

EDUCATIONAL SUPPORT FOR THE OCCUPATIONAL REINTEGRATION OF MILITARY PERSONNEL INTO THE NATIONAL POLICE OF UKRAINE THROUGH THE DEVELOPMENT AND TRANSFER OF PROFESSIONAL COMPETENCIES

Valieiev R. H.

INTRODUCTION

Ukraine continues its existential struggle for its very survival, territorial integrity, and the preservation of its national identity. The central pillar of Ukrainian society has become the military, which comprises hundreds of thousands of representatives from the security and defence sector. The pace of the country's post-war recovery, the level of social cohesion, and the resilience of democratic institutions will largely depend on their physical and mental health, social well-being, professional self-realisation, economic capacity, readiness for further socially useful activity, and successful integration into peaceful life. The recognition of this reality has prompted the formation of a state veteran policy in Ukraine aimed at providing comprehensive support to male and female veterans and their family members.

At the same time, scholars, policymakers, healthcare professionals, social workers, and public administration experts worldwide emphasise that the reintegration of service members is one of the most complex stages of completing military service, requiring a comprehensive, interagency, long-term, and preventive approach. In Ukraine, this issue acquires particular urgency not only due to the need to support veterans amidst ongoing warfare, but also because of the unprecedented scale of mobilisation, prolonged periods of military service, and the vast number of citizens who possessed established civilian professions, educations, and careers before the war, and who, following demobilisation, will require either a return to their professional activities or career reorientation.

The work by Elnitsky, Fisher, and Blevins (2017)¹ became one of the first comprehensive studies to offer a unified definition of service member reintegration, outline its primary domains, and substantiate the need for an interdisciplinary approach to evaluating the success of this process. The systematic metasynthesis² summarises international experiences regarding the transition from military to civilian culture, identifying key difficulties in transforming professional identity, restoring social connections, and achieving professional adaptation among veterans.

¹ Elnitsky C. A., Fisher M. P., Blevins C. L. Military service member and veteran reintegration: A conceptual analysis, unified definition, and key domains. *Frontiers in psychology*. 2017. T. 8. C. 369

² Sachdev S., Dixit S. Military to civilian cultural transition experiences of retired military personnel: A systematic meta-synthesis. *Military Psychology*. 2024. T. 36. № 6. C. 579-592.

The article³ focuses on the mechanisms for translating military experience into professional competencies in demand by civilian employers, as well as the role of education in this process. The study⁴ analyses barriers to veteran employment, problems related to the transfer of professional skills, interaction with employers, and organisational support during the transition to civilian employment. In the chapter of an edited volume⁵, a comprehensive model of successful reintegration is proposed, encompassing psychological, social, educational, medical, professional, and organisational factors involved in the transition to civilian life.

Ukrainian scholars are also actively researching these issues. In particular, the study⁶ analyses the current state of state veteran policy in Ukraine, identifying its strengths and outlining strategic challenges for the post-war period. The research⁷ examines the specifics of veteran adaptation to higher education institutions, mechanisms of psychosocial support, and the potential for applying international experience. The work⁸ is devoted to the legal and regulatory framework governing the adaptation of military personnel after completing service and identifying avenues for improving Ukrainian legislation.

An analysis of contemporary research allows us to outline two aspects that remain insufficiently developed. First, most foreign reintegration models have been formulated based on data from voluntary professional militaries, which substantially limits the possibility of their direct application to the Ukrainian realities of mass mobilisation and large-scale post-war demobilisation. Second, existing studies virtually ignore the professional reintegration of veterans through public safety institutions, primarily through service in the National Police of Ukraine. In this study, the professional training of veterans for police service is considered not merely as a mechanism for acquiring a new profession, but as a comprehensive tool for their social, psychological, and professional reintegration, facilitating the translation of military experience into policing competencies and the formation of a new professional identity without losing the core values of public service.

1. The Concept of Veteran Reintegration and Its Primary Obstacles

In contemporary scientific literature, the concept of reintegration is used to denote the comprehensive process of a service member's return to full functioning following the completion of military service or combat missions. Most frequently, this term is associated with the return of veterans to civilian life or the resumption of professional activities

³ Tillberg L.V., Truusa T.T., Tillberg P. The Skillful Veteran: Transforming Overseas Experience into Competence, from the Military to Civilian Working Life Domain. *Vocations and Learning*. 2026. T. 19. № 1. C. 5-24

⁴ Dexter J.C. Human resources challenges of military to civilian employment transitions. *Career Development International*. 2020. T. 25. № 5. C. 481-500.

⁵ Castro C.A. et al. Essential components for a successful military-to-civilian transition. *Military Veteran Reintegration*. Academic Press, 2019. C. 245-251.

⁶ Nestulia O. Reintegration of war veterans into peaceful life in Ukraine: current state and future challenges *Visnyk Natsionalnoho tekhnichnoho universytetu "Kharkivskiyi politekhnichnyi instytut"(ekonomichni nauky)*. 2025. T. 2. C. 55-59.

⁷ Shkoliar M. et al. Student veterans in Ukrainian higher education: Reintegration, psychosocial support, and international perspectives. *Mental Health: Global Challenges*. 2025. T. 8. № 1. C. 92-101.

⁸ Inshyn M. et al. Features of Service Members' Adaptation to Civilian Life: Legal Aspects. *International Journal of Criminology and Sociology*. 2020. № 9. C. 1252-1262.

undertaken prior to military service. However, the modern understanding of reintegration is significantly broader. It encompasses psychological adaptation, social functioning, physical health status, the restoration of family and professional ties, interaction with the local community, needs for medical and physical rehabilitation, the provision of social services, as well as employment and further professional development.

One of the most comprehensive current definitions of reintegration was proposed by American researchers Elnitsky, Fisher, and Blevins (2017)⁹. In their view, the success of reintegration is determined not by a single indicator, but by a veteran's capacity to function effectively across various domains of life. The authors identify ten interconnected domains of such functioning: psychological health; social and family relationships; physical health; employment and professional activity; housing; financial well-being; education and lifelong learning; legal aspects; spiritual development and a sense of life purpose; as well as general psychosocial functioning that cannot be attributed solely to one of these categories. This approach demonstrates that reintegration is a multidimensional process, the success of which is defined by a combination of interconnected social, psychological, medical, educational, and professional factors.

The multidimensional nature of reintegration explains why veterans in many countries assess existing mechanisms of state and public support as insufficient¹⁰. A meta-analysis of twenty-eight international studies further demonstrated a relatively high similarity in the reintegration experience regardless of the veterans' country of residence: despite differences in national social protection systems, the majority of former military personnel face similar psychological, social, and professional challenges¹¹.

Importantly, the difficulties of reintegration are not limited to veterans who have sustained injuries or have diagnosed mental health disorders. According to Sayer et al., even among service members without physical or psychological injuries, at least a quarter report substantial difficulties in social functioning, self-care, and fulfilling daily life roles upon returning from a combat deployment zone. Furthermore, a significant proportion of veterans face employment challenges, interpersonal and family relationship issues, the risk of homelessness, the consequences of combat trauma, and elevated suicidal behavior¹².

According to Castro et al. (2019)¹³, the process of transitioning from the military to the civilian sphere is accompanied by a set of interconnected difficulties. These include securing employment, continuing education, resolving financial issues, adapting military competencies to the requirements of civilian professional activity, meeting personal healthcare needs, restoring family and friendly relationships, and redefining one's professional and personal identity following the completion of military service.

Existing conceptualisations provide a comprehensive understanding of veteran reintegration. However, they were predominantly developed in countries with professional volunteer armed forces and therefore only partially explain the challenges faced by countries experiencing large-scale mobilisation during an ongoing interstate war.

Really, an analysis of foreign literature indicates that the majority of studies traditionally focus on the consequences of participation in combat operations and adaptation problems

⁹ Elnitsky C. A., Fisher M. P., Blevins C. L. *Op. cit.*

¹⁰ Sachdev S., Dixit S. *Op. cit.*

¹¹ *ibid*

¹² Elnitsky C. A., Fisher M. P., Blevins C. L. *Op. cit.*

¹³ Castro C.A., Dursun S., MacLean M.B, Lazier R., Fossey M., Pedlar D. *Op. cit.*

associated with post-traumatic stress disorder, traumatic brain injuries, physical wounds, or suicidal behavior. Undeniably, such research holds important practical significance; however, it reflects only partially the prevailing understanding of reintegration¹⁴. In contrast, Ukrainian state veteran policy is increasingly grounded in the principle of prevention, according to which "the cornerstone of the approach when developing support mechanisms is focusing attention on the early identification of risks to the well-being of veterans and their family members, as well as on preventing negative trends in their lives. It is analytics, forecasting, and prevention that must become the key task of state policy regarding veterans and their family members"¹⁵.

Systematising the results of modern research, Shivani Sachdeva and Shikha Dixit proposed highlighting several key clusters of challenges that determine the success of veteran reintegration. These include military institutionalisation, the cultural contrast between the military and civilian domains, three interconnected transition challenges—stereotypes, the transfer of professional skills, and the support system—the transformation of professional and personal identity, the restoration of social ties with family, friends, and civilian colleagues, as well as ensuring effective guidance during the transition phase from military to civilian activity. This specific classification will serve as our theoretical framework for further analysing the prospects of professional retraining of veterans for service in the National Police of Ukraine as a promising mechanism for their comprehensive reintegration¹⁶. Below, we briefly outline the specific characteristics of these aspects of service members' reintegration.

At the same time, it is necessary to take into account that the vast majority of these concepts were developed based on data from voluntary professional militaries, where military service constitutes a consciously chosen, long-term career. The Ukrainian experience differs substantially: a significant proportion of service members already possessed an established civilian profession, professional identity, and work experience prior to mobilisation. In this regard, reintegration under Ukrainian conditions often implies not so much the acquisition of an entirely new civilian identity as a return to an interrupted professional activity or its transformation in light of acquired military experience. It is precisely this circumstance that necessitates the search for new models of professional reintegration, one of which, in our view, could be the preparation of veterans for service in the National Police of Ukraine.

From this perspective, professional retraining for service in the National Police of Ukraine should not be viewed merely as an employment opportunity. Rather, it may constitute a distinct institutional model of professional reintegration that bridges military and civilian occupational cultures while preserving veterans' professional identity and public-service motivation.

1.1. Military Institutionalisation and the Contrast with Civilian Service

Researchers consider the phenomenon of military institutionalisation—that is, the long-term internalisation by a service member of norms, values, behavioural patterns, and professional culture that define their worldview and lifestyle—to be one of the most significant

¹⁴ Sachdev S., Dixit S. *Op. cit.*

¹⁵ Стратегія ветеранської політики на період до 2030 року: затверджена розпорядженням Кабінету Міністрів України від 29 листопада 2024 р. № 1209-р. URL: <https://zakon.rada.gov.ua/laws/show/1209-2024-p>. Retrieved 21.07.2026

¹⁶ Sachdev S., Dixit S. *Op. cit.*

challenges of reintegration. As noted by S. Sachdev and S. Dixit¹⁷, military culture is built upon a sense of duty, honour, self-sacrifice, discipline, unconditional execution of orders, loyalty to the state, and a high level of trust among service members. Its integral elements include readiness to operate under conditions of constant risk, prolonged periods away from family, a rigid organisational structure, and the systematic formation of a professional identity.

Another specific feature of military service is that it gradually alters an individual's system of priorities. Constant exposure to environments where matters of life and death are decided daily shapes a different attitude towards mundane problems, material goods, and ordinary life difficulties. What may hold fundamental importance for a civilian is often perceived by veterans as secondary or insignificant. Simultaneously, operating for years under conditions of strict subordination, defined rules of conduct, and unconditional discipline significantly influences the subsequent perception of other social institutions.

This is precisely why returning to civilian life is frequently accompanied by a so-called cultural contrast. While the military environment is characterised by a clear chain of command, a distinct distribution of responsibility, and a unified value system, civilian society relies to a much greater extent on individual autonomy, freedom of choice, pluralism of views, and less formalised interaction mechanisms. Consequently, many veterans perceive the civilian environment as insufficiently organised, overly focused on personal interests, material values, or the resolution of minor domestic matters.

A distinct manifestation of this cultural contrast is the absence of the rigid hierarchy customary in military service. In most civilian organisations, managerial decisions are made in a less formalised manner, and employee relationships are built on partnership principles. For many veterans who have spent an extended period within a system of strict subordination, such work organisation may be perceived as insufficiently structured or even chaotic. The lack of clear procedures, established interaction rules, and a single decision-making centre sometimes engenders a sense of uncertainty and complicates professional adaptation.

Compounding this is another psychological factor increasingly highlighted in recent research—the sense of lost time. Upon returning to civilian life, certain veterans realise that during the war years, their peers continued pursuing education, advancing their professional careers, accumulating material resources, and building social networks. In the Ukrainian context, such feelings may be intensified by public debates surrounding specific categories of individuals who received deferments or were reserved from mobilisation. Regardless of the legal validity of such decisions, their subjective perception by veterans is frequently linked to a sense of social injustice and their own professional lag.

Previous studies also draw attention to significant differences between the military and civilian spheres regarding the pace of work, professional communication styles, work organisation, and the degree of personal identification with one's profession. Collectively, these factors form a phenomenon described in foreign literature as a "culture clash". It extends far beyond professional adaptation, as it is accompanied by psychological discomfort, the need to redefine one's role, and a gradual restructuring of one's value system. This is further illustrated by the observation that many veterans considered themselves unqualified for employment in the civilian sector. These findings suggest that professions occupying an

¹⁷ *Ibid.*

intermediate position between military and civilian domains may facilitate reintegration more effectively than conventional civilian employment.

In our view, this specific aspect opens up an opportunity to rethink approaches to veterans' professional reintegration. If a significant portion of difficulties stems from a sharp transition between two fundamentally different organisational cultures, it is appropriate to seek professional activities that combine characteristics of both environments. Service in the National Police of Ukraine represents one such domain. Police work, on the one hand, retains discipline, official subordination, teamwork, clear procedures, and an orientation towards public duty; on the other hand, it requires daily communication with the population, adherence to the principles of the rule of law, proportionality, and service-oriented interaction with the community. Therefore, police service can be viewed not merely as a new profession, but as a transitional institutional space that substantially softens the cultural gap between the military and civilian spheres. Rather than representing a complete occupational change, police service provides an institutional bridge between military and civilian professional cultures.

1.2. The Problem of Identity Loss

One of the deepest problems of reintegration is the transformation of a veteran's professional and personal identity. The conclusion of military service signifies not only a change of workplace, but also the loss of a social role that for a long time defined one's lifestyle, value system, social circle, and sense of public purpose. Consequently, many veterans undergo a complex process of detachment from their military identity and experience nostalgia for the cohesion of the military collective, mutual support, and a clearly defined mission of service to the state.

According to findings from international studies, the loss of official status, authority, and the accustomed social environment is sometimes accompanied by feelings of confusion, uselessness, or a loss of life direction. Certain veterans report that outside the military context, it is difficult for them to comprehend their own social role and professional prospects.

Simultaneously, existing research highlights another trend. A portion of veterans deliberately avoids self-identifying as veterans due to prevalent societal stereotypes¹⁸ that link this status exclusively with physical injuries, post-traumatic stress disorder, or other psychological issues. As a result, veteran status is often perceived not as evidence of professional experience and service to the state, but as a potential source of stigmatisation.

The existential identity crisis of "who am I?" is exacerbated by the fact that veterans have already undergone an acute transition from civilian to military life. In Ukraine, this first transition often occurred not entirely through the free exercise of will, but as a fulfillment of the constitutional duty to defend the Motherland.

In our opinion, these findings require a certain reinterpretation within Ukrainian conditions. Whereas for most countries whose experience is analysed in foreign literature, the transition from a multi-year professional military career to civilian life is typical, a significant proportion of Ukrainian service members had an established civilian profession, work experience, and professional identity prior to mobilisation. Therefore, following demobilisation, the issue is not so much the formation of an entirely new civilian identity as

¹⁸ Tillberg L.V., Truusa T.T., Tillberg P. *Op. cit.*

the integration of three components of personal experience: pre-war professional role, military experience, and future professional activity.

For this reason, it is more appropriate to speak not of identity loss, but of its sequential transformation. In this context, service in the National Police of Ukraine offers substantial advantages, as it allows for the preservation of the core components of military professional culture—discipline, public service, teamwork, readiness to act under risk, and accountability to the state—while gradually fostering a new police professional identity. Professional retraining acts precisely as a mechanism for such controlled transformation, ensuring the continuity of service values and minimising the psychological losses associated with changing professional roles. Beyond developing professional competencies, police education also performs an important symbolic function by legitimising veterans' transition into a new public-service identity. Professional retraining therefore functions as a mechanism of identity transformation rather than merely a process of knowledge acquisition.

1.3. Three Key Challenges of the Transition Period: Stereotypes, Transfer of Competencies, and the Support System

One of the most widespread obstacles to successful veteran reintegration is the system of mutual social stereotypes formed between the military and civilian society. Foreign research (Grimell, 2020) indicates that employers frequently demonstrate biased attitudes towards former service members, associating their experience with increased conflictuality, psychological instability, or difficulties adapting to a civilian workforce. Such stereotypes may manifest in discriminatory hiring practices and instil a sense of social rejection among veterans.

No less important is another aspect of this issue—the discrepancy between employers' assessments of veterans' competencies and the veterans' own professional self-awareness. Researchers have established that employers often underestimate service members' "soft skills" and doubt the feasibility of effectively utilizing military experience within civilian organisations. Consequently, competencies developed during service frequently remain undervalued, even when they directly align with the demands of the modern labour market.

At the same time, prejudice exists among veterans as well. Studies show that after completing service, certain military personnel harbour distrust towards the civilian environment, perceiving civilians as incapable of fully understanding their experience. Literature describes cases where veterans characterised civilians as overly naive, insufficiently disciplined, self-centred, or inclined to superficial assessments of military service. Such mutual distrust complicates social interaction and prolongs the adaptation process¹⁹.

Another manifestation of military professional culture is the persistent belief that seeking psychological or social assistance signifies weakness. This perception, which researchers link to the traditional model of military masculinity, often results in veterans seeking necessary support late. The situation is further complicated by the negative experiences of certain veterans when interacting with state institutions, reinforcing distrust towards existing support mechanisms²⁰.

¹⁹ Sachdev S., Dixit S. *Op. cit.*

²⁰ *Ibid.*

Alongside stereotypes, the transfer of professional competencies remains a key challenge of reintegration. Many veterans seek a sphere of activity that allows them to maintain the team-oriented nature of work, a sense of professional brotherhood, a public mission, and the opportunity to utilise acquired military experience. As noted by Grimell, and Van den Berg (2020), professions with an organisational culture close to military service significantly facilitate professional transition and reduce the risk of identity loss²¹.

In our view, service in the National Police of Ukraine is of particular interest from this standpoint. It allows veterans not only to continue public service to the state, but also to apply a substantial portion of their already established professional qualities—discipline, responsibility, readiness to act in high-risk environments, teamwork, and self-control. Thus, professional retraining for policing can be viewed not as a radical career shift, but as a logical continuation of a professional trajectory that substantially softens the cultural gap between the military and civilian spheres.

To substantiate this conclusion, it is helpful to turn to the recent study by Tillberg, Truusa, & Tillberg (2026)²². Swedish researchers, drawing on reflective practitioner theory, view veterans' career transitions as reflective processes involving navigation through uncertain professional territories. The authors consider veterans' professional transition not as a one-time job change, but as an extended reflective process of rethinking one's experience and professional competencies within a new organisational environment. In their view, the primary issue is not a lack of necessary competencies among veterans, but the difficulty of recognising, reinterpreting, and applying them within a different professional context. This is particularly relevant to transitions between domains that differ significantly in organisational culture, management structure, and professional interaction models²³.

In this context, Schön's concept of the "swampy lowlands of practice" acquires special relevance. In contrast to the technical rationality model, which assumes the mechanical application of scientific knowledge to standard situations, a reflective practitioner is capable of operating under conditions of uncertainty, making decisions without ready-made algorithms, and using personal professional experience as a source of practical judgment. It is precisely this ability to act effectively in complex, dynamic, and ambiguous situations that characterises a significant portion of service members, while simultaneously constituting one of the key competencies of a modern policeman.

Simultaneously, numerous studies demonstrate that veterans already possess a broad range of competencies highly valued by civilian employers. These include communication skills, adaptability, teamwork capacity, discipline, responsibility, reliability, emotional resilience, and effective performance under elevated stress²⁴. These qualities are traditionally regarded as the foundation of professional efficacy in public safety, further reinforcing the prospects of veterans' professional reintegration into police bodies.

However, the main problem remains not the absence of these competencies, but the inability to present and translate them adequately to a civilian employer. As noted by Binks and Cambridge, as well as Morris and Hanna, many veterans find it difficult to explain how their military experience aligns with the requirements of a specific civilian profession. The

²¹ Grimell J., Van den Berg M. Advancing an understanding of the body amid transition from a military life // *Culture & Psychology*. – 2020. – T. 26. – №. 2. – C. 187-210.

²² Tillberg L.V., Truusa T.T., Tillberg P. *Op. cit.*

²³ *Ibid.*

²⁴ *Ibid.*

consequence is often underemployment, placement in positions below their qualification level, or a loss of professional potential²⁵.

Unlike many civilian occupations, policing requires comparatively little reinterpretation of veterans' existing competencies because many operational, organisational, and ethical foundations remain compatible. Therefore, professional retraining can function as a "translator of competencies", transforming military experience into a system of knowledge, skills, and professional conduct models comprehensible to the policing profession.

1.4. Reconnecting with Family, Friends, and Civilian Colleagues

Another vital direction of reintegration is the gradual restoration of social connections following the completion of military service. According to international studies, upon returning from combat zones, many veterans become more reserved in communication, avoid discussing past experiences, distance themselves from loved ones, or encounter difficulties returning to customary family roles²⁶. Such alienation is explained not only by the psychological consequences of war, but also by the awareness that the civilian environment is often unable to fully understand the combat experience endured.

In this regard, the activity of veteran communities and peer-support programmes assumes special importance. Scholars note that many veterans describe their combat experience as a "black box", the contents of which can truly be understood only by individuals who have personally undergone similar trials. Consequently, communicating with other veterans often becomes an important psychological resource that facilitates the return to peaceful life²⁷.

At the same time, in our opinion, long-term reintegration cannot be limited solely to the veteran environment. If a veteran's professional and social life continues to concentrate exclusively within the community of former service members, this may slow down their integration into broader society. Therefore, professional activity in the National Police of Ukraine offers an additional advantage: it combines the preservation of veteran peer support with constant interaction with the civilian population, local government bodies, educational institutions, non-governmental organisations, and other institutions. Daily interaction with citizens transforms reintegration from an episodic intervention into a continuous social process. All these formats of professional activity create natural conditions for the gradual restoration of a veteran's social capital and their successful integration into civilian society.

2. Approaches to Addressing Reintegration Challenges Among Veterans

The application of foreign veteran reintegration concepts in Ukraine must be undertaken with certain caveats, as international reintegration models are typically oriented towards a smaller scale of military personnel returning to civilian life, with such returns occurring gradually over established timelines. In contrast, the scale of mobilization and future demobilization in Ukraine is so vast that all social institutions must adapt and prepare for it. Furthermore, amid the active phase of the war—an existential struggle for survival—it is impossible to schedule concrete timelines. The situation is further complicated by the necessity of economic recovery and the restoration of specific political institutions, including political elections, under post-war reconstruction conditions.

²⁵ *Ibid.*

²⁶ Sachdev S., Dixit S. *Op. cit.*

²⁷ Tillberg L.V., Truusa T.T., Tillberg P. *Op. cit.*

In effect, foreign models deal with the formation of a new civilian identity, whereas the Ukrainian situation involves the restoration of a pre-existing civilian role. Under Ukrainian conditions, the scale of return must be such that the institutions themselves—employers, universities, public authorities, the police, the healthcare system, and others—will also have to adapt. Consequently, reintegration in Ukraine assumes a two-way character: adaptation is required not only from the individual, but also from the social environment. Taking this into account, we highlight both international and our own conclusions that reflect the Ukrainian context.

2.1. Addressing the Challenge of Military Institutionalisation and the Contrast with Civilian Life and Service

We share the conclusions of international researchers regarding the significance of military institutionalisation, the transformation of professional identity, and the cultural contrast between the military and civilian spheres. At the same time, we believe that under Ukrainian conditions, one of the most promising mechanisms for overcoming these challenges lies in the targeted professional reintegration of veterans into the bodies of the National Police of Ukraine. Education within higher education institutions with specific training conditions operating under the Ministry of Internal Affairs of Ukraine, alongside professional police training, can facilitate a gradual rather than abrupt transition from a military model of professional activity to a policing one.

Such a transition is natural, as military and police service share a substantial array of professional characteristics. These include service discipline, execution of lawful orders, a high level of personal responsibility, readiness to operate in high-risk and uncertain environments, teamwork, a clear distribution of functions, operational planning, situational decision-making, continuous professional training and drills, psychological resilience, the ability to act under severe time constraints, the use of specialised tactics, adherence to professional ethics, the wearing of uniforms, service within a hierarchical organizational structure, and an awareness of a special mission of service to the state and society. For this reason, police work does not represent a fundamentally alien professional reality for veterans, but is rather perceived as a logical continuation of public service in another institutional form.

At the same time, the police profession differs significantly from the military in terms of its functional purpose and system of professional values. While a service member's activity is primarily oriented towards neutralising external threats, police service is grounded in the principles of the rule of law, legality, the priority of human rights and freedoms, proportionality in the use of force, service orientation, community partnership, effective communication, conflict de-escalation, mediation, non-discrimination, tolerance, openness, public accountability, and the exercise of discretionary decision-making tailored to specific real-life situations. The cultivation of these specific competencies must constitute the core of veterans' professional retraining.

In effect, professional police education fulfils not only an educational function, but also a resocialisation one. It creates the conditions for a gradual re-evaluation of one's professional role, the translation of military experience into policing competencies, and the internalisation of a new professional culture without dismantling the qualities developed during military service.

In this context, service in the National Police of Ukraine can be viewed not merely as a direction for veteran employment, but as a transitional professional institution between the

military and civilian spheres. Unlike most civilian professions, it simultaneously preserves an organizational culture that is comprehensible to the veteran while facilitating the gradual acquisition of democratic policing standards.

Importantly, adaptation occurs not only on the part of the veteran. Police teams—particularly given the extensive participation of National Police officers in repelling armed aggression—understand the nature of military experience much better than most civilian organisations. Furthermore, the Ministry of Internal Affairs of Ukraine and the National Police of Ukraine have already initiated a systemic veteran support policy, which encompasses the development of appropriate institutional infrastructure, psychological support, mentorship, and the creation of favourable service conditions following demobilisation.

In our view, professional police education serves as the key element of this model. It establishes a safe educational environment within which veterans can gradually transform military behavioural patterns into professional policing competencies, master modern standards of law enforcement, practice algorithms for the lawful exercise of police powers, and form a new professional identity. As a result, all parties benefit: the veteran gains a clear trajectory for professional self-realisation, the police gain motivated and disciplined specialists with unique practical experience, and society receives additional guarantees for the safe and effective reintegration of Ukraine's defenders into peaceful life.

2.2. Transfer of Competencies as a Challenge to the Reintegration of Service Members

Western authors emphasize that veterans often struggle to demonstrate their skills to civilian employers. The police force, as an employer, substantially resolves this issue. Many competencies required of an effective police officer are already well-developed in veterans: discipline, stress resilience, teamwork, tactical thinking, and decision-making. Professional training is called upon not to create these qualities from scratch, but rather to convert them into policing competencies. It is worth noting that higher education institutions within the system of the Ministry of Internal Affairs have long implemented a competence-based approach to professional police training.

The system of professional police education recognizes that the development of the National Police as a qualitatively new law enforcement institution, structured and operating according to European standards, is impossible without the targeted educational cultivation of a police officer's personality. In contemporary education, the primary objects of pedagogical impact are competencies—the ability of a person to successfully socialise, learn, and engage in professional activity, arising on the basis of a dynamic combination of knowledge, skills, practical abilities, ways of thinking, attitudes, values, and other personal qualities²⁸.

Psychological and pedagogical science requires us to add that this complex of knowledge, skills, abilities, values, beliefs, and attitudes is consciously recognized by the individual as their own capability to carry out a specific type of activity, particularly professional activity.

Under current conditions of the information society, there is a widespread understanding that an educational degree cannot be obtained once for a lifetime; instead, continuous

²⁸ Закон України «Про вищу освіту» від 01.07.2014 № 1556-VII. Відомості Верховної Ради (ВВР), 2014, № 37-38, ст.2004.

refinement of one's competencies is required. In this context, the Council of Europe develops and implements the concept of key competences for lifelong learning²⁹. It is no coincidence that the aforementioned regulatory definition characterizes competence, in part, as an individual's ability to successfully engage in further learning.

It should be noted that police officers must develop cognitive abilities such as the skill to search for and make effective decisions under time constraints and incomplete information; the capacity to perform various tasks simultaneously and independently; readiness to act in extreme situations; accountability for decisions made; and the ability to retrieve, process, store, and transmit information, including through the use of modern technical equipment.

A police officer's cognitive competencies are required in numerous professional scenarios, particularly during operational and search activities, preventive and coercive police measures, investigative actions, and the maintenance of public order. In carrying out these tasks, an officer must efficiently and promptly execute cognitive (search, investigative, exploratory) activity; organize communication with offenders, victims, suspects, witnesses, partners, dispatchers, and management; and mobilize their own motivational, volitional, and intellectual qualities to take optimal measures within police powers under conditions of time and information deficits, as well as mental and physical stress.

Psychological and pedagogical science in the post-Soviet space refers to this comprehensive capacity for effective cognitive activity as cognitive autonomy, whereas Western scholars in this context examine cognitive and informational competencies and abilities. We highlight those that are particularly relevant for police officers:

- conscious and targeted control of attention;
- capacity for effective perception and rational control over not only the focus of attention, but also peripheral vision and listening;
- substantial working (short-term) memory capacity and speed of recalling professional visual and verbal information from long-term memory (in particular, operational alerts and wanted bulletins);
- ability to switch between "diffuse" and "focused" modes of thinking;
- ability to establish and effectively maintain professionally oriented communication, including with "challenging" individuals, in a foreign language, and under extreme or non-standard conditions;
- critical thinking;
- media literacy and information culture;
- competence to engage in further self-education, among others.

It must be specifically emphasized that professional police activity takes place in situations of information uncertainty, time pressure, and psycho-emotional stress. Accordingly, police officers' cognitive independence should be defined as a complex, professionally oriented cognitive competence grounded in cognitive interests, cognitive initiative, and cognitive activity. It integrates cognitive motivation, a volitional drive towards knowledge, and a complex of knowledge, skills, abilities, and capacities, thereby ensuring effective, independent cognitive activity in professional situations characterized by

²⁹ European Parliament and Council of the European Union. (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC). *Official Journal of the European Union*, L 394, 30.12.2006, pp. 10–18.

information uncertainty, time constraints, and psychophysical strain, while also serving as the foundation for further professional self-development.

Thus, we can state that key cognitive competencies and cognitive independence are not only a prerequisite for the effective execution of professional police activities, but also the bedrock for officers' further professional development. These gains added urgency within the limited timeframe allotted for veteran retraining, where a vital objective is the formation of law enforcement officers' self-educational competence.

Ultimately, police education does not merely impart knowledge—it shapes a new professional culture. Specifically, this occurs through case studies, situational modelling, role-playing games, group work, scenario-based tasks, and police quests. It is for this reason that the educational process serves as a mechanism of cultural resocialization.

2.3. Training Workshops as Educational Technologies Suitable for the Professional Retraining of Veterans

As previously noted, an essential tool in this context is training workshops, particularly those focused on policing communication. They can be regarded as a prerequisite for human rights compliance, as the effective communication skills developed during these sessions enable conflict de-escalation and the execution of police powers without the use of force³⁰.

It is worth noting that among all pedagogical methods, training is specifically oriented towards the formation of skills, techniques, and their complexes in the form of competencies. Furthermore, it is advisable to conduct training through business and role-playing games, as well as the scenario-based modelling and simulation of situational tasks reflecting future professional activity³¹.

Training workshops aim to address several of the aforementioned challenges in veteran reintegration: the transformation of professional identity; the cultivation of a new professional culture; the development of soft skills; and the reduction of the cultural contrast between military and police service.

Training represents the most suitable form of adult education, as it enables participants to actively re-evaluate their own professional experience, exchange insights between veterans and active police officers, model new behavioural patterns, and receive safe feedback. Crucially, training does not reject a veteran's military background; rather, it integrates this experience into a new professional role.

As an illustrative example, we may consider policing communication training. The most common police measure is consistently the questioning of individuals. Quite frequently, police questioning occurs within an unfriendly or adversarial communication environment. Police practice and science have developed specific tactics for conducting questioning and interrogations. Even when officers possess theoretical knowledge regarding the necessity of establishing cooperation and specific techniques to achieve it, they require practical

³⁰ Валеев Р.Г. Тренінг поліцейської комунікації як передумова дотримання прав людини. *Права людини та юридична практика їх захисту: основні напрями їх взаємовпливу та підвищення ефективності в умовах глобалізованого суспільства, присвячена проголошенню загальної декларації прав людини: матер. Міжнар. науково-практ. конфер. (Дніпро, 9 грудня 2019 р.)*; укладач канд. юрид. наук, доцент Л.М. Сердюк, – Дніпро: Дніпроп. держ. ун-т внутр. справ, 2020. – 238 с. – С. 83-87.

³¹ Валеев Р. Г. Використання дидактичних прийомів e-Learning для розвитку пізнавальної самостійності суб'єктів навчання. *Постметодика*. 2010. № 4 (95). С. 7-14.

experience. Considering this, we deem it necessary to form and train the following communication skills:

- identifying the interlocutor's position through verbal and non-verbal cues;
- identifying the interlocutor's attitude through verbal and non-verbal cues;
- verbally and non-verbally defining (and/or neutralising) one's own position;
- verbally and non-verbally defining (and/or neutralising) one's own attitude;
- expressing empathy and understanding;
- inviting cooperation and/or soliciting an admission of guilt;
- listening to and adjusting the flow of the narrative;
- detecting verbal and non-verbal signs of deception and subterfuge;
- precisely employing legal terminology alongside its simplified explanatory interpretation;
- logically analysing retrieved information and identifying contradictions;
- formulating clear questions;
- employing diverse questioning tactics.

In points 1–4, in using the terms "position" and "attitude", we rely on Timothy Leary's interpersonal diagnosis framework—specifically the positions of dominance versus submission, and the attitudes of aggressiveness/hostility versus friendliness/cooperation³².

With this in mind, we have adapted for Ukrainian police training a business game technology developed by M. Bruijnes et al. utilizing actors and an instructor acting as a "meta-agent". The instructor observes the simulated communication of the police officer and directs the actor along a specific branch of the scenario depending on the officer's behaviour³³.

The technology of the business game we developed involves using distinct branching scenarios with detective plots, alongside detailed briefing for the actors so that they select a specific scenario branch depending on the police officer's communication choices. For instance, they begin cooperating when the officer successfully displays empathy, understanding, identifies inconsistencies in testimony, or selects rational arguments. After the actor changes tactics or upon conclusion of the scenario, the instructor facilitates a reflection session for the officer (and the audience) addressing the following questions: what tactic did the suspect adopt initially; what position did they assume; did they define their attitude towards the interaction; did they alter their position, attitude, or tactic during the session; what influenced this shift; and which specific verbal and non-verbal cues indicated the selection, neutralisation, or change of position, attitude, or tactic.

To add complexity and variety to the business game, supplementary cards have been developed, the contents of which are known only to those playing the role of the suspect. These cards force a change in initial tactics or, conversely, dictate maintaining a tactic for a specified period despite correct actions by the officer. Separate task cards have also been designed for the officer, requiring them to neutralise or adapt their own positions, attitudes, and tactics depending on specific conditions or time constraints. Accordingly, in this case, the instructor organizes audience reflection on questions similar to those outlined above.

³² Leary, T. (1957). *Interpersonal diagnosis of personality: A functional theory and methodology for personality evaluation*. Ronald Press.

³³ Bruijnes M, Kolkmeier J., Akker R., Linssen J., Theune M., Heylen D. Keeping up stories: design considerations for a police interview training game. *Proceedings of the Social Believability in Games Workshop (SBG2013)*. Centre for Telematics and Information Technology (CTIT), 2013. – C. 14–28.

Group reflection, the use of supplementary cards, gamification elements (detective plots, unveiling new circumstances, introduction of new characters), and the simulation of professional activity (examining simulated operational and procedural documents) stimulate learners' positive motivation. Therefore, we consider it appropriate to employ these technologies in the professional reintegration of military personnel within the context of training future police officers to develop communication skills under conditions of hostile contact.

2.4. Scenarios to identify verbal and nonverbal signs of deception

An important aspect of developing communicative competencies is also preparing officers to identify verbal and non-verbal signs of deception during police interactions. This involves didactic techniques such as examining graphic materials and video recordings illustrating verbal and non-verbal indicators of lying; explaining the psychological and physiological factors underlying signs of deception; analyzing video clips containing verbal indicators of lying; identifying signs of deception across various photographs and video recordings; and utilizing situational scenario techniques³⁴.

Furthermore, at Dnipro State University of Internal Affairs, a blitz business game has been implemented, wherein actors initially receive roles (either ordinary supermarket visitors or terrorists) and subsequently perform specific actions in a virtual environment. In the second, central stage, learners interview these actors, attempting to determine what they actually "did" (whether they truly visited the supermarket or transported and planted an explosive device). In this setup, the actors do not simulate truthful or deceptive answers, but rather state actual truth or distort it. We adapted this didactic method from the work of Dando and Bull³⁵.

For this purpose, taking into account requirements for electronic educational resources, we created a simple role-playing game using MS PowerPoint software. On the eve of the quest, actors randomly receive role assignments of one of two types: "a day in the life of a civilian" or "a day in the life of a terrorist". A "civilian" must complete specific tasks during their "day"—for example, a retail vendor receives instructions from a point-of-sale owner, moves to the central city square to trade, selects required goods, loads them, orders a vehicle, transports, and unloads the merchandise. Conversely, actors assigned the "terrorist" role locate missing components for an explosive device the day before the blast, manufacture it, conduct reconnaissance at the central city square, and plant the device; however, during questioning during the quest, such an actor also attempts to play the role of a "civilian".

The task for the learners is to question all actors "found near the explosive device" and attempt to identify real verbal and non-verbal signs of deception on their part, ultimately identifying the "terrorist". This type of quest offers higher replayability compared to the first type. It is advisable to introduce a high reward for successful task completion to artificially

³⁴ Валеев Р.Г. Поліцейська діяльність, орієнтована на громаду, як складова соціального розвитку держави. *Сучасні проблеми правового, економічного та соціального розвитку держави : тези доп. XII Міжнар. наук.-практ. конф. (м. Вінниця, 1 груд. 2023 р.)* / МВС України, Харків. нац. ун-т внутр. справ, Наук. парк «Наука та безпека»; Консультат. місія Європейського Союзу. – Вінниця : ХНУВС, 2023. – 174 с. С. 128 – 130.

³⁵ Dando C. J., Bull R. Maximising opportunities to detect verbal deception: Training police officers to interview tactically. *Journal of Investigative Psychology and Offender Profiling*. 2011. Т. 8. № 2. С. 189-202.

"raise the stakes", thereby further stimulating the emotional-motivational sphere to provoke subconscious verbal and non-verbal signs of deception (in the "terrorist") and to foster emotional self-control (among the learners conducting the "questioning"). Therefore, for sessions involving veterans, it is appropriate to engage cadets as actors, as they can be more easily motivated within this context.

It is also recommended to conduct the preliminary stage of the quest ("a day in the life") one day prior. In this case, memories of the tasks performed by the actors migrate from working memory to long-term memory.

2.6. Police Quests as a Variety of Professionally Oriented Quests

It should be noted that in the educational process of higher education institutions with specific training conditions operating within the system of the Ministry of Internal Affairs of Ukraine, police quest technology is widely applied alongside training workshops. We have analysed the theory and practice of implementing police and other professionally oriented quests and can identify the following specific characteristics:

- the objective of such a quest is the development of practical work skills;
- the content lies in simulating and modelling future professional activity, resolving both routine and extreme operational situations;
- the structure of the quest involves several sequential stages/phases/stations (where the condition for progressing to the next stage is "resolving the preceding task");
- diverse forms of support for participants are introduced: including preliminary briefings, video instructions, assistance from instructors, trainers, tutors (when applying distance learning technologies), and mentors (individuals who have previously successfully completed this or a similar quest);
- stimulation of a high level of educational-cognitive motivation: achieved through scenario-based methods, problem-based approaches, gamification techniques, role-playing and business games, team-building methods, and establishing effective communication among participants;

– debriefing and organizing participant reflection.

Additional features of the quest frequently include:

- dividing participants into teams or organizing competition;
- distribution of roles (both preliminary and situational upon receiving the task);
- the interdisciplinary nature of quest tasks;
- the non-linear nature of quest stages (tasks);
- utilization of the Internet to provide tasks, instructions, clues, solve problems, and choose quest trajectories.

Dnipro State University of Internal Affairs has developed corresponding regulations, and the police quest is utilized "during practical and/or elective classes, during the professionally oriented business game 'Line-102', the defense of results for all types of practical training (introductory, educational, internship), and the assessment of higher education learners".

A fundamental aspect of the police quest is its orientation toward generating high motivation to solve it, even under demanding learning conditions. To achieve this, the quest is built upon scenarios of future professional activity, utilizing gamification elements such as detective plots, as well as organizing competition between teams for the fastest and most complete resolution.

Considering this, we have developed quests that feature a short execution timeframe and rely on distance learning technologies, enabling the quests to be continued during self-study following the conclusion of the class. Furthermore, a fundamental aspect is the focus on building high motivation to complete the quest. To this end, the quest is grounded in future professional scenarios, incorporating gamification elements such as a detective plot and structured competition between teams.

Thus, quests allow veterans during their studies to: make decisions; work in teams; act under conditions of uncertainty; observe the consequences of their choices; and synthesize legal, tactical, and communicative competencies. Perhaps most importantly, they closely mirror real-world police service within a safe, controlled training environment.

2.7. The Potential of Distance Learning Technologies in the Veteran Reintegration Process

In the context of service member reintegration, distance learning ensures convenience, the opportunity to study at one's own pace regardless of location, and the cultivation of continuous lifelong learning. It allows for the commencement of retraining prior to demobilisation, enabling the combination of medical treatment, rehabilitation, employment, and family care.

Distance courses within the system of institutions of the Ministry of Internal Affairs of Ukraine are created using the MIA "Osvita" system. This system is actively developing, continuously refining its pedagogical, technological, and administrative components. At its core, it is based on the MOODLE LMS, a conceptually structured system built upon the principles of "social constructionism".

These principles incorporate the developments of andragogy (adult education) and are ideally suited for facilitating the professional reintegration of veterans. Regarding education, they are formulated as follows:

- In a genuine learning environment, we are all simultaneously potential teachers and learners.
- We learn better when we create or explain something for others.
- We can learn a great deal by observing the activities of others.
- Understanding other people enables us to transform ourselves.
- We learn particularly well when the learning environment is flexible and adapts to our needs³⁶.

Thus, the concept of distance education in MOODLE fully aligns with contemporary pedagogical paradigms of learner-centred and action-oriented learning, aimed at overcoming the familiar alienation between instructors and students in distance education.

Furthermore, under martial law, electronic educational resources contribute to the establishment of a safer and more effective learning environment. This is achieved through their flexibility, lack of rigid physical classroom requirements, and ability to organize individual or collaborative independent work for learners without the direct participation of an instructor. Examples of resources suitable for this purpose include the aforementioned interactive police web quests, procedural document drafting simulators, and specific elements of business games, role-playing exercises, and training workshops.

³⁶ MOODLE: Five key principles [Електронний ресурс] – Режим доступу: https://docs.moodle.org/19/en/five_key_principles. Retrieved: 27.07.2026

What, then, are the advantages of interactive modes, interactive session formats, interactive pedagogical techniques, and learning tools? First, there is an increase in learning motivation—specifically, situational motivation. They are capable of capturing attention and stimulating at least situational motivation through specific methods and techniques, including simulation (of communication, reality, or future professional scenarios), gamification, storytelling, visual brightness, novelty, and modelling.

Such training aids also include the following. Video lessons with embedded questions, where the subsequent progression of the lesson depends on the chosen answer options. Virtual dialogue simulators that model typical professional scenarios (e.g., responding to a victim's report, questioning a citizen, or verifying documents). Photographs of the surrounding environment, the "interlocutor", and audio or text messages are integrated into such a simulator. Depending on the actions and communication choices selected by the student (cadet), the scenario unfolds along different branches—for example, leading to conflict escalation or de-escalation.

Interactive test tasks with graphic objects suitable for positioning (dragging and dropping) within a conditional virtual space (e.g., placing figures of police officers, vehicles, cover, or barriers on a tactical diagram). A fully fledged virtual learning environment³⁷ that provides opportunities for virtual communication among various participants in the educational process and the joint execution of specific tasks, including project-based assignments.

The second advantage is the natural integration of interactivity with multimedia. These interactive tools organically broaden the modality of learning content presentation, delivering it not only as text, but also through graphical imagery, audio messages, and video materials³⁸. This is particularly important for assessment events in practice-oriented disciplines, such as when a cadet must remotely demonstrate skills in tactical movement and positioning—a task impossible to evaluate using text-based questions and answers alone.

We would like to mention separately Simulators for Drafting Procedural Document. In the context of veterans' professional training, such simulators should be viewed not merely as instruction in the bureaucratic aspects of police work, but as the internalisation of a legal mindset. At the core of this mindset lies decision-making and its legal justification. The process of drafting procedural documents fosters: argumentation; evidence-based reasoning; adherence to the principles of legality and proportionality; and individualisation of decisions alongside the exercise of discretionary powers. Once again, this activity is conducted in a safe environment, where an interactive simulator provides immediate feedback without the fear of error.

Certain interactive simulators for drafting procedural documents—specifically, administrative offense reports—have proven to be effective electronic educational resources in practice. For instance, based on the outcomes of solving a police web quest, cadets receive

³⁷ Валеев Р.Г. Конструювання віртуального освітнього середовища при підготовці майбутніх поліцейських у ВНЗ. *Всеукраїнська наук.-практ. конф. «Національна поліція Донеччини: проблеми становлення та стратегія розвитку – 2016»*: Зб. тез доповідей. – Маріуполь : ДВНЗ «ЛДТУ», – С. 157-159

³⁸ Валеев Р.Г. Формування пізнавальної самостійності курсантів вищих навчальних закладів системи МВС України засобами інформаційних технологій : дис. на здобуття наук. ступеню канд. пед. наук : 13.00.04 – теорія та методика професійної освіти / Валеев Руслан Гельманович. Луганськ : ЛНУ, 2013. 362 с.

template documents of an "offender" and must draft an offense report regarding them by systematically identifying the correct options for almost every element of the report.

It is deemed expedient to embed typical errors committed by police officers during the documentation of offenses into these simulators. For instance, on the screen shown in Fig. 3, a non-standard name for the offender appears, which in practice frequently leads to the writing of a typical analogue of the name and the subsequent spoiling of the document form.

So, interactive distance learning technologies support the individualisation of learning. The virtual educational environment created—specifically, a distance learning course—can be configured to adapt to each individual user, their level of educational ambition, preferences, and cognitive learning style.

CONCLUSIONS

Ukraine's defenders, who risk their lives daily, require systemic support from the state and society. At the same time, international experience in veteran reintegration points to substantial challenges in this domain. In Ukraine, the situation is further complicated by the ongoing war, large-scale mobilisation, and the critical need for economic recovery. The majority of foreign concepts have been formulated based on data from voluntary professional militaries, rendering them only partially applicable to Ukrainian realities. Nevertheless, findings from international literature regarding military institutionalisation, the cultural contrast with civilian life, identity transformation, and transition period difficulties remain highly relevant to the Ukrainian context.

The Ukrainian environment possesses significant specificities: the majority of those mobilised already had established civilian professions and work experience prior to the war. Consequently, reintegration in Ukraine consists not so much in forming an entirely new civilian identity as in restoring or transforming an interrupted professional activity while accounting for acquired military experience.

To soften the cultural gap between the military and civilian spheres, it is advisable to select professional activities that combine characteristics of both environments. One such transitional institutional space is the National Police of Ukraine. It allows for the preservation of a service culture understandable to veterans—characterised by discipline, teamwork, and public service—while simultaneously ensuring continuous interaction with civilian society, thereby preventing isolation exclusively within the veteran community. At the initial stage, higher education institutions within the system of the Ministry of Internal Affairs of Ukraine serve as the primary environment for this adaptation.

Police education fulfils the function of controlled resocialisation: it ensures not only the acquisition of knowledge, but also the transformation of professional identity and the re-evaluation of combat experience. Many qualities essential for a police officer are already well-developed in veterans. The objective of professional training is to facilitate their transfer into policing competencies, at the core of which lies cognitive autonomy.

Blended learning represents the optimal format for organizing educational and professional reintegration, as distance learning technologies enable the combination of education with medical treatment, rehabilitation, and family responsibilities. Among educational technologies, the most effective include training workshops, police quests, case studies, scenario-based situational tasks, and simulation tools.

Overall, preparing veterans for service in the National Police of Ukraine serves as a comprehensive tool for addressing several strategic objectives: the effective reintegration of

defenders, the qualitative renewal of law enforcement personnel capacity, the strengthening of public trust in the police, and the reduction of the social distance between military personnel and civilians.

SUMMARY

This chapter is dedicated to substantiating the concept of veterans' professional reintegration through their retraining for service in the National Police of Ukraine. Drawing upon contemporary international research, it analyses the key challenges involved in the transition from military to civilian activity: military institutionalisation, the transformation of professional identity, the cultural contrast between military and civilian service, difficulties in the transfer of professional competencies, the impact of social stereotypes, and the restoration of social ties.

It is demonstrated that under Ukrainian conditions, traditional reintegration models require re-evaluation in light of large-scale mobilisation and the significant proportion of veterans who possessed an established civilian professional identity prior to military service. Professional police education and retraining are proposed as an institutional mechanism for the controlled transformation of professional identity, the development and transfer of competencies, and the integration of veterans into the public safety domain.

To this end, the implementation of distance learning technologies, training workshops, the case study method, police quests, scenario-based learning, and simulation methods is substantiated.

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Information about the author:

Valieiev Ruslan Helmanovych,

Candidate of Pedagogical Sciences,

Associate Professor at the Department of Administrative Law and Process

Dnipro State University of Internal Affairs

26, Nauky avenue, Dnipro, 49005, Ukraine