska et al., 2025, pp. 220–222, 286–287, 132–133, 268–269). Through educational associations, scholarly contacts, and diaspora institutions, émigré educators preserved Ukrainian pedagogical traditions while adapting them to new sociocultural contexts.

While some educators managed to preserve Ukrainian educational traditions in exile, others who remained in Soviet Ukraine became victims of political persecution and ideological repression.

3.7. Repressed Educators

After the defeat of the Ukrainian Revolution and the occupation of Ukraine by Russian Bolshevik forces in 1919, some Ukrainian pedagogues, having trusted the new Soviet authorities, became victims of the totalitarian regime (Volodymyr Durdukivskyi, Hryhorii Ivanytsia, Oleksandr Muzychenko, Yakiv Chepiha, among others). They were subjected to repression or executed, while their pedagogical heritage was banned from scholarly and educational discourse.

Without trial or investigation, Ivan Steshenko (1873–1918) (Berezhivska et al., 2025, pp. 366–367), Volodymyr Naumenko (1852–1919) (Berezhivska et al., 2025, pp.

261–262), and Yukhym Shchyrystia (1890–1919) (Berezivska et al., 2025, p. 441) were killed – among the first victims of Bolshevik terror. Their deaths in 1918–1919 symbolise the beginning of a large-scale offensive against Ukrainian culture, scholarship, and education. During the 1930s, the Soviet repressive apparatus reached its apogee. Arrests, deportations, torture, and executions became widespread phenomena. This resulted in the destruction not only of individual intellectuals but also of the very continuity of Ukraine’s national educational tradition. Repressions did not cease in the post-war decades. Even during the so-called Khrushchev “thaw” (1956–1964), ideologically motivated persecution of independent-minded educators and scholars persisted. In the 1980s, amid the general weakening of the regime, Oleksa Tykhyi (1927–1984) (Berezivska et al., 2025, pp. 382–383) was imprisoned for his educational and human rights activities and died in a Soviet prison in 1984. His death became a tragic symbol of the fact that the persecution of Ukrainian educators by the Soviet authorities continued until the very collapse of the USSR.

The Dictionary includes the life stories of 58 educators who became victims of political persecution, among them seven women pedagogues (Berezivska et al., 2025, pp. 476–477). The category of repressed educators comprises individuals for whom there is documented evidence of political repression by the Soviet authorities (1919–1991), such as arrest, conviction, imprisonment, deportation, or deprivation of civil rights. In many cases, these repressions were accompanied by torture, execution, or being driven to suicide.

A summary table presents the distribution of the birth and death years of the repressed educators by decade.

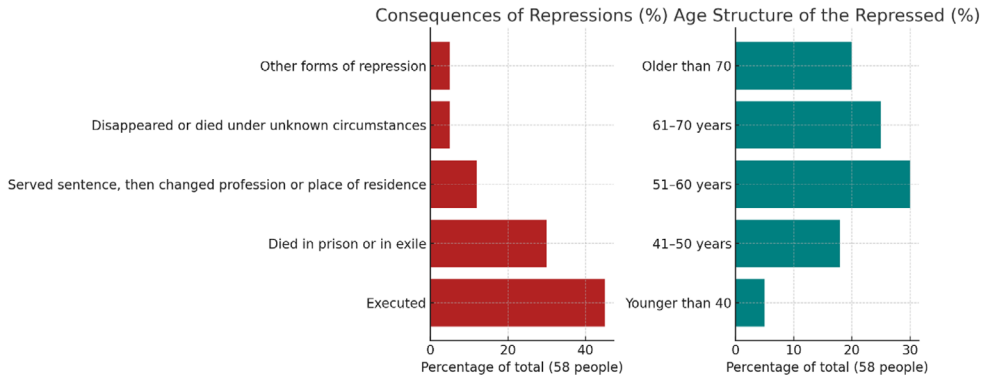
Table 2. Distribution of Repressed Educators by Decade of Birth and Death.

Decade of Birth	Number of Individuals	Decade of Death	Number of Individuals
1850–1859	1	1910–1919	3
1860–1869	3	1920–1929	1
1870–1879	13	1930–1939	25
1880–1889	20	1940–1949	19
1890–1899	18	1950–1959	2
1900–1909	1	1960–1969	4
1920–1929	1	1970–1989	3
1930–1939	1	2000–2009	1

An analysis of the chronological distribution of biographical data for repressed pedagogues indicates that the generation most vulnerable to waves of political persecution comprised those born between the 1870s and 1890s. This cohort came of age during a period of active Ukrainian national movement and struggle for the development of Ukrainian education, making them potential carriers of “dangerous” ideas from the perspective of the Soviet regime.

In contrast, the distribution of death dates clearly illustrates the peak of the Soviet authorities’ repressive policies in the 1930s: nearly half of all recorded cases fall within this period, corresponding to the timeline of the Great Terror (1937–1938). The high proportion of deaths in the 1940s is associated with the long-term consequences of imprisonment, exile, and the general deterioration of social and living conditions during the WWII. The scale and consequences of the repression against Ukrainian educators are illustrated in Figure 2.

Figure 2: Scale of Repressions Against Ukrainian Educators in the 20th Century: Statistical and Human Dimensions.



Alongside political repression and forced migration, another important dimension of Ukrainian pedagogical heritage concerns the contribution of women educators, whose intellectual and professional achievements have often been underestimated in traditional historiography.

3.8. Women Educators

Approximately one sixth (52) of the individuals represented in the reference volume are women. They have played – and continue to play – a key role in the development of society. Accordingly, particular attention is devoted to the intellectual and creative legacy of those whose work is associated with the field of education. In this context, it is important to note that gender studies constitute a recognised scholarly domain worldwide, offering essential insights into the contributions of women to science, culture, and education (Meza-Mejia et al., 2023; Nóbik, 2017; Whitehead, 2025).

The initial encounter with a woman educator often begins with her portrait – her clothing, hairstyle, jewellery, background, and surrounding objects – which conveys both the historical period and her social status. These women were highly educated. They held a wide range of positions in diverse educational and academic institutions; participated in civic organisations and enlightenment initiatives; authored numerous scholarly, instructional, reference, and literary works; and in some cases founded publishing houses or journals. Several were proficient in multiple foreign languages and were recipients of various distinctions.

An analysis of the chronological distribution of women educators included in the Dictionary shows that the earliest figure by birth date is Khrystyna Alchevska (1841–1920) (Berezhivska et al., 2025, pp. 18–19), organiser and head of Sunday schools, while the most recent is the didactics specialist Halyna Vaskivska (1963–2021) (Berezhivska et al., 2025, pp. 71–72). Most lived at the crossroads of two or even three historical epochs, which shaped their professional activity and intellectual legacy. Their lives generally spanned 70–80 years. The youngest at death was the writer Yevheniia Yaroshynska (1868–1904) (Berezhivska et al., 2025, pp. 455–456), who died at 36, whereas the longest-lived was the writer O. Duchyminska (1883–1988) (Berezhivska et al., 2025, pp. 143–144), who lived to 105. Several educators lived beyond 90, including Oleksandra Bandura, Ivanna Blazhkevych, Nina Burynska, Yevheniia Kucherenko,

Oleksandra Shulezhko, and Nadiia Shulhyna-Ishchuk (Berezivska et al., 2025, pp. 39–40, 53–54, 67, 211, 431–432, 433–435). Some women, however, became victims of the totalitarian system, among them the children's writer Oksana Steshenko (1875–1942) and the historian Natalia Mirza-Avakians (1888–1940?) (Berezivska et al., 2025, pp. 367–369, 255–256).

The Dictionary also includes women whose professional and creative work continued in forced emigration, including Natalia Polonska-Vasylenko, Milena Rudnytska, Sofiia Rusova, and Nadiia Svitlychna (Berezivska et al., 2025, pp. 292–293, 316–317, 324–326). The presence of entries devoted to mothers and daughters demonstrates the continuity of family pedagogical traditions, for example, Khrystyna Danylivna and Khrystyna Oleksiivna Alchevska, as well as Olena Pchilka and Lesya Ukrainka (Berezivska et al., 2025, pp. 18–21, 305–307, 393–394). The Dictionary also highlights women whose work was closely connected with that of their husbands, including Mariia and Borys Hrinchenko, Natalia and Tymofii Lubenets, Sofiia Rusova and Oleksandr Rusov, and Hanna and Vasyl Sukhomlynskyi (Berezivska et al., 2025, pp. 112–115, 231–233, 323–326, 375–378). Some later devoted themselves to preserving and popularising their husbands' intellectual legacy.

These women educators lived and worked in different sociopolitical contexts of Ukrainian history. The Dictionary enables readers to compare their educational and professional trajectories, familial and scholarly networks, and contributions to education, scholarship, culture, and the preservation of Ukrainian national identity. Revisiting their role acquires particular significance today, during the struggle of contemporary Ukrainian women who, together with men, defend the country against Russian aggression and uphold European democratic values. The biobibliographical materials attached to each entry will encourage further interest in these figures both within academia and in Ukrainian society more broadly.

4. Discussion

In this article, we addressed two key issues: the approaches to creating an Encyclopaedic Dictionary, and the integrated biographical knowledge generated in the research process as a means of revealing the profiles of educators across different historical contexts. It was the developed model of the Encyclopaedic Dictionary – its criteria, the structure of the entry, the bibliography, and the name index – that made it possible to present the Ukrainian pedagogical heritage in a holistic manner.

The study demonstrated the potential of the Encyclopaedic Biographical Dictionary as a form of scholarly representation and as a digital humanities resource that combines the functions of a reference tool, a database, and an analytical instrument. It enabled the portrayal of pedagogical heritage not as a static collection of biographies but as a dynamic knowledge system, open to quantitative analysis, visualisation, and further expansion. The proposed model can be adapted to other global contexts and may contribute to the creation of international biographical platforms for the study of the history of education.

The reference volume, through its biographical portraits, reconstructs the intellectual landscape of Ukrainian education from the second half of the nineteenth century to the early twenty-first century. It presents pedagogues not as isolated figures but as participants in an ongoing dialogue with colleagues, predecessors and successors,

and it clearly demonstrates the embeddedness of Ukrainian pedagogical thought within the European and global scholarly space. The analysis shows that in different historical periods Ukrainian educators worked persistently and tirelessly to lay the foundations for a new Ukrainian school as the basis of a future democratic and independent Ukrainian state. Their reflections on the principles and prospects of Ukrainian education were grounded in the ideas of prominent international pedagogues and philosophers. The biographical knowledge presented in the dictionary: systematises pedagogical biographical information from various historical periods and their respective contexts, alongside contemporary biohistoriography and bibliography; helps users learn about the fate of a particular individual, their achievements, their contribution to Ukrainian education at the turn of epochs, and their influence on the formation of future generations; provides an informational resource for the study of the lives and work of past educators within the educational process; may be employed in multiple ways in historiographical, source-based and comparative research in pedagogy, the history of Ukrainian education, and biographical studies; contributes to the formation of Ukrainian national and civic identity and to the preservation of the historical memory of Ukrainian society; and will support the further development of gender studies. The historical experience of Ukrainian pedagogy can assist in responding to today's challenges related to war, emigration, loss, and the necessity of restoring the educational process.

The findings of the study confirm that Ukrainian pedagogical biography is capable not only of reconstructing the past but also of shaping new ways of interpreting it academically. The Encyclopaedic Biographical Dictionary has become a platform for scholarly analysis, enabling a rethinking of the very nature of pedagogical heritage: from a collection of facts to a dynamic narrative about the regularities of the development of education, science and society; the interrelationships between pedagogical thought and socio-political contexts; and its transformation across different historical epochs.

The identification and representation of three understudied groups of pedagogues – those who were repressed, those who emigrated, and women educators – have broadened the boundaries of traditional historiography, revealed the scale of intellectual losses and demonstrated the role of education as a factor of cultural resistance and the preservation of national identity. In this way, the Dictionary performs not only an informational but also a memorial function: it documents pedagogical experience, restores historical justice and returns names once erased from history.

Naturally, the biographical entries in the Encyclopaedic Dictionary can present only brief sketches of the educators' lives. They cannot convey the full richness and complexity of their personal trajectories, as the format itself does not allow for extended narratives. At the same time, the biographical portrait becomes not merely a historical reference but a methodological foundation for understanding the continuity of Ukrainian pedagogical thought in the context of European integration. It is the Encyclopaedic Dictionary that offers a coherent body of historical and biographical knowledge to Ukraine and to the world.

5. Conclusions

The study has demonstrated that the Encyclopaedic Biographical Dictionary "Pedagogues of Ukraine (Second Half of the 19th – Early 21st Century)" represents not only a reference publication but also an important scholarly instrument for

reconstructing Ukrainian pedagogical heritage. Through the integration of biographical, bibliographical, historical, and digital humanities approaches, the Dictionary provides a comprehensive representation of educational traditions that were fragmented by political repression, forced migration, and ideological censorship.

The research confirms the analytical potential of collective biography and prosopographical approaches for the study of educational history. The Dictionary makes it possible to identify intellectual networks, generational continuities, professional communities, and the influence of socio-political contexts on the development of pedagogical thought.

Particular significance lies in the representation of repressed educators, émigré pedagogues, and women educators, whose inclusion expands traditional historiographical perspectives and contributes to the restoration of historical memory and educational continuity.

The Ukrainian experience may also contribute to broader international discussions concerning decolonisation, memory politics, and the preservation of educational heritage in post-totalitarian societies. The methodological model proposed in this study may be adapted for comparative international research and for the development of future digital biographical platforms in the history of education.

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