

FOREIGN EXPERIENCE OF THE OPERATION OF HIGHER EDUCATIONAL INSTITUTIONS WITH SPECIFIC TRAINING CONDITIONS AND ITS ADAPTATION IN UKRAINE

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Summary

The article examines foreign experience of the operation of higher education institutions with specific training conditions and identifies directions of its adaptation in Ukraine.

It has been established that the foreign experience of higher education institutions (HEIs) with specific training conditions (military, police, security academies) is based on practical orientation, intensive physical and psychological training, as well as a combination of military discipline with academic freedom. The key aspects of foreign practices of higher education institutions (HEIs) with specific training conditions include: 1) training models (Police and Security), which include practical orientation – in the EU and the USA, training often involves 90% of the time being spent on practical training (tactics, simulations, shooting) and only 10% on theoretical classes; introduction of simulation training technologies – active use of virtual reality (VR) and interactive scenarios for training in stressful situations; psychological resilience – much attention is paid to psychological support and building resilience to prevent professional burnout.

It has been established that the international integration of Ukrainian HEIs with specific training conditions is seen in the following: Ukrainian HEIs with specific training conditions (military, police, security academies) should join the European Security and Defense College (ESDC) network, which allows implementing EU standards; the need to study international humanitarian law (IHL) – mandatory and in-depth training on the rules of warfare, protection of civilians and reporting on war crimes; strengthening psychological support for cadets, increasing the share of simulation training methods, further implementation of integrity standards (DCF) in the educational process.

Key words: higher education, higher education institutions with specific training conditions, the essence of special training conditions, foreign experience in the functioning of higher education institutions with specific training conditions.

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1. Introduction

The goal of higher education is to enable a person to acquire a high level of scientific, professional and general competencies, which ensures the training of specialists capable of analysis, solving complex problems, creative activity and self-realization. This includes the formation of a worldview, the development of the personality and ensuring the needs of society in qualified personnel. The main components of the goal of higher education are professional training through the acquisition of knowledge, skills and abilities for work in a certain specialty or field of knowledge; personal development of a person, his talents, mental, creative and

physical abilities; involvement in research and innovation work as an integral part of education; education of responsible citizens capable of conscious social choice; creation of conditions for the realization of the right to work and the choice of a place of work in accordance with the qualifications obtained. The realization of the right to higher education in Ukraine is guaranteed by the Constitution and the Law "On Higher Education", ensuring free access to education, equal conditions regardless of age, gender, health status or social status. This right is implemented through competitive selection, the possibility of free education (state order), education at the expense of individuals/legal entities, as well as through benefits for vulnerable categories and the creation of special conditions for persons with special educational needs and education in higher education institutions (hereinafter referred to as HEIs) with specific training conditions.

The effectiveness of the educational function of the state is influenced by the rationality of the construction and effectiveness of the HEI system with specific training conditions in Ukraine, taking into account the experience of HEIs in foreign countries. Based on this, there is a pressing need for a comprehensive generalizing analysis of the implementation of foreign experience in the functioning of higher education institutions with specific training conditions and the identification of areas for its adaptation in Ukraine, which determined the choice of the topic of the scientific article.

The subject of the study is foreign experience in the functioning of higher education institutions with specific training conditions. The objectives of the study are: to clarify the legislative principles of the functioning of HEIs with specific training conditions; to determine the system of higher education institutions with specific training conditions, their institutional features of activity, goal, objectives and purpose; to analyze foreign experience in the functioning of higher education institutions with specific training conditions, to identify areas for implementing the experience of such institutions into the system of their functioning in Ukraine.

2. The state of research on the functioning of higher education institutions with specific learning conditions

The features of the implementation of the educational function of the state by providing education in higher education institutions with specific learning conditions were studied in the works of such authors as: A. Andreev, O. Bandurka, O. Bezpalo, A. Bondarenko, V. Buga, V. Volkova, V. Glukhoveria, N. Huberska, B. Derevyanko, O. Dzafarova, R. Kalyuzhny, M. Kaplyuk, T. Kolomoyets, A. Komzyuk, O. Kuzmenko, M. Lehenkyi, I. Lytvyn, A. Manzhula, O. Morgunov, V. Olefir, V. Petkov, D. Pryimachenko, O. Ryabchenko, I. Savelieva, O. Salmanova, V. Sokurenko, S. Shatrava, Yu. Shemshuchenko, Kh. Yarmaki, M. Yarosh, as well as many other leading scientists.

Modern research related to the study of foreign experience in the functioning of higher education institutions with specific learning conditions is the work of the following authors: Marchenko O. G. "Theoretical and methodological principles of forming an educational environment in higher military educational institutions of aviation profile" (2020) (*Marchenko, 2020*), Andreev A. V. "Administrative and legal regulation of personnel training for the National Police in higher educational institutions with specific learning conditions" (2018) (*Andreev, 2018*), Shchokin R. G. "Public administration in the field of education of Ukraine" (2019) (*Shchokin, 2019*), Dyska O. G. "Administrative and legal principles of implementing the educational process in higher education institutions with specific learning conditions" (2020)

(Dyska, 2020). At the same time, it should be summarized that a comprehensive study of foreign experience in the functioning of higher education institutions with specific training conditions in the field of modern legal science has not been carried out.

3. Legislative principles of the functioning of higher education institutions with specific training conditions in Ukraine

Article 21 of the Law of Ukraine “On Education” provides for the receipt of specialized education “as education of an artistic, sports, military, security or scientific orientation, which can be obtained within the framework of formal, non-formal, informal education, aimed at acquiring competencies in the relevant field of professional activity during training in a continuous integrated educational process at several or all levels of education and requiring early identification and development of individual abilities” (*Law on Education, 2014*). That is, this Law provides that the types of specialized education at all levels are artistic, sports, military, security education and education of a scientific orientation. The same article stipulates that “Regulations on specialized educational institutions of various types shall be approved by the Cabinet of Ministers of Ukraine taking into account special laws and upon submission of the central executive body implementing state policy in the relevant sphere of existence of specialized educational institutions”.

Further analysis of the law makes it possible to determine that specialized education is provided to applicants in specialized educational institutions, which include: art education – in specialized art education institutions; military education – in specialized educational institutions of a military (military-sports) direction; sports education – in specialized educational institutions of a sports profile with specific training conditions; specialized education of a security direction – in educational institutions with specific training conditions. That is, the status of educational institutions in which specialized education is provided is different, at the same time they can all be called “specialized educational institutions” or “institutions with specific training conditions”, the latter formation, due to its absence in the Law, is most often found.

Regarding HEIs with specific training conditions, it is obvious that their status is determined by the Law of Ukraine “On Higher Education”. Article 1 of the Law defines that “a higher education institution with specific training conditions is a state-owned higher education institution that carries out training of cadets (students, students) and adjuncts at certain levels of higher education for further service in the positions of middle and senior staff of the National Police of Ukraine, command staff in order to meet the needs of the Ministry of Internal Affairs of Ukraine, the central executive body implementing state policy in the field of civil protection, the central executive body implementing state policy in the field of execution of criminal penalties” (*Law on Higher Education, 2014*). At the legislative level, the features of the functioning of higher education institutions with specific training conditions are defined in the relevant legislation, for example, in the Law of Ukraine “On the National Police” (Law on the National Police) in Article 74 “Training of police officers in higher education institutions with specific training conditions” the general conditions of enrollment for training, the contractual form of training, the features of training, the procedure for distributing graduates are defined. It is also stated that the Procedure for selection, referral and enrollment for training in higher education institutions with specific training conditions that train police officers is established by the Ministry of Internal Affairs of Ukraine.

4. The system of higher education institutions with specific training conditions, their institutional features of activity

The system of higher education institutions includes higher education institutions with specific training conditions, which are part of the structure of the Armed Forces of Ukraine, the Security Service of Ukraine, the National Police of Ukraine, the National Guard of Ukraine, the State Border Service of Ukraine, the State Emergency Service, the State Penitentiary Service of Ukraine and other state bodies. The main task of the activity of higher education institutions with special training conditions is the need to form professional employees of the security and defense forces, law enforcement officers, firefighters, border guards to ensure law and order, national security and protect the rights of citizens through enhanced requirements for competitive selection for training, combining the educational process and civil service, enhanced practical training, a special process of certification of higher education personnel, mandatory referral to places of service, fulfillment of contractual obligations to the state and citizens of Ukraine.

The institutional features of the activities of HEIs with specific training conditions include: subordination to specialized ministries, training of cadets as future law enforcement officers, strict discipline, special selection (health, age), state support, special conditions of service and combination of the educational process with military or service training. The key features of the activities of HEIs with specific training conditions are as follows: 1) management and subordination – creation, reorganization and activity are approved by central executive bodies (for example, the Ministry of Internal Affairs of Ukraine); 2) specifics of the contingent – training of cadets, trainees and adjuncts for further service, and not only students; 3) special selection – citizens undergo strict selection based on health, physical fitness and age; 4) organization of life – cadets are fully supported by the state (food, accommodation, clothing); 5) disciplinary regime – compliance with statutes, high requirements for discipline, barracks regime or regime of increased responsibility; 6) educational process – enhanced study of professional disciplines and integration of service training into the curriculum; 7) guaranteed employment – mandatory further employment in the police, State Emergency Service, etc. These provisions are fully consistent with the Strategy for the Development of Higher Education in Ukraine for 2022-2032, approved by the Resolution of the Cabinet of Ministers of Ukraine dated February 23, 2022 No. 286-p. (*Strategy for the Development of Higher Education, 2022*).

5. Foreign experience of higher education institutions with specific training conditions and directions of its implementation in Ukraine

Below, taking into account the objectives of the study, it is advisable to analyze foreign experience of higher education institutions with specific training conditions that train police officers as representatives of law enforcement agencies using the example of the USA and Germany.

Under modern conditions, one of the most complex police systems in terms of its structure functions quite successfully in the United States of America (USA). It is characterized by a variety of organizational and legal forms, which is due to the peculiarities of historical development, the legal system of the Anglo-American type, as well as the federal state structure. Police forces operate at the federal (FBI), state, local (in cities, counties and other municipal units) levels. There are police agencies in individual ministries and departments: the Ministry of Finance, the Customs Service, the Internal Revenue Service, the federal banking supervisory

authorities, and others, as well as private police. All this imposes its own specifics on the training of police personnel, which is carried out in educational institutions traditionally called police academies. In particular, the Federal Bureau of Investigation (FBI) has its own system of training personnel – from a number of academies and university faculties and colleges to short-term courses. Law enforcement (police) personnel are trained to operate under strict control by special agencies responsible for the legality and transparency of the work of law enforcement agencies, executive bodies, judges, prosecutors, lawyers, jury service. This requires special professionalism, as well as high personal moral qualities. The US police, as a rule, do not have their own training base, and try first of all to recruit specialists who have received the appropriate education in colleges or universities. The wide network of police academies cannot be considered as such a base, since they are not structurally part of the police department, are organizationally and financially independent, being only a kind of centers for the initial training of civilian specialists so that they can obtain a license for the right to carry out police activities.

In the USA, police training institutions exist as independent (FBI Academy, Glynco Training Center) or on the basis of civilian universities. In general, the first police schools arose on the basis of civilian universities. The main problem of managing personnel training in the USA lies in the decentralized system and the existence of many jurisdictions: municipal; district; state; federal. In this regard, educational institutions are under the management of relevant bodies focused on serving certain territories. A significant feature of the police training system in the USA is the presence of numerous private and public training centers. One of the largest federal training centers for law enforcement agencies is located in the state of Georgia (Glynco County). Back in 1970, the US government decided to create one powerful training center instead of numerous small training institutions for various government agencies. Currently, it is one of the largest educational institutions in the United States, providing training in short-term courses (up to 18 months) for specialists from more than 70 law enforcement agencies. Up to 2,300 people can study here at the same time. Applicants to the Training Center must already have a certain level of education, since some federal services hire people with bachelor's or even master's degrees. The Center is managed by a board of directors. It is constantly staffed by representatives of US law enforcement agencies (customers), who liaise between the educational institution and the relevant agency, participate in improving training programs and conducting assessments. The Center is funded by the US Congress. Training at the Center is maximally focused on preparing specialists for future professional activities. In general, the Center provides basic knowledge, so after graduation, many graduates undergo additional training at the place of service. As A. Savchenko notes, “as a positive experience in the system of professional education, we can note the release in the USA of a special bulletin on the training and retraining of law enforcement officers. The bulletin informs about changes in legislation, about novelties in work methods, analyzes various concepts of police development, etc.” (*Savchenko, 2015*).

O. Islamov, studying the system of training police officers in the USA, notes that “the personnel selection system for the US police is carefully thought out. The staff of the American police is trained by the following institutions: 40 higher and secondary police colleges; 180 civic colleges (after training, they issue their graduates a diploma of completing a two-year course of study in police science); 47 universities, where there is a course in the field of police science and a bachelor of law degree is awarded. To obtain the title of a police officer in the United States, it is necessary to meet a certain list of requirements: to be a US citizen (it does not matter whether you are an immigrant or a “native” resident of the USA); to have no criminal record; to have a complete secondary education; to graduate from college with a high GPA or to serve two years in the US army; to pass a test on knowledge of basic school subjects,

the basics of psychology, civil and criminal law; undergo physical training and pass a health test (*Islamov, 2019: 128*). In the author's opinion, in order to improve the training of police officers in the system of higher education institutions with specific training conditions, more powers should be given to educational institutions that train future police officers, a separate role should be assigned to the status of a teacher, special attention in educational policy should be paid to the content of education in higher education institutions of the Ministry of Internal Affairs, which should instantly respond to the rapidly changing needs of society and focus on training specialists who will serve in emergency circumstances, increasing practical training in the educational process of police officers and reducing the role of combat training, the number of squads; active participation in the creation of international police education centers; establishing relations with foreign police higher education institutions (*Islamov, 2019: 128*).

The professional training of lower-level police officers in the Federal Republic of Germany is provided by seven regional training centers of the Federal Police (hereinafter referred to as the FP); the professional training of middle-level police officers is provided by the Federal Higher School of Public Administration (Brühl), after which graduates receive a bachelor's degree in public administration; the training of higher-level police officers is provided by the German Higher School of Police (Münster), graduates receive a master's degree in public administration.

The training lasts two years and is also organized according to the credit-module system (120 credits – 3,600 hours – 20 modules). The modules of the 1st year of training are mastered by students on the basis of the relevant departmental educational institutions, depending on the type of police the student belongs to. Representatives of the Federal Police study during the first year of the master's degree at the Federal Police Academy in Lübeck. The German Police Academy appoints consultants from the relevant subject areas for this period, who are assigned to certain modules and are listed by name in the module book for a specific year of enrollment. Classes are held in the form of lectures, lectures with elements of practical exercises, seminars, seminars with elements of practical exercises, seminars with elements of training, practical classes, discussions, project days, trainings (*Ilna Isayeva, 2019: 110-121*).

Training at the academy is carried out on the basis of studying various subjects, which guarantees the police officers the opportunity to conduct operations and make decisions taking into account various political, social and legal factors. In accordance with this, the management has developed a curriculum for the unified training of students of the higher police service, which has been unchanged for more than 10 years. It defines the foundations of training and the goal, guiding ideas for training personnel, the distribution and organization of training of students for 2 years. Highly qualified specialists are trained in the following specialties: management, police management and legal and social sciences. The scientific and teaching staff of the academy teaches organizational and economic sciences, doctrines of police operations, forensics, criminology, transport doctrine, police technology. The Police Academy is not only the main one in the unified nationwide system of training police personnel of various levels, but also the main center of scientific and research activities, developments in the field of law enforcement. The Police Academy hosts advanced training courses for management staff, which are attended by up to 2,000 people per year, including those from different countries of the world (*Izbash, 2013: 36-39*).

As D.V. Shvets correctly notes, “the police academy is not only the main one in the unified nationwide system of training police personnel of various levels, but also the main center of scientific research activities, developments in the field of law enforcement. In the training programs for training specialists for police services, a large place belongs to the development of

skills and abilities to work with scientific and technical means, which are extremely widely used in police work. After graduating from an educational institution (school, academy or police institute), it is mandatory for all employees to undergo psychological training as advanced training at least once every three years. For this purpose, employees of the Bavarian Police Advanced Training Institute have developed the "PACKAGE" training – police anti-stress communicative training, which is conducted for two weeks and aims not only to optimize psychological skills and abilities, but also to "heal the soul". This concept of training is justified by leading specialists of the Central Psychological Service (CPS) of the Bavarian police, who believe that law enforcement officers need psychological assistance and therapy to a greater extent than employees of other professions. In Bavaria, there is serious competition between police educational institutions and higher education institutions in the economic sphere, since most school graduates prefer economics. In order to attract young people to work in law enforcement, the police are actively working to encourage personnel to further enroll in higher police educational institutions, of which there are seven in Bavaria. After graduating from the educational institution, they have a choice – to join the police or a special purpose group. The training of managerial personnel in the German police includes such training topics as the fight against crime; road safety; management of police operations; the role of the police in society; leadership; human resource development; legislative support for law enforcement activities; international cooperation (*Shvets 2018: 50-54*).

6. Conclusions

In conclusion, it should be noted that the foreign experience of the functioning of higher education institutions (HEIs) with specific training conditions (military, police, security academies) is based on practical orientation, intensive physical and psychological training, as well as a combination of military discipline with academic freedom. The key aspects of foreign practices of higher education institutions (HEIs) with specific training conditions include: 1) training models (Police and Security), which include a practical orientation – in the EU and the USA, training often assumes that 90% of the time is spent on practical training (tactics, simulations, shooting) and only 10% – theoretical classes; introduction of simulation technologies for training – active use of virtual reality (VR) and interactive scenarios for training in stressful situations; psychological resilience – much attention is paid to psychological support and building resilience to prevent professional burnout. Key European and American institutions of higher education with specific training conditions are: the activities of CEPOL (EU Agency for Law Enforcement Training) – a center in Budapest that coordinates the training of EU police officers, offering joint training programs and online courses; NATO Defense College / NATO School Oberammergau – specialized institutions for senior command staff that focus on strategic planning and interoperability of troops; US military academies (West Point, Annapolis, Air Force Academy) – combine higher engineering/humanitarian education with military discipline and leadership.

The features of education in higher education with specific training conditions in foreign countries are as follows: leadership and critical thinking development – training aimed at developing the ability to make decisions in conditions of uncertainty; introduction of the principle of "leave the rank at the door", which is often used at the postgraduate level to stimulate open discussion between military personnel with different ranks. It has been established that the international integration of Ukrainian HEIs with specific training conditions is seen in the following:

Ukrainian HEIs with specific training conditions (military, police, security academies) should join the European Security and Defense College (ESDC) network, which allows implementing EU standards; the need to study international humanitarian law (IHL) – mandatory and in-depth training on the rules of warfare, protection of civilians and reporting on war crimes; strengthening psychological support for cadets, increasing the share of simulation training methods, further implementation of integrity standards (DCF) in the educational process.

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