

# Shaping the modern teacher's profile: Ukrainian and Israeli perspectives amid military conflicts

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## ABSTRACT

This study explores the transformation of the modern teacher's profile in Ukraine and Israel in the context of ongoing military conflicts. It focuses on the evolving role of educators and the essential skills required to ensure the continuity of education in times of crisis. Through surveys of teachers from both countries, the research identifies the core competencies that define effective teaching during conflict, including organizational skills, technological proficiency, and subject matter expertise. However, as conflicts persist, new demands have emerged, such as the need for psychological support, informal communication, and a stronger focus on students' emotional well-being. The study also compares the educational infrastructures of conflict-affected regions in Ukraine and Israel, highlighting the challenges teachers face in providing quality education under such conditions. Teachers in both countries have had to adapt to distance learning, utilizing digital platforms to engage students and ensure learning continues. The findings suggest that modern teachers in these regions are not just educators but key figures in supporting students' emotional and psychological needs, helping them navigate the trauma and uncertainty brought on by military conflict. This research underscores the importance of adaptability, emotional intelligence, and continuous professional development in shaping the modern teacher's profile in conflict zones.

**Keywords:** Modern teacher's profile, military conflicts, educational process, distance learning, teacher competencies, crisis education.

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## INTRODUCTION

The role of the teacher has always been central to the educational process, especially in times of crisis. Modern educators are required to exhibit adaptability, resilience, and a range of skills that go beyond traditional teaching methods, particularly when faced with the challenges brought on by military conflicts. The rapid evolution of the teaching profession in recent years, driven by ongoing wars in Ukraine and Israel, highlights the need for a deeper understanding of how teachers navigate these extraordinary circumstances and how their roles and profiles are reshaped by the crises they face.

Since February 24, 2022, the war in Ukraine has significantly impacted the country's education system. The

aggressive military invasion by the Russian Federation has led to large-scale disruption, displacing millions of people and upending educational structures. Educators in Ukraine have had to adapt to new realities, with many either relocating within Ukraine or fleeing to other countries. Those who remain in temporarily occupied territories or abroad face unique challenges in continuing their educational responsibilities. The immediate task for educators is not only to continue teaching but also to provide emotional support to students who are grappling with the trauma of war. This conflict has brought to light the evolving role of teachers in providing stability and continuity in times of upheaval.

In a parallel but distinct context, the war in Israel following the brutal massacre of Israeli civilians by Hamas on October 7, 2023, has similarly shaken the educational landscape. Israel, having endured multiple conflicts in its history, has developed mechanisms to maintain educational continuity under threat, but the intensity of the violence and its widespread effects have presented new challenges. The educational system has been disrupted by the conflict, as teachers and students have had to cope with constant rocket attacks, restricted movement, and widespread evacuations. The Israeli military operation “Swords of Iron War” has caused significant internal displacement, forcing educators to relocate to safer areas or establish mobile educational institutions for evacuees. Teachers are now required not only to continue delivering the curriculum but also to address the psychological needs of their students, many of whom have faced direct threats to their safety.

While these two conflicts differ in their geopolitical and historical contexts, they share common challenges for the educational sector. Both Ukrainian and Israeli teachers are tasked with more than traditional pedagogical responsibilities – they are pivotal figures in maintaining societal resilience, serving as emotional anchors for students, and providing a sense of normalcy amidst the chaos. In both regions, teachers must possess an enhanced skill set that includes crisis management, psychological support, and the ability to adapt swiftly to distance and hybrid learning models. While the COVID-19 pandemic experience provided a foundation for remote learning, the shift to distance learning in war zones introduces additional complexities, such as access to technology, security concerns, and maintaining student engagement.

This study focuses on understanding how the modern teacher's profile has been reshaped in Ukraine and Israel due to the impact of ongoing military conflicts. By examining the evolution of the teacher's role, this research aims to identify the critical qualities and competencies that contribute to teacher effectiveness in conflict zones. Moreover, this research seeks to assess the broader impact of adaptive teaching methods on student learning outcomes and emotional well-being. Understanding how these strategies mitigate the negative effects of war on education is crucial for both current and future conflicts. A comparison between Ukraine and Israel offers an opportunity to explore how different educational systems respond to similar challenges and to identify the most effective strategies for supporting teachers and students during times of crisis.

### Research questions

- How has the role of the teacher evolved in Ukraine and Israel amid the military conflicts? What are the current

expectations and characteristics of a 'modern teacher' in these regions?

- What are the essential qualities and competencies that contribute to teacher effectiveness in conflict zones? How do these qualities compare to those expected before the onset of military conflicts?
- What adaptive strategies and methods are teachers employing to ensure continuity of learning in emergency situations? How do these strategies differ between Ukraine and Israel?
- How do the educational approaches and responses to conflict in Ukraine and Israel compare? What are the similarities and differences in the methods used by teachers in both countries?
- What impact do adaptive teaching methods have on student learning outcomes and emotional well-being? How are students' academic and emotional needs being addressed by teachers during times of crisis?

### METHODOLOGY

This study employed a mixed-methods approach to explore the evolving profiles of teachers in Ukraine and Israel during military conflicts. Data were gathered through surveys and structured interviews involving 427 teachers – 274 from Ukraine and 153 from Israel aged 22 to 60, with teaching experience ranging from 5 to 38 years. Participants were selected via purposive sampling to ensure the representation of educators actively teaching in conflict-affected regions.

The analysis combined qualitative and descriptive quantitative methods to provide a holistic understanding of the data. The qualitative component utilized thematic analysis to uncover recurring patterns and themes related to teacher competencies, strategies, and challenges. Meanwhile, the quantitative component summarized survey data using descriptive statistics, such as frequency distributions, which were presented in tabular form.

A comparative framework was developed to examine teacher profiles across three key dimensions. Core competencies were assessed, focusing on organizational abilities, technological proficiency, and subject matter expertise. Adaptation to crisis was evaluated by analyzing teachers' use of psychological support techniques and informal communication with students to address conflict-specific challenges. Community engagement examined how teachers contributed to fostering resilience and maintaining social stability within their communities. Contextual thematic coding was applied to emphasize both shared and distinct experiences of Ukrainian and Israeli teachers, offering a nuanced perspective on how their roles have been reshaped by the unique conditions of ongoing conflicts in each country.

The tables included in the study highlight the transformation of teacher profiles, detailing the

competencies and strategies employed during military conflicts. Although the study does not utilize statistical techniques, the descriptive data effectively identifies trends and patterns that complement the qualitative findings, providing a comprehensive view of how educators navigate their evolving roles in crisis contexts.

## LITERATURE REVIEW

### **The impact of pandemics and military conflicts on the transformation of the teacher's profile**

The transformation of the teacher's profile began in 2019 with the outbreak of the COVID-19 pandemic. As schools, colleges, and universities closed to control the virus's spread, students, teachers, and parents faced significant challenges (Pokhrel and Chhetri, 2021). Social distancing emerged as a key solution, forcing educational institutions to shift to remote learning. This sudden shift required a rethinking of the teacher's role, focusing on the adoption of new technologies, organizing effective learning processes, and managing psychological stress in an isolated environment (Dhawan, 2020). The pandemic highlighted the need for teachers to adapt quickly and develop new competencies beyond traditional teaching, such as digital literacy and emotional intelligence.

In 2022, the educational landscape faced further upheaval due to the war in Ukraine. On February 25, the Ministry of Education and Science of Ukraine (MES) suspended the educational process across the country, initiating a two-week break for students and staff. As the conflict continued, parts of Ukraine's eastern regions, including Mariupol, Zaporizhzhya, Kriviy Rig, Bahmut, and Kharkiv, became war zones. More than 10 million people were forced to flee their homes, and UNICEF reported that over half of Ukraine's children – 4.3 million out of 7.5 million – were displaced (Nazarenko, Kohut and Zheriobkina, 2022). The educational system had to rapidly adapt to this new reality, with remote learning becoming a primary mode of instruction. The lack of bomb shelters and the danger of rocket attacks made it impossible to continue in-person education in many areas, while the inability to leave occupied territories further complicated access to schooling. Teachers played a crucial role in maintaining education during this time, serving as key connectors in a socially distanced environment, while also providing emotional support to their students. Over the years of war, significant progress has been made in adapting Ukraine's education system to the demands of online learning. As a result, online education is no longer seen as a temporary substitute for traditional face-to-face instruction but as a viable and sustainable model for the future, shaped by the resilience and innovations developed during the ongoing crisis (Sytnykova et al., 2023).

Another significant global disruption occurred on

October 7, 2023, when Hamas launched a coordinated attack on southern and central Israel, resulting in widespread violence. The Israeli government declared a state of war, marking the first official war declaration since 1973 (International Institute for Counter-Terrorism, 2024). Following this, the Israeli Ministry of Education, in coordination with the Home Front Service, suspended educational activities across many regions. Over 330,000 residents were evacuated from their homes to safer regions such as the Dead Sea, Eilat, and Mitzpe Ramon (כ-330 אלף ישראלים פונו או התפנו מבתיהם בעקבות מלחמת "חרבות ברזל"). As military operations escalated, citizens unprepared for extended conflict began to leave the country (דביר, 2023). While some regions slowly returned to in-person learning by mid-November, areas closer to conflict zones continued with distance learning. By December, a blended approach combining in-person (capsule) and remote learning was introduced, allowing the educational process to resume more fully. Mobile schools were established in evacuated areas to ensure continuity of education and provide emotional stability for students. However, the war also led to a shortage of teachers, as many educators were called into military service as reservists.

### **Defining distance learning and digital education in crisis contexts**

Understanding the nature of education during crises requires attention to key concepts, including distance learning and digital education. These forms of education, which have become increasingly prominent in the wake of global disruptions such as pandemics and military conflicts, offer valuable frameworks for maintaining continuity in instruction. While both distance learning and digital education are widely recognized, their specific applications and distinctions in crisis settings warrant closer examination.

Distance learning refers to the process of education conducted remotely, without direct, physical interaction between students and instructors. It enables learners to engage with educational materials virtually, allowing them to access content irrespective of time or geographical constraints (Economic Times, n.d.). In contexts such as the COVID-19 pandemic or armed conflicts, distance learning becomes an essential mechanism for ensuring the continuation of education despite disruptions to traditional in-person teaching environments.

Digital education, also referred to as e-learning, encompasses a broader spectrum of teaching and learning processes facilitated by digital technologies (Beseda and Rohlíková, 2021). In crisis contexts, digital education involves not only the digital transmission of content but also the use of a wide range of technological tools and methodologies. This includes both the basic

digitization of educational materials, such as converting textbooks into PDF or HTML formats, and more advanced applications of technology, such as mobile learning platforms, educational simulations, and virtual reality environments (Car et al., 2019). E-learning, as a component of digital education, is particularly significant during crises, where traditional educational methods may be disrupted. It is defined as "learning supported by digital electronic tools and media" (Kumar Basak et al., 2018).

In socially distanced learning environments brought on by crises, the role of the teacher remains central. Teachers are not only responsible for the delivery of instructional content but also for addressing the cognitive, emotional, and psychological needs of students. This dual responsibility is heightened during emergencies, where teachers play a critical role in guiding students through periods of uncertainty and ensuring that the educational process remains stable. Their professional qualities contribute significantly to maintaining the overall effectiveness of learning in such challenging circumstances (Ates and Kadioglu, 2017).

The transition to e-learning under crisis conditions requires a reconceptualization of the teacher's role, necessitating the development of competencies aligned with new educational technologies and methodologies. According to Lal (2016), a teacher is defined as an individual who not only delivers educational content but also provides continuous leadership in the educational process and assesses student participation. During crises, teachers must expand their roles to accommodate the challenges posed by digital and distance education, ensuring that educational quality is preserved despite external disruptions.

### **Key competencies and qualities of modern teachers**

In Mashiach and Davidovitch (2023), it was concluded that the modern teacher must exhibit a positive attitude while focusing on students and encouraging them. The teacher should possess the authority to control the classroom and teach effectively while incorporating humor to make the material more engaging and easier to absorb. Furthermore, the teacher must uphold strong values to serve as a role model for students. This reflects an expansion of the teacher's role, which has evolved from being merely a source of knowledge to becoming a facilitator and leader of social processes within the classroom community, particularly in the context of distance learning environments. Teachers today are expected to inspire critical thinking and inquiry among students, guiding them toward unlocking their potential. This requires a blend of professionalism, interdisciplinary knowledge, and proficiency in navigating and utilizing digital resources. Although teachers are not expected to know everything, they must excel in presenting knowledge

accessibly. Additionally, teachers are required to be innovators, capable of creating and interpreting new ideas, and active participants in professional knowledge communities to stay updated in their fields, similar to the continuous learning required by physicians and engineers.

Modern teachers are therefore characterized by high qualifications, proficiency in technology, adaptability, creativity, and a strong commitment to fulfilling diverse professional responsibilities. These qualities allow teachers to address the varying needs of students and their parents effectively. The teacher's role in the educational process has become even more critical in light of the persistent threats posed by misinformation, echo chambers, and biased or unethical media. Teachers must equip students with the necessary tools to discern and critically evaluate news sources (Herrera, 2023). The "modern teacher" is an educator who possesses a combination of qualities, competencies, skills, and attributes that contribute to creating a positive and effective learning environment (Gruzdeva, Vaganova, Kaznacheeva, Bystrova and Chanchina, 2020).

Military conflicts further necessitate the upgrading of the teacher's profile. Typically, a teacher's profile includes a comprehensive description of the competencies, qualities, skills, and attributes that define an effective educator. The shift toward digital education, particularly in the context of military conflicts, demands a continuous analysis and updating of the modern teacher's profile to adapt to these new realities (Stevens et al., 2023).

Sulaiman and Ismail (2020) describe five main components of teacher competence: knowledge, skills, self-concept and values, character, and motives. While these components provide a solid foundation, current crisis contexts, such as in Ukraine and Israel, further highlight the importance of adaptability, emotional intelligence, and the ability to manage learning in challenging environments.

According to Faroun (2020), the essential set of qualities that a teacher should possess includes friendliness, approachability, and the ability to foster positive teacher-student relationships. Faroun emphasizes that a teacher's depth of knowledge and education are crucial, as proficiency in the subject area is fundamental to their role. Excellent communication and listening skills are equally important, as they foster connections, respect, and engagement in the learning process. Teachers must also possess a sense of humor to create an engaging and enjoyable classroom environment, and they should demonstrate kindness, which fosters admiration and motivates students to work harder. Similarly, Stronge (2007) categorizes teacher qualities based on social values, including caring, fairness, and positive interactions with students. Enthusiasm for the subject matter and dedication to teaching help create an inclusive, motivated classroom atmosphere. Teachers who practice reflective teaching consistently improve their methods to meet

student needs, fostering continuous professional growth.

McBer (2000) further identified key professional characteristics that contribute to effective teaching, such as communication, adaptability, and empathy. These characteristics, along with other essential skills like collaboration and patience, help shape the profile of a modern teacher. Nussbaum (1992) emphasizes that effective teacher behaviors are directly linked to positive student outcomes and teaching evaluations.

Liakopoulou (2011) notes that the skills of a modern teacher include both didactic and pedagogical abilities. These skills are supported by theoretical principles and research-based strategies that guide teachers in adapting to diverse educational settings, ensuring their approaches are effective and relevant.

H. Meshko in her article, "The Impact of the War in Ukraine on the Emotional Well-being of Students in the Learning Process," notes that in wartime conditions, students' emotional well-being becomes one of the most vulnerable spheres, undergoing significant negative changes (Meshko et al., 2023). Pupils experience increased anxiety, fear and inner restlessness, which is associated not only with learning loads but also with the influence of the general situation in the country. Limitations of interpersonal contacts, transition to distance learning, as well as changes in the system of values and priorities of students aggravate this process. As a result, interest in learning decreases, the level of comfort in the educational environment decreases, and emotional stress increases significantly. In such a situation, it is important to revise the approach to the professional training of teachers, including

the development of their psychotherapeutic position. This will allow teachers not only to effectively cope with educational tasks but also to provide psychological support to their students, forming a safe and supportive educational environment.

## RESULTS

A survey was conducted as part of the study, targeting schoolteachers in Israel and Ukraine. The sample consisted of 427 participants, aged 20 to 60, with teaching experience ranging from 5 to 28 years. This included 153 educators from Israel and 274 educators from Ukraine, many of whom are currently working in regions affected by military conflicts. The primary objective of the survey was to identify key components of the teacher profile, the strategies and methods employed by educators to maintain continuity of learning during emergencies and to assess the overall impact of these practices on educational processes and outcomes.

### Teacher profile before and during military conflicts: perspectives from parents and teachers

Teachers from both Israel and Ukraine were asked to list the essential qualities required for an effective teacher profile. The responses allowed for a comparative analysis of the qualifications, skills, and teaching approaches that have shifted due to the challenges posed by military conflicts.

**Table 1.** Comparative teacher profile before and after the onset of military conflicts.

Teacher profile before military conflicts	Teacher profile during military conflicts
Organizational abilities	Organizational abilities
Tolerance	Tolerance
Technological proficiency	Technological proficiency
Effective communication	Effective communication
Innovative thinking	Innovative thinking
Comprehensive subject expertise	Comprehensive subject expertise
	Psychological support skills
	Informal communication with students
	Community-centered focus

Table 1 highlights the differences in teacher profiles before and during military conflicts. While essential competencies such as organizational abilities, tolerance, and subject expertise remain foundational, the onset of military conflict has introduced the need for additional skills. Teachers are now required to offer psychological support to students,

adopt informal communication methods, and embrace a community-centered approach to address broader societal needs during crises.

The table reflects how the profile of the modern teacher has expanded to include not only traditional competencies but also new qualities necessary for managing increased

workloads, stress, and the need to maintain high standards of education amidst challenging conditions. These competencies, which have evolved in response to both conflict and technological advancements, ensure that teachers can continue to support students' academic and emotional well-being effectively.

### Distance learning during military conflict: Teacher and parent expectations

The survey aimed to explore the alignment between teachers' self-perceived responsibilities and parents' expectations regarding distance learning during military

conflict. Specifically, it examined the competencies and qualities teachers believe are necessary for effective distance education, as well as the expectations parents have for teachers in ensuring student success and well-being during times of crisis (Table 2).

The responses revealed several categories of requirements, with both teachers and parents recognizing the importance of pedagogical competence, psychological support, and adaptability. Teachers placed additional emphasis on the need for continuous self-improvement and managing their own emotional well-being, while parents highlighted the importance of safety, accessibility, and clear communication.

**Table 2.** Teachers' professional perspectives and parents' expectations for distance learning during military conflicts.

Category	Requirements to the teacher (according to their professional perspective)	Parents' expectations from teachers' point of you
Pedagogical competence and professionalism	Proficiency in subject matter, mastery of educational technologies, and fostering academic integrity.	In-depth knowledge of the subject matter, adherence to ethical standards, creativity in teaching methods, punctuality, and strong organizational skills.
Psychological support and emotional state	Supporting students emotionally, maintaining emotional stability for students and parents, and managing their own well-being.	Provision of emotional support and attention to the psychological well-being of both students and parents.
Organization and conduct of the educational process	Organizing material distribution, adapting to circumstances (e.g., air raids), and encouraging active participation.	Adaptation of teaching methods to meet individual student needs, offering additional support when necessary.
Safety and security	Ensuring a safe learning environment, protecting students, and maintaining security during lessons.	Ensuring a safe and secure learning environment.
Relevance and accessibility	Providing accessible knowledge using various resources, delivering relevant and practical information.	Delivery of clear, relevant, and accessible knowledge, using modern technologies and practical examples.
Innovation and development	Using innovative teaching methods, continuous self-improvement, and professional development.	Use of modern tools and innovative teaching methods
Requirements and discipline	Maintaining discipline, ensuring adherence to curriculum, fostering responsibility and diligence.	Promotion of discipline, adherence to rules, and fostering responsibility in students.
Social interaction	Maintaining regular communication with students and parents, fostering collaboration for learning outcomes.	Regular communication with students and collaboration with parents, including updates and feedback.

### Comparative analysis of lesson structure in distance e-learning during military conflict: Israel and Ukraine

The survey provided insights into the core elements of lesson structures during the military conflict, highlighting differences in pedagogical approaches between Ukraine

and Israel (Table 3). In Ukraine, teachers place a strong emphasis on understanding the psychological well-being of each student, implementing stress-reduction exercises to help students focus. Lessons are structured around clearly presenting the material, emphasizing key ideas, and guiding students on where to find necessary

information. Teachers also encourage the analysis and critical thinking needed to understand and interpret the material, with discussions on current news and events helping to engage students in real-world contexts. Homework plays a key role, allowing students to consolidate their learning and seek clarification on any uncertainties. Overall, the Ukrainian approach prioritizes holistic student support and active engagement in the learning process.

One of the primary responsibilities of Ukrainian teachers is to assess and respond to the emotional states of their students. This understanding allows educators to better support both the academic and personal development of their students. Effective teaching in Ukraine goes beyond merely delivering content; it involves equipping students with the tools to engage deeply with material, foster critical

thinking, and apply knowledge to real-world situations. Homework assignments are thoroughly explained to ensure that students are well-prepared and confident in their learning.

In contrast, Israeli teachers prioritize creating a conversational and flexible classroom atmosphere. Discussions during lessons are built around the main material that students need to comprehend, with a significant amount of the coursework being completed during class time. Students in Israel typically receive a minimal amount of homework, which allows them more time to engage with family, pursue hobbies, and maintain a balanced lifestyle. This flexible lesson structure reflects the importance of interaction and personal time in the Israeli educational approach, providing students with opportunities to develop both academically and socially.

**Table 3.** Comparative analysis of distance learning in Israel and Ukraine during military conflict.

Ukraine	Israel
Supporting each pupil's emotional well-being	Listening to students share stories about their families.
Psychological exercises to reduce stress and help students focus	Practicing the material using technology
Presenting material: main ideas, guiding students on finding information, and fostering critical thinking	Presenting the lesson theme through a dynamic, discussion-based approach, encouraging open dialogue and student participation
Discussions on current news and situations	Discussing interesting information, news
Explaining homework in detail to ensure understanding	Watching films/videos or listening to songs
Facilitating analysis and comprehension of the material	Engaging students in storytelling based on lesson material to reinforce understanding
Monologue-based presentation style by teachers	Providing real-life examples to apply concepts

**Resources for teachers to use in distance e-learning during military conflict**

The use of various resources for distance learning in the context of armed conflict is essential to ensure the continuity and quality of the educational process. These tools enable teachers and students to remain connected, providing not only academic support but also emotional relief during periods of uncertainty. Platforms such as Zoom, Google Classroom, and various interactive websites play a vital role in creating engaging lessons that foster active participation and student motivation. Additionally, the integration of modern technologies allows teachers to personalize learning experiences, ensuring that materials are accessible to all students, regardless of time or format constraints. In this way, online resources

become integral to both academic success and the psychological well-being of students in times of crisis. Based on the survey, five primary directions of resource usage have been identified (Table 4).

Video communication platforms play a critical role in delivering online lessons in real-time, helping teachers maintain direct interaction with students despite physical distance. Platforms such as Google Meet and Zoom are widely adopted, with features like ease of use, seamless integration, and advanced interactive capabilities. These tools allow for structured lessons, group discussions, and flexibility in conducting activities, ensuring a smooth virtual learning experience.

Educational platforms serve as the foundation for organizing and managing the learning process. Tools like Google Classroom, and in Ukraine, platforms like

VseOsvita and NaUrok, provide essential support in assigning tasks, tracking progress, and offering feedback. These platforms enable teachers to streamline the educational process while ensuring students stay engaged with well-structured content and activities.

Interactive learning is enhanced by interactive tools, which are pivotal for engaging students in dynamic ways. Resources like LearningApps, Kahoot, and Padlet make lessons more interactive, promoting student participation and encouraging deeper comprehension of the material through games, quizzes, and collaborative activities.

Social networks and messaging apps ensure open lines

of communication between teachers, students, and parents. Applications like WhatsApp and Telegram provide essential support for distributing learning materials and maintaining consistent communication, enabling teachers to offer guidance and updates outside of lesson times.

Additionally, tools like YouTube and Google Forms are invaluable for supplementing lessons with educational videos and automating assessments. These resources provide teachers with flexibility in how they deliver content and evaluate students, supporting both the academic and emotional well-being of students in challenging times.

**Table 4.** Main directions of using digital technologies in distance e-learning during military conflict both in Israel and Ukraine.

Category	Tools
Video communication platforms	<p><b>Google Meet:</b> Popular tool for online lessons due to its ease of use and integration with Google services.</p> <p><b>Zoom:</b> Widely used for video conferencing and online lessons, known for interaction features and stability</p>
Educational platforms and tools	<p><b>Google Classroom:</b> Important for organizing assignments, posting materials, and providing feedback</p> <p><b>VseOsvita:</b> Used in Ukraine for testing, creating assignments, and interactive learning</p> <p><b>NaUrok:</b> Ukrainian platform used for similar purposes as VseOsvita</p> <p><b>Moodle:</b> Frequently used in higher education to manage the learning process and customize courses</p> <p><b>Microsoft Teams:</b> Frequently used for online meetings, collaboration, and class organization, with strong integration into educational environments</p>
Interactive tools	<p><b>LearningApps:</b> Service for creating interactive learning exercises</p> <p><b>Kahoot:</b> Popular for creating interactive quizzes to engage students</p> <p><b>Quizizz:</b> Quiz platform to enhance learning through interactive tasks.</p> <p><b>Wordwall:</b> Tool for creating interactive tasks and educational games</p> <p><b>Padlet:</b> Interactive whiteboard used for visualizing information and fostering collaboration</p> <p><b>Quizlet:</b> An effective tool for learning foreign languages, offering flashcards, games, and study tools for vocabulary building</p>
Social networks and messengers	<p><b>WhatsApp, Telegram, Viber:</b> Provide quick communication with students and parents, and distribute educational materials</p>
Other resources	<p><b>YouTube:</b> Source for finding educational videos and creating original video lessons</p> <p><b>Google Forms:</b> Used for creating surveys, tests, and collecting feedback, automating the evaluation process.</p>

### Statistical analysis of educational infrastructure in conflict zones: A comparative study of Ukraine and Israel

The study analyzed statistical data on regions in Ukraine and Israel affected by military conflicts. These regions include Kherson, Zaporizhzhya, Dnipropetrovsk, Kharkiv,

Sumy, Chernihiv, and Odesa in Ukraine, and Ariel, Ashkelon, Be'er Sheva, Metula, Netivot, Ofakim, and Sderot in Israel. Table 5 present data from 2018 to 2023 on the number of schools, students, and teachers in these areas, offering insight into how military conflict has impacted educational infrastructure.



**Table 5.** Number of Schools in Regions Affected by Military Conflict (Ukraine and Israel, 2018-2023)<sup>1</sup>.

		2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
Ukraine	Odesa region	725	736	786	803	809
	Kherson region	156	384	395	417	428
	Zaporizhzhya region	446	496	534	538	557
	Dnipropetrovsk region	836	848	862	880	906
	Kharkiv region	614	715	734	740	746
	Sumy region	365	375	404	422	443
	Chernihiv region	402	426	472	487	508
Israel	Metula	1	1	1	1	2
	Ariel	7	7	8	8	8
	Sderot	12	12	13	13	16
	Netivot	32	32	33	34	35
	Ofakim	26	26	25	25	26
	Be'er Sheva	83	82	84	86	88
	Ashkelon	56	57	58	59	60
	Eilat	20	21	22	21	21
	Qiryat Shemona	14	14	14	14	15

The data indicate a general decline in the number of schools in both Ukrainian and Israeli regions over the five-year period. In Ukraine, Dnipropetrovsk and Kharkiv regions maintain the highest number of schools, despite a slight decrease in recent years. Odesa and Zaporizhzhya

regions show more significant reductions. In Kherson and Sumy, the numbers remain relatively stable. Meanwhile, Israel exhibits a similar trend, with a gradual decline, especially in cities like Be'er Sheva and Ashkelon. (Table 6)

**Table 6.** Number of pupils in regions affected by military conflict (Ukraine and Israel, 2018-2023)<sup>1</sup>.

		2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
Ukraine	Odesa region	275412	281913	276396	269823	262815
	Kherson region	65593	113562	113071	111865	109670
	Zaporizhzhya region	156243	170381	171201	169284	166229
	Dnipropetrovsk region	339784	341862	339964	334701	327427
	Kharkiv region	233525	260862	256970	251662	244290
	Sumy region	96287	98377	98340	97178	95687
	Chernihiv region	94090	96599	97140	96577	95143
Israel	Metula	97	85	75	74	119
	Ariel	2748	2765	2851	3005	2989
	Sderot	3599	3919	4206	4602	4912
	Netivot	7290	7544	7873	8490	9012
	Ofakim	5831	6148	6473	6871	7218
	Be'er Sheva	32382	32735	33383	33986	34173
	Ashkelon	23030	23741	24573	25450	26268
	Eilat	8368	8553	8672	8758	8912
	Qiryat Shemona	3655	3645	3630	3687	3672

The decrease in student numbers in both Ukrainian and Israeli regions underscores the significant effect of military conflict on local communities. While Odessa, Dnipropetrovsk, and Kharkiv maintain higher enrollment

compared to other Ukrainian regions, a consistent decline is still observed. Similarly, in Israel, regions such as Be'er Sheva and Ashkelon, despite having relatively high student numbers, exhibit a slight but noticeable decrease. (Table 7)

**Table 7.** Number of Teachers in Regions Affected by Military Conflict (Ukraine and Israel, 2018-2023)<sup>1</sup>.

		2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
Ukraine	Odessa region	23522	24460	24239	24013	23974
	Kherson region	6007	11263	11234	11202	11187
	Zaporizhzhya region	13867	16626	16953	16867	16984
	Dnipropetrovsk region	27312	28750	28420	28145	27940
	Kharkiv region	19391	22531	22538	22272	22298
	Sumy region	10056	10498	10720	10854	11003
	Chernihiv region	10732	11449	11910	12040	12212
Israel	Metula	17	16	16	15	35
	Ariel	294	287	298	326	324
	Sderot	390	437	469	522	541
	Netivot	702	690	735	794	805
	Ofakim	473	507	525	546	573
	Be'er Sheva	3270	3267	3293	3444	3491
	Ashkelon	2193	2246	2272	2407	2430
	Eilat	837	862	872	897	893
	Qiryat Shemona	505	493	484	495	488

In contrast to the decline in schools and student enrollment, the number of teachers has remained relatively stable in both countries over the five-year period. This stability in teaching staff suggests efforts to maintain educational services despite the challenges posed by ongoing conflicts.

<sup>1</sup>All statistical data presented in Tables 5, 6 and 7 were obtained from official sources: for Ukraine - from the website of the State Statistics Service (State Statistics Service of Ukraine, n.d.), for Israel - from the website of the Ministry of Education (Israeli Ministry of Education, n.d.). The data presented did not distinguish between religious and secular schools in Israel but took into account the total number of educational institutions, students and teachers.

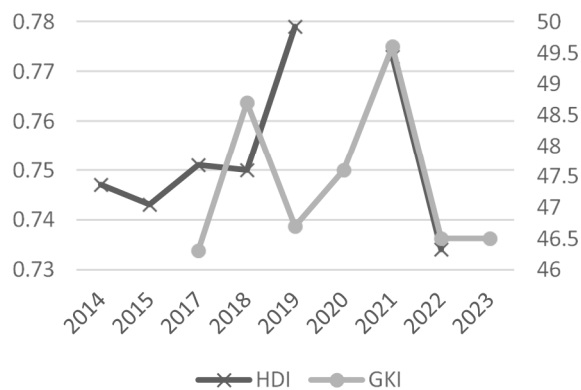
#### Level of education according to international indices in Ukraine and Israel against the background of military conflicts

The Human Development Index (HDI) serves as a concise measure, summarizing average achievements across key dimensions of human development: longevity, education,

and standard of living. While the HDI provides a simplified overview, it does not account for broader aspects such as inequality, poverty, human security, or empowerment (Human Development Index, n.d.). In contrast, the Global Knowledge Index (GKI), established in 2017, offers a more comprehensive assessment. It consists of seven composite sub-indices evaluating six key sectors: pre-university education; technical and vocational education and training; higher education; information and communication technology; research, development, and innovation; and the economy. Additionally, the GKI includes a separate sub-index for the enabling environment, which covers socio-economic, governance, health, and environmental factors that provide the foundation for these sectors (UNDP RBAS and MBRF, 2023).

This research compares these two indices (Figure 1). Ukraine's HDI and GKI reflect dynamic changes over time. The HDI stood at 0.747 in 2014, dropped slightly to 0.743 in 2015, and then rose to 0.751 by 2017. The GKI followed a fluctuating trend: from 46.3 in 2017, it increased to 48.7 in 2018, dipped to 46.7 in 2019, rose again to 47.6 in 2020, and peaked at 49.6 in 2021. However, in 2022 and 2023, the index declined to 46.5.

## UKRAINE



## ISRAEL

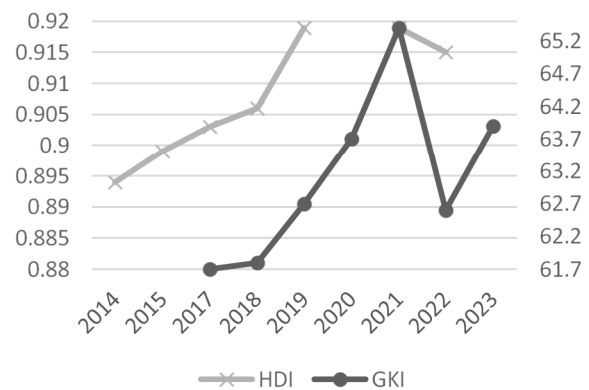


Figure 1. HDI and GKI (2014-2023).

Israel's HDI showed steady improvement until 2019, reflecting consistent advances in the country's living standards and education. Similarly, the GKI increased until 2021, indicating progress in education, research, development, and innovation. Yet, in 2021, both indices for Israel and Ukraine experienced sharp declines. These changes can be attributed to the combined effects of the COVID-19 pandemic, which affected healthcare and education systems, and preparations for military conflicts: the imminent Russian invasion of Ukraine on February 24, 2022, and the ongoing Arab-Israeli conflict.

It is challenging to establish a direct relationship between these indices. However, the HDI and GKI are connected, as both measure aspects of education and scientific development. An increase in educational standards and access to knowledge (reflected in a high HDI) may contribute to innovation and improvements in the GKI. Likewise, greater investment in education can have a positive impact on both indicators. Nonetheless, as the data shows, effective governance and political stability are equally critical, creating favorable conditions for the advancement of education, science, and innovation, which ultimately boosts these indices.

## DISCUSSION

This study, which surveyed educators from Israel and Ukraine, provides critical insights into the evolving role of teachers in the context of ongoing military conflicts. The findings demonstrate notable shifts in the qualifications, skills, and teaching approaches required to effectively address the unprecedented challenges posed by these conflicts.

Prior to the escalation of military conflicts, the key

competencies for effective teaching largely focused on organizational skills, tolerance, enthusiasm for technological advancements, storytelling abilities, innovative teaching methods, and deep subject matter expertise. However, the conflict has significantly reshaped this profile, demanding the integration of additional competencies essential for operating in such complex environments. The revised profile now includes psychological techniques, informal communication practices, and an enhanced focus on social orientation, reflecting the growing need to address the emotional and psychological well-being of students, as well as the changing societal demands placed on education.

Survey results indicate that teachers have a clear understanding of the essential qualities needed for effective distance learning during periods of military conflict, and these align closely with the expectations of parents. Both groups place high value on core competencies such as mastery of subject knowledge, proficiency in educational technologies, academic integrity, and organizational skills. This alignment underscores the collaborative expectations held by both educators and parents regarding the roles and responsibilities of teachers in ensuring continuity of education under crisis conditions.

Beyond these shared competencies, teachers also acknowledge the increased importance of psychological techniques and maintaining informal communication with students to support mental health and engagement. These skills have emerged as critical in creating a supportive and stable learning environment amidst the uncertainty of military conflict. The recognition of these skills highlights the adaptive nature of teaching in crisis contexts, where emotional and psychological support has become as vital as academic instruction.

Moreover, the findings point to important regional differences in how teachers have adapted to these new demands. In Ukraine, educators have emphasized the need for continuous professional development to meet the challenges of remote learning and to address the psychological effects of conflict on students. Meanwhile, in Israel, where pre-existing distance learning infrastructures are more developed, teachers have been able to prioritize innovative teaching practices and psychological support strategies. These differences reflect the varied institutional capacities and contextual challenges faced by teachers in each country.

The incorporation of psychological techniques and a move towards more flexible, informal communication methods signifies a broader recognition of the role education plays in providing stability and fostering resilience in students during periods of conflict. The evolving teacher profile reflects a trend towards a more holistic approach to education – one that not only emphasizes academic achievement but also prioritizes the emotional resilience and social well-being of students. This approach is critical in maintaining educational continuity and supporting student development in the midst of protracted crises.

## Conclusion

The findings of this study highlight the profound impact that military conflicts have had on the teaching profession in Ukraine and Israel. As educational landscapes shift under the pressure of conflict, the role of teachers has evolved significantly, requiring the integration of both traditional competencies and newly developed skills tailored to the demands of crisis situations. The study has clarified the key competencies and qualities that define modern teachers in conflict-affected regions, demonstrating how they align with both the expectations of parents and the new challenges presented by the shifting educational environment.

In both countries, teachers have maintained core skills such as organizational ability, subject knowledge, and technological proficiency. However, they have also adapted by incorporating essential new competencies, including the use of psychological techniques and informal communication methods to support students' emotional resilience and social well-being. These changes have been critical in maintaining student engagement and ensuring the continuity of education, even in unstable and stressful conditions.

The transition to distance learning, which was accelerated by the COVID-19 pandemic, has become a key strategy in both Ukraine and Israel for mitigating the effects of educational disruption. However, this shift has also introduced new challenges, such as ensuring the quality of education, managing increased workloads, and

addressing growing inequalities among students. Teachers have had to navigate these challenges while simultaneously supporting students' emotional and psychological needs, which have become as important as their academic progress in the context of ongoing conflict. The modern teacher in conflict-affected regions is now seen not only as an instructor but also as a source of emotional and social support for students. Teachers are no longer solely responsible for transmitting knowledge; they are now facilitators of learning who play a critical role in maintaining stability and fostering resilience in students. This expanded role underscores the importance of continuous professional development, psychological preparedness, and emotional intelligence for teachers. By addressing these needs, educational systems can better prepare teachers to navigate the complexities of teaching in conflict zones and ensure that students receive the support they need to thrive in the most difficult circumstances.

The study underscores the pivotal role of teachers in ensuring educational continuity during crises. Their adaptability and resilience are crucial in shaping the future of students, providing stability and fostering hope, even in the face of ongoing military conflict. These findings emphasize the need for continued investment in teacher support and development to meet the evolving demands of education in conflict-affected regions.

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