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IMPLEMENTATION OF PEACEBUILDING EDUCATION IN EDUCATIONAL INSTITUTIONS OF UKRAINE

The article deals with the issue of introducing peacebuilding education in domestic educational institutions. The authors determine that the effective implementation of peacekeeping education requires certain organizational transformations, which should include: changing the management system of an educational institution, which involves the use of transformational leadership, as well as involving all participants in the educational process in decision-making; forming a favorable and safe educational environment based on the values of peacekeeping education; creating an «aligned structure» of an educational institution that will promote trust and cooperation between participants in the educational process; correct goal setting in the educational system of an educational institution, which should include the formation of socially significant goals and prospects for joint activities for the introduction of peacekeeping education. The authors of the article also draw attention to the important role of teachers in the implementation of peacekeeping education. In the context of russian aggression against Ukraine, the role of a teacher as a defender of Ukrainian culture and a peacemaker is growing. It must resist russian propaganda and form the right values in children and young people, in particular the values of nonviolent communication and mutual understanding. The authors paid special attention to the Ukrainian language, which, has there is a huge potential to become an effective tool for peacekeeping education. In within the framework of this study, a questionnaire was used, which allowed us to determine the opinion of teachers undergoing training in the educational and professional

program «managing an educational institution (by level)» at the Borys Grinchenko Kyiv University regarding the importance of the Ukrainian language for peacekeeping education.

Keywords: *competencies, educational applicants, educational institutions, organizational transformations, peacebuilding education, values.*

INTRODUCTION

The modern world, as a contradictory and Integral Human Society, is characterized on the one hand by globalization, on the other – by inconsistency. A specific manifestation of these contradictions is international terrorism, an increasing number of conflicts. The realization that violence does not contribute to solving problems has become a challenge for global peace-building processes. During the full-scale war, Ukraine's peacekeeping education has acquired a special importance in society as a whole, and in the education system in particular. Peacekeeping education – a process aimed at developing the values and skills necessary for peaceful conflict resolution among educational applicants.

In post-war Ukraine, peacekeeping education will be particularly relevant. Since the country must go through a difficult period associated with war, losses and injuries, to change the formation of the image of the enemy, there is a need to find ways to solve the common problems of the world community. Peacebuilding will be able to help people in post-traumatic recovery, as well as help build a peaceful, tolerant and cohesive community. Today, for the educational sphere, an indisputable factor is the formation of a dialogue between individual subnationalities for the common interests of society. At the same time, education should become a marker of social justice for all mankind.

In recent years, the problems of peacekeeping education have occupied a significant place in scientific achievements: I. Harris, J. Synott (2002), N. Danesh (2006), W. C. Clemens (2010), R. Borel et al. (2011), K. Kester (2013), Y. Arslan et al. (2015), M. Bajaj, M. Hantzopoulos (2016), S. Kartadinata et al. (2017), M. Ernst, M. Bilagher (2018), M. Rashid Al Mushaiqri et al. (2021), D. Awal, K. Sarkar (2022), J. Dehtjare et al. (2022). The authors present not only the theory of peacemaking education, issues of difficulties in overcoming conflicts, but also ways to involve young people in the development of peace, assessment of the impact of peace education programs on the social and emotional behavior of educational applicants, their intercultural sensitivity. The research reveals the experience of implementing peacekeeping education in the educational process, suggests models of peace pedagogy and the problems of evaluating the achievements of learning outcomes. Separately, highlight Professor I. M. Harris (2004), who studied the evolution of the theory of peaceful education and identified five areas of diversification of peacekeeping Education: International Education, Human Rights Education, Education for development, environmental education, and conflict resolution education. Currently, when introducing peacekeeping education, research aimed at determining the advantages of the concept of Social and Emotional Learning (SEL) is being updated. S. Hymel, L. Darwich (2018) argue that strengthening peace by promoting social and emotional development through education gives hope to future generations. C. Harber (2004) focuses on the positive and negative impact of peacemaking education on society. Therefore, the implementation of the leading foreign experience of peacekeeping education in the educational process of existing educational institutions in Ukraine should be balanced and careful.

Peace-building depends on the professionalism of transformational leaders who must take on this important mission. The role of transformational leadership in peacebuilding processes is discussed in the works of T. Maier et al. (2015), A. E. Randel et al. (2018), M. Mahmood et al. (2019), F. O. Muafi et al. (2019), P. Charoensukmongkol, J. V. Puyod (2021) and others. Also, an important role in the implementation of peacebuilding belongs to the

teachers who will teach it, who must have conceptual and theoretical knowledge about peaceful education. They must also have personal characteristics that support peace and peacemaking skills. Therefore, many scientists have devoted their research to the selection, training and improvement of teachers who teach peace education, in particular: S. Polat et al. (2016), S. Amin et al. (2019), A. A. Arain et al. (2019), S. Bashir, R. A. Akbar (2021).

Despite the fact that there are many Ukrainian and foreign scientific developments demonstrating the positive effects of peacebuilding, there are still problems that require further research. In particular, the introduction of leading foreign practices of peacekeeping education in the educational process of Ukrainian educational institutions requires significant improvements.

Back in 2001, the Ukrainian Center for understanding (UCU) was established in Ukraine on the initiative of the American non-governmental organization «Search for understanding center» (SUC). In 2012, the SUC was renamed the Institute of peace and understanding (IPU). During the period of IPU's activity, more than thirty school mutual understanding services in different regions of Ukraine have been established. More than five thousand schoolchildren and teachers were trained in the use of conflict resolution methods through mediation, and a unique «peaceful school model» was developed.

Public activities in the direction of peacekeeping and peacebuilding in Ukraine have intensified since the beginning of the Russian-Ukrainian military conflict in the Donetsk and Luhansk regions. In 2014, the United Nations peace recovery and development program began its activities. A significant contribution to the relevant educational work was made by the Ukrainian School of Peacekeeping, which is represented by the association for Middle East studies, the Maidan Monitoring Information Center and the Europe XXI Foundation.

Since 2014, peacekeeping and peacebuilding initiatives in Ukraine have also been supported by a number of public organizations, in particular the NGO Civil Peace service GIZ (2014, Dnipro); project Ukrainian peacekeeping school (2014, regions: Donetsk, Luhansk, Zaporizhia, Kherson and Kharkiv); NGO Edkamp Ukraine (2015, Kharkiv); NGO Association of the Ukrainian peacekeeping school (2021, Kherson); NGO ambassadors of peace (2020, Donetsk region) and others. The activities of these organizations are aimed at peacemaking and peacebuilding through the establishment of cultural, political and economic ties in communities.

Goal of the article is the development of an algorithm for implementing and implementing organizational transformations of peacebuilding in educational institutions of Ukraine based on the theory and practical experience of peacekeeping education

RESEARCH METHODS

The study uses a set of methods of scientific knowledge used in the humanities and Social Sciences. In particular, methods of analysis, synthesis, induction, deduction, analogy and generalization, diagnostic methods (questionnaires) contributed to the identification of the main theoretical foundations of peacemaking. The information base of the study is supplemented with the results of O. Akilina's internship at the Higher School of Information Systems Management (Isma, Latvia) within the framework of the EU project (Erasmus+ «Peace education for consolidated and human-centered Europe»), at Tallinn University of technology (TalTech, Estonia), as well as participation of A. Panchenko in the training program within the framework of the project «Finnish support for the reform of the Ukrainian school». These internships allowed the authors of the study to form their own vision of the essence of peacekeeping practices in European educational institutions. It was also used materials of the master class «Adizes company transformation: cases and examples» from OTA Group.

RESEARCH RESULTS

According to the authors of the study, the introduction of peacekeeping education in educational institutions should be preceded by certain organizational transformations. We have proposed an approximate algorithm for their implementation (see Fig. 1). We believe that the beginning of these transformations concerns changes in the management system. Important here is: the introduction of techniques of restorative communication in the system of organizational communications; the use of management styles that correspond to the values of peacekeeping education (justice; democratic governance; tolerance, social responsibility, etc.); transformational leadership, which can be defined as the ability of a manager to influence the development of peacekeeping skills of his subordinates.

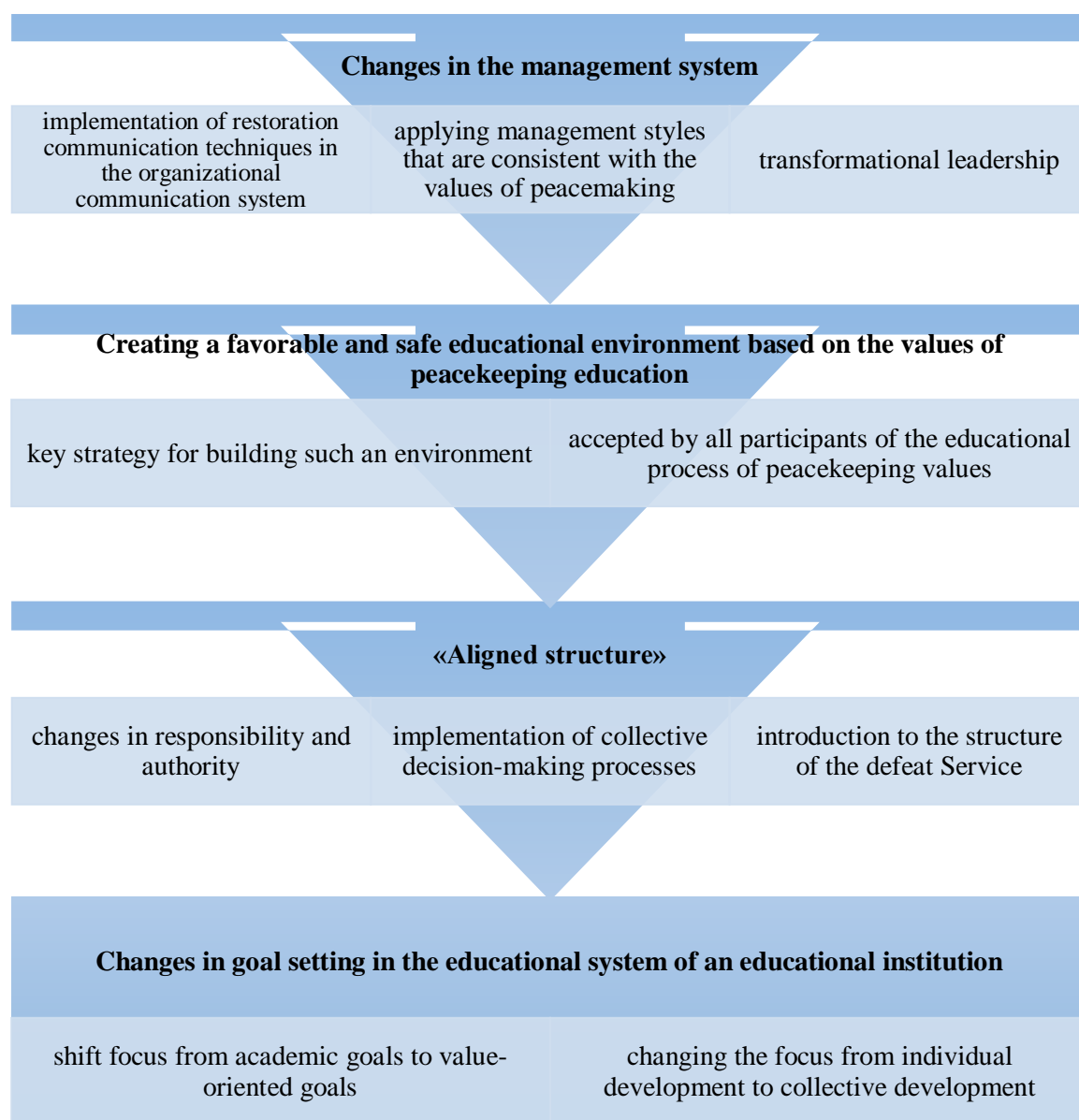


Figure. 1. **Algorithm for implementing organizational transformations to ensure peacekeeping education**

Developed by authors

A transformational leader must complete several key tasks:

- define your own vision of the value and development of peacekeeping education for the institution;
- restructure the organization and rethink the roles of participants in the educational process so that they feel valued and engaged;
- focus on a redesign of the educational program that focuses on building social, civic, cross-cultural and environmental skills;
- develop relationships outside the school community by building a network of school relationships with other organizations and individuals based on partnership principles.

The next step should be to create a favorable and safe educational environment. A well-chosen strategy is important here, including the development of policies and procedures that protect participants in the educational process from physical and psychological violence; providing employees of the educational institution with the opportunity to receive training in a safe educational environment; and the formation of a culture of tolerance and mutual respect.

Based on the information base of the study, we can say that more effective implementation of peacekeeping practices will take place in those educational institutions where the leader takes an innovative position. When he himself is ready to change and understands that his own example of peacemaking behavior and empathic attitude towards subordinates provides the desired effect of shared values of peacebuilding. We see a close link between transformational leadership and a peacemaking climate. An important responsibility of the manager is to create a trusting, open and protected environment for teachers and applicants for education. This forms the basis of educational peacemaking practices, as teachers and educational applicants can freely reflect on their thinking and behavior patterns and share new ideas.

Choosing the next step on the path of organizational transformation in an educational institution, we will use the experience of the international consulting company OTA Group. Its specialists, for the success of organizational transformations, suggest providing a «aligned structure» for the organization. We are talking about changes in responsibility, authority, and decision-making processes in connection with organizational transformation. Based on this, we can say that transformational leaders should create an equal and free organizational climate that promotes trust and cooperation between participants in the educational process. In addition, they should encourage teachers and educational applicants to participate directly in decision-making and create an organizational structure that develops the participatory decision-making process and encourages all participants in the educational process to make their own choices. Participants in the educational process should feel that they belong to the educational institution and are accepted by other members; they form close relationships in the institution, which contributes to their sense of responsibility for it. The creation of an understanding service should be an integral part of this stage of implementation of peacemaking in educational institutions, since it provides for the inclusion of the philosophy of recovery and mediation in their organizational culture.

The final step should be changes in goal setting in the educational system of the educational institution, in particular:

- changing the focus from academic goals to value-oriented goals (development of socially significant goals and prospects for joint activities on the introduction of peacekeeping education; ensuring that each participant in the educational process takes an active position on the implementation of organizational transformations);
- changing the focus from individual development to Team Development (development of highly moral norms and general value orientations for the culture of peace; implementation of the idea of security in a comfortable educational environment).

A special role in the implementation of educational transformations belongs to the teaching staff. Therefore, it makes sense to pay attention to the important competencies that every teacher should acquire in order to implement the above: knowledge and understanding of the basics of peacekeeping education; skills in integrating peacekeeping values and skills into the

educational process; communication and cooperation skills; the ability to create a safe and tolerant environment in which applicants for education can feel safe and respected, regardless of their race, religion, gender, etc. In addition, the teacher must be motivated to implement peacemaking education and have appropriate personal qualities, such as: openness to new things and readiness for change and organizational transformation, as well as social activity and a desire to make the world a better place.

The team of the PeaECH project, which includes the authors of the publication, developed a training course on peacemaking education, which includes such meaningful modules as: practices of fostering peace in the EU; development of emotional intelligence; basic mediation skills; partnership between government, business and the public sector. We believe that teachers of this and similar courses and trainings on the basics of peacekeeping education are an important contribution to the future of our children and Ukrainian society.

In the context of Russian aggression against Ukraine, the role of a teacher as a defender of Ukrainian culture and a peacemaker is growing. It must resist Russian propaganda and form the right values among children and young people, in particular the values of nonviolent communication and mutual understanding, which will help preserve Ukrainian identity and culture for future generations, as well as contribute to building a safe and peaceful society in the post-war period. Special tasks are assigned to teachers who remain in the occupied territories, since they are the only representatives of Ukrainian culture – its true guardians, with whom applicants for education have the opportunity to communicate. Therefore, the future of Ukrainian culture in these territories depends on how the teacher will use his influence. We are confident that Ukrainian teachers will fulfil their mission with dignity and help preserve Ukrainian identity and culture, even in the most difficult conditions.

Special attention in our research was paid to the Ukrainian language, which, in our opinion, has there is a huge potential to become an effective tool for implementing peacekeeping education. Establishing the influence of the Ukrainian language is an important step in strengthening the Ukrainian national identity and consolidating Ukrainian society. Language allows educational applicants to develop the skills needed to build peace, such as dialogue, critical thinking, creativity, and innovation. Teacher he is a native speaker of the language, its values and traditions, and how the Ukrainian language will be perceived by educational applicants depends on his professional training and personal qualities. It is important that the teacher speaks Ukrainian in everyday life, uses it in various fields of activity, loves their own language and respects other languages, then applicants for education will do the same.

To successfully use language as a peacemaking tool, teachers need to have a clear vision of its role. This vision will help you determine what measures need to be implemented and how they work, and how to evaluate the effectiveness of these measures. Therefore, as part of our research, we used the questionnaire questionnaire, which was developed by a student of the Borys Grynchenko Kyiv University, A. Akilina and tested by students of philology (educational program Ukrainian language and literature).

This questionnaire allowed the authors of this study to determine the opinion of teachers who are trained in the educational and professional program «Managing an educational institution (by level)» at the Borys Grynchenko Kyiv University regarding the importance of the Ukrainian language for peacekeeping education. 67 respondents took part in the survey.

We will comment on the answers to the basic questions of the questionnaire, respondents were allowed to rate the importance of the Ukrainian language on a scale from 1 to 10, where 1 means «not important» and 10 means «very important»:

1. How important is the Ukrainian language for dialogue and mutual understanding between different groups of people in Ukraine? (Fig. 2)

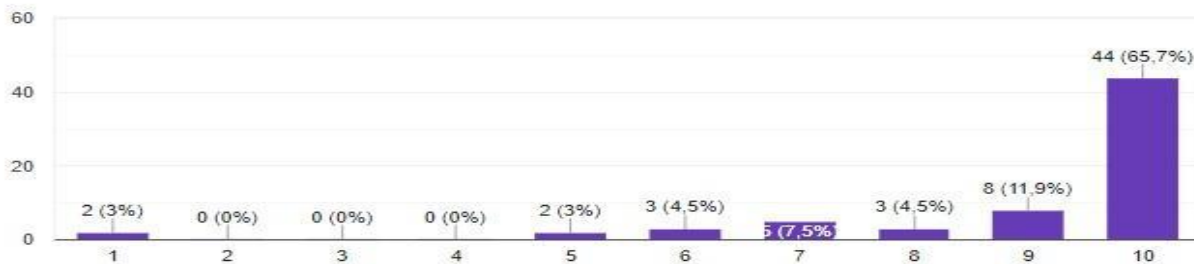


Figure 2. **Values Ukrainian language for dialogue and mutual understanding**
Developed by authors

Respondents' answers to this question indicate that the Ukrainian language is an important value for teachers. The majority of respondents, namely 82.1%, consider the Ukrainian language very important or absolutely necessary. 15% of respondents consider the Ukrainian language important, but do not consider it absolutely necessary to solve this problem. Another 3% of respondents believe that other tools are needed for constructive dialogue and mutual understanding.

2. How important is the Ukrainian language for studying Ukrainian culture and history? (Fig. 3)

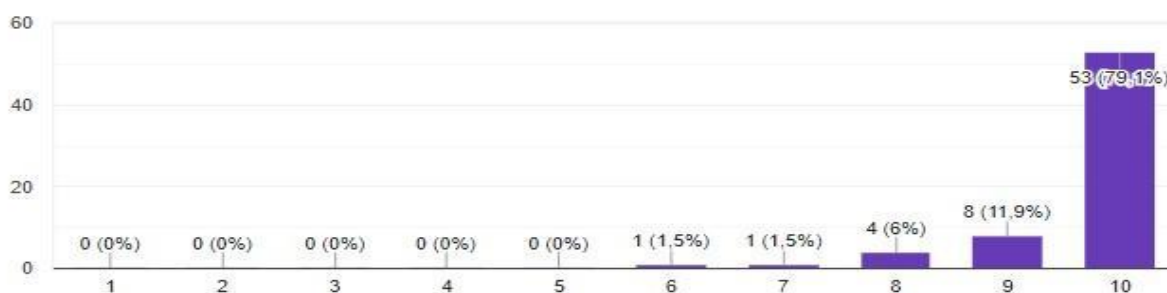


Figure 3. **Values Ukrainian language for studying Ukrainian culture and history**
Developed by authors

97% of respondents they consider the Ukrainian language very important or absolutely necessary to study Ukrainian culture and history. So, the vast majority teachers understand the importance of the Ukrainian language for the preservation and development of our culture and history.

3. How important is the Ukrainian language for developing critical thinking and creativity? (Fig. 4)

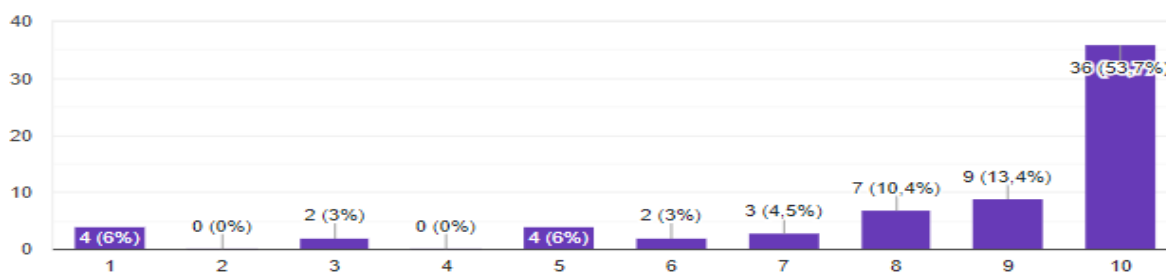


Figure 4. **Value Ukrainian language for the development of critical thinking and creativity**
Developed by authors

77.5% of respondents consider the Ukrainian language important or absolutely necessary for the development of these skills. 13.5% of respondents gave from 5 to 7 points, which is also a positive assessment. But available respondents who do not they consider the Ukrainian language important for the development of critical thinking and creativity. This may be due to their lack of awareness of the role of the Ukrainian language in the formation of these skills.

4. Evaluate the role of the teacher in the development of peacekeeping education in Ukraine (Fig. 5).

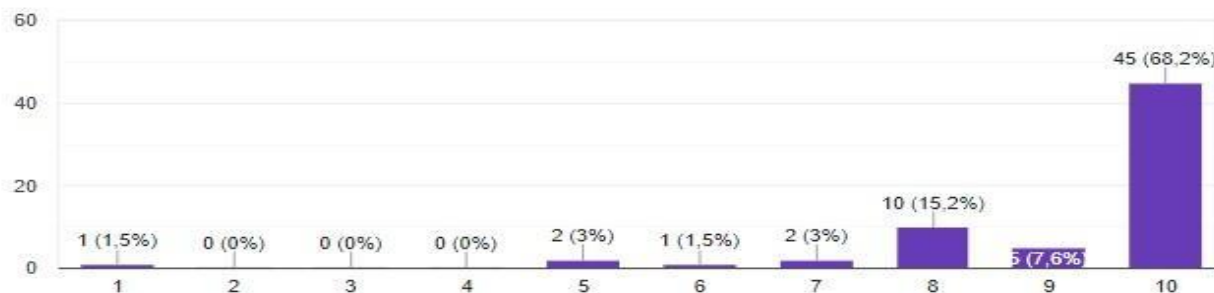


Figure 5. **Role of the teacher in the development of peacekeeping education in Ukraine**
Developed by authors

91% believe that the role of teachers in the development of peacekeeping education is very important or absolutely necessary. Another 7.5% of respondents are generally aware of the importance of the Ukrainian language as an important tool for peacekeeping education. As for the 1.5% of respondents who do not understand the role of teachers for peacemaking at all, this, in our opinion, is evidence of their lack of awareness in the issues of peacekeeping education, which should be corrected by the educational program under which they are currently studying.

The questionnaire also included a question where you had to make a choice of several possible answers, or offer your own version, in particular:

1. What, in your opinion, are the features of peacekeeping education in the context of the war in Ukraine? «It should be aimed at developing the skills of dialogue and critical thinking necessary for peaceful conflict resolution» – this answer was chosen by 73.1% of respondents. «It should be aimed at developing the Ukrainian language and culture as symbols of the Ukrainian nation and a consolidating factor for Ukrainian society» – 67.2% of respondents. «It should be aimed at countering enemy propaganda and Russian aggression» – 41.8% of respondents. This response is more specific and relevant in the context of war, as it highlights the role of the Ukrainian language in protecting Ukraine from Russian information aggression. To better understand the respondents' opinion on this issue, the questionnaire provided an additional clarifying question.

2. What opportunities do you think the Ukrainian language offers to counter enemy propaganda and Russian aggression?

«It is the language spoken by Ukrainians living in Ukraine and abroad» – such the answer was chosen by 83.6% of respondents who understand that the Ukrainian language is not just a means of communication, but also a factor that unites Ukrainians around the world. This makes it possible to resist Russian propaganda, which is trying to divide Ukrainians and sow discord. «It is the language in which most information about the war in Ukraine is written, which is available to the international community» – 41.8% of respondents answered, emphasizing that the Ukrainian language is the language in which Ukraine tells the world about its experience of war. This helps shape international support for Ukraine and helps hold Russia accountable for war crimes. «It is a language that can be used to communicate with the Russian-speaking

population of Ukraine in order to counteract Russian propaganda» – the same number of respondents answered, who understand the importance of critical thinking and countering disinformation. Those respondents who chose the answer option «other opportunities» wrote that «in the country language is a symbol of identity, stability, dignity and indestructibility, which, despite all the attempts of the invaders for many generations to eradicate, distort and humiliate it, preserves its sacred authentic essence, ensures the connection of descendants with their roots, fills them with a sense of patriotism, serves the self-identification and national consciousness of Ukrainians; that «the Ukrainian language needs the protection of the state and civil society, and pro-Russian forces are trying to weaken its position and destroy it»; «language is a weapon in the fight against the enemy».

CONCLUSIONS

By implementing the peacemaking education algorithm described in this study, we hope to obtain the following results:

- the first level: applicants for education will gain basic knowledge about social reality and everyday life. To do this, the educational institution must ensure that participants in the educational process interact with each other, using effective practices of restorative communication and emotional intelligence;

- the second level: applicants for education will form a positive attitude to the basic values of society and social reality in general. To do this, it is important that they interact with each other in a safe and supportive educational environment;

- the third level: applicants for education will gain experience in independent social action by interacting with social actors outside the educational institution on the basis of a developed system of partnership between the educational institution and society.

Transformational educational leadership plays an important role in the implementation of peacekeeping education, but now everything is fine teachers are important carriers of peacekeeping education in Ukraine. They can help develop the values and skills needed for peaceful human coexistence in educational applicants. So with the goal of the University is to increase the general level of awareness of a certain part of the undergraduates of the educational program «management of an educational institution (by level)» in matters of peacekeeping education, as well as the role of the Ukrainian language as a language for the development of critical thinking and creativity.

Prospects for further research. It is planned to continue the study of the best international practices in the field of peacekeeping and their implementation in educational institutions of Ukraine.

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УПРОВАДЖЕННЯ МИРОТВОРЧОЇ ОСВІТИ В ЗАКЛАДАХ ОСВІТИ УКРАЇНИ

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У статті розглядається питання впровадження миротворчої освіти у вітчизняних закладах освіти. Автори визначають, що ефективне впровадження миротворчої освіти вимагає певних організаційних трансформацій, які мають включати: зміну системи управління закладом освіти, що передбачає використання трансформаційного лідерства, а також залучення всіх учасників освітнього процесу до прийняття рішень; формування сприятливого та безпечного освітнього середовища, що ґрунтується на цінностях миротворчої освіти; створення «вирівняної структури» закладу освіти, яка сприятиме довірі та співпраці між учасниками освітнього процесу; правильне цілепокладання у виховній системі закладу освіти, яке має включати формування суспільно значущих цілей та перспектив спільної діяльності щодо запровадження миротворчої освіти.

Автори статті також звертають увагу на важливу роль викладачів у впровадженні миротворчої освіти. В умовах російської агресії проти України роль викладача як захисника української культури та миротворця зростає. Він має протистояти російській пропаганді та формувати в дітей і молоді правильні цінності, зокрема цінності ненасильницького спілкування та взаєморозуміння.

Окрему увагу автори приділили українській мові, яка має величезний потенціал для того, щоб стати ефективним інструментом миротворчої освіти. В рамках цього дослідження було використано анкету опитувальник, яка дозволила визначити думку освітян, що проходять навчання за освітньо-професійною програмою «Управління закладом освіти (за рівнями)» в Київському університеті імені Бориса Грінченка, щодо значення української мови для миротворчої освіти.

Ключові слова: заклад освіти, здобувачі освіти, компетентності, миротворча освіта, організаційні трансформації, цінності.