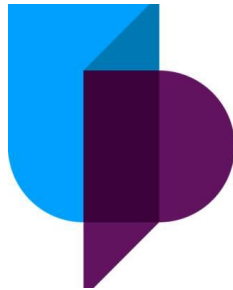


**Odesa Polytechnic National University  
University of Portsmouth  
UK-Ukraine Twinning Grants Scheme**



**UNIVERSITY OF  
PORTSMOUTH**

**Project UUT06**

**«Digitisation as a Means of Improving Accessibility of Higher  
Education to Ukrainian Veterans»**

**ANALYTICAL RESEARCH**

**Digitisation Tools as a means of Increasing the Accessibility  
Level to Veterans' Quality Education and Successful  
Adaptation**



**Odesa, 2023**

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## Introduction

The war that began in 2014 in the east of the country caused the emergence of new, previously unknown challenges for our society. According to the Ministry of Veterans Affairs of Ukraine [1], there are currently 305,453 combatants in Ukraine, 11,869 of which are in the Odesa region. We believe that one of the main challenges caused by the war for Ukrainian society is the veterans' full adaptation to civilian life. It is known that during this period there is a change of roles in society in general, and in families in particular. The physical and psychological consequences of being at the frontline and every second of danger leave their consequences. According to the Twentieth National Survey in war conditions, conducted "by Rating" Sociological Group on the initiative of the "Ukrainian Veterans Fund", the Ministry of Veterans Affairs of Ukraine on 14-16 January 2023, 47% of the respondents noted that among their relatives and friends, there were those who took participation in military operations on the territory of Ukraine, from 2014 to 2021. 63% had among their loved ones those who fought or have been fighting at the frontline, starting from 24 February 2022. Also, according to the study, conflicts in the family, lack of work, and abuse of alcohol or drugs are key problems that veterans of the Russian-Ukrainian war are likely to face after returning home. More than 50% of respondents had the same viewpoint. Regarding the risks of suicide and breaking the law, the vast majority (at least two-thirds) consider it unlikely for veterans, compared to the survey in August, the number of those who see the risks of conflicts in families and abuse of alcohol or drugs has increased. Relatives of Antiterrorist operation (hereinafter—ATO) veterans who fought and have been fighting now feel more acutely the presence of conflict in the family, or alcohol or drug abuse, and the relatives of those who are no longer fighting feel more acutely about unemployment. Women spoke more often about the risks of conflicts in the family and the lack of work for veterans. About the risks of alcoholism, drug addiction, or violation of laws—men. Among the main problems that veterans face most often, the relative majority identified psychological disorders – 40%. From 23% to 29% consider the main problems to be difficulties with benefits registration, job search, receiving medical care, and society's misunderstanding. Conflicts with loved ones and family or alcohol or drug addiction were mentioned by 14% of the respondents as problems of veterans [2]. Therefore, it is important to think about building a system of the veterans's adaptation in war and post-war times.

*The primary aim of the project* is to explore possible ways to improve the Ukrainian veterans and servicemen' access to higher education using digital tools. It will contribute to Ukraine's economic well-being as it explores the extent to which digitisation can help alleviate some of the constraints imposed on conventional higher education by the ongoing conflict.

The project results will contribute to the recommendations development regarding the of state policy implementation in the fields of education, science, innovation, and technology transfer; the veterans' reintegration into the system of self-government and small businesses development. Although the research itself will be limited to the students' experiences within one district, the goal is to develop recommendations that will have broader regional and national relevance.

## The problem statement

After demobilization, veterans face challenges related to the lack of a built-in system of physical and psychological recovery, resocialization, education and retraining, access to the public administration system, and financial support.

The veterans' adaptation system is a process that includes the following components:

- physical recovery: injuries and psychosomatic diseases treatment, support and teaching of a healthy lifestyle;
- psychological recovery: adequate psychotherapeutic assistance to veterans so that they are able to cope with the consequences of stress, depression, anxiety, PTSD, risk of suicidal behaviour; support for veterans' families;
- resocialization: taking into account changes in society, changing roles in families, changing the status of “military” to “civilian”, “veteran”, etc., a simplified system of document processing;
- education and retraining: the labour market redistribution, demand for new specialties to rebuild the country, the opportunity to implement business ideas,
- access to the public administration system: the opportunity to influence decision-making in the community, veteran communities and organizations' creation;
- financial support: availability of benefits, scholarships, free education and treatment, etc.

The concept of this study is that it is possible to increase the veterans' access to quality education with the help of digitisation tools.

Today, the digitisation of all areas of social life is a relevant direction not only because of the COVID-19 pandemic but also in general because of today's global trends and the national policy regarding the vector of digital transformation of the state.

## Analysis of recent research and publications

Currently there is no generally accepted definition or process that adequately describes the social adaptation of military personnel with a range of different understandings emerging in both domestic and foreign scientific literature. Among Ukrainian researchers, the prevailing understanding of the adaptation process is primarily defined as adjustment to labour market conditions through professional retraining. Various aspects of former military personnel employment are revealed in the studies of A.L. Krasylshchikov [3], Ye.V. Abramov [4], O.O. Buryak and M.I. Ginevskiy [5]. T. Vdovichenko [6] paid attention to issues of financial support for social adaptation.

It should be noted that the empirical base contending with reintegration – is expanding. Recently, several relevant national studies have been organized. The first was conducted in 2016 by the sociologists of Taras Shevchenko National University of Kyiv on the initiative of the Fund of War Veterans and ATO Participants, its results are presented in a number of publications [7; 8]. The “Ukrainian Association of Specialists in Overcoming the Psychotraumatic Events Consequences” with the support of the "Renaissance" International Foundation conducted the study “Psychological and Social Assistance through the eyes of ATO veterans” [9].

Civil society organizations’ publications, including veterans’ associations, usually contain an analysis of the real state of social adaptation programmes implementation in Ukraine. For example, the Analytical Report of Legal Hundred NGO investigated the implementation of each direction and determined the state of completion of each of the 55 measures of the official Action Plan for medical, psychological, professional rehabilitation, and social adaptation of the anti-terrorist operation participants [20].

In February 2022, a nationwide survey “Veterans’ Reintegration in Ukraine” was published, which was developed as part of the project "Strengthening the Communities Resilience through Veteran’s Socio-Economic Support", financed by the European Union (EU). The qualitative and quantitative components of the study were conducted in June - October 2021 in 24 regions of Ukraine and the city of Kyiv by surveying 4,286 veterans included in the survey sample. In addition to the above sample, 40 respondents, including veterans, their family members, and other key respondents, participated in in-depth interviews [11].

The foreign researchers' works are important for understanding the nature of the social adaptation process, its components, goals, main challenges and social consequences.

Thus, Bulgarian researchers V. Terziev and S. Dimitrova focused their research on various models of social adaptation of military personnel and factors affecting the institutionalization level of this process [12].

The work of the American scientists K. Elnitsky, M. Fisher and K. Blevins [13], who investigated the problem of "valid and reliable measurement of reintegration", clarified various concepts of servicemen's social adaptation and outlined the factors of their choice in real life, is of practical importance.

The study of L. Cooper, N. Caddick, L. Gaudier, A. Cooper, and M. Fosse [14] is devoted to the cultural aspects of the social adaptation of military personnel, where they revealed the influence of such factors as gender and identity, and they consider the process of social adaptation of servicemen in the context of P. Bourdieu's concepts "habitus", "capital" and "social field".

E. Jones [15] convincingly demonstrated that approaches to social adaptation and even physical and psychological disorders associated with military service have a strong cultural basis. An empirical study by the American R. Morin [16] is devoted to the success factors of the social adaptation process.

Much attention in foreign literature is dedicated to the study and justification of approaches that would allow overcoming the limitations of the existing system of social adaptation. In particular, the research of R. Kornum, M. Matthews, and M. Seligman [17] is devoted to proactive methods. The veterans' involvement in adaptation programmes and the implementation of "similar for similar" approaches is devoted to the research of T. White "Friends System: Veterans Help Veterans Overcome PTSD"[18]. Publications that describe current programmes of social adaptation abroad, such as the volunteer programme for veterans "A Friend to a Friend", initiated by a group of soldiers and veterans of the Michigan National Guard in conjunction with the University of Michigan and Michigan State University [19], are of great importance.

V. Areshonkov [20], O. Buynytska, L. Varchenko-Trotsenko, B. Hrytselyak [21], C. Karpliuka [22], V. Kremenya, V. Bykova, O. Lyashenko, S. Litvynova, V. Lugovoi, Y. Malyovanoy, O. Pinchuk, O. Topuzov [23], P. Mertal [24], J. T. Schmidt and M. Tang [ 25 ], V. F. Crittentent, I. K. Bylia, V. Lovely [26] dedicated to the problems of digitisation problems.

## Unsolved aspects of the problem

In connection with the hostilities, the transfer of part of higher educational institutions to safer territories, the forced migration of part of the teaching staff and students to other territories of Ukraine and abroad, digital tools for ensuring the distance education quality are becoming the only possible way to preserve the integrity of higher education institutions of Ukraine, the educational process continuation.

Thus, in these difficult conditions, education remains an important component of the country's security and stability, that is, the ability to use various platforms, consciously consume information, and critical thinking today have become strategic for the country's development, especially in war conditions.

Even during the war, servicemen who were wounded and released from military service return to peaceful life. After the end of the war, a large number of soldiers will be demobilized and the question of facilitating their adaptation to peaceful life will arise. We believe that education and professional development will play a key role in the post-war reconstruction of Ukrainian territories and the veterans' adaptation to changes in technology and the labour market.

## The main part

In today's conditions, the veterans' adaptation (from 2014 – ) to new living conditions in the state in general and society in particular is an important issue. In Ukraine, a number of laws have been developed that will facilitate the veterans' adaptation process to new living conditions.

Thus, the Law of Ukraine "On Status of War Veterans, Guarantees of Their Social Protection" [27] defines the legal status of war veterans, ensures the creation of appropriate conditions for their livelihood, and promotes the formation of a respectful attitude towards them in society.

According to Article 4 of the Law, war veterans are people who took part in the Motherland defense or in hostilities on the territory of other states. War veterans include participants in hostilities, physically challenged people as a result of war, participants in war. And according to Article 5, participants in hostilities are people who took part in combat missions for the defense of the Motherland as part of military units, formations, associations of all types and branches of the Armed Forces of the active army (navy), in partisan units and underground and other formations both in wartime and in peacetime [27].

The Law of Ukraine "On Social and Legal Protection of People Deprived of Personal Freedom as a Result of Armed Aggression Against Ukraine and Members of Their Families" [28] defines the basics of social and legal protection of people deprived of personal liberty as a result of armed aggression against Ukraine, as well as members of their families.

The latest document on ensuring the veterans' social and professional adaptation in Ukraine is the "Procedure and Conditions for Ensuring People's Social and Professional Adaptation Who Are Discharged or Released from Military Service, from among War Veterans, Persons Who Have Special Merits to the Motherland, Family Members of Such People, Family Members of Deceased (Dead) War Veterans, Family Members of Deceased (Dead) Defenders of Ukraine and Injured Participants of the Revolution of Dignity" [29].

**Theoretical fundamentals of veterans' adaptation.** Social adaptation phenomenology is often used synonymously with other similar terms. The very concept of social adaptation does not have a consensus on its application, which would adequately reflect the process of returning servicemen to civilian life. In

addition to social adaptation, other terms are used in Ukraine and abroad, such as reintegration, transition, readaptation and integration into the community.

Thus, according to the study data on the evaluation of the impact of military experience and reintegration conducted among the ATO participants in 2021, it showed the following results: only on the line of fire do people understand what is important and what is not (86%), participation in military operations forever changed the respondent's life (84 %), veterans can only be understood by those who fought (83%), and upon returning to civilian life the veterans' rights are violated (75%) [11].

A survey among veterans regarding the assessment of veterans' ability to influence changes in the community (South), that is, to be integrated into community life, showed the following: fully agree – 18%, agree – 15%, rather agree – 28%, disagree - 33%, completely do not agree – 7% [11].

When evaluating fundamental values by veterans – the share of those who noted the importance of various values in their lives (South) the following data were obtained - family (89%), personal independence (60%), friends (72%), free time (leisure) (63%), work (65%), education (36%), religion (12%), social activities (15%), politics (14%) [11].

The above-mentioned data demonstrates that fundamental values influence the veterans' adaptation to civilian life. The process of veterans' adaptation to civilian life can be accompanied by a change in professional activity, the acquisition of new knowledge, abilities and skills. In this case, the Code of Labor Laws of Ukraine [30], which defines the legal principles and guarantees of Ukraine's citizens exercising the right to manage their abilities for productive and creative work, becomes important. According to Article 41 of this law, a profession (occupation type) is a set of types of labour activities that are close in terms of labour functions and may require certain professional and/or educational qualifications of an employee.

When changing professional activity, there is an adaptation to the new activity (professional adaptation) and to the environment, a new team (social adaptation). Social and professional adaptation should be considered interrelated.

Social adaptation helps veterans in conducting an analysis of their new life situation, determining the main problems, ways to solve them; providing of information on issues of social protection of the population; training, formation and development of social skills, abilities; assistance in strengthening/restoring family and socially beneficial ties, organization of daytime employment and leisure time.

Professional adaptation includes measures aimed at acquiring, restoring, and improving professional knowledge, abilities, and skills through vocational training, retraining, and advanced training, obtaining a different specialty based on a previously obtained degree (level) of education, providing social services in the field

of employment, increasing professional mobility and competitiveness in the labour market, ensuring productive employment

At the same time, individuals have the right to social and professional adaptation.

Thus, the professional adaptation of physically challenged people as a result of the war is organized in accordance with the recommendations of the medical and social expert commission, defined in the individual rehabilitation programme. In the case when such persons need special conditions for professional training, taking into account individual rehabilitation programmes, adapted training places, their professional adaptation is organized in institutions and rehabilitation institutions where appropriate conditions have been created.

On the basis of the referral to professional training, depending on the choice of the professional training direction, a person carries out: training, retraining and advanced training in the working profession; obtaining a different specialty on the basis of a previously obtained degree (level) of education, advanced training, undergoing specialization, including with a shortened period of study obtaining a Master's degree based on Bachelor's degree; undergoing specialization and advanced training according to professions and specialties according to the priority types of economic activity, including training in targeted courses.

Persons' (Veterans') vocational training is carried out in full-time, evening (shift), part-time, distance, external form of training, with or without separation from production, and according to individual training plans.

Table 1 – The Legislative Basis for Education Digitisation Development

№	Document title	Year	Aim
1	Regulations on the National Educational Electronic Platform [31]	2018	E-learning development, creation electronic educational resources and formation, digital competencies formation of the educational process participants
2	Regulations on the Electronic Textbook [32]	2018	
3	Regulations on Electronic Educational Resources [33]	2019	
4	Description of of digital competences framework of Ukraine's citizens [34]	2021	
5	Decree of the President of Ukraine "On the Sustainable Development Goals of Ukraine for the period up to 2030 [35]	Up to 2023	
6	Standards of higher education specialties [36]	By the years of creation	

The length of person's professional training is determined by work training plans, work training programmes and educational programmes in accordance with the legislation. In the case of organization of training in labor professions, the term may not exceed 12 months.

In addition to the above-mentioned documents, which are aimed at stimulating digital transformations in the education system, the Ministry of Digital Transformation of Ukraine [37] (Project "Diia (Action). Digital Education") [38], the Ministry of Social Policy of Ukraine [39], as well as numerous public organizations.

Today, many modern tools are available to educators, in particular, ubiquitous communication - Skype, Google Meets and Zoom.

Many educational platforms (e.g. Edmodo, EduBlogs, Grocki, Wikispaces) have been developed, forming a highly specialized social network similar to Facebook for communication and association around the educational process, for blogging, detailed lesson plans, projects and repositories of educational materials.

In addition to the recognized systems, the distance learning implementation is also carried out by the of education digitisation tools, which for greater clarity are presented in the form of Table 2

Table 2 Education Digitisation Tools

General	Aim	Example
Platforms for online learning	You can study online using video lessons, interactive tasks, and have the support of a specialist through chats	Coursera, MOU (Maidan Open University), Prometheus, EDX, Udacity, Udemy, Edera, Khan Academy, etc
Learning management systems	Teachers can provide their material and monitor students' activity	Moodle, Canvas Network, Blackboard
Video conferences and webinars	Allow you to meet in real-time	Zoom, Skype, Google Meet, Microsoft Teams
Platforms for information storage	Cloud storage	Google Docs, Google Class, Dropbox, Onedrive
Mobile apps for training, interactive simulators	For non-stop training	Duolingo, Memrise, Rosetta Stone
Augmented and virtual reality tools	Enable the creation of immersive learning experiences that enhance understanding of complex concepts and processes	Google Expeditions, Oculus Rift, HTC Vive
Tools for recording activity	Notice boards, informing students	Miro, Trello, Notion
Game educational tools	Learning through game	Kahoot!, Quizlet

Solving modern tasks of digitisation formation and development in the field of education, using the opportunities of open education, taking into account modern trends in education and personality development of the 21st century become leaders

in Ukraine's development. The main proposals for the implementation of digitization tools as a means of increasing the accessibility of education are:

- continuous improvement of teachers' qualifications in the field of digital competence, exchange of pedagogical experience regarding innovative educational and the latest digital technologies application in the conditions of society' digitisation;
- joint search for promising forms of appropriate digitization in the context of self-education, i.e. a single web portal creation ( platforms development for digital education; electronic learning tools creation: electronic textbooks and manuals, open online courses, interactive textbooks and workbooks, library work organisation);
- the use of digital technologies in the conditions of the global pandemic of COVID-19 and during the introduction of martial law, taking into account the students' health spectrum.

**Education digitization tools analysis.** The COVID-19 pandemic and the Russian Federation's full-scale invasion into Ukraine contributed to a spontaneous increase in the use of digital technologies. First, messenger chats were involved. Information was transmitted and received, but contact could not occur due to the limitations of written communication, as well as the availability of gadgets that supported such functions.

When checking the possibilities of accessing the Internet, educators found that not everyone has equal opportunities. And during the blackout period there was no possibility to use the Internet at all in some regions.

The next challenge was using video conferencing software. A certain resistance to their use can be observed in some settings. This was related to a range of psychological factors:

- confidence in one's oratorical abilities and communication style;
- readiness for changes in teaching style (slides preparation, interactive online, etc.);
- openness to publicity (it is not known who else, apart from students, listens to the lecturer and evaluates him/her), etc.

The following can be identified as the key challenges to teachers and students' reluctance regarding the transition to distance education:

- insufficient level of technical support for educational institutions, as well as individual teachers and students;
- teachers were not able to respond to students' requests in providing digital educational materials;
- lack of own textbooks, electronic versions of lectures;

- reducing practice and internship, etc.

In this regard, Ukrainian higher education institutions face the task of increasing the digitisation level of all areas of their activity by introducing new learning technologies that meet the requirements and tasks of distance learning and ensure the appropriate level of students' acquisition of knowledge, skills and abilities. We will provide a brief description of the education digital tools.

So, online learning platforms combine courses of various directions and are created for self-education. Course programmes are available in the format of online lectures, assignments, tests and other interactive materials.

The following can be named among the most common:

- Coursera (The USA, 2012). Direction: STEM, data science, business analytics.
- MOU (Maidan Open University) (Ukraine, 2014). Direction: civic competences and sustainable personal development.
- Prometheus (Ukraine, 2014). Direction: IT, marketing, project and finance management
- EDX (The USA, 2012). Direction: IT, business, blockchain, marketing, Management and leadership.
- Udacity (The USA, 2011). Direction: IT, machine learning, Open Data, Big Data, Non-Tech for IT.
- Udemy (The USA, 2010). Direction: marketing, foreign languages, project management, IT.
- EdEra (Ukraine, 2016). Direction: social sciences, project management, government.
- Khan Academy (The USA, 2004). Courses in any academic subjects.

The next important issue is the of learning management systems consideration.

So, learning management systems allow to implement learning management functions, have learning process management elements, automate the learning content presentation to the right students at the right time, control the use of learning resources, administer individual students and groups, organize interaction with a teacher, reporting, etc. Let's give a brief description of each of them.

Moodle (Modular Object-Oriented Dynamic Learning Environmen).

The main goal of Moodle implementation is to provide enterprising teachers and students with free access to a system that enables the effective exchange of educational content, online interaction and using modern technologies to implement the principle of "learning anytime, anywhere".

Canvas Network creates conditions for the organising active interaction, the educational process flexibility, students' educational and cognitive activities activation, education individualization, increasing the share of students' independent

activity, intellectual competence formation of education subjects due to knowledge, abilities, skills and experience.

Blackboard Learn provides a single interactive environment for learning, interaction, information exchange between pupils or students and university teachers and tutors.

Therefore, system solutions in the educational process organisation give students a sense of security, clarity and contribute to knowledge systematization.

An important role in education digitisation is played by video conferences and webinars: programmes that allow you to meet in real time. Let's consider them in more detail.

- Zoom is a video conferencing tool that allows users chat with or without video.

Zoom users can work together, record sessions and share screens with each other. The service also offers HD video and audio calling on all major platforms on both desktop and mobile.

- Skype works on both PCs and gadgets, registration is quick and hassle-free. It is

possible to ask questions face-to-face, send files, correspond in the chat, show presentations, play audio and video in screen demonstration mode, polls are available.

- Google Meet, formerly known as Hangouts Meet, is Mountain View's enterprise video conferencing software that is similar to its own Hangouts service, but with additional features such as larger group calls and live streaming, real-time captioning, screen sharing, mute and mute video during a call.

– Due to this resource, distance learning can be fully deployed. The Microsoft Teams toolkit covers all the necessary elements of online classes: virtual classrooms, forums, video conferences, and correspondence in chats.

Information storage platforms play an important role in the process of online learning, they allow to store information and work with it in real time. We will give a brief description of the most popular ones.

- Google Docs (Drive) is a complete office package with cloud storage. Together with this service, one can get a text editor, spreadsheets, a presentation editor, as well as 15 GB of free disk space.

- Google Class is a new tool from Google Apps for Education with the help of which teachers can quickly create and organize assignments, provide test results and easily communicate with their students.

- Dropbox is the most popular cloud storage in the world thanks to its reliability, ease of use and quick setup.

– OneDrive cloud storage file hosting, developed by the Microsoft company. Such files as photos, videos and documents can be saved, with further access from any device with the Windows operating system or a mobile device.

Therefore, cloud storage of information provides an opportunity from any point to have access to information and is very convenient for teaching and research work.

Today, education digitisation is impossible without mobile apps for learning and interactive simulators. They provide an opportunity to study at any time and in any place

Duolingo is one of the most popular services for learning English, German, Spanish, French, Italian and Portuguese “from scratch”.

Memrise is a unique online application designed to work with short-term and long-term memory, which involves the use of innovative techniques for memorizing words of various types.

Rosetta Stone is not just a service for learning a foreign language, it is a whole set of mobile apps for one of the most famous interactive textbooks.

The given applications were provided as an possibility example of applying different approaches and methodologies to solving the same issue. This can be a significant incentive for professional application developers to experiment and offer their author's works to students.

Augmented and virtual reality allows to create immersive learning experiences that improve understanding of complex concepts and processes.

Google Expeditions is an application as it was created for Google’s own Cardboard headset. Google Cardboard is the cheapest way to immerse oneself in VR, because the software for Virtual Reality Information System with elements of full immersion 57 Cardboard view is designed to work with any phone.

The Oculus Rift is a set of VR glasses that can work with a gaming PC or laptop.

HTC Vive is a virtual reality helmet. The main task of a virtual reality helmet for PC is to create a sense of a user’s presence inside the game.

These devices have been part of the educational process of gaming for the past 5-7 years and can diversify the learning process. In modern conditions, they are very useful for veterans during new military equipment acquisition, as well as for the soldiers’ psychological rehabilitation after being at the frontline.

During online training, tools are used to record achievements. Let's give a few.

Miro is an interactive online whiteboard for teams’ collaborative work anywhere.

Trello is a visual work management tool that allows teams to brainstorm, plan, collaborate, and celebrate successes.

Notion is a mixture of all popular formats used to organize work: notebook, kanban board, to-do list, tables and text documents.

Therefore, modern education systems make maximum use of students' involvement in the learning process, and it is not possible without recording individual or group efforts.

Let's stop at only two of the most popular game tools, but today there are much more of them.

Kahoot! is a programme for creating flashcards, learning based on interactive games and quizzes to increase students' interest in learning.

Quizlet is a learning software for testing understanding and remembering learning concepts. The program provides access to a library of flash cards, better suited for visuals, because all information is presented in the form of an image.

Gamification is one of the modern trends in education, and it is the use of games that increases students' motivation and helps learning material memorization.

In addition to the above-mentioned tools, social networks can be mentioned, where veterans can get any information related to the labour market, useful acquaintances, search interest groups and online libraries.

Therefore, digitisation makes the educational process more mobile, flexible, personalized and differentiated, significantly affects the education content, methods, means and technologies of education, organisational forms of education and educational and cognitive activities management, which leads to changes in students' and teachers activities. Individual and group work combination, as well as the time limitlessness of learning frees up time to provide feedback, the opportunity to design individual educational routes for students and teachers, practically implement the idea of continuous education or lifelong education. It is digital tools that create positive and safe conditions for the veterans' full return to civilian life.

### **Education digitisation tools involvement to increase its quality and accessibility in the process of the veterans' adaptation.**

In order to study this topic, we needed to investigate both the characteristics of a modern veteran and the tools of education digitisation. For this purpose, we developed a questionnaire (Appendix 1), which essentially consists of several blocks:

- a modern veteran's portrait (questions 1-15)
- the veteran's life prospects (questions 16-20)
- the forms of education organization that veterans consider effective (questions 21-23)
- the level of veterans' familiarity with digitisation tools that create conditions for effective training (questions 23-34)
- a veteran's satisfaction level with the work of local self-government bodies (questions 35-39).

*Study of a modern veteran's portrait.* We were interested in finding out what a modern veteran is by age, gender, marital status, presence of children, etc. The age portrait of the military looks like this: 33.3% are people aged 30-39, 24.1% are people 40-50 years old, 19.3% are people 20-25 years old, 14.5% are people 26-30 years and 8.3% - people under 20 years old and over 60 years old.

It is important to take this data into account in order to prepare state programmes to provide support to veterans in the field of education, retraining and advanced training. Each age group has different needs. For greater clarity, we present the data in the form of Figure 1.

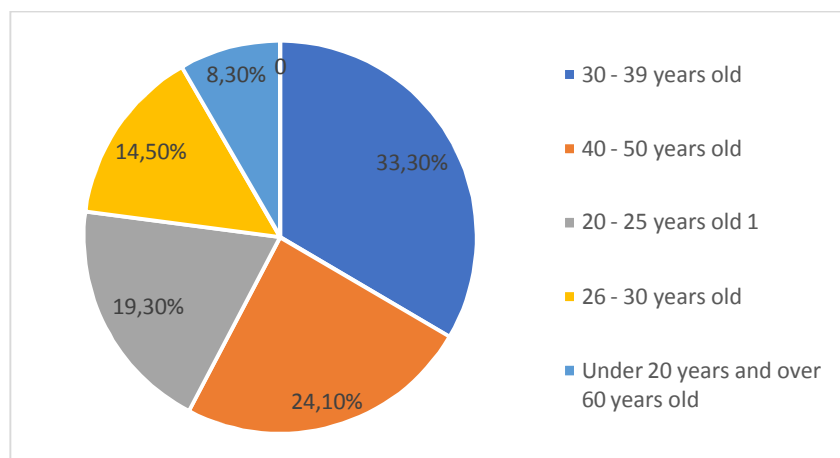


Figure 1 – The Veteran's Portrait by Age

Analyzing Figure 1, we can see that the largest number of respondents was 30-39 years old (33.3%), the least - were respondents under 20 and over 60 years old (8.3%).

The gender distribution was as follows: among the military, 91.7% are men and 8.3% are women, as illustrated in Figure 2.

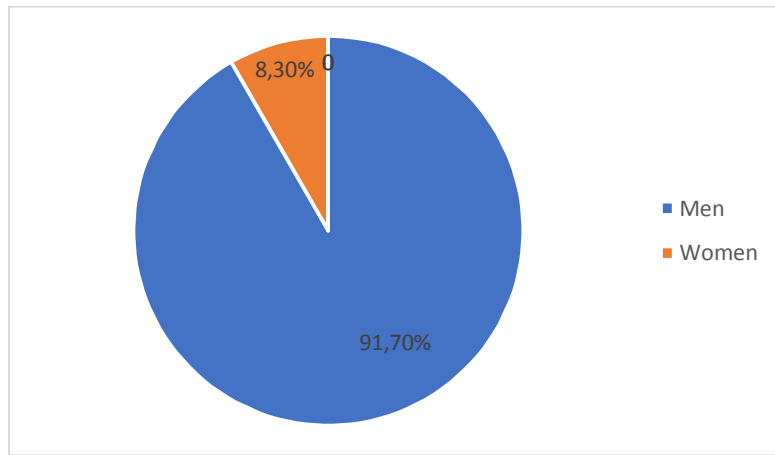


Figure 2 – The Veteran’s Portrait by Gender

According to the conducted research, 55.3 % of the respondents were mobilized on 24 February 2022, 24.1% were in military service earlier, 34.6% indicated that they were mobilized since 2014 and are now demobilized, and other 12.3% ATO members are still at the frontline. For greater clarity, we present it in Figure 3.

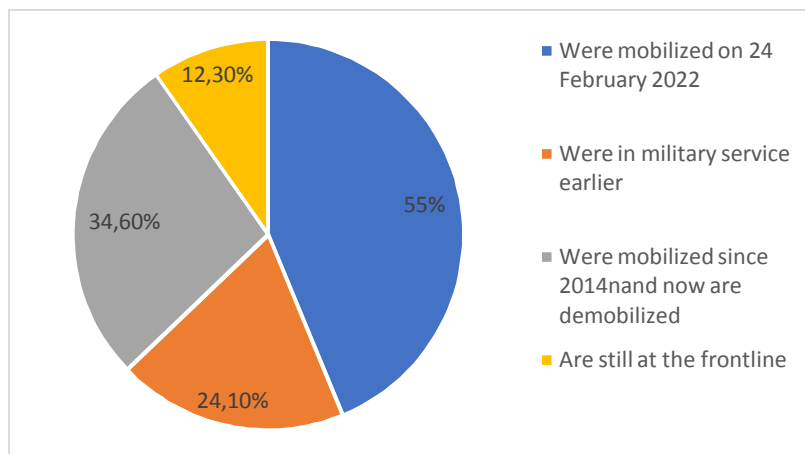


Figure 3– The Veteran’s Portrait by the Time Spent in Military Service

In the conditions of a prolonged war, it is difficult to predict the number of soldiers who will return to peaceful life and the condition of their physical and mental health, and readiness for training. From our questionnaire, we can see that 34.6% of soldiers have experience of service in the ATO, that is, a long period of service, some have been demobilized, some have mobilized again and are now at the front, 55.3% of the respondents are getting experience of military service for the first time.

As can be seen in Figure 4, 9.6% of respondents before the war worked in the budget sector, 30.3% were in military service, 14.5% worked in the business sector,

and 5.8% were engaged in public activities. From the research, we can see that approximately 83.3% of respondents before the war were civilians, and most of them were employees.

In the conditions of the war, the number of people engaged in volunteering has increased objectively: transporting goods, evacuating people, finding and delivering humanitarian aid, collecting funds for the needs of the Armed Forces of Ukraine and displaced persons. Such activity contributes to the formation of entrepreneurial, managerial and administrative competences, and after the war, it will be important to offer volunteers additional conditions for obtaining relevant theoretical skills to consolidate this experience, i.e. obtaining relevant education.

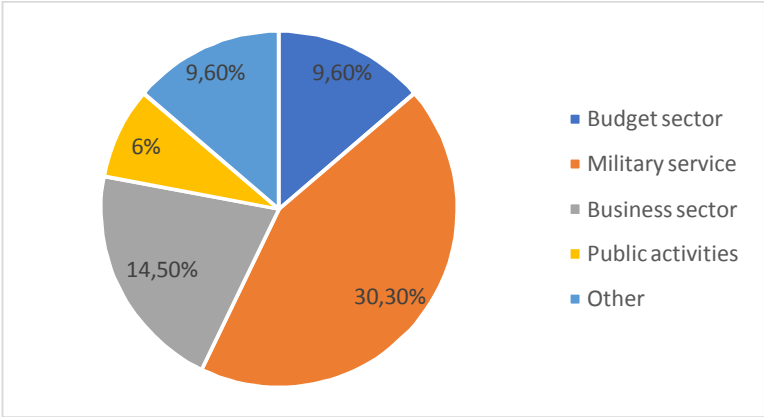


Figure 4 – The Method of Employment until 22 February 2022

If we talk about the respondents' place of service, then at the time of the survey, 50% were at the frontline, 12.7% were undergoing rehabilitation and treatment, 8.3% were demobilized, 6.2% are cadets of a higher educational institution, as can be seen from Figure 5 .

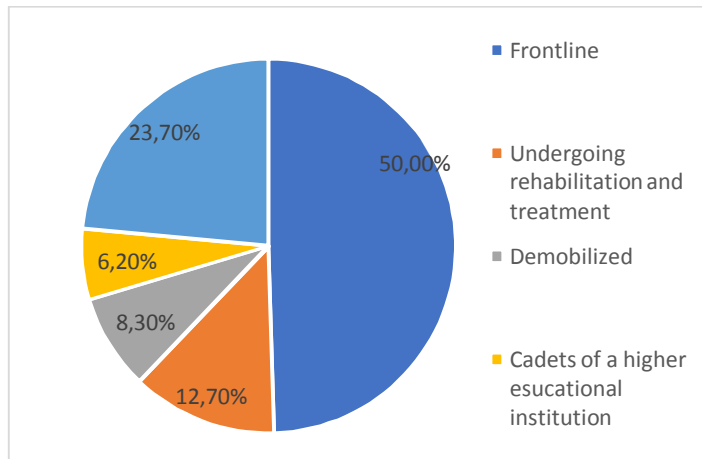


Figure 5 – Categories of Military Service

We were interested in where our respondents come from, the type of territorial unit, and region of origin. We received the following data: 21.9% of respondents were from cities of district significance, 27.6% were from urban-type settlements, 35.1% were from cities of regional significance, 15.4 % were from villages of Ukraine (Figure 6).

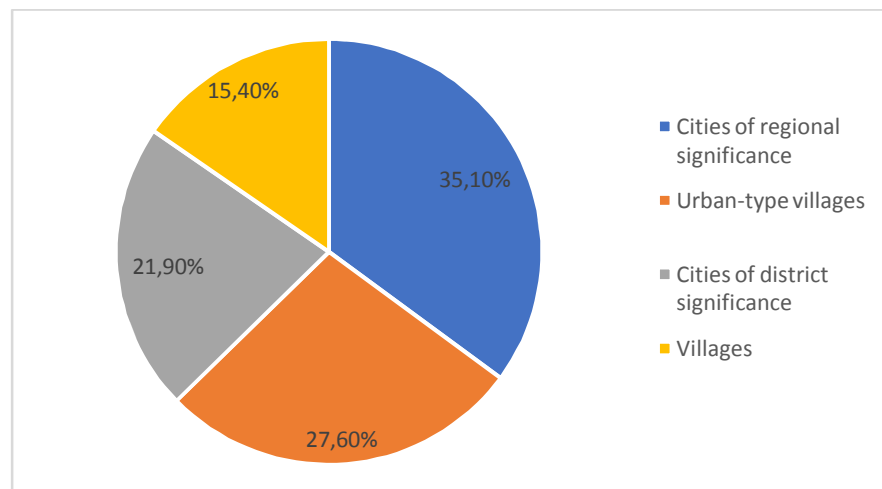


Figure 6 – Where are our respondents from (type of territorial unit, region)?

We were also interested in the respondents' area of residence before the war. The geography of respondents' residence includes 16 regions. Among the obtained results the biggest quantity were in the following regions: 30.3% of respondents were from the Mykolaiv region, 27.6% were from the Odesa region, 6.1% respondents were from the Lviv region, 4.8% of respondents were from the Volyn region, 2.2% of the respondents were from the Kirovohrad region, 1.8% were from the Dnipropetrovsk region, 1.3% were from the Zaporizhzhia region, 1.6% were from

the Kyiv region, 6,1% were from the Kherson region, 1,3% were from the Kharkiv region, 1,3% were from the Donetsk region, 0,4% were from the Rivne region, 0,9% were from the Vinnytsia region, 2,6% were from the Ivano-Frankivsk region, 2,2% were from the Khmelnytsky region, 0,9% were from the Chernihiv region. For greater clarity, we present the data in the form of Figure 7.

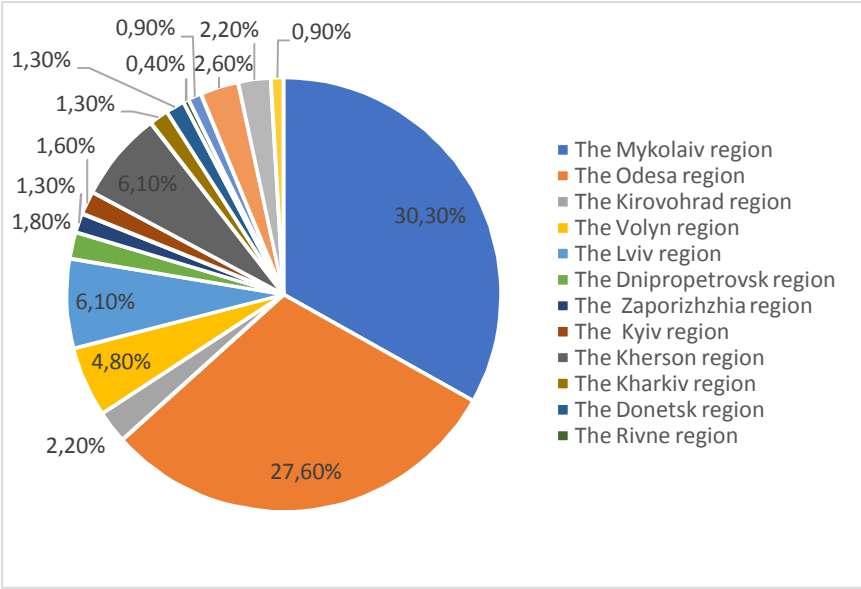


Figure 7 – Where are our respondents from (area of residence before the war)?

The study of marital status showed the following results. According to the survey, 52.6% of respondents were married, 33.8% were single, 12.7% were divorced, and 0.9% were widowed (Fig. 8).

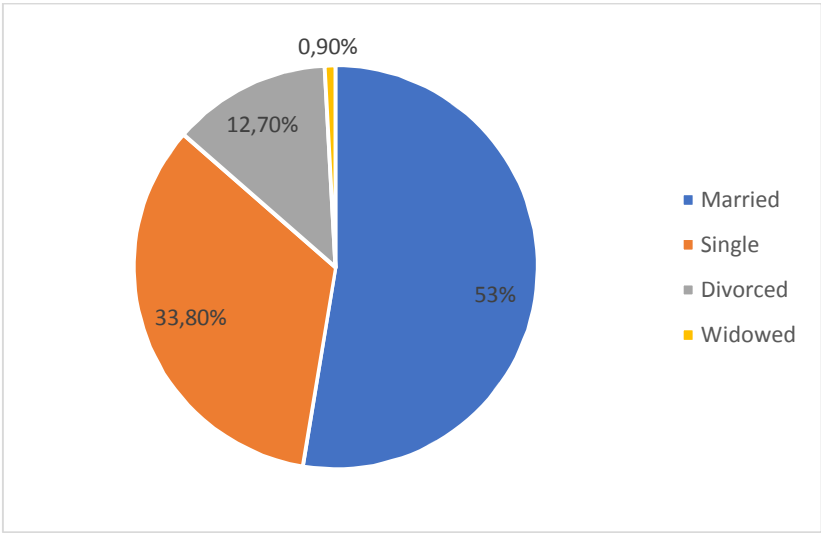


Figure 8 – The Respondents’ Marital Status

The availability of children among the respondents showed the following results. Thus, 41.2% of the respondents had no children, 21.9% had two children, 32.9% had one child, and the rest (3.9%) had three or more children (Figure 9).

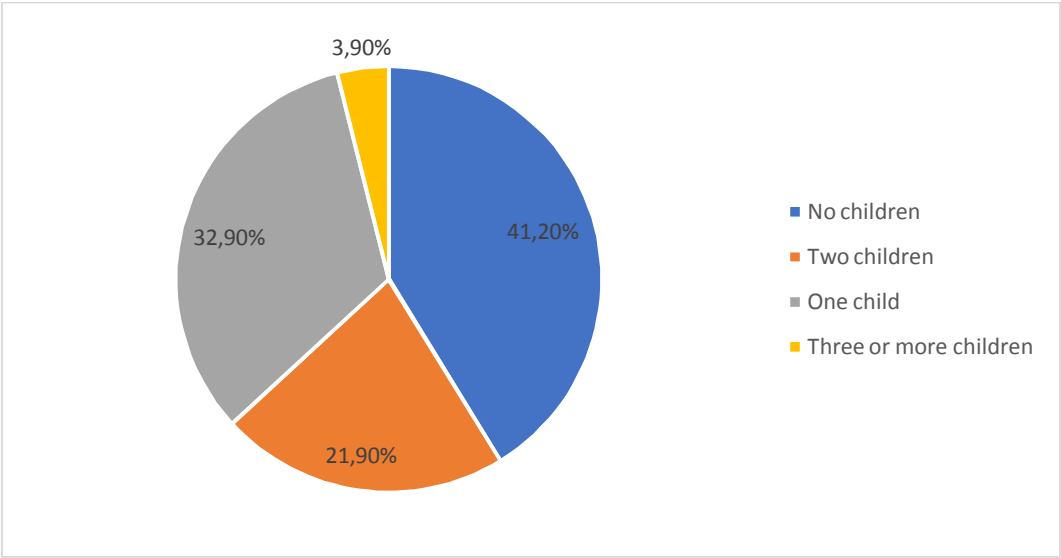


Figure 9 – Availability of Children among the Respondents

The following data shows the respondents’ education: 41.7% of the respondents had completed secondary special education, 21.7% were Bachelors, 12.7% had only secondary education, 11.4% were Masters, and 9.2% were students of educational institutions. For greater clarity, we present the data in the form of Figure 10.

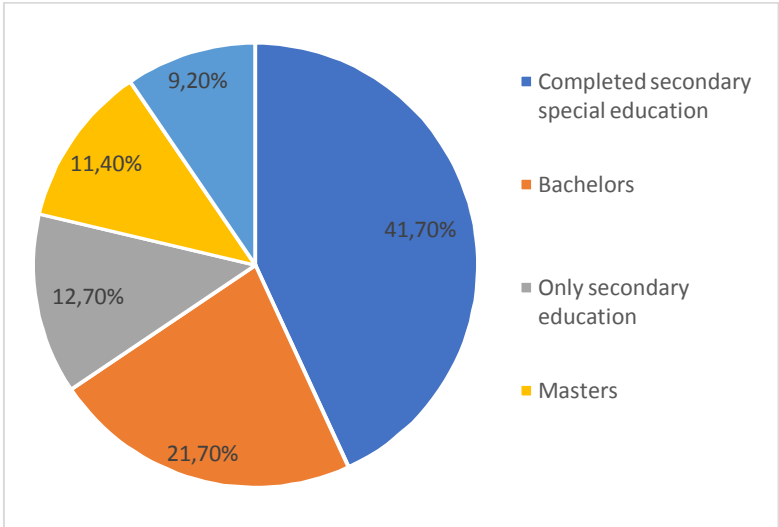


Figure 10 – The Respondents’ Level of Education at the Time of Mobilization

The study of work experience shows the following results. Thus, 35.7% of respondents had work experience of more than 5 years, 27.3% had no work experience in their specialty, 15% had work experience of 3-5 years, 13.7% – from 1 year to 3 years, 8.4 % – up to 1 year (Figure 11).

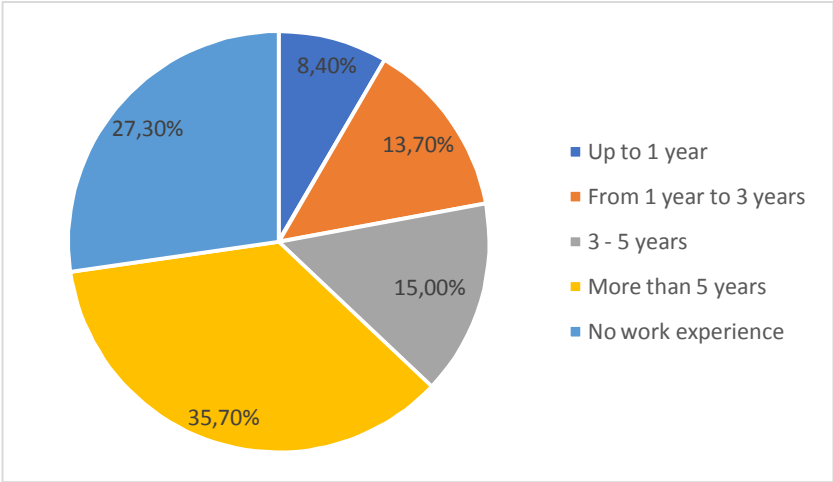


Figure 11 - Availability of Work Experience in the Specialty

The respondents' satisfaction with the received specialty was shown by the following data: 28.5% of respondents were satisfied with the received specialty, they wanted to change nothing, 36% wanted to improve their qualifications in their field, 22.8% wanted to get a new specialty. One of the respondents indicated that his specialty was not so bad in various aspects, but there was a call to another. For clarity, we present the data in the form of Figure 12.

So, we see a very powerful trend – the desire to get a new specialty and improve one's qualifications. In the conditions of the post-war need for accelerated recovery, this trend is very positive.

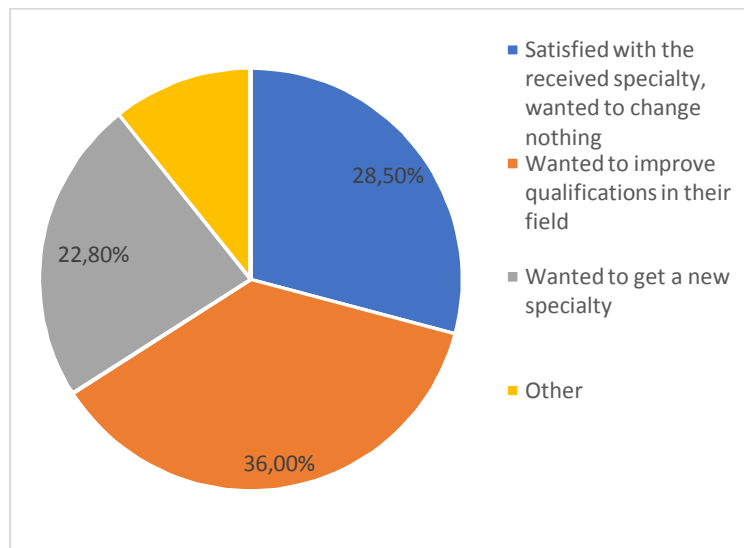


Figure 12 – Satisfaction with the Pre-War Specialty.

The respondents' survey regarding post-mobilization plans showed the following results. Thus, after the war, 33.8% of respondents wanted to return to their old job, 15.8% wanted to remain in the military, 19.3% wanted to open their own business, 16.2 % wanted to get a new specialty, 9,2% wanted to work in the community in public authorities, etc. (Fig. 13).

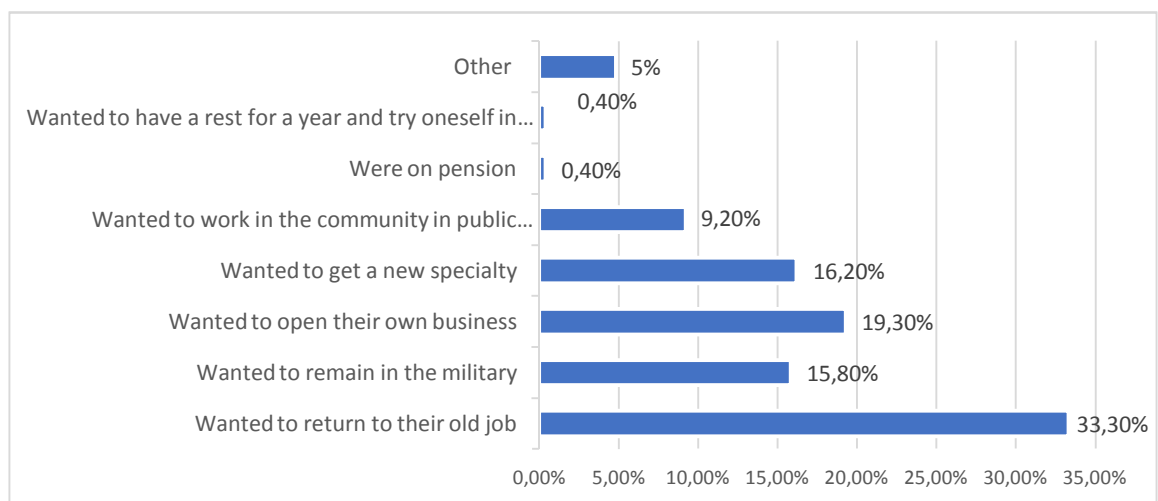


Figure 13. The Respondents' Plans after Demobilization

*The veteran's life prospects determination.* After the demobilization, each veteran can have his own plans and dreams for the future. Some may want to return to their previous job or career, others may want to change direction, take on new endeavors or start their own business. Some may seek additional education to improve their skills and find work in a new field. It is important that veterans have support and access to resources and programmes that can help them achieve their

goals and dreams. This can include access to jobs and career opportunities, educational and training resources, psychological and medical support, financial assistance and more. No matter what dreams and plans veterans have after demobilization, it is important that they know that have the right to help and support from their authorities and public organisations.

After the demobilization, veterans can become part of various social groups that require special attention and support from the state and the public. These can be war veterans, anti-terrorist operation veterans, peacekeeping missions veterans, internal conflicts veterans, and others.

One of the most important aspects of assisting veterans is their physical and psychological health. After hostilities, veterans may experience a variety of challenges such as post traumatic stress disorder (PTSD), depression, anxiety, physical trauma, and more. Therefore, it is important that the state and public organizations provide veterans with access to high-quality medical and psychological support.

In addition, veterans may need help finding new jobs or career opportunities, especially if they have been in a combat zone for a long time. This may include a variety of support programs for employment, professional development and training.

In general, helping veterans after demobilization is an important matter for the state and the public. An important component of assistance to the veterans is creating favourable conditions for their full socialization and integration into civil society. For example, the state can create programs for veterans that will allow them to get involved in volunteer projects, sports events, cultural and educational activities.

Problems adapting to new levels of technological development and professional skills can be included to other factors that may affect the veterans' adaptation. Various digital technology tools such as online learning web platforms, mobile learning applications and others can help to solve these problems.

Another important aspect of veterans' adaptation is the support of their families and loved ones, who may also feel the effects of war. The state and community organisations can create support programmes for veteran families to help them access the resources they need.

The veteran's education is an important component of the adaptation process to life after returning from war. Training veterans in digital technologies is especially important, as they are necessary for most professions and help facilitate the development of industry in the wake of conflict.

In addition, training can help the veterans to maintain their level of professional skills, which in turn provides them with a better chance of employment and a successful career. Training can help the veterans acquire new knowledge and

skills, which in turn will provide them with the opportunity to develop as professionals.

Also, training can contribute to the veterans' involvement in active public participation, help them to find new friends and colleagues, strengthen their self-esteem and sense of independence

In general, training is an important tool to support veterans in the adaptation process to life after returning from war, because it helps to preserve their work capacity, supports their professional development, and stimulates their active participation in the the community's life.

Training will also be useful for improving the level of veterans' education, which in turn can contribute to their intellectual and social integration. This can help them to find work, to get more opportunities for personal development and interaction with other people. In addition, training can help the veterans to deal with difficult situations that arise in their lives, find solutions to problems and increase their confidence in their abilities. Learning new skills and knowledge can be part of the rehabilitation process that helps the veterans to return to normal life after war. Therefore, training is an important component of the veteran's adaptation process to life after demobilization. It helps to maintain working capacity, find new opportunities for professional and personal development, promotes social integration and provides increased confidence in one's abilities

Let's consider the survey results: 47.7% wanted to develop themselves in their specialties, 13.6 % wanted to develop themselves in military education, 29.4% - wanted to build their own business in the field of trade, 16.7% in the field of public administration, 12.7% wanted to build their business in the field of production, 8.3 % wanted to build their business in the field of IT, 1.2 % wanted to be engaged in social activities etc. (Fig. 14).

We can state that the demand for improving public management skills, building one's own business in the field of trade and production, and managing a public organization after the war has great prospects for growth. And that's why it's so important to build any learning engagement strategies with the help of digital technologies.

Regarding the skills that the respondents would like to improve, we received the following data. So, 53.1 % of the respondents would like to master public speaking skills, 53.1% – conflict management skills, 50,9 % – effective communication skills, 44.3% – project management, 32.5% – their own business organisation, running a private enterprise, 27.2% - emotions regulation, 16,7% public organisation management (Fig. 15).

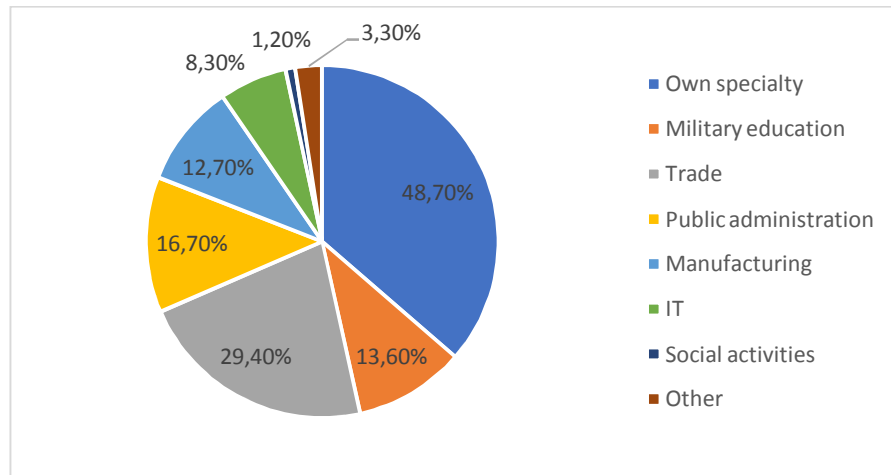


Figure14 – Areas, where the respondents want to develop themselves

Statistics show a significant increase in conflicts in military families, so it is important to include emotion regulation skills, effective communication skills, and conflict management skills as an additional component to education programmes for war veterans

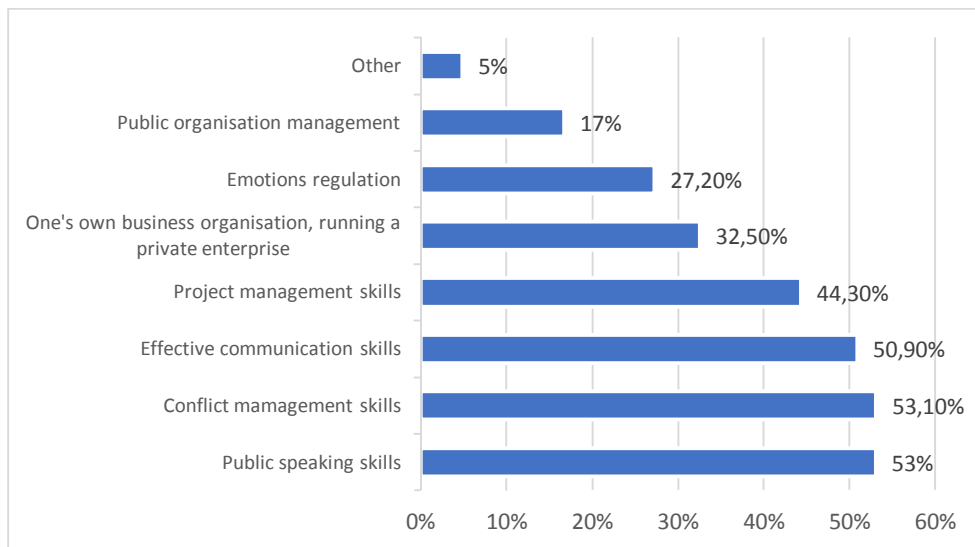


Figure 15 – Skills that the Respondents Would Like to Improve

In response to the question of what principles the respondents would choose an institution of higher education (HEI) for further education, we received the following data. So, 50.9% were interested in free education, 53.5% were oriented towards the availability of a specialty of interest, 31.1% were guided by the institution's convenient location (close to the place of residence), 20.6% are guided by the brothers in arms' recommendations, 17.5% wanted get an education abroad, 9.6%

chose the The HEI that occupies the highest positions in the overall HEI ranking, 18% chose low cost of education compared to other HEI (Fig. 16).

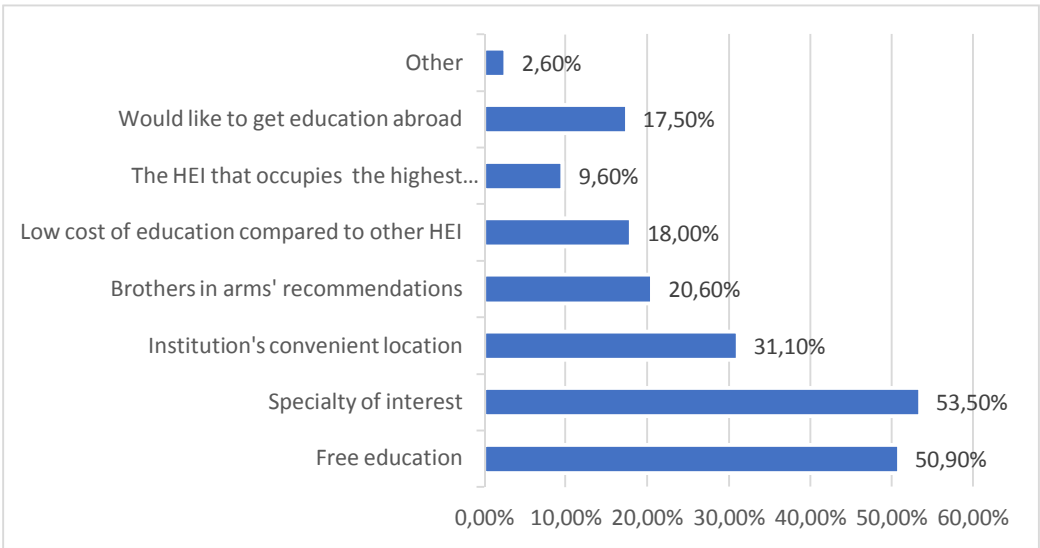


Figure 16 - According to What Principles the Respondents Will Choose a Higher Education Institution (HEI) for Further Education

Regarding the relevance of the education cost, only for 11.8% of the respondents, the issue of the education cost is not important, for 85% of the respondents, the issue of the cost is important, which is why information on state educational support for veterans is so important (Figure 17).

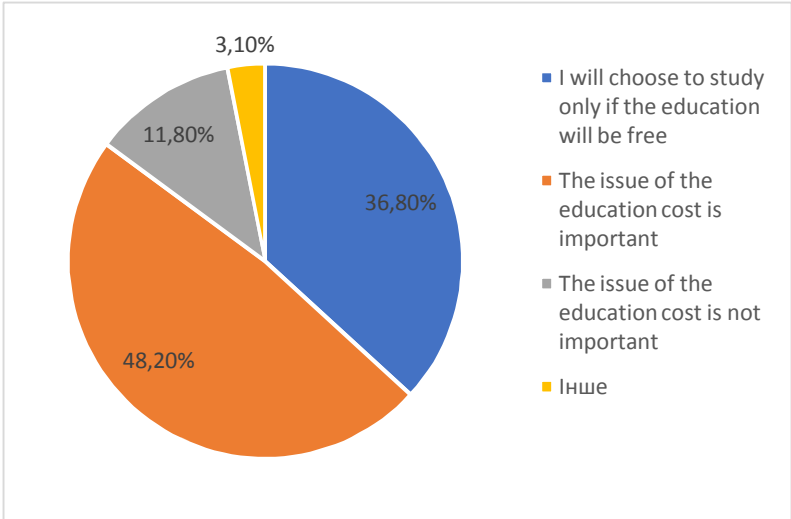


Figure 17 – The Relevance of the Education Cost

In response to the question of where it is better to place information about educational opportunities, the following data were received. Thus, 73.7% chose

"Chat-bot for veterans" to receive information. 51.8% considered it effective to receive information through military commissars, 44.7% - through military units, 39.5% - through employment centres, 15.4% - saw the sense in imparting information in medical institutions (Figure 18).

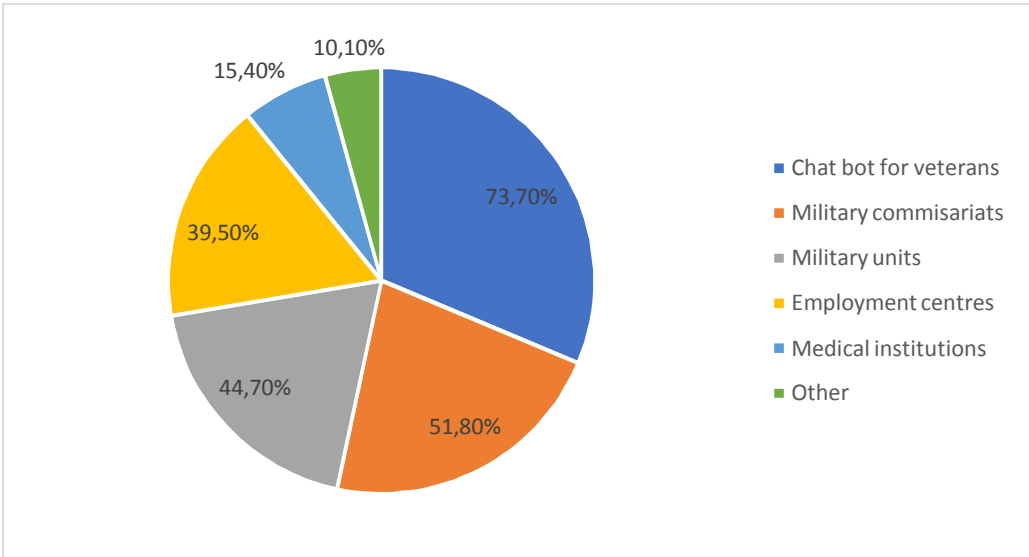


Figure 18 - Where is the Best Place to Post Information about Educational Opportunities.

From this part, we have received information about the requests and conditions under which veterans are ready to receive education and undergo advanced training.

*Finding out the forms of training organization that veterans consider effective.* Our survey has shown that the most popular is the request for short-term online training with the acquisition of a new specialty 43%, 21.5% were ready to join the new training face-to-face, with a gap from work, 15.8% were ready to receive a Master's level of education within 1.5- 2 years, 9.2% were ready to study for 4-6 years, 8.3% were ready to receive a second education within 2,5-3 years (Figure 19).

48,2% of the respondents considered it effective to study online from a place convenient for them, 34.2% prefer hybrid formats, 16.2% - spoke in favour of physical presence with the teacher in the same room. In addition, a question was raised regarding the of soft skills development, which are important in any field of activity and make a university graduate more self-confident and more effective when communicating with people (Fig. 20).

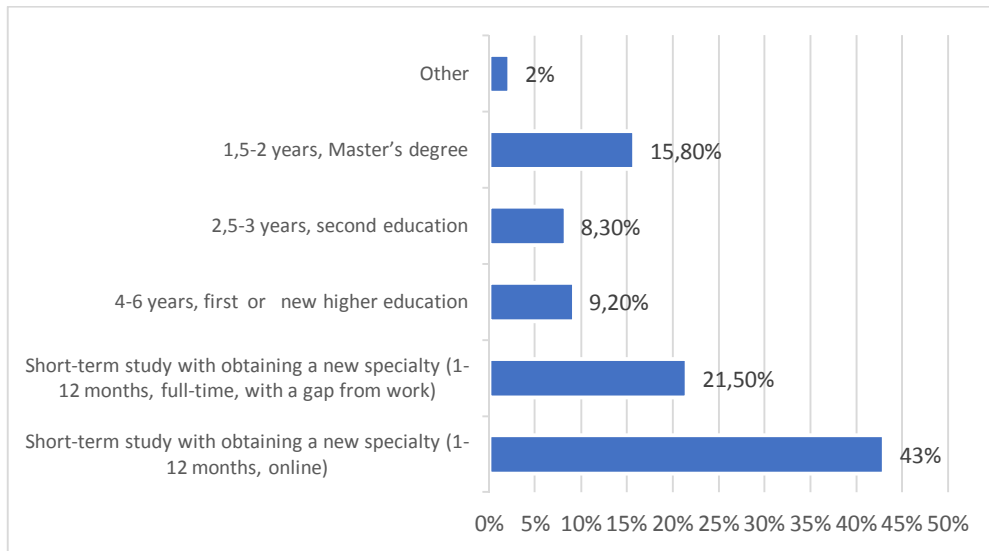


Figure 19 – Figure 19 - Time-Effective Forms of Education

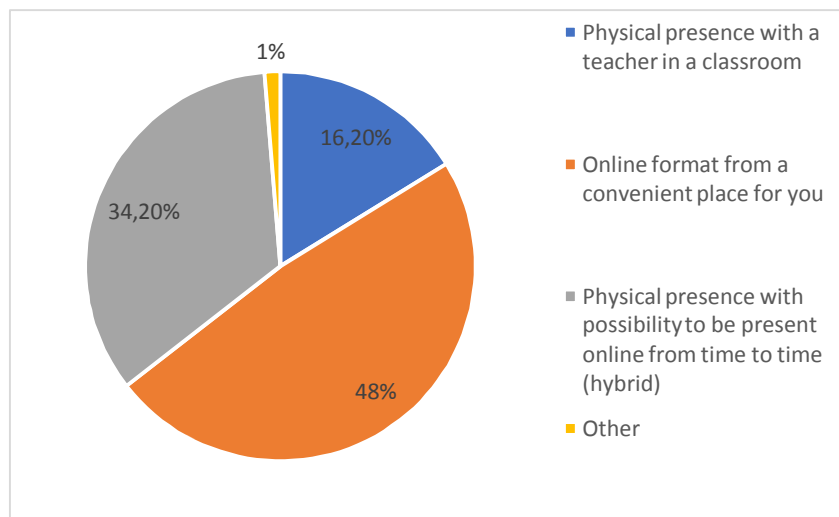


Figure 20 – Forms of education that are effective in the ways of organizing education

According to the respondents, the study of teaching effectiveness, provided that the teachers use certain work methods, showed the following results, which for clarity are presented in the form of Figure 21.

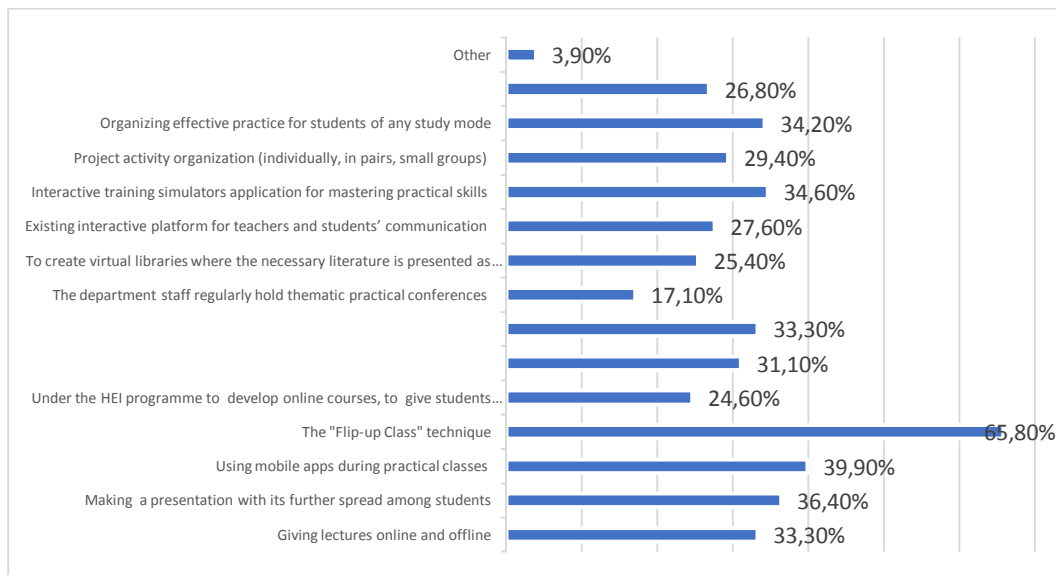


Figure 21 – Respondents Consider Teaching to be Effective if Teachers Use the Following Work Methods.

Analyzing the respondents' responses, we see the following results: giving lectures (online and offline) (33.3%), making a presentation with its further spread among students (34.6%), using mobile apps during practical classes (39.9%), placing video lessons for free watching, and during classes conduct live discussion with on topic and its practical application (the "Flip-up Class" technique) (65,8%), under the HEI programme to develop online courses, to give students access to them and to take into account estimations for their taking (24,6%), teachers give course materials in advance, questions for examination and organize consultations (31.1%), teachers are able to combine online and offline formats so that everyone is heard and visible (33.3 %), the department staff regularly hold thematic practical conferences (17,1% ), to create virtual libraries where the necessary literature is presented as fully as possible (25,4%), existing interactive platform for teachers and students' communication (27.6%), interactive training simulators application for mastering practical skills (34.6%), project activity organization (individually, in pairs, small groups) (29.4%), organizing effective practice for students of any study mode (34.2%), creating online games, role playing games, simulations (online and offline) (online and offline) (26.8%).

For clarity, we transfer the information to the descriptive Table 3

Table 3 - Ranking of Teachers' Work Methods in the Learning Process.

№	Work methods	The amount of choices
1	Placing video lessons for free watching, and during classes conduct live discussion with on topic and its practical application (the “Flip-up Class” technique)	150
2	Using mobile apps during practical classes	91
3	Making a presentation with its further spread among students	83
4	Creating online games, role playing games, simulations (online and offline)	61
5	Interactive training simulators application for mastering practical skills	61
6	Giving lectures (online and offline)	76
7	Teachers are able to combine online and offline formats so that everyone is heard and visible.	76
8	Teachers give course materials in advance, questions for examination and organize consultations	71
9	Project activity organization (individually, in pairs, small groups)	67
10	Organizing effective practice for students of any study mode	78
11	Under the HEI programme to develop online courses, to give students access to them and to take into account estimations for their taking	56
12	To create virtual libraries where the necessary literature is presented as fully as possible	68
13	The department staff regularly hold thematic practical conferences	39
14	Existing interactive platform for teachers and students’ communication	63
15	Other	9

Respondents consider posting video lessons for free viewing to be the most effective strategy of modern education, and during pairs to conduct a live discussion on the topic and its practical application (the “Flip-up Class” technique) - 64.4%.

The training effectiveness is related to what formats are offered by teachers and how many students respond to them.

*The level of veterans’ familiarity with digitisation tools that create conditions for effective training.* For veterans, especially those returning to civilian life after war, it is critical to be able to upgrade their skills and acquire new skills to successfully adapt to a changing world.

The level of familiarity with learning platforms showed a negative result. Unfortunately, the majority of respondents are not familiar with any platform (65.5%). Among the most common, they name Prometheus (18.4%), Udemy (11%), and Coursera (7%) (Fig. 22).

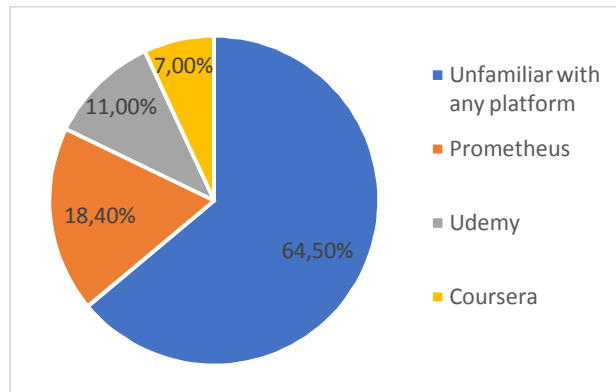


Figure 22 – The Level of Familiarity with Learning Platforms

The level of respondents’ familiarity with learning management systems (72.8%) is critical. Only 10.1% of respondents are familiar with Moodle, 8.8% with Canvas Network (Figure 23).

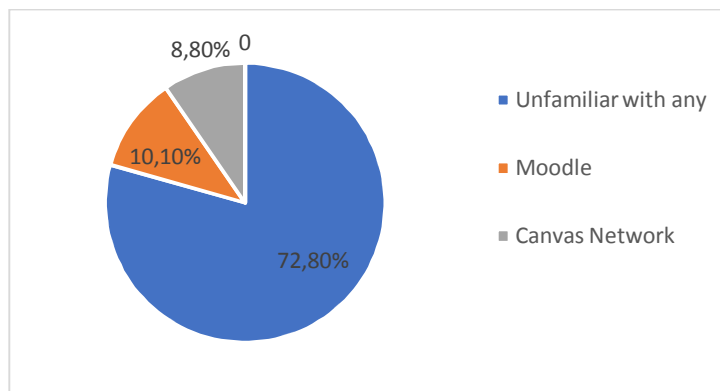


Figure 23 – The Level of Familiarity with Learning Management Systems

Figure 24 shows that the most popular are Zoom (71.1%), Skype (53.9%), Google Meet (29.4%) takes the third place by a significant margin.

Other programmes have a small percentage of their supporters, Discort and Slack were not included in the questionnaire, but were named by the respondents as the ones they know and use.

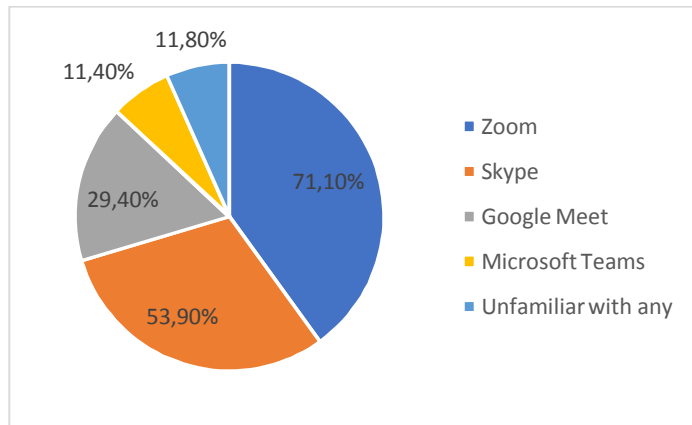


Figure 24 – The Level of Familiarity with Video Conferencing Platforms

The respondents identified Google Docs (62,7%) and Dropbox (37,3%) as the most common platforms for storing information (Figure 25).

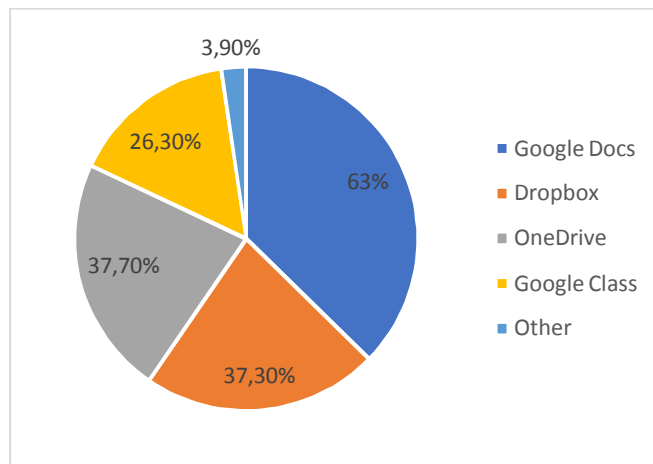


Figure 25 – The Level of Familiarity with Information Storage Platforms

Unfortunately, the majority of respondents are not familiar with mobile apps that can be used in the learning process (64%). The Duolingo application is the most famous (26.3%) (Figure 26).

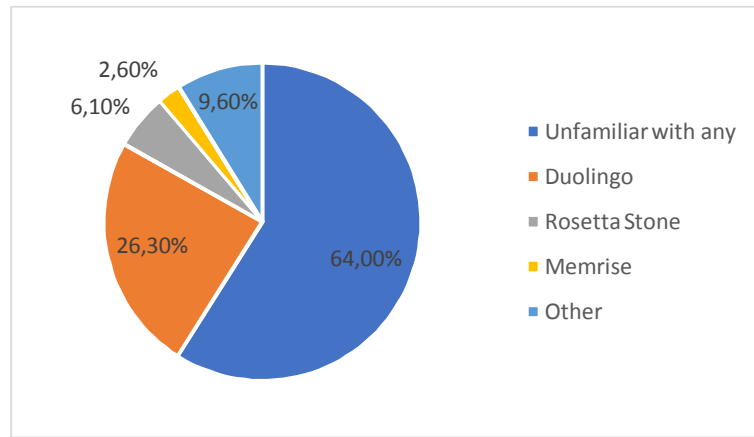


Figure 26 - Level of familiarity with mobile applications

Talking about tools for getting to know augmented virtual reality, we see, unfortunately, that the critical majority of respondents are not familiar with tools of augmented virtual reality (75.4%) (Figure 27).

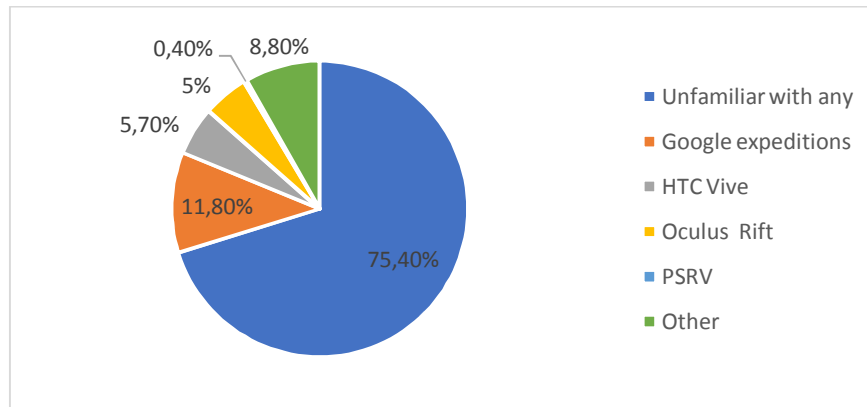


Figure 27 – The Level of Familiarity with Augmented Virtual Reality Tools

Play Station VR (PSVR) virtual reality glasses were not included in the text of the questionnaire, but were mentioned by respondents. From the research we can see that a small percentage of respondents have heard and use these digital tools.

Unfortunately, the critical majority of respondents were not familiar with tools for recording individual or group work performance (77.6%) (Fig. 28).

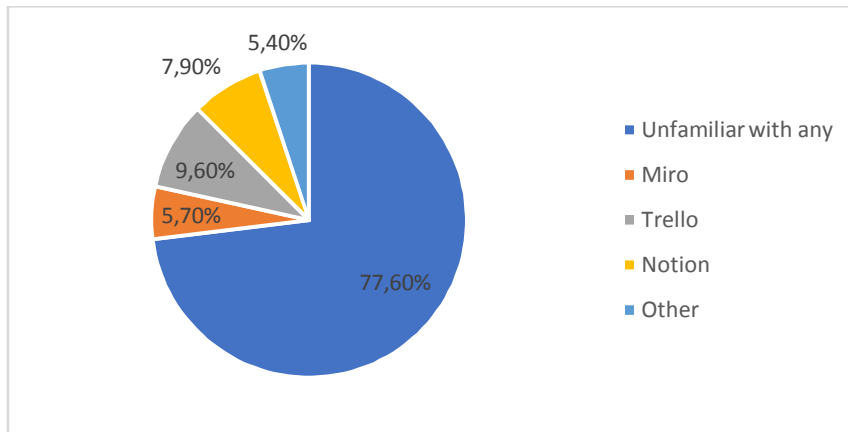


Figure 28 – Thre Level of Familiarity with Tools for Fixing Developments  
 Unfortunately, a critical number of respondents is unfamiliar with digital gaming tools (75,4%) (Fig. 29).

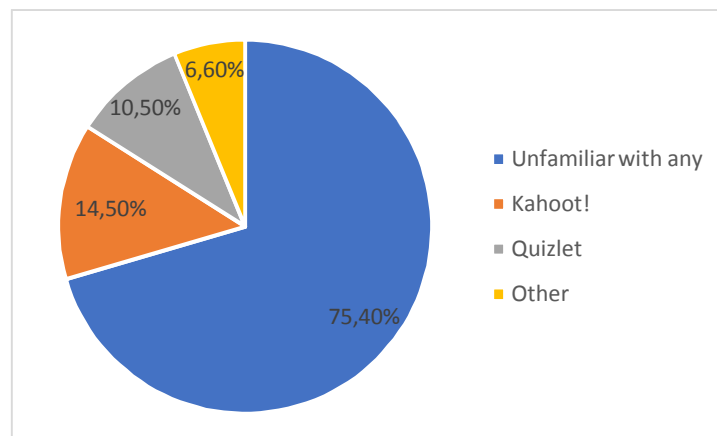


Figure 29 – The Level of Familiarity with Gaming Digital Tools

Summarizing this component of the study, we see a critical level of practice in using various digital educational tools. Among the reasons, we can identify the following:

- teachers do not suggest using it and students do not use it,
- lack of information about alternative digital tools, tendency to use those that are used to, even if their capabilities are limited.

*A veteran's satisfaction level with the work of local self-government bodies.*

As we can see from the study, only 11 % of respondents rated the activity of representatives of local self-government bodies low (Figure 30).

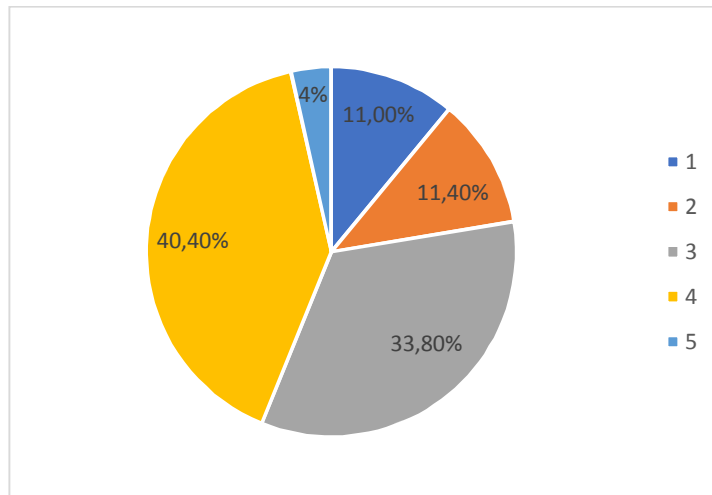


Figure 30 – The Level of Satisfaction with the effectiveness of the work of representatives of local self-government bodies

Only 13,6% of the respondents rated the activity of the deputy corps as low (Fig. 31).

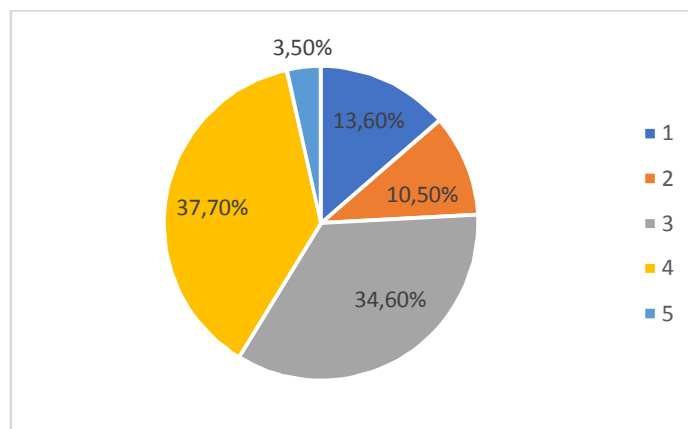


Figure 31 - The Level of Satisfaction with the Effectiveness of the Deputy Corps Activity

7.9% of respondents consider the community development vector ineffective (Fig. 32).

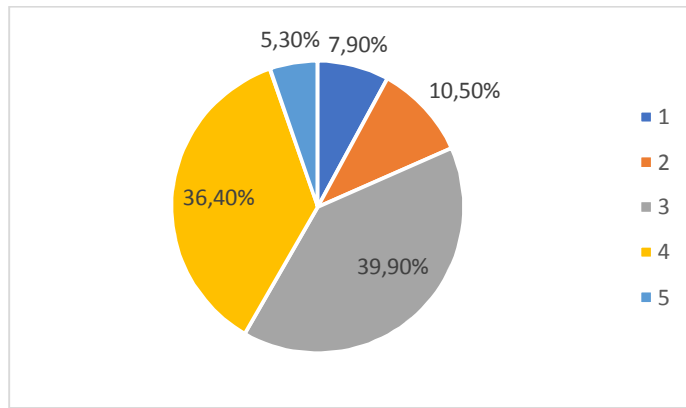


Figure 32 – The Level of Communities Development Effectiveness

Such results may indicate trust in the local government, the deputy corps, democratic processes on the ground, decentralization, due to which the local residents' opinion is gradually included in the strategic plans for the development of communities, etc.

## Conclusions

Education, retraining, and advanced training are some of the most important components of successful adaptation to civilian life following military service.. Despite the fact that the Ministry of Education and Science has developed a system of educational support for war veterans and participants in hostilities during the recruitment campaign and during the training period, we believe that the society has not developed a system for forming motivation to study, raising the level of education and retraining.

The veterans' survey has showed a positive forecast regarding the request for additional education, satisfaction with their specialty and the desire to undergo additional professional development, obtaining a new specialty, but a very low percentage included it in their plans.

That is why it is so important to launch an information campaign about the possibilities of universities in the field of training veterans right now.

A very low percentage of veterans plan to work in the community in state authorities, very few veterans want to open their own businesses. This means that the demand for education in the field of public administration, management, business organization, etc. may grow.

The demand for improving skills in public administration, building one's own business in the field of trade and production, managing a public organisation after the war has great prospects for growth. And that's why it is so important to build any learning engagement strategies with the help of digital technologies.

One successful strategy for engaging the veterans in learning is using existing learning platforms. In cooperation with leading Ukrainian and foreign platforms, it is possible to develop separate useful courses with reference to Ukraine's educational institutions, where you can deepen your knowledge.

The financial availability of education is one of the factors that will affect the veterans' education and retraining.

The respondents prefer short-term training - 1-12 months either online or offline with a break from work. That is, it can be argued that there is a demand for short-term training and professional development programmes creation.

Half of the respondents consider it effective for them to study online from a place convenient for them, less than half preferred hybrid formats, and only a quarter of the respondents spoke in favour of physical presence with the teacher in the same room.

By determining that there is clear demand among veterans for online learning, this study has made a valuable contribution and this is where digital education tools can provide access to quality education.

Modern educational training programmes are impossible without the soft skills development, which are important in any field of activity and make a university graduate more self-confident and more effective when communicating with people.

It is worth preparing special professional courses on these topics in any training, retraining and advanced training programme targeted at veterans. Emotional intelligence, as the ability to understand the meaning of one's own emotions and to use the knowledge gained to manage oneself and relationships with other people, is one of the main skills of our time. It was included in the top 10 skills needed for doing business by 2020 at the World Economic Forum in Davos. The correlation between high emotional intelligence and income, position, and position level is highly visible. Research statistics among businessmen in the USA showed that 90% of successful people had higher than average emotional intelligence and earn 60% more.

No less interesting is the request for training formats. Respondents are interested in the practical orientation of education and therefore prefer the following forms of work: placing video lessons for free watching, and during classes conduct live discussion with on topic and its practical application (the "Flip-up Class" technique) (150 selections); using mobile apps during practical classes (91 selections); creating presentations by teachers and their distribution among students (83 selections); creating online games, role-playing games, simulations (online, offline) 241 choices); on-site lecturing (63 selections).

War, despite its terrible consequences, can reveal leadership in those that participate in the conflict. In peacetime, it is vital to capitalise on this development, which helps account for why there are so many requests for additional knowledge in the fields of organisation management, business and project management.

In order to attract veterans to training, it is important to create a chatbot for veterans, post information in military commissariats, and transfer employment centers to military units. We believe that veterans need not only information about benefits, the procedure for obtaining a plot of land and information about the state support system for the veterans' education, but also additional specific information about the educational institutions' possibilities in their regions. Taking into account that the veteran's thinking during the adaptation period is mostly logical, then clear and structured information about the available specialties, course duration, and application deadlines will lead to the fact that they will choose these opportunities for themselves.

Digital tools can be useful in this process. We considered digital tools as a means of ensuring the availability of quality education for veterans and suitable in assisting in the process of their adaptation to civilian life. In order to realize this very goal, it is important to: understand all the advantages and disadvantages of individual tools; create effective resources concerning educational opportunities for veterans and launch an information campaign regarding access to these resources for veterans; monitor the veterans' requests and create additional digital tools; to realize that the veterans need communication, inclusion, activity, work in small groups, communication as equals for full-fledged social adaptation.

It is digital tools that create positive and safe conditions for the full return of veterans to civilian life.

*Therefore, it can be argued that the veterans' adaptation process to social life can be improved by facilitating access to quality education with the help of education digitalization tools*

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### QUESTIONNAIRE

#### **Digitisation Tools as a Means of Veterans' Adaptation and Increasing Access to Quality Education**

*Dear friends, we salute you! We believe in our victory and today we start thinking about the militaries' adaptation to civilian life, which means:*

- to have the opportunity to work according to the chosen profession/passion,*
- to be able to set new goals and to choose new areas of activity,*
- make one's contribution in the field of public management and administration,*
- to improve the skills of physical and emotional recovery, to build strong and harmonious relations with others, etc.*

*Education and retraining are important components of the veterans' successful adaptation.*

*Our poll is totally confidential.*

*Your answers will help to create the system of quality education for veterans*

*The research is conducted by military/veterans who study at the Department of Public Management and Administration, Odessa Polytechnic National University*

1. Put down your name, please (not obligatory).

2. Your age

Up to 20

20-25

26-30

31 - 40

41-50

51 - 60

Older than 60

3. Your gender

man

woman

4. How long have you been in military service??

I was mobilized until/since 2014, took part in ATO, now I am demobilized  
I was mobilized until/since 2014, took part in ATO, now I am at the front  
I was mobilized until 24 February 2022  
I was mobilized on 24 February 2022 or later

5. Specify the area of your employment until 24 February 2022?

military  
business  
budget sector  
employee  
social activity  
public authorities and self-government  
volunteering

6. What category of military personnel do you consider yourself?

At the front now  
I am undergoing rehabilitation or treatment  
Demobilized  
Other

7. What territorial unit does the place where you lived before the war belong to?

village  
township  
city of district significance  
city of regional significance

8. What region did you live before the war?

...

9. What is your marital status?

single  
married, but we live with parents  
divorced  
widow

10. Availability of children

I don't have  
I have a child

I have 2 children  
I have 3 children and more

11. What is your education at the moment of mobilization?

secondary  
a college/technical school/vocational school student  
completed secondary special  
a university student  
higher, a Bachelor's degree  
higher, a Master's degree  
several higher educations  
a scientific degree

12. If you already have a specialty, specify it, please.

13. If you have a work experience in a specialty, could you specify it, please?

up to 1 year  
from 1 to 3 years  
3-5 years  
more than 5 years

14. How much are you still satisfied with your pre-war specialty?

I don't like it, I want to get a new specialty  
I like it, I want to take additional training  
I like it, I want to change nothing

15. What do you plan to do after demobilization?

I want to return to my old job  
I want to stay a soldier  
I want to get a new specialty  
I want to work in the community in public authorities  
I want to open a business  
other

16. Could you please indicate in which field you want to develop yourself?

In my own specialty  
public administration  
social activity  
IT sector  
building own business (trade)

building own business (manufacturing)  
military sphere  
other

17. Could you choose additional personal skills (Soft Skills) that you would like to improve?

I am satisfied with everything in myself  
emotions regulation  
effective communication  
conflict management  
public speaking  
project management  
public organization management  
own business organization, IE  
other, specify

18. If you choose to continue your studies, by what principle will you use to choose a higher education institution (HEI) for your education?

Recommended by brothers in arms  
The institution is situated not far from home  
Free education  
Low cost of education compared to other higher education institutions  
The institution has a specialty that interests me  
The HEI that occupies the highest positions in the overall HEI ranking  
I would like to get education abroad  
Other

19. How relevant is the issue of the education cost for you?

I will choose to study only if the study is free  
The issue of the education cost is important to me  
The issue of the education cost is not important to me

20. Where would it be convenient for you to get information about studies and advanced training opportunities for veterans?

Military commissariats  
Employment centres  
Healthcare institutions  
Military units  
Created chat-bot for veterans  
Other - specify

21. What forms of education (according to the terms of study) are the most effective for you ?

short-term study with obtaining a new specialty (1-12 months, online)

short-term study with obtaining a new specialty (1-12 months, full-time, with a gap from work)

4-6 years, first or new higher education

2,5-3 years, second education

1,5-2 years, Master's degree

22. What forms of education (by means of training organization) are the most effective for you?

Physical presence with a teacher in a classroom

Online format from a convenient place for you

Physical presence with possibility to be present online from time to time (hybrid)

Other

23. What, in your opinion, should teachers do so that you consider this training effective for you? Under what conditions will you be interested in studying?

Giving lectures (online and offline)

Making a presentation with its further spread among students

Using mobile apps during practical classes

Placing video lessons for free watching, and during classes conduct live discussion with on topic and its practical application (the "Flip-up Class" technique)

Under the HEI programme to develop online courses, to give students access to them and to take into account estimations for their taking

Teachers give course materials in advance, questions for examination and organize consultations.

Teachers are able to combine online and offline formats so that everyone is heard and visible.

The department staff regularly hold thematic practical conferences

To create virtual libraries where the necessary literature is presented as fully as possible

Existing interactive platform for teachers and students' communication

Interactive training simulators application for mastering practical skills

Project activity organization (individually, in pairs, small groups)

Organizing effective practice for students of any study mode

Creating online games, role playing games, simulations (online and offline)

Other

24. Choose please the learning platforms you have already used in the process of education or work.

Coursera,  
OUM (Open University of Maidan)  
Prometheus  
edX  
Udacity  
Udemy  
EdEra  
Khan Academy  
Not familiar with any  
Other

25. Choose please the learning management systems you have already used in the process of education or work.

Moodle  
Canvas Network  
Blackboard  
Future Learn  
OpenupEd  
Not familiar with any  
Others

26. Choose please video conferencing platforms you have already used in in the process of education or work.

Zoom  
Skype  
Google Meet  
Microsoft Teams  
Not familiar with any  
Other

27. Choose the platforms for the video conferencing you have already used in in the process of education or work

Google Docs  
Google Class  
Dropbox  
OneDrive  
Not familiar with any  
Other

28. Choose please the mobile learning apps you have already used in in the process of education or work

- Duolingo
- Memrise
- Rosetta Stone
- Not familiar with any
- Other

29. Choose please the tools of the extended and virtual reality you have already used in in the process of education or work.

- Google Expeditions
- Oculus Rift
- HTC Vive
- Not familiar with any
- Other

30. Choose please tools to capture the developments of individual or group work you have already used in the process of education or work.

- Miro
- Trello
- Notion
- Not familiar with any
- Other

31. Choose please the digital gaming tools you have already used in the process of education or work.

- Kahoot!
- Quizlet
- Other

32. Do you play computer games? If so, then name please 2-3-your favourite ones

- I don't play
- Other

33. If you play, how many hours per week do you spend on computer games?

- Up to 1 hour
- 2-5 hours
- 6-10 hours
- More than 10 hours

34. What is your hobby? What do you like doing in your free time?

35. Could you please rate on the scale from 1 to 5 how effectively local self-government bodies representatives work there, where you are from? (1 – lower efficiency level, 5 – higher efficiency level)\*

- 1
- 2
- 3
- 4
- 5

36. Could you please rate on the scale from 1 to 5 how effectively the deputy corps works there, where you are from? (1 – lower efficiency level, 5 – higher efficiency level)

- 1
- 2
- 3
- 4
- 5

37. Could you please rate on the scale from 1 to 5 how effectively your community works? (1 – lower efficiency level, 5 – higher efficiency level)

- 1
- 2
- 3
- 4
- 5

38. What development areas are relevant to the location where you live? What are the problems in the community?

...

39. What projects should be implemented to improve the situation now?

...

40. If you wish please leave your contact number and e-mail address