The Role of the Zakarpattia Institute of Postgraduate Pedagogical Education in Adult Education During Martial Law: A Case Study from Ukraine

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Abstract

In the context of martial law in Ukraine, the educational sector has faced unprecedented challenges, particularly in the realm of preschool education. This paper presents a case study of the Zakarpattia Institute of Postgraduate Pedagogical Education and its rapid response to transform its curriculum to support preschool educators in these trying times. Through a comprehensive review of the curriculum changes, the study documents how the Institute has tailored its educational offerings to foster peace, cultivate a culture of peace and tolerance, and empower educators with critical thinking skills necessary for decision-making in crisis conditions. The paper explores the significant shifts in teaching strategies, content delivery, and psychological support mechanisms that have been implemented to address the pressing needs of educators. These adaptations are crucial not only for immediate conflict resolution but also for the long-term objective of building a peaceful society. By enhancing the quality of education for teachers, the study underscores the Institute's role in shaping a future that is resilient, educated, and peace-oriented for Ukraine and beyond.

Keywords: martial law, preschool education, educator training, curriculum transformation, culture of peace, Ukraine

1. Introduction

The essence of any country's existence lies in the citizens' welfare development, economic and social progress, peace preservation, conflict prevention, and international security strengthening. The development of peace, the skills of reconciliation and mutual understanding, intercultural dialogue, the formation of international solidarity, identity, and social cohesion, potential, local, inclusive, and sustainable development, and the revival of cities and regions are the priorities of the leaders, political parties, conscious citizens. The above is grounds for the formation of a culture of peace in modern society.

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In the face of martial law and the ongoing conflict within Ukraine, the role of education in fostering peace assumes a critical dimension. The traditional paradigms of 'education for peace' in non-conflict settings, which advocate for the development of peace skills as a means to maintain and promote peace, are challenged by the immediate realities of war. The urgent need to adapt educational strategies to effectively address and mitigate the psychological and social impacts of conflict on young learners demands a reevaluation of how peace education is conceptualized and delivered. This paper examines the efforts of the Zakarpattia Institute of Postgraduate Pedagogical Education to recalibrate its pedagogical approaches and curriculum, aiming to equip preschool educators with the tools necessary to navigate through the complexities of teaching in a war-torn region. Recognizing the limitations and potential of such educational interventions, the study seeks to contribute to the discourse on the feasibility and scope of achieving peace through educational means in a war context.

2. Theoretical grounds

The idea of a "culture of peace" has gained momentum in recent years as a way to address the root causes of conflict and violence in society. As defined by Schwebel (2001), a culture of peace involves a set of values, attitudes, and behaviors that promote non-violent behavior and respect for human rights. Important behaviors that emerge from this approach are a commitment to dialogue, cooperation and mutual understanding, and the promotion of social justice and equity. As advocates of a culture of peace claim, it is important to understand that violence and conflict are inevitable, they are the result of social, economic, and political factors that can be resolved peacefully.

Although relatively new, the concept of a culture of peace has the potential to be a powerful tool in promoting peace and preventing conflict in communities around the world. By developing this culture, individuals and communities can work together to create a more just and peaceful world.

As widely believed, education affects the peace in the country, promotes tolerance and understanding, economic stability, and the reduction of conflicts. A study by A. Lee on the correlation between education and violence showed that education plays a critical role in reducing violent behavior among people. According to Lee (2011), educated people are more likely to engage in non-violent behavior compared to less educated individuals. This is because education gives people purpose and helps to direct their energy toward constructive activities rather than violent behavior. In addition, education provides a person with the necessary skills and knowledge to navigate difficult situations, which reduces the likelihood of engaging in violent behavior, it also promotes a culture of peace and tolerance. We agree with this opinion since education can change the way people think and behave, which can ultimately have a positive impact on the social and economic well-being of the country.

According to V. Kremen, one of the main ways to overcome the crisis problems generated by globalization, namely, raising the level of the intellectual culture of society and the individual, is to improve the education system, the growth of knowledge, and at the same time the spirituality of citizens (Kremen, 2007).

In today's globalized world, education plays a vital role in promoting tolerance and understanding among people of different cultural backgrounds. According to Zimmerman (2001), education can create an environment that promotes intercultural understanding and fosters a sense of respect for diversity. In educational institutions, students are introduced to different cultures, opinions, and belief systems, which can help them develop a more subtle understanding of the world, and break down stereotypes and prejudices, leading to greater empathy and mutual understanding between representatives of different cultures and create a more harmonious society. Educational institutions also provide a platform for dialogue and discussion to learn to appreciate different points of view and engage in constructive conversations promoting tolerance and mutual understanding. As Justino (2014) argues, education promotes tolerance and understanding among people of different backgrounds, cultures, and religions and can help reduce poverty, which is often the root cause of conflict.

In the current Ukrainian reality, where everyday life is intricately interwoven with the threads of conflict, the concept of 'peace' transcends its traditional boundaries to encompass a broader spectrum of social resilience, psychological well-being, and community solidarity. Consequently, education for peace in this context is not merely about teaching non-violence and tolerance; it is about actively engaging learners in the process of critical reflection on the causes and consequences of conflict, fostering in them the skills of empathy, and equipping them with the capabilities to rebuild and sustain a society deeply affected by war. This paper, thus, argues for a dynamic and context-responsive framework of peace education that is attuned to the complex layers of a society striving for peace amid the echoes of conflict.

3.Methodology

The opinion about the development of a personality in the learning process was probably born simultaneously with pedagogy and is clearly traced in the history of pedagogical thought J. A. Komenský (1935), J. J. Rousseau (2011), J. H. Pestalozzi (2022), A. Diesterweg (1857), N. Pirogov (Kusnir, 2012), K. Ushinsky (1983) and others. The role of education in shaping the behavior of citizens is widely discussed by scientists: V. Andrushchenko (2014), A. Bazulyk (2010), I. Bekh (2019), I. Zhadan (2021), K. Zhurba (2019). V. Kremen (2022), O. Kikinezhdi (2019), A. Kozmenko (2022), M. Morar (2018), S. Riabov (2004), S. Sysoieva (2022), I. Sokolova (2012), M. Shved (2014), M. Shulha (2019), N. Yukhymenko (2010) and others. The definition of the concept of peace was the sphere of scientific interests of B. Brock-Utne (2000), H. Grotius (2012), I.Harris (2004), T. Swee-Hin (1993), and others. The

culture of peace as a problem of education attracted the attention of Wintersteiner, V. (2013), S. Guetta (2013), B. Reardon (1988, 2001), and others.

In the development of this study, we employed an action research approach, situated within the university setting of the Zakarpattia Institute of Postgraduate Pedagogical Education, to adapt our educational practices to the emergent needs posed by the imposition of martial law. This methodological framework allowed us to engage in a cyclic process of planning, acting, observing, and reflecting with the aim to improve the educational strategies and curriculum offered to preschool educators.

Data were collected through a participatory process, wherein the authors, who are part of the academic and administrative staff of the institute, collaborated closely with educators and other stakeholders in setting up the curriculum. Decisions were made based on a consensus-driven approach that considered the contemporary challenges faced by educators in the region. Reflective practice was integral to our methodology, enabling us to assess the effectiveness of the curriculum changes and their impact on the educators' professional development.

The analysis of data was carried out through qualitative methods, including thematic analysis of feedback from educators, observations of teaching practices, and evaluations of educators' engagement with the modified curriculum. Through this analysis, we were able to identify key themes and patterns that emerged from the educators' experiences, which informed subsequent iterations of curriculum development.

Reflecting on these decisions, this paper discusses the anticipated impact of our methodological choices, specifically how they contribute to equipping educators with the competencies to foster a culture of peace and resilience among young learners in a context marked by conflict and uncertainty.

4.Results

As noted in the article by S. Sysoieva (2010) "The Role of Education in the Modern World": "Each society creates an education system in accordance with its essence and level of socio-economic development." (p.10) Since the education system reflects the difficulties and needs of society in a given historical period, education transforms and directs the life of society, preserving in it everything that is of value to a person; determines the strategy and conditions for the development of society, transforming it from a "society today" into a "society tomorrow", forms a new way of thinking of citizens and vision of the meaning of life. In this context, education acts as one of the means of managing the development of society.

Even though the development of the modern education system is influenced by four interrelated factors: the rapid change and flow of the processes of social development; socio-economic transformations, which led to the emergence of a fundamentally new phenomenon - the labor market; processes of globalization that have responded with integration trends

in the world; information "explosion", due to the emergence of new information technologies and multimedia, the common thing is people, in their uniqueness (Sysoieva, 2010). That is why the personal development should be considered as an integral part of the modern educational process.

Since a personality is raised by a personality, the effectiveness of the educator's pedagogical influence is largely determined by the moral values of the educators and the philosophy of their worldview. The negative phenomena of the global, information society can only be resisted by the personality of the Teacher - spiritual and moral, whose philosophy is filled with child-centrism, humanity, and passion for work.

According to Justino (2014), education is also a decisive factor in achieving economic stability and reducing conflicts in society, providing the necessary skills and knowledge to participate in work, which in turn contributes to economic growth and development. In addition, education contributes to the formation of a skilled and knowledgeable workforce, essential for the development of a sustainable economy. This is because educated people are more likely to be employed, earn higher incomes, and contribute to the growth of their countries.

To introduce successful collective efforts to change social structures and patterns of thought in order to eliminate social injustice, and non-violence (Reardon, 1988), education can become the grounds for the formation of a culture of peace in the younger generation. "To support long-term change in the thoughts and actions of future generations… the best contribution will be the introduction of peace education in educational institutions" (Navarro-Castro, 2010). The general introduction of peace education into the educational process will give some hope that we can move towards a critical mass that will require and comply with the necessary changes.

The main goal of preschool education is to educate a mature person who has formed a child's worldview, the desire to succeed, self-confidence, self-esteem, emotional susceptibility, and strong-willed character. The tasks of education at each stage of preschool childhood have their own specifics. In infancy and early childhood - to form qualities that determine the development of purely human abilities and skills (communication, walking upright, actions with objects, etc.). At preschool age, the task becomes much more complicated, since qualities that determine the further development of the child and their attitude to the world are formed. Parents and educators should focus on in raising a child is the development of a culture of peace, in particular: compassion, cooperation, and respect for others. To achieve this goal, it is necessary to teach children to understand the very concept of "peace", equip them with conflict resolution skills (to be able to resolve problems peacefully), cultivate empathy and kindness to help them develop positive relationships with other people and contribute to the creation of a harmonious society.

The concept of peace is complex and difficult to be defined and achieved. In Wikipedia, it is interpreted as "a state of peace and harmony, the period between wars. The term "peace" is used both in the sense of peace in the soul of a person and peace between groups of people, peoples, and states. In the latter sense, peace does not mean the absence of conflicts, but an agreement to resolve conflicts without the use of violence leading to war" ("Peace," 2023). According to His Eminence Archbishop Emeritus Liubomyr, "peace is the desire to communicate with someone fairly, honestly, positively, kindly…" ("Community Services," 2023, Parish of St. John the Theologian section) . The traditional view of the world means the absence of war or conflict, but this definition is limited and does not cover the whole essence of the world. Ohlson (2008) defines peace as "a state of being in which individuals and groups are free from physical, social, economic and psychological harm or violence and in which they can develop their full human potential" (p. 29). This definition emphasizes that peace is not only the absence of violence but also the existence of positive conditions that allow people to thrive.

Today in Ukraine the problem of peace is the most urgent. As never before, Ukrainians understand the full meaning of the word "peace". Peace is freedom based on the recognition of the rights of any person. Peace is the virtue of civilization, war is its crime. It takes a century to restore what was destroyed by a day of war. Peace is a multi-dimensional concept covering various aspects of human life, including political, economic, social, and cultural spheres. Therefore, understanding the concept of peace requires a holistic and comprehensive approach that goes beyond the traditional view of peace as the absence of war or conflict.

In order to help an individual manage interpersonal conflict effectively in the future, conflict resolution skills should be acquired in preschool age, which, according to Raider, Coleman, and Gerson (2000), can be taught through mediation, negotiation, and communication. Mediation involves the involvement of an intermediary (mediator), who helps the parties to the conflict to establish a communication process and analyze the conflict situation in such a way that they themselves can choose the solution that would satisfy the interests and needs of all participants in the conflict. Negotiation is a process of exchanging information and commitments in which two or more parties, having common and diverging interests try to reach an agreement. Effective communication is critical in both mediation and negotiations as it helps parties understand each other's perspectives and needs. The researchers claim that teaching children conflict resolution skills can positively influence their future personal and professional relationships, and increase their ability to solve problems.

According to Vestal and Jones (2004), conflicts are inevitable, which is why conflict resolution is a vital skill that needs to be developed as early as preschool and primary school age. Children often conflict with their peers and they need to learn how to resolve conflicts

through communication, negotiation, and compromise. By learning these skills, children are less aggressive and able to build positive relationships with their peers. By teaching conflict resolution skills in educational institutions, one can help create a more peaceful and harmonious society, reducing the likelihood of violence and aggression.

Conflict resolution skills also help children develop empathy and understanding - important components of healthy social and emotional development. According to Faver (2010), the promotion of empathy and kindness in children can be achieved in a variety of ways, including modeling, socialization, and education. Adults, by modeling situations where they show empathy and kindness, encourage children to do the same. Due to socialization, children from different cultures and communities are more likely to develop empathy for others. However, by incorporating themes of empathy and kindness into the educational process, children can be taught the importance of treating others with respect and kindness and hence we can achieve a more compassionate and understanding society. We should not forget about creating a safe and positive environment at home and in an educational institution.

That is why the formation of a culture of peace among educators, in particular those involved in the education of preschoolers, is extremely important. This requires educators to understand the concept of a culture of peace, the strategies for educating a culture of peace, and the importance of their involvement in promoting peace.

Involving educators in promoting peace is critical as they have a significant impact on children's attitudes and behavior. Educators can create a positive learning environment by promoting inclusiveness, respect, and cooperation among children (Johnson and Johnson 277). A study has shown that when educators actively promote peace, children are more likely to engage in prosocial behaviors such as helping others and expressing concern for the welfare of others (Johnson and Johnson 278). Conversely, if educators do not resolve conflicts or resolve them in a negative way, children may become more aggressive or dismissive of the opinions of others (Johnson and Johnson 280).

According to Kanan et al. (2022), one of the strategies for fostering a culture of peace among educators is to provide opportunities for professional development that focus on conflict resolution, communication skills, and cultural competence. The necessary knowledge and skills can develop the educators' ability to better manage conflict and understand the diverse needs of their pupils.

Another strategy is to create a supportive work environment that encourages open communication and teamwork. Educators who feel valued and supported are more likely to foster positive relationships with their colleagues, children, and parents, which leads to a more peaceful environment in the preschool setting. It is important to encourage educators to help themselves by providing them with resources and support to manage their stress

levels. This way they are better prepared to deal with difficult situations and contribute to creating a culture of peace in their groups.

Thus, fostering a culture of peace among educators requires a multifaceted approach that includes professional development, a supportive work environment, and training in self-help practices. It is possible to implement these strategies in preschool education institutions at advanced training courses for educators and heads of educational institutions at institutes of postgraduate pedagogical education.

Institutes of postgraduate education play a vital role in fostering a culture of peace among educators. They have the potential to expand the capabilities of teachers through their programs and courses contributing to the formation of a culture of peace among educators in the region. Educators with the necessary skills and knowledge can promote peace in their groups, classrooms, and communities, creating a ripple effect that can promote a more peaceful world.

According to J. Lave (2021), Institutes of postgraduate pedagogical education play a critical role in fostering a society's culture by providing the attendees with higher levels of education and training to become experts in their respective fields and gain a deeper understanding of social and cultural phenomena. Participation in research and advanced coursework cultivates a broader perspective and critical thinking skills that enable attendees to analyze and solve complex problems. In addition, institutes of postgraduate education provide a platform for the exchange of ideas and knowledge contributing to the creation of a diverse and inclusive culture. This fosters a community of scientists and researchers committed to advancing knowledge and contributing to their fields. The impact of these institutes extends beyond the academic world as attendees often hold managing positions in various organizations and industries. In this way, they have the opportunity to shape culture by applying their experience and knowledge to the challenges facing society.

The quality of education largely depends on the quality of knowledge, skills, and abilities of educators. As Goodwin, Lowe, and Darling-Hammond (2017) note, institutes of postgraduate education offer educators a range of courses and programs aimed at developing their skills and knowledge in a variety of areas, particularly pedagogy, curriculum development, and assessment. These courses and programs are designed to follow the latest developments in education and apply them in teaching practice. In addition, such institutes provide opportunities to engage in scientific research, which helps attendees better understand educational challenges and develop innovative solutions.

According to De Rivera (2008), institutes of postgraduate education can "promote cultural understanding and tolerance between different communities" (p. 135). This is important because cultural understanding and tolerance are the basis of peaceful coexistence. If people understand and appreciate the values and traditions of others, they are more likely to avoid conflict and work toward a peaceful resolution. In addition, during

advanced training courses, attendees have the opportunity to participate in dialogue and discussions on issues of global development. This can help them develop critical thinking skills and understand the causes of conflict, and hence contribute to the development of peaceful solutions.

The introduction of martial law in Ukraine affects all areas of human life, including education.

Zakarpattia Institute of Postgraduate Pedagogical Education (ZIPPE)*[1] kept track of events in order to promptly manage the advanced training of teachers who are now in a difficult situation. According to the recommendations of the Ministry of Education and Science of Ukraine [2] dated 14 March 2022, in regions allowed by the security situation, in particular in Zakarpattia, the educational process began to resume. Preschool educational institutions that hosted temporarily displaced persons on their premises or were unable to ensure the safe stay of children during air raids organized the educational process remotely, consulted parents, etc. However, most of the institutions have started working as usual.

In a state of war, preschoolers are among the most vulnerable category of the population, so adults must have the necessary knowledge of how to provide a preschooler in danger, or in a long-term stressful state, with normal conditions for development and education. Being in new social conditions, children who were forced to move from the zone of active hostilities face the problem of social adaptation. Therefore, the educator must know how to remove the feelings of anxiety, tension, fear, and uncertainty and establish the process of proper socialization of the child. Educators play a crucial role in shaping the consciousness of the younger generation and modeling peaceful behavior. By promoting conflict resolution, empathy, and understanding, educators can create a culture of peace that extends into the community. Working with parents of preschoolers fosters a peaceful and inclusive environment that promotes respect and tolerance. Providing proper information support to educators of the region became one of the main activities of ZIPPE[7].

About 200,000 internally displaced persons have been received by Zakarpattia Oblast since 24 February. This was announced on 14 March at a briefing by the head of Oblast Military Administration - Viktor Mykyta. According to him, daily up to 3,000 displaced persons went from our region to Hungary and Slovakia. There is also an agreement already with other countries - Bulgaria, Italy, Austria, and Germany (Romaniuk, 2022). In Zakarpattia, 110,000 internally displaced persons were officially registered, in total there are about 380,000 internally displaced persons in the oblast (Ukrinform, 2023). It is difficult to tell exactly how many internally displaced persons have been received by Zakarpattia, but almost a third of them are children.

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[7] Zakarpattia Institute of Postgraduate Pedagogical Education hereinafter - ZIPPE

Taking into account the letter of the Ministry of Education and Science of Ukraine dated 2 April 2022 No. 1 / 3845-22 "On Recommendations for Employees of Preschool Educational Institutions during the Period of Martial Law in Ukraine" (Ministry of Education and Science of Ukraine, 2022, Letter No. 1/3845-22), scientific and pedagogical employees of the ZIPPE, in particular, those who lecture to educators and heads of preschool educational institutions (PEI) focus on the idea of humanistic pedagogy, aimed at a humane attitude towards the child; the theory of natural conformity, according to which the child needs to develop potential and skills, preserving their nature; ideas about patriotic and civic education, the use of fairy tales and play in the harmonious development of personality, etc. The topics of empathy and kindness, mastering conflict resolution skills and non-violent communication skills, strategies for cultivating a culture of peace, and the importance of their participation in promoting peace, etc. were included in the curriculum.

To promote understanding, solidarity, and tolerance among individuals ethnic, social, cultural, and religious groups, and sovereign nations; teaching knowledge, values, attitudes, and skills that promote respect for human rights, an active commitment to the protection of such rights and the development of a culture of peace and democracy; developing the ability to non-violent conflict resolution; promoting the development of inner peace in the minds of preschoolers so that they can strengthen the qualities of tolerance, compassion, exchange and care, the course *"Culture of Good Neighborhood"* is being held. Teaching the values of tolerance, understanding, and respect for diversity within the framework of the course "Culture of Good Neighborhood" is carried out through acquaintance with various nationalities living in our region, with their history and culture. Also, the course includes knowledge of human rights, international law, the United Nations Charter, the goals of a global organization, sustainable development, and other issues of peace. In advanced training courses for educators and heads of educational institutions, it is taught how to make an informed choice, based on their judgments and actions, not only on the analysis of current situations but also on the vision of the desired future.

Attendees positively reacted to the *"Formation of One's Own Identity and Intercultural Sensitivity"* training, which deals with self-esteem as a sense of one's own value and a sense of pride in one's own value, a special social, cultural, and family background, as well as their sense of their own strength to contribute to positive change. Respect for others, which gives a sense of the value and dignity of other people, including those with social, religious, cultural, and familial backgrounds different from their own.

Openness/tolerance to the processes of growth and change, as well as a willingness to approach and perceive the ideas, beliefs, and experiences of others with a critical but open mind, is important in relating to the wide diversity of spiritual traditions, cultures and forms of expression of our world; justice in relation to others, observance of the principle of equality (in dignity and rights) and the rejection of all forms of exploitation and oppression

are formed by educators when listening to the lecture *"The Influence of Attitudes and Stereotypes on the Personality of an Educator"*. During the lecture "*Principles of Professional Cooperation with the Parent Community and the Public*", educators learn the processes of cooperation and the principle of working together to achieve common goals.

Despert (1944) studied the psychological impact of the Spanish Civil War on children from three to five years in Catalonia (Spain) in his study "Effects of War on Children's Mental Health". He noted that the children showed signs of anxiety, fear, and depression, with the greatest impact seen in three- and four-year-olds. Research also showed that these psychological manifestations persisted for a long time after the war (Despert, 1944). Therefore, it is important to provide war-affected children with assistance aimed at both physical and emotional health, as well as psychological support.

To this end, since February 2023, a special course "*The Well-Being of Children and Educators: Effective Tools and Practices of Psychosocial Support*" has been held. It is a part of the integral system training of Ukrainian educators of preschool and general secondary education developed by the LEGO Foundation partner - MHPSS Collaborative, a global hub for research, innovation, curricula, and communication campaigns to support children's and adults' mental health. The uniqueness of the program is the use of the play and the activity approach as key mechanisms for the psychosocial support of children and educators, and their well-being in an educational institution in emergency situations. The main topics covered throughout the course are the following:

- children's well-being and learning in emergencies;
- psychological support and play;
- impact of stress on children's well-being and learning;
- role of an educator in children's well-being support: six key strategies;
- creation of a safe educational environment;
- support of positive behavior;
- promoting a socially interactive environment;
- development of socio-emotional skills and the ability to overcome stress through play;
- wellbeing of educators.

At lectures and practical classes, trainings, seminars and conferences, attendees develop reflective thinking or reasoning, leading to deepening their understanding of themselves and their connection with others; critical thinking and analysis (to approach problems critically, knowing how to examine, question, evaluate and interpret evidence); the ability to recognize and challenge prejudices and unfounded claims, and to change opinions in the face of evidence and rational arguments; decision making (problem analysis, alternative solutions development and analysis); creativity and imagination - creation of new paradigms and new desired ways of living and communicating, in particular, attentive listening and empathy, the

ability to clearly and non-aggressively express one's own ideas and needs; conflict resolution and communication skills (to prevent and analyze conflicts in an objective and systematic way, proposing a range of tolerant solutions); empathy, due to the ability to see the point of view of another person/group and feel what that person/group is experiencing; teamwork (cooperation with each other to achieve common goals, the creation of a joint team).

Within the Moodle program, educators taking advanced training courses can find materials for organizing psychological and methodological support for pedagogical staff. In particular, how to organize the educational process with children of early and preschool age; to establish relations between educators and parents, representatives of territorial communities; recommendations for providing various types of psychological and pedagogical support to children and parents in difficult situations; psychological and pedagogical support for children, including those with special educational needs, teaching children the importance of treating others with respect and kindness, etc.

At the advanced training courses for educators and heads of the PEI, we provide information on the formation of awareness of the realities, causes, and consequences of violence, as well as the formation of awareness of the foundations of peace; caring, and developing empathy, compassion, hope, and social responsibility and call for action that begins with the determination to change personal thinking and attitudes and to do something specific about situations of violence, in particular, to teach children to find non-aggressive means of communication with each other, which is the main goal of education of peace.

In general, war is an extremely difficult experience for people of all ages, especially preschoolers. War destroys their normal, safe environment and can cause significant physical, emotional, and psychological damage. Although the effects of war vary depending on the severity of the event and the experiences of individual children, they will certainly be felt throughout their lives. Therefore, it is important to protect preschoolers during conflicts, minimize their impact on security, and provide them with long-term psychological and emotional support.

Due to the efforts of Zakarpattia Institute of Postgraduate Pedagogical Education, there is a constant dialogue between practitioners, scientists, founders of preschool education institutions, and representatives of communities, allowing them to evaluate and determine measures in the institutions' activity organization in wartime and predict an action plan in the post-war period.

On the website, the institute disseminates information about changes in legislation under martial law, advice on psychological first aid to people having survived a crisis event, advice from UNICEF experts, and experts in preschool education. Information about participation in various events (seminars, webinars, conferences) for the professional

training of educators, pedagogical staff, heads of preschool education institutions, and practicing psychologists working with preschoolers is constantly updated.

Within the specified period, the Department of Preschool, Primary, and Inclusive Education, together with the Department of Pedagogy and Psychology and the Curriculum Office of Preschool and Primary Education of ZIPPE, carried out a number of activities to inform the educators of the region, in particular, a workshop "Adaptation of Preschoolers of Internally Displaced Persons to the Conditions of PEI", "The Use of Online Technologies in Cooperation between Educators and Families of PEI Pupils under Martial Law", "New Professional Roles and Tasks of a PEI Educator in the Context of the Introduction of an Updated Basic Component of Preschool Education", a practical seminar on the development of an internal system for ensuring the quality of education in preschool education institutions, an online seminar "A Confident Start: a Methodical Dialogue", etc.

From 15 April to 7 May 2022, the leading Estonian analytical center International Center for Defense and Security (ICDS), within the framework of the Stance Ukraine program on the basis of ZIPPE, conducted training for practical psychologists and social workers on psychosocial assistance in a crisis, crisis management, and communication. The Office of Practical Psychology and Social Work of the ZIPPE holds a weekly online meeting of psychological service workers to share experiences in providing social and psychological assistance to participants in the educational process of educational institutions of Zakarpattia and internally displaced persons during hostilities.

Within the framework of the joint Ukrainian-Austrian project "Leadership and Management in War", launched on 12 April 2023 by the Attache for Education of the Embassy of the Republic of Austria in Ukraine, the Commissioner for Education of the Ministry of Education, Science and Research of Austria Dominik Eisenmann and the OeAD (Austrian Agency for International Cooperation in Education and Research) on the premises of Zakarpattia Institute of Postgraduate Pedagogical Education, a two-day seminar "Leadership in Times of Crisis" was held (Zakarpattia Institute of Postgraduate Pedagogical Education, 2023, Seminar Section).

At ZIPPE, within the framework of the "Development of Inclusive Education in Zakarpattia Oblast" project and the cooperation of the Institute with the Project of the Bureau of the Austrian Service for International Cooperation in Education and Research OeAD, a meeting of specialists and directors of inclusive resource centers, teachers and methodologists of the ZIPPE resource center, directors of preschool educational institutions and general education institutions, educators, teachers of inclusive classes with Eva Prammer-Semmler (University of Education, Upper Austria) and Irmgard Thanhäuser (principal of the primary school in Ottensheim). The main message of the meeting was the idea that the pedagogy of democracy and the pedagogy of peace are essential content

components of the educational process (Zakarpattia Institute of Postgraduate Pedagogical Education, 2023, Inclusive Education Section).

Zakarpattia Institute of Postgraduate Pedagogical Education is aimed at organizing advanced training and professional support for educators in the context of modern realities.

Advanced training courses were held and continue to be held online. It can be noted that over the past two years, course instructors have mastered various forms and means of such work.

Zakarpattia Institute of Postgraduate Pedagogical Education, together with the Methodology and Pedagogy Center in Prešov, on a volunteer basis, began a number of joint projects that promote the teaching in native languages of Ukrainian children who found themselves abroad due to the war in Ukraine. On 3 March 2022, within the framework of the joint program, a project was launched, its purpose was to train Slovak teachers, in particular educators, to work with children from Ukraine. Thus, Slovak colleagues got the opportunity to take an express course on learning Ukrainian.

5.Conclusions

Consequently, education emerges as a pivotal, yet nuanced, contributor to fostering peace, equipping individuals with not only knowledge and skills but also enhancing their understanding of diverse cultures, beliefs, and values, which in turn nurtures critical thinking and informed decision-making that may progressively lead towards a society less burdened by conflict and inequality.

Institutes of postgraduate education shape the culture by providing in-depth education and training to attendees and fostering a community of scholars and researchers, and graduates who can positively impact society.

So, Zakarpattia Institute of Postgraduate Pedagogical Education plays an important role in the formation of a culture of peace among the teachers of Zakarpattia. Providing professional development and training on conflict resolution, communication, and peace development, it equips educators with the necessary skills and knowledge to create a peaceful and inclusive learning environment.

In addition, Zakarpattia Institute of Postgraduate Pedagogical Education contributes to the development of a culture of cooperation, respect, and empathy - critical components of a peaceful society. Because educators are powerful agents of change, their ability to pass on positive values and behaviors to the next generation can have a profound impact on the future of our world.

While the Zakarpattia Institute of Postgraduate Pedagogical Education strives to contribute actively to the cultivation of peace and to mitigate the impact of ongoing conflict on children, it is understood that these goals are ambitious in the context of war. This program seeks not only to educate but also to instill hope and resilience in a generation

facing unprecedented challenges. The institute's initiatives are steps towards peace, yet it is recognized that education is but one of many factors in the broader peace-building process. The complex interplay of educational outcomes and societal peace requires ongoing investigation, and the results presented here should be viewed as preliminary observations in a rapidly changing landscape.

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