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## **REBUILDING UKRAINE THROUGH EDUCATION: MANAGEMENT APPROACHES AND REINTEGRATION EXPERIENCE OF CRIMEA<sup>1</sup>**

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Education has always been central to how states rebuild – and Ukraine's situation makes this more urgent, not less. The country is simultaneously dealing with a demographic crisis accelerated by invasion and emigration, and preparing for the eventual reintegration of occupied territories. These two pressures are rarely treated as connected, which is a mistake: the educators available tomorrow depend on decisions made today.

This paper focuses on Crimea as a case study – not because it is the only challenge, but because a decade of occupation has concentrated and intensified

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problems that exist, in some form, across the country. The core argument is straightforward: Ukraine cannot rebuild through infrastructure alone. It needs people – specifically, qualified educators willing to work in difficult conditions – and it needs to start recruiting them now, before de-occupation happens. We draw primarily on our earlier research into Crimea's social reintegration risks [1] and on Ukraine's existing legal framework [2, 3].

**What Occupation Did to Education.** Since 2014, Crimea's education system has been systematically reshaped. Ukrainian-language instruction was phased out; Crimean Tatar schooling, already limited, was further squeezed; Russian federal curricula replaced Ukrainian ones at every level. After ten years, this is not a temporary disruption – it is a generation of students whose entire schooling has taken place outside the Ukrainian system [4].

The practical risks are serious. Our research classifies educational gaps and ideological distortion as a high-probability risk with significant impact on children and youth [1]. Left unaddressed, this risk grows: the longer reintegration is delayed, the wider the gap becomes, and the harder it is to close. And this is not only a Crimea problem – displacement, infrastructure destruction, and the shift to wartime distance learning have disrupted Ukrainian education everywhere. Crimea is the extreme case of something happening system-wide.

Ukraine has taken a step in the right direction with Law No. 3482-IX, which provides a legal pathway for recognising the learning outcomes of people who studied in occupied territories [2]. But a law without people to implement it is just paper. That brings us to the central practical problem: who will actually teach in Crimea on day one of de-occupation?

**Building an Education Workforce Before De-occupation.** Standard public service recruitment does not work for post-occupation settings. A teacher weighing whether to relocate to a newly de-occupied territory is not making the same calculation as someone transferring between two stable cities. The conditions – institutional uncertainty, psychological strain, security risks, unfamiliar professional environment – require a different offer from the state. The incentive framework we propose [1] is designed around this reality. It is built in three blocks: economic, social, and professional. The goal is not to make working in Crimea comfortable in some abstract sense, but to make it genuinely attractive – a career-defining move rather than a sacrifice.

Table 1

**Education Workforce Incentive Framework for Crimea's Reintegration**

| Instrument                                        | Mechanism                                                 | Eligibility                    | Duration            | Expected Effect           |
|---------------------------------------------------|-----------------------------------------------------------|--------------------------------|---------------------|---------------------------|
| <b>Block 1. Economic Incentives</b>               |                                                           |                                |                     |                           |
| Crimean Coefficient                               | Salary bonus +50–100%, scaled by position scarcity        | Contract min. 3–5 years        | 5–7 years           | Rapid vacancy filling     |
| Relocation Grant                                  | One-time payment + rental support (6–12 months)           | Relocation from another region | First year          | Lower mobility barriers   |
| Preferential Mortgage                             | Rate $\leq 3\%$ , priority quota (eOselya+)               | After 12 months of service     | Until home purchase | Long-term retention       |
| <b>Block 2. Social and Residential Incentives</b> |                                                           |                                |                     |                           |
| Service Housing                                   | Housing with buy-out rights (20%/year of service)         | Continuous service             | 5–7 years           | Territorial attachment    |
| Health Insurance                                  | Full package for employee and family, incl. mental health | Contract service               | During service      | Burnout reduction         |
| <b>Block 3. Professional Incentives</b>           |                                                           |                                |                     |                           |
| Accelerated Service Record                        | 1 year counted as 2 in a high-risk region                 | First 5 years                  | Limited period      | Higher attractiveness     |
| International Fellowships                         | Erasmus+, Euroguidance + mandatory knowledge transfer     | After 2 years                  | 3–6 months          | Import of best practices  |
| Career Fast Track                                 | Priority access to managerial positions                   | Successful KPI review          | Permanent           | New administrative cohort |

*Source: developed by the authors based on [1].*

The timing matters more than most policy discussions acknowledge. Teacher and administrator recruitment needs to begin before de-occupation – not as a reaction to events, but as preparation for them. Ukrainian education should be ready to function on day one, not assembled in the months after control is restored. This is preventive governance, and it is entirely consistent with Ukraine's European integration commitments.

**Digitalisation and the Broader Recovery Lesson.** Any educator arriving in Crimea will need institutional infrastructure to work within – registries,

qualification databases, curriculum frameworks, monitoring systems. Integrating Crimean schools into Ukraine's digital education infrastructure is therefore not an add-on; it is part of what makes the whole system function. The Diia portal and existing MES digital tools provide a ready base: they can be extended to verify teacher credentials, track student learning trajectories, and flag curriculum compliance in real time [3].

There is a broader point here that extends well beyond Crimea. The policies described in this paper – flexible legal recognition of credentials, targeted workforce incentives, digital institutional infrastructure – are not niche solutions for a future scenario. They are prototypes for rebuilding Ukraine's education system after the war, wherever it has been disrupted. International experience from Germany's post-reunification education reforms, Bosnia and Herzegovina's post-conflict reconstruction, and Kosovo all points in the same direction: early investment in teachers and institutions yields returns that no amount of building construction can replicate [5].

Ukraine will not recover through buildings alone. The human side of reconstruction – educators, administrators, institutional knowledge – is what makes everything else work. For Crimea specifically, this means treating the education workforce challenge as an urgent present-day problem, not a future one. The legal framework exists; the incentive design is feasible; what is needed is the political will to begin now. Three things need to happen. First, teacher and administrator recruitment for anticipated de-occupied territories should start immediately, under a dedicated incentive framework. Second, digital infrastructure for credential recognition and curriculum monitoring should be prioritised as part of the broader MES digitalisation agenda. Third, Law No. 3482-IX needs institutional capacity behind it – not just a legal text, but trained people and functioning systems to implement it at scale. The recovery of education is a wartime task, not a post-war one.

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## **ІННОВАЦІЙНИЙ РОЗВИТОК ДИСЦИПЛІНИ «ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ» В УМОВАХ ГЛОБАЛЬНИХ ЗМІН**

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Сучасний етап розвитку України характеризується трансформаціями в соціальних, економічних та освітніх сферах, завдяки процесам глобалізації та цифровізації. Попри виклики, спричинені воєнним станом, освітній процес в Україні продовжує адаптуватися. Особливого значення в цих умовах набуває дисципліна «Іноземна мова за професійним спрямуванням», яка забезпечує можливості для професійної комунікації, міжнародної співпраці та інтеграції України до європейського освітнього простору.

Іноземна (англійська) мова перестає бути лише окремою навчальною дисципліною та стає важливим інструментом професійної діяльності майбутнього фахівця. Здатність вести професійний діалог, брати участь у міжнародних проєктах, працювати з іноземними науковими джерелами та спілкуватися з представниками інших культур є необхідною складовою конкурентоспроможності спеціаліста на глобальному ринку праці.

Одним із ключових напрямів інноваційного розвитку викладання іноземної мови за професійним спрямуванням є активне впровадження цифрових технологій та інтерактивних методів навчання. Використання платформ (*Moodle, Google Classroom, Zoom, Microsoft Teams*) та інтерактивних сервісів (*Quizlet, Kahoot, Wordwall*) сприяє підвищенню мотивації студентів і забезпечує безперервність освітнього процесу навіть в