

# Ensuring Safe Learning in Institutions with Specific Conditions during Wartime in Ukraine: From Global Practices to a Contextualized Model

Roman GUREVYCH <sup>1,\*</sup>

Myroslav KOVAL <sup>2</sup>

Andrii LYTVYN <sup>3</sup>

Myroslava KUSIY <sup>4</sup>

Nadiia OPUSHKO <sup>5</sup>

<sup>1</sup> Doctor of Pedagogical Sciences, Professor, Full Member (Academician) of the National Academy of Pedagogical Sciences of Ukraine, Director of the Scientific Institute of Postgraduate and Doctoral Studies of Vinnytsia Mykhailo Kotsiubynskiy State Pedagogical University, Vinnytsia, Ukraine; <https://orcid.org/0000-0003-1304-3870>; [r.gurevych2018@gmail.com](mailto:r.gurevych2018@gmail.com)

<sup>2</sup> Doctor of Pedagogical Sciences, Professor of the Department of Supervisory and Preventive Activities, Lviv State University of Life Safety, Ukraine; <https://orcid.org/0000-0002-0662-862X>; [lviv-koval@ukr.net](mailto:lviv-koval@ukr.net)

<sup>3</sup> Doctor of Pedagogical Sciences, Professor of the Department of Practical Psychology and Pedagogy Faculty of Psychology and Social Protection, Lviv State University of Life Safety, Ukraine; <https://orcid.org/0000-0002-7755-9780>; [avlytyvyn@gmail.com](mailto:avlytyvyn@gmail.com)

<sup>4</sup> Candidate of Pedagogical Sciences, Head of the Department of Applied Mathematics and Mechanics, Lviv State University of Life Safety, Ukraine; <https://orcid.org/0000-0003-3120-1975>; [kusijmiroslava@gmail.com](mailto:kusijmiroslava@gmail.com)

<sup>5</sup> Doctor of Pedagogical Sciences, Associate Professor of the department of Pedagogy and Management of the Educational Institutions, Vinnytsia Mykhailo Kotsiubynskiy State Pedagogical University, Ukraine; <https://orcid.org/0000-0002-3013-2675>; [hmarka52@gmail.com](mailto:hmarka52@gmail.com)

\*corresponding author:

[r.gurevych2018@gmail.com](mailto:r.gurevych2018@gmail.com)

**Abstract:** *This article explores the organization of the educational process in institutions that train personnel for the Ministry of Internal Affairs of Ukraine (hereinafter “the MLA of Ukraine”). The analysis is conducted at the theoretical and methodological level, focused on the specific challenges of wartime conditions. The article addresses key issues, including ensuring the safety of students and instructors, adapting curricula to the realities of war, introducing field-based training and internships, and implementing innovative approaches to prepare personnel for work in complex conditions. The discussion highlights integrating international practices alongside the authors’ methodical recommendations. Despite the significant challenges of training future employees of the MLA of Ukraine in wartime, these challenges also create new opportunities for growth and innovation. Drawing on international experience, the article emphasizes the importance of innovative teaching techniques, updated field training formats, enhanced safety measures, and the integration of advanced technologies. The authors offer practical recommendations and present an original model for safe learning in institutions operating under specific wartime conditions. It is hoped that this contribution will support the continued delivery of high-quality training for employees of the MLA of Ukraine, even in the most challenging circumstances. However, since the findings of the article are theoretical in nature, their validity needs to be confirmed using empirical methods. This should be addressed in the authors’ future publications.*

**Keywords:** *safety of future employees at the MLA of Ukraine in wartime, field training, practical sessions at training grounds, instructor internships in combat zones, curriculum adaptation, collaboration.*

**How to cite:** Gurevych, R., Koval, M., Lytvyn, A., Kusiya, M., & Opushko, N. (2025). Ensuring safe learning in institutions with specific conditions during wartime in Ukraine: from global practices to a contextualized model. *Revista Românească pentru Educație Multidimensională*, 17(2), 102-125. <https://doi.org/10.18662/rrem/17.2/975>

## Introduction

Since 2014, and with a significant escalation in 2022, Russia's aggression against Ukraine has significantly influenced all areas of public life, including the educational system. Higher education institutions responsible for preparing future employees for the MIA of Ukraine have faced the critical challenge of adapting their educational processes to wartime conditions. These adaptations address two key priorities: 1) ensuring the physical safety of students and 2) delivering effective training for professionals who must operate in high-risk environments, maintain public order, and protect citizens' rights during the war.

Ukrainian civilian higher education institutions have demonstrated successful adaptations to wartime demands. One notable example is the National University "Zaporizhzhia Polytechnic," which has responded to the military challenges proactively. The university has ensured the continuity of education by integrating digital technologies. To minimize the impact of wartime risks, the administration has implemented measures to safeguard its digital infrastructure, including backup power sources, stable Internet access, and developing a distributed database. Additionally, the university has expanded its range of digital services, continuously enhancing the efficiency of its educational activities (Greshta et al., 2023).

Maintaining and improving the quality of education during wartime demands personalized and often unique approaches and solutions.

## Research relevance

Some fundamental learning strategies during martial law are quite clear. These include integrating new teaching methods, adapting curricula to wartime realities, and ensuring student safety. These measures could potentially help maintain the quality of training even under such challenging conditions. However, the continued development of this system depends on support from the state, the international community, and an innovative approach to organizing education. Students need relevant theoretical knowledge and practical skills to work in combat situations, emergencies, and humanitarian crises.

Ukrainian researchers are actively examining personnel training for various sectors, including the State Emergency Service of Ukraine and the national police. They propose strategies for transforming Ukrainian education during wartime, ensuring the quality of higher education under martial law (Zayachuk, 2025), and evaluating the prospects for maintaining

education quality and safety from the perspective of key stakeholders (Zozulak & Bashuryn, 2023). Furthermore, recent studies are closely related to this issue. Koval & Pazen (2024) are developing adaptive programmes for institutions with specific learning conditions, focusing on resource redistribution and shifting priorities. The researchers emphasize that security breaches, displacement, financial instability, and limited resource access lead to significant changes in the educational environment. In turn, these challenges require institutions to be highly adaptable, creative, and resilient in ensuring the continuity and quality of education, even in such difficult circumstances (Koval & Pazen, 2024).

Various aspects of transforming legal education and police officer training have been examined by Albul (2023) and Shemelynets (2022). Their research focuses on specific areas such as physical conditioning, professionalism, and safety measures for future police officers, as well as the role of military training in professional development. Additional studies address firearms training, legal protection (Khatsaiuk et al., 2021), and the reflections of participants on their safety and the quality of education during wartime (Zozulak & Bashuryn, 2023). A shared challenge for all institutions lies in implementing online education and ensuring the continuity of operations for displaced institutions, all while adhering to sustainable development goals and fostering partnerships (Zayachuk, 2025).

A significant limitation of these studies, and a primary factor underscoring the relevance of this article, is their exclusive focus on Ukrainian realities. They minimally incorporate international perspectives on transforming education for future rescuers and police officers in crises. Additionally, there is insufficient emphasis on safeguarding students during the educational process, particularly in the context of internships and field training.

Accordingly, this article aims to explore international research on the transformation and organization of the educational process in universities that prepare officers for law enforcement agencies. Drawing on global experiences, it seeks to provide practical recommendations for ensuring the safety of future rescuers and police officers during wartime. This includes strategies for training in field conditions, conducting exercises, and participating in internships within combat zones. The overarching objective is to develop an improved methodology for safely training future officers in field settings under wartime conditions.

Importantly, this research is viewed as theoretical and methodological. The authors aim to critically review the current global experience related to the problem. Also, it is crucial to summarize and select the most valid approaches. Finally, it is essential to present a generalized

model (methodology) that could serve as a framework for addressing the educational challenges of safely training future employees of the MIA of Ukraine during the war with Russia.

## Methodology

To accomplish this objective, the authors conducted a thorough review of relevant literature and performed a systematic analysis to extract methodologies suited to the Ukrainian educational context. Besides, they synthesized international practices, tailored them to align with Ukrainian realities, and employed educational-pedagogical modelling to formulate specific methodical recommendations, culminating in a comprehensive methodological framework.

*Criteria for selecting sources.* To achieve the theoretical and methodological results of the article, the authors carefully selected bibliographic sources. This selection was based on the principles of relevance, normative and legal validity, interdisciplinarity, and practical applicability.

First, the analysis included international legal documents (outlined below) that establish ethical, legal, and humanitarian frameworks for future employees of the MIA of Ukraine in conflict situations. These documents also regulate cadet training in institutions with specific conditions. The choice of these sources was grounded in the need to safeguard both citizens' fundamental rights and the safety of cadets during their training.

The second group of sources reflects applied educational transformations in wartime conditions, including studies by Koval & Pazen (2024), and Sazanova (2022), among others. These studies highlight the specifics of preparing future employees of the MIA of Ukraine in high-risk environments.

The third group includes international experiences from countries with a history of conflict and security reforms, such as the USA, Israel, and EU countries. These nations were selected for their systematic, innovative, and evidence-based approaches to police training in the face of hybrid or full-scale threats (Keller, 2010; Jonathan-Zamir et al., 2015; Spitka, 2023).

Finally, the authors focused on sources with a high level of analytical depth and methodological rigour. This enabled them to understand the experience and adapt it to Ukrainian conditions through pedagogical modelling. As a result, the selection of sources has become a tool for justification and a heuristic mechanism for creating a model that combines theoretical precision with practical relevance in wartime conditions.

The article draws on the Law of Ukraine "On Higher Education" (Verkhovna Rada Ukrainy, 2014), which outlines that institutions with specific

learning conditions are state-owned entities tasked with training cadets, students, and adjuncts across various levels of higher education. These institutions prepare individuals for leadership roles within the MIA of Ukraine, meeting the ministry's needs, the central authority responsible for civil protection policies, and the agency overseeing criminal penalty enforcement.

In formulating principles, methods, technologies, and strategies for safely training future employees of the MIA of Ukraine during wartime, the Code of Conduct for Law Enforcement Officials served as a reference (Office of the High Commissioner for Human Rights, 1979). This document outlines ethical and professional standards for law enforcement officers, emphasizing human rights protection, the prohibition of torture, the proportional use of force, and adherence to International Humanitarian Law (European Commission, n.d.). These international laws specify the rights and responsibilities of law enforcement personnel in conflict zones, stressing civilian protection, humanitarian aid facilitation, and avoiding involvement in military operations inconsistent with their duties.

Further guidance was derived from resolutions by the United Nations Security Council (n.d.). These documents underscore the need to safeguard fundamental rights, safety, and freedoms, even in wartime conditions. Together, these frameworks, combined with a synthesis of international practices on educational safety for institutions with specific learning conditions, contribute to the international relevance of this article. Additionally, surveys of police officers from peaceful countries reveal mixed perspectives on the military model of policing. While many view it negatively or ambiguously during peacetime, they recognize the importance of certain military competencies and attributes in crises. These include stress management, leadership organization, and discipline, which become particularly relevant during emergencies and wartime scenarios (Shernock, 2016).

### **International relevance and authors' contribution**

This article combines analytical insight, international experience, and methodological modelling to improve professional training of security officers during wartime.

First, the aim of the article is itself innovative. It seeks to exceed the traditionally domestic Ukrainian perspective on training future employees of the MIA of Ukraine during wartime by systematically incorporating international practices. These include methodologies from the United States, Israel, and EU countries, as well as recommendations from international legal frameworks such as the UN, OSCE, and the Geneva Conventions. This kind of conceptual multidirectionality is especially relevant, as most

research in this area focuses on individual aspects, such as physical safety or psychological support, without offering an integrated educational model. In contrast, this article proposes a comprehensive framework that combines legal, pedagogical, psychological, and tactical components.

Second, an important contribution involves developing a comprehensive methodology for cadets' safe training in field conditions (see Table 3). This approach stands out for its modular structure, interdisciplinary design, and adaptability to real combat threats. It also introduces instructor internships in combat zones as a tool for transferring frontline experience into the academic environment.

Third, the integration of a humanitarian approach into the methodology is especially important. It addresses psychological resilience, the protection of human rights, and the ethical challenges posed by police militarization. These are the factors often overlooked in strictly functional or instructional models.

Finally, the international relevance of this research lies in its dual focus. The proposed model draws on foreign experience, as well as demonstrates the Ukrainian academic community's readiness to export its hybrid educational approaches. These models could be relevant for countries preparing for the risks of prolonged conflict, as indicated by Schrader (2021). In this way, the article exceeds national experience and offers a potentially transnational prototype for safe education in the context of hybrid threats.

### **Organizing and adapting learning in HEIs with specific conditions during wartime: international experience**

Professional training of law enforcement officers during wartime is a strategic task. It demands careful attention to the specific dynamics of military conflicts, social stability, security concerns, and adherence to legal frameworks. Countries address this challenge by developing unique approaches tailored to their historical experiences with conflict, national security traditions, geopolitical realities, and technological advancements. To explore diverse paradigms of law enforcement training, this analysis focuses on countries and regions with frequent or ongoing wars, as well as members of security alliances such as NATO.

The United States has the greatest experience in this regard. Even though it does not face military conflicts on its territory, its position as a leading NATO member and a key participant in peacekeeping missions has gained it significant experience in combat operations and the associated specialized training of domestic law enforcement agencies.

Keller's research (2010) is a cornerstone in this field. The researcher examines the role of US military forces in supporting police operations and maintaining stability in crisis zones. He identifies a substantial gap between the demands of stabilization operations in post-conflict or crisis regions and the US's capacity to train law enforcement personnel (Capacity Gap) effectively. To bridge this gap, the military or other armed units are often deployed to assume responsibilities outside their primary functions.

Keller (2010), as a prominent theorist and practitioner, advocates for using military personnel to train or directly support police forces during times of war. While acknowledging that this is not an ideal solution, he emphasizes that it is often the only feasible approach. This approach ensures several key benefits: 1) *rapid mobilization* (military forces have the necessary resources and infrastructure to respond immediately); 2) *stabilization expertise* (many military units possess valuable experience in conflict zones, including peacekeeping operations).

One of the researcher's key proposals is the involvement of military personnel in police activities during stabilization missions. While the United States has extensive experience in this area, challenges remain. These include limited understanding of local cultures and needs, as well as difficulties transitioning from a military to a civilian framework, which can hinder the effectiveness of such practices. Keller (2010) also emphasizes the ethical challenges that arise when military forces perform police functions or when police adopt military methods. These include the potential incompatibility of military approaches with democratic policing standards and the risk of police militarization.

The US approach to training individuals in institutions operating under specific military conditions is based on interagency coordination. Its main elements are: a) effective collaboration (between military forces, police, diplomats, and international organizations); b) institutionalization (the creation of permanent structures dedicated to training and coordination); c) clear task allocation (to avoid functional overlap between military and civilian agencies) (Campbell & Campbell, 2016).

Research into international academic discourse shows that the United States is well-known for its extensive, multi-layered system of police officer training, which becomes even more stringent during military conflicts. The primary components of this training include:

- *Stress-inducing training.* Officers are trained at specialized facilities that simulate combat conditions, using simulators that mimic the sounds of explosions, gunfire, and the chaos of warfare.

- *Civil-military cooperation.* Police officers are engaged in working with local populations in conflict zones, learning psychological support techniques and how to mediate between the military and communities.
- *Military integration.* Police, firefighters, and the National Guard conduct joint training exercises to coordinate responses in emergencies.

Additionally, significant focus is placed on personal safety and ethical issues, especially in the face of legal challenges in combat zones.

In the USA, ongoing debates surround the militarization of law enforcement and its impact on civilian populations, with particular focus on the psychological effects experienced by police officers (Doherty, 2016). The reform and diversification of specialized educational institutions stem from these concerns, as well as the growing ambiguity regarding the constitutional rights and duties of young officers. This situation underscores the urgent need for specialized enforcement groups, such as tactical units and SWAT teams, to be properly trained and equipped for these challenges.

Currently, the US is implementing a series of measures to prepare and ensure the safety of such structures (see Table 1).

Table 1. Training and securing SWAT-specialized units in the USA

<b>Training/security aspect</b>	<b>Procedural implementation</b>
Selection and briefing	SWAT units are composed of experienced officers with advanced physical and psychological training. The selection process is rigorous and involves endurance testing, shooting proficiency, and decision-making under stress.
Training	Officers engage in continuous training that covers shooting, assault tactics, hostage rescue, operations in complex environments (urban areas, natural disasters), and crowd management. Training often simulates real-life scenarios.
Tactics and safety	Detailed operational plans are created for various missions, such as apprehending armed criminals, counter-terrorism efforts, and crisis management. Coordination with other agencies and implementing robust safety measures are integral to the process.
Equipment and safety	SWAT teams are equipped with advanced weapons, bulletproof vests, helmets, tactical vehicles (e.g., armoured vehicles), and cutting-edge technology, including thermal imaging and drones.
Psychological support	SWAT training and security include a comprehensive approach, integrating coping strategies and providing access to psychological health programmes and support.

Source: the authors' own conception

The experience of establishing and training intermediate military-police structures could be highly beneficial for Ukraine. Furthermore, the unique experience of Israel is worth discussing. The country has maintained a high level of combat readiness for many years. As a result, its system of training security officers is among the most effective in the world, shaped by the country's regular involvement in military conflicts and the necessity for close cooperation between various security forces and the military.

In Israel, the training of police officers in military conditions follows a distinctive approach due to the country's ongoing conflicts and security threats. This necessitates conventional police skills, as well as military training for effective operations in crises or wartime scenarios. Adapting this experience to Ukraine could prove effective, provided it aligns with the national context. Relevant sources highlight key aspects of secure training for students in institutions with specific conditions in Israel (Jonathan-Zamir et al., 2023). They are the following:

1. *Military-police integration.* The police work closely with the military. In high-risk situations such as terrorist attacks or armed conflicts, officers take on roles that extend beyond traditional law enforcement duties, contributing to national defence. As a result, training programmes often blend police and military competencies.

2. *Training in real-life scenarios.* Officers engage in specialized training, which includes tactical exercises in combat-like conditions (field training). Trainees learn to use firearms, practice tactical movement, conduct counterterrorism operations, and handle explosives. These sessions occur in training camps that simulate real military conflicts, requiring officers to make quick and decisive actions under the supervision of instructors.

3. *Psychological preparation for safety.* Israel places great emphasis on the psychological readiness of its officers, as they frequently face high-pressure situations. Trainees undergo stress management, emotional resilience training, and techniques for interacting effectively in crises.

4. *Joint training with the military.* Israeli police often train alongside military units, enhancing their understanding of military tactics and improving collaboration during joint operations. This includes training in tactical medicine, casualty evacuation, and coordination during large-scale emergencies.

5. *Public security.* In response to the ongoing threat of terrorism, Israeli police receive training to handle public disturbances, checkpoints, crowd control at major events, counterterrorism, and situations that may escalate into conflicts.

6. *Specialized units.* Israel has specialized police units, such as the “YAMAG” unit, which focuses on terrorist threats. These units undergo intensive training that mirrors military preparation, emphasizing tactics for hostage rescues and countering terrorism.

7. *Arms and equipment.* Israeli police are equipped with advanced weapons and technology, allowing them to operate effectively in combat situations. This includes automatic firearms, armoured vehicles, and specialized equipment to ensure officer safety.

This research primarily focuses on future police officers’ safety. The key elements of this process are discussed in the foundational work by Jonathan-Zamir et al. (2015). In Israel, police training institutions ensure the safety of cadets during wartime by conducting training in fortified buildings or bunkers, using early warning systems for real-time threat alerts, and equipping cadets for self-defence. The training includes practical exercises in environments that closely simulate combat conditions, with constant security provided, as well as psychological support to manage stress. These institutions collaborate closely with the military, organizing joint security operations and planning for evacuation in case of conflict escalation (Jonathan-Zamir et al., 2015).

Thus, police officers in Israel are trained to combine traditional law enforcement skills with military techniques and security strategies to operate effectively in wartime conditions and the face of ongoing security threats.

### **Adopting best practices for future officers’ safe learning: programme adaptation, field training, practical sessions, internships**

Since the outbreak of the war with Russia in 2014, Ukraine has significantly revised its approach to officer training. The collaboration between Ukraine and international partners, focusing on the safe and effective training of students in specialized institutions, led to several key reforms: 1) *decentralized training* (regional training centres were established to provide officers with training at the local level); 2) *combat experience* (police officers serve alongside the Armed Forces of Ukraine on the front lines, integrating military skills into their law enforcement duties); c) *humanitarian roles* (in conflict zones, police and rescue services are involved in assisting civilians, managing evacuations, and combating looting). Officers also receive training in international communication and the application of NATO standards (Kostyrev, 2023).

Since Russia’s invasion, Ukraine has aligned itself with European standards for training in institutions with specific educational conditions, prioritizing human rights. EU countries (such as Germany, France, and

Poland) emphasize principles of universality, police safety, and human rights protection, even during conflicts, a focus that is gradually being adopted in Ukraine (Pavlenko et al., 2017).

The main elements of the Western European strategy for police training in wartime or conflict situations include a) *international cooperation* (European police academies collaborate with NATO and other organizations to prepare officers for operating in wartime conditions); b) *specialized training* (for instance, the French gendarmerie trains in countering sabotage attacks, while Germany's training centres focus on managing mass riots and evacuations); c) *cybersecurity* (given the rise of hybrid conflicts, officer training includes cybersecurity and the use of artificial intelligence systems (Mattingsdal et al., 2024)). This helps preserve public confidence in the police.

It is also essential to focus on the safety aspects relevant to Ukrainian institutions with specific conditions in the context of the war. Given the ongoing war, the training of future cadets requires adjustments to address the unique challenges of ensuring their safety during the educational process. The effective organization of this process must include integrated measures that minimize risks for cadets and staff at these institutions (Sloan & Paoline, 2021).

A key priority is establishing a secure learning environment. According to international standards, training should be conducted in fortified buildings or specially designed bunkers that withstand potential shelling or missile strikes. When selecting locations for educational institutions, it is important to consider their proximity to high-risk zones, strategic sites, or the front line (Tverdokhliebova & Yevtushenko, 2024). Shifting the theoretical training component to an online format can also help reduce the risk of cadets being in dangerous areas.

Operational communication is another essential element of the safety strategy. Implementing early warning systems for missile strikes and regularly conducting evacuation drills will increase cadets' readiness to act during emergencies (Wilson, 2007). Educational institutions must have well-defined evacuation protocols, and all participants should be familiar with the procedures for air raids.

Preparing cadets for working in wartime conditions must also include practical exercises simulating real-life emergency scenarios. These exercises should cover tactics for movement under shelling, providing first aid, disarming explosives, and evacuating civilians (D'Alessio, 2024). It is crucial to ensure proper protection for participants in these drills, including the use of protective equipment.

Psychological preparation is an indispensable part of the training. Officers must be equipped to work under constant stress, so training programmes should focus on building stress resilience, making quick decisions in critical situations, and promoting effective teamwork. Ongoing support from psychologists will be vital for maintaining the mental well-being of cadets. Additionally, providing cadets with the necessary resources is crucial. This includes access to personal protective equipment such as bulletproof vests and helmets, basic weapons for self-defence, and proper training in their use.

Collaboration with military structures is a key component. This enables the exchange of knowledge, joint training efforts, and coordinated responses during crises (Goldsmith & Harris, 2013). Educational institutions should be integrated into the broader civil security framework and work closely with local authorities, emergency services, and community organizations.

In general, effective training for future police officers in wartime conditions must combine theoretical, practical, and psychological preparation, adapted to real-world threats. A holistic approach to ensuring the safety of cadets is essential not only for their protection but also for developing highly skilled personnel capable of performing their duties effectively in times of crisis. In this context, Israeli military educators strongly recommend: 1) *joint police and military training* (police work closely with the military, particularly border forces and intelligence services); 2) *counter-terrorism training* (police officers are trained in urban combat tactics, counter-terrorism strategies, and civilian evacuation under fire); 3) *psychological resilience training* (significant focus is placed on developing endurance and rapid decision-making in crises) (Luft, 1998).

Many Israeli police officers bring valuable military experience and combat training, significantly enhancing their readiness to participate in military operations. Timea Spitka (2023), a prominent researcher at the Norman Paterson School of International Affairs (Carleton University, Ottawa, Canada), highlights strategies for civilian protection that are deeply connected to police training practices. These strategies emphasize the use of tools such as community patrols and inclusive protection measures, which are designed to build trust between law enforcement and local communities while ensuring safety in conflict zones.

Moreover, Spitka (2023) underscores the importance of adaptive and effective training methods tailored to the challenges officers face in high-conflict environments. Cross-cultural training is particularly emphasized as it equips officers with the skills to navigate complex local, interethnic, and

political dynamics. In addition, the researcher advocates for practical training programmes, including crisis simulations and conflict management exercises, to enhance the professional resilience and capabilities of law enforcement personnel.

The research further underscores that successful protection strategies require more than the application of force; they rely on police officers' ability to ensure their safety, maintain transparency, adhere to ethical principles, and foster meaningful collaboration with civil society. Consequently, police training should integrate traditional disciplines with current approaches to community engagement, taking into account the unique socio-cultural context of the region.

Reflecting on historical experiences reveals a wealth of insights regarding the role of police in wartime, their training and retraining, and the restructuring of national security forces. The education of cadets in institutions with specific conditions during wartime is shaped by changes in the educational process, as well as the broader, continually evolving military landscape. For example, the US experience during World War II highlighted several critical challenges, including the participation of police officers in combat, a rise in crime and looting, and the urgent demand for rapid recruitment and training of new personnel.

Nonetheless, a notable lesson from this experience, which Ukraine might consider, is that “the war’s effects on policing did not amount to “militarization” as currently understood, but did inspire more standardized and nationally coordinated approaches” (Schrader, 2021,159). Campbell & Campbell (2016) provide the following recommendations: 1) to establish specialized units dedicated to training police for operations in conflict zones; 2) to invest in international policing structures, such as strengthening the UN’s role in training and coordinating police forces in member states; 3) to develop new training models that emphasize long-term stability and sustainable practices. Indeed, military forces can play a temporary role in supporting the police during stabilization operations. In the context of long-term training, it is crucial to establish effective civilian mechanisms. Thus, it is important to strengthen cooperation between civilian and military structures to overcome both military and crises.

Drawing on the international experiences of leading nations such as the United States, Israel, and EU member states, it is possible to formulate recommendations for Ukraine on the training of police officers and other security forces in wartime. These recommendations consider the practical challenges of military conflicts and the complexities of engaging with civilian populations.

Ukraine needs to diversify educational institutions tailored to specific conditions. By examining the practices of the United States, one can identify three types of training institutions: 1) *command and staff colleges* (these institutions collaborate with universities, government agencies, and law enforcement bodies); 2) *university programmes* (they involve joint initiatives with higher education institutions, such as Auburn University of Montgomery); 3) *certification programmes* (these programmes focus on specialized skills, including leadership, strategic planning, forensics, and intelligence policing) (Martin, 2017).

Ukraine could implement specialized university programmes in cooperation with military institutions, as well as certification programmes, such as “The Role of Police Officers and Civil Protection Units During Military Operations”. After discussions and an analysis of best practices, one can propose a model for safely training future employees of the MIA of Ukraine in field conditions during wartime. Table 2 presents a refined thematic plan, which will become part of this model in the future.

Table 2. Thematic allocation of training sessions

<b>Block</b>	<b>Topic</b>	<b>Method of delivery</b>	<b>Duration</b>
Theoretical section	Legal framework for police actions during wartime	Online lectures	20 hours
Practical training	Crime scene investigation	Field exercises	30 hours
Psychological training	Stress management	Training sessions	10 hours
Physical safety training	Survival and safety in combat zones	Field training with practical exercises	30 hours
Internship	War crimes Documentation	Practical training	10 hours

Source: the authors' own conception

This thematic plan was developed based on the conclusions drawn from the previous discourse, which will serve as foundational principles for the authors' modelling. The educational process in wartime presents many challenges, with the shift in the learning environment being one of the most significant. The war has destroyed educational infrastructure, and air raids, along with the need to relocate to safer areas, complicate the learning process even further. The psychological stress linked to the risk of attack and ongoing conflict affects students' motivation and their ability to focus.

This has led to the adoption of distance learning, which limits practical exercises.

Ensuring students' safety is crucial physically and psychologically. To address physical safety, educational institutions are equipped with shelters, warning systems are integrated, and civil defence drills are conducted. Psychological support is particularly vital for future officers, leading to the establishment of support centres and programmes aimed at building stress resilience.

The war has also underscored the importance of practical training. Students participate in exercises on training grounds, simulating scenarios such as riot control or providing first aid during combat. The curricula take into account the realities of warfare, including destruction and the use of advanced technologies. Simulators are employed to enhance realism. Practical internships also involve providing aid in conflict zones, interacting with both civilians and military personnel, and participating in humanitarian operations.

Using the experience described above, one can now approach the argumentation, development, and presentation of a comprehensive model for safely training cadets in field conditions during wartime (see Table 3).

An effective methodology for such training is the result of a thorough theoretical and methodological synthesis. This synthesis relies on an epistemological understanding of education in crises and a philosophy of safety in educational spaces. In such institutions, education cannot be reduced to academic content alone. It takes on an existential function: preserving life, preparing for the reality of threats, and developing reflective and psychologically resilient professionals (Labenko et al., 2023).

Methodologically, the model is based on several key principles: 1) *contextualization* (adapting to real wartime conditions), 2) *modularity* (dividing the structure into blocks based on workload and content), 3) *multifunctionality* (combining training, psychological preparation, and physical endurance), and 4) *interoperability* (enabling coordination with military and other emergency response units).

The model's core approach is to treat training as a simulation of a high-stress environment. In this environment, cadets do not simply acquire knowledge. They actively "experience" scenarios that bring them closer to real-life situations. This process triggers neuropsychological adaptive mechanisms and lays the foundation for developing an "internal instructor", i.e., the ability to act independently within disorganization, chaos, and risk.

Table 3. The methodology for ensuring cadets' safe learning in field conditions during wartime

<b>Methodology purpose</b>	This methodology aims to equip future officers with the skills and knowledge needed to operate effectively in combat conditions by incorporating field training, practical exercises, and instructor internships in conflict zones. It also ensures a balanced approach to theoretical learning, practical skill-building, and psychological resilience required for critical missions.
<b>Methodology framework</b>	<p><i>Structured learning modules:</i></p> <p>Theoretical training (20%) – it is delivered online via platforms such as Zoom and Google Classroom, using case studies, interactive lectures, and video materials.</p> <p>Practical training (50%) – it is conducted at specialized training grounds with realistic field conditions.</p> <p>Psychological resilience training (10%) – it involves workshops on stress management and psychological preparedness.</p> <p>Physical safety training (15%) – it includes hands-on field exercises simulating combat-like scenarios.</p> <p>Internships (5%) – these consist of practical assignments in relatively secure areas close to conflict zones.</p> <p><i>The schedule of activities is as follows:</i></p> <ol style="list-style-type: none"> <li>1) designed as intensive modules, divided by thematic focus (see Table 2);</li> <li>2) balanced alternation of theoretical and practical sessions to ensure skill integration and knowledge application.</li> </ol>
<i>Training organization</i>	
<i>Training techniques</i>	<p><i>Case studies</i> (examination of real-life scenarios, such as war crime documentation);</p> <p><i>role-playing exercises</i> (simulations of critical tasks, including civilian evacuations and checkpoint management);</p> <p><i>simulated environments</i> (training grounds designed to replicate real crime scenes);</p> <p><i>e-learning resources</i> (video demonstrations of specialized procedures, such as bomb disposal or investigative techniques);</p> <p><i>virtual reality (VR)</i> (immersive simulations of high-risk situations, including mines and ambush scenarios).</p>

*Practical training components*

*Field training sessions:*

Locations: secure training facilities equipped with field-simulation environments.

Key focus areas: 1) crime scene analysis and war crime documentation; 2) safe handling of explosive devices; 3) vehicle inspections and checkpoint operations; 4) victim evacuation protocols.

Equipment: mock explosives, forensic kits, and evidence documentation tools.

*Psychological resilience training:*

1) conducted by experienced psychologists from military backgrounds;

2) techniques include stress management and breathing exercises;

3) analysis of real-life case studies to enhance adaptability to combat scenarios.

*Instructor internships in conflict areas:*

Objective: Strengthen instructor expertise through exposure to real-world operations in conflict zones, where feasible.

Stages:

1) preparatory phase (introduction to existing challenges and operational realities);

2) field phase (active observation and participation in police and military activities);

3) analytical phase (evaluation of field experiences to design updated training programmes).

---

*Expected outcomes*

1. Practical readiness of cadets to operate effectively in wartime scenarios.

2. Enhanced ability to respond to emergencies.

3. Enrichment of training programmes with insights from instructors' field experiences.

4. Stronger psychological resilience among officers working under combat conditions.

---

Source: the authors' own conception

The selected teaching methods, such as case studies, role-playing games, simulation training, VR technologies, online lectures, field exercises, and psychological resilience training, are expected to help develop professional skills, as well as those in operational security, behavioural flexibility, and ethical responsibility. The internship of instructors in combat zones, as part of the methodology, serves both as a way to enhance

qualifications and as a feedback mechanism. It helps adapt the educational content to the realities of the frontline.

Therefore, the presented model is not simply a collection of actions. It functions as a framework prototype for an educational ecosystem focused on survival, effectiveness, and humanism in wartime conditions. In the future, this model could serve as a standard for adaptive, safe education programmes in other countries experiencing prolonged conflict or preparing for potential threats.

Finally, the current challenges posed by the war in Ukraine require a reevaluation of the approaches to training security officers. This includes police officers, border guards, and rescuers. Emphasis should be placed on their physical, psychological, and professional readiness to operate in combat zones. The proposed methodology combines theoretical learning, practical exercises, and field training to offer a holistic approach. It addresses current challenges and equips individuals with the skills to operate in the most demanding conditions. However, it requires practical implementation and experimental validation to ensure its effectiveness.

## **Conclusion**

Therefore, professional training of security officers during wartime is influenced by national characteristics, the nature of conflicts, and the level of international cooperation. While each country uses unique methods, common trends include integrating police and military forces, enhancing psychological resilience, and adapting to the latest technologies. These strategies equip these professionals to perform effectively in extremely challenging circumstances.

A detailed analysis of international studies on police training during military crises highlights several key insights. Global practices demonstrate the necessity of tailoring training to conflict-specific conditions, fostering collaboration with military structures, ensuring the safety of trainees, and employing advanced technologies. Countries such as those in the EU, the United States, and Israel prioritize the creation of regional training centres, joint police-military exercises, and the development of psychological resilience in officers. Training programmes address a range of tasks, including countering sabotage, evacuating civilians, managing public disturbances, enhancing cybersecurity, and using artificial intelligence. Humanitarian responsibilities, such as assisting civilians, preventing looting, and safeguarding human rights, remain a critical focus, even under adverse conditions.

For Ukraine, these experiences offer valuable insights for ongoing reforms aimed at integrating police with military structures, expanding international partnerships, and incorporating innovative approaches into law enforcement training programmes.

The article presents a set of recommendations and potential measures, grounded in international experience, to enhance the safety of the educational process in institutions operating under specific conditions:

1. *Organizational measures.* Training programmes should be decentralized, with regional centres established to facilitate local officer training and reduce risks. Educational facilities should be situated away from frontlines and strategic targets, using fortified buildings or bunkers for safety. The theoretical component of training should adopt an online or remote format to minimize physical exposure to risks.

2. *Practical training.* Practical exercises should emphasize safe field training, including simulations of combat scenarios, tactical movement under fire, evacuation procedures, first aid, and handling of explosive devices. Training should incorporate collaboration with military forces, integrating military skills into police preparation and conducting joint exercises. Counterterrorism training should focus on urban operations, responding to terrorist threats, and evacuating civilians.

3. *Safety measures.* Early warning systems should be implemented to provide alerts about missile threats and guide evacuation procedures. Trainees must be equipped with protective gear, such as body armour, helmets, and basic weaponry. Clear protocols for emergency responses should be developed and disseminated to ensure coordinated actions during crises.

4. *Psychological preparation.* Psychological training should prioritize building stress resilience through exercises designed to enhance performance under constant stress and improve decision-making in critical situations. Regular consultations with psychologists should be provided to support mental health and well-being.

Additionally, key areas for optimizing, transforming, and securing the training process include: a) innovative approaches; b) resource allocation; c) international cooperation; d) the adoption of successful practices (Israeli experience, European standards, and elements of the US model); e) strategic coordination through integration into the broader security system (collaboration with the military, local authorities, and non-governmental organizations).

The primary outcome of the article is the proposed model for ensuring safe field training for cadets, which is crucial for preparing

professionals capable of performing duties in wartime conditions. This model integrates theoretical knowledge, practical skills, and psychological resilience, essential for successful operations in critical situations. It provides a foundation for adapting law enforcement practices to the current challenges of war while prioritizing the safety and well-being of cadets during their training.

### Prospects for further research

Ukraine is actively incorporating the most effective practices for safe education in institutions with specific conditions. At the same time, there is a reciprocal effect: peaceful countries are increasingly looking to Ukraine's experience in police training for military conflict situations. Schrader (2021) emphasizes the significance and potential of integrating the Ukrainian general scientific methodology into police education theory and practice. This approach is based on holistic personality development, grounded in the cognitive-emotional-volitional triad of value-driven experiences. This methodology is gaining relevance as the roles of the National Police of Ukraine continue to expand. Their daily tasks now include evacuating civilians, documenting war crimes, exhuming bodies, demining areas, and fulfilling law enforcement duties in extremely challenging conditions, including active combat zones. Furthermore, Schrader (2021) argues that despite the challenges and contradictions of war, trust in Ukraine's new police force and public institutions is steadily growing. This creates new challenges and opens up opportunities for further exchange of experiences that warrant deeper investigation.

---

### References

---

- Albul, S. V. (2023). Normatyvno-pravova rehlementatsiia statusu ta osoblyvostei funktsionuvannia zakladiv vyshchoi osvity iz spetsyficnymy umovamy navchannia [Regulatory and legal framework governing the status and operation of higher education institutions with specialized learning conditions]. In D. Shvets, M. Korniienko, S. Albul, O. Siforov, & V. Nesteruk (Eds.), *Materialy vseukrainskoho naukovo-pedagogichnogo pidvyschbennia kvalifikatsii "Zaklady vyshchoi osvity zi spetsyficnymy umovamy navchannia: pravovyi status ta osoblyvosti funktsionuvannia"* [Proceedings from the All-Ukrainian Scientific-Pedagogical Professional Development Programme "Higher Education Institutions with Specialized Learning Conditions: Legal Status and Operational Features"] (pp. 10–14). Helvetyka.  
<http://repositc.nuczu.edu.ua/bitstream/123456789/18032/1/%D0%97%D0%B1%D1%96%D1%80%D0%BD%D0%B8%D0%BA%20%D1%8>

- [2%D0%B5%D0%B7%2006\\_23%20advanced\\_training\\_%D0%9E%D0%B4%D0%B5%D1%81%D1%81%D0%B0.pdf#page=10](#)
- Campbell, D. J., & Campbell, K. M. (2016). Police/military convergence in the USA as organisational mimicry. *Policing and Society*, 26(3), 332–353.  
<https://doi.org/10.1080/10439463.2014.942852>
- D'Alessio, I. (2024). “Emergency decisions”: The choice of a simulated emergency scenario to reproduce a decision-making condition in an emergency context as close to reality as possible. *Safety*, 10(2), Article 54.  
<https://doi.org/10.3390/safety10020054>
- Doherty, J. B. (2016). Us vs. them: The militarization of American law enforcement and the psychological effect on police officers and civilians. *Southern California Interdisciplinary Law Journal*, 25, 415–450.  
<https://gould.usc.edu/why/students/orgs/ilj/assets/docs/25-2-Doherty.pdf>
- European Commission. (n.d.). *International humanitarian law*. [https://civil-protection-humanitarian-aid.ec.europa.eu/what/humanitarian-aid/international-humanitarian-law\\_en](https://civil-protection-humanitarian-aid.ec.europa.eu/what/humanitarian-aid/international-humanitarian-law_en)
- Goldsmith, A., & Harris, V. (2013). Police–military cooperation in foreign interventions: Timor-Leste and the Solomon Islands. In F. Lemieux (Ed.), *International Police Cooperation: Emerging Issues, Theory and Practice* (pp. 221–237). Willan.  
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781843927624-22/police-military-cooperation-foreign-interventions-timor-leste-solomon-islands-andrew-goldsmith-vandra-harris>
- Greshta, V., Shylo, S., Korolkov, V., Kulykovskiy, R., & Kapliienko, O. (2023). Universities in times of war: Challenges and solutions for ensuring the educational process. *Problems and Perspectives in Management*, 21(2), 80–86.  
[http://dx.doi.org/10.21511/ppm.21\(2-si\).2023.10](http://dx.doi.org/10.21511/ppm.21(2-si).2023.10)
- Jonathan-Zamir, T., Weisburd, D., & Hasisi, B. (Eds.). (2015). *Policing in Israel: Studying crime control, community, and counterterrorism (advances in police theory and practice)*. Routledge. <https://www.amazon.com/Policing-Israel-Studying-Community-Counterterrorism/dp/1498722563>
- Jonathan-Zamir, T., Litmanovitz, Y., & Haviv, N. (2023). What works in police training? Applying an evidence-informed, general, ecological model of police training. *Police Quarterly*, 26(3), 279–306.  
<https://doi.org/10.1177/10986111221113975>
- Keller, D. E. (2010). *US military forces and police assistance in stability operations: The least-worst option to fill the US capacity gap*. Strategic Studies Institute.  
<https://www.loc.gov/item/2010533267/>
- Koval, M., & Pazen, O. (2024). Adaptatsiia osvितnikh prohran do vyklykiv voiennoho chasu v zakladakh vshchoi osvity zi spetsyfichnymy umovamy

- navchannia [Adapting educational programmes to the challenges of wartime in higher education institutions with specialized learning conditions]. *Perspektyvy ta innovatsii nauky* [Prospects and Innovations of Science], 10(44), 230–242. [https://doi.org/10.52058/2786-4952-2024-10\(44\)-230-242](https://doi.org/10.52058/2786-4952-2024-10(44)-230-242)
- Khatsaiuk, O., Medvid, M., Maksymchuk, B., Kurok, O., Dziuba, P., Tyurina, V., Chervonyi, P., Yevdokimova, O., Levko, M., Demchenko, I., Maliar, N., Maliar, E., & Maksymchuk, I. (2021). Preparing future officers for performing assigned tasks through special physical training. *Revista Romaneasca Pentru Educatie Multidimensionala* 13(2), 457–475. <https://doi.org/10.18662/rrem/13.2/431>
- Kostyrev, A. G. (2023). NATO-Ukraine strategic communications: Theory and practice. *Hileia: naukovyi visnyk* [Hileia: Scientific Journal], 1-2(180-181), 82–95. <https://epub.chnpu.edu.ua/jspui/bitstream/123456789/9159/1/Kostyrev%20A.G.%20NATO-UKRAINE%20STRATEGIC%20COMMUNICATIONS%20THEORY%20AND%20PRACTICE.pdf>
- Labenko, O., Ugryn, T., Skrypnyk, A., & Sytdykova, I. (2023). Higher education in wartime: Challenges and practices. In L. Chova, Ch. G. Martínez, & J. Lees (Eds.), *Proceedings of the 15<sup>th</sup> International Conference on “Education and New Learning Technologies* (pp. 7459–7464). IATED Academy. <https://library.iated.org/view/LABENKO2023HIG>
- Luft, G. (1998). *The Palestinian security services: Between police and army*. Washington Institute for Near East Policy. <https://www.washingtoninstitute.org/pdf/view/9946/en>
- Martin, R. H. (2017). Military, university, and police agency command and staff colleges in the United States. *Journal of Education and Training Studies*, 5(2), 215–222. <https://files.eric.ed.gov/fulltext/EJ1133838.pdf>
- Mattingsdal, J., Espevik, R., Johnsen, B. H., & Hystad, S. (2024). Exploring why police and military commanders do what they do: An empirical analysis of decision-making in hybrid warfare. *Armed Forces & Society*, 50(4), 1218–1244. <https://doi.org/10.1177/0095327X231160711>
- Office of the High Commissioner for Human Rights. (1979). *Code of conduct for law enforcement officials*. <https://www.ohchr.org/en/instruments-mechanisms/instruments/code-conduct-law-enforcement-officials>
- Pavlenko, S. O., Sevruck, V. G., & Kobko, Ye. V. (2017). Training police officers in the conditions of reforming the system of education of the Ministry of Internal Affairs of Ukraine in accordance with European standards. *Nauka i osvita* [Science & Education], 6, 142–150. [https://nbuv.gov.ua/UJRN/NiO\\_2017\\_6\\_24](https://nbuv.gov.ua/UJRN/NiO_2017_6_24)

- Sazanova, L. S. (2022). Transforming higher education institution system in wartime – the challenges of the present. In *Materialy naukovo-praktychnoi konferentsii “Zaklyst ta dotrymannia prav bromadian orhanamy Natsionalnoi politsii Ukrainy v umovakh voiennoho stanu”* [Proceedings of the Scientific and Practical Conference “Protection and Observance of Citizens’ Rights by the National Police of Ukraine under Martial Law”] (pp, 169–171). Kharkiv National University of Internal Affairs.  
<https://dspace.univd.edu.ua/server/api/core/bitstreams/8c36ff73-41c8-4415-a8a5-b927636f7a82/content>
- Shemelynets, I. I. (2022). Transformatsiia systemy yurydychnoi osvity v umovakh viiny ta v pislivoiennyi period [Transformation of the legal education system during and after wartime]. *Znannia yevropeiskoho prava* [Knowledge of European Law], 2, 8–13.  
[http://repositsc.nuczu.edu.ua/bitstream/123456789/18032/1/%D0%97%D0%B1%D1%96%D1%80%D0%BD%D0%B8%D0%BA%20%D1%82%D0%B5%D0%B7%2006\\_23%20advanced\\_training\\_%D0%9E%D0%B4%D0%B5%D1%81%D1%81%D0%B0.pdf#page=10](http://repositsc.nuczu.edu.ua/bitstream/123456789/18032/1/%D0%97%D0%B1%D1%96%D1%80%D0%BD%D0%B8%D0%BA%20%D1%82%D0%B5%D0%B7%2006_23%20advanced_training_%D0%9E%D0%B4%D0%B5%D1%81%D1%81%D0%B0.pdf#page=10)
- Shernock, S. (2016). Conflict and compatibility: Perspectives of police officers with and without military service on the military model of policing. *Policing: An International Journal*, 39(4), 740–755. <https://doi.org/10.1108/PIJPSM-11-2015-0131>
- Schrader, S. (2021). Cops at war: How World War II transformed U.S. policing. *Modern American History*, 4(2), 159–179.  
<https://doi.org/10.1017/mah.2021.12>
- Sloan, J. J., & Paoline, E. A. (2021). “They need more training!” A national level analysis of police academy basic training priorities. *Police Quarterly*, 24(4), 486–518. <https://doi.org/10.1177/10986111211013311>
- Spitka, T. (2023). *National and international civilian protection strategies in the Israeli-Palestinian conflict*. Palgrave Macmillan.  
<https://www.amazon.com/National-International-Protection-Strategies-Israeli-Palestinian/dp/3031203925>
- Tverdokhliebova, N., & Yevtushenko, N. (2024). Creation of a safe educational environment for Ukrainian youth during war conditions. *Educational Challenges*, 29(1), 192–203. <https://doi.org/10.34142/2709-7986.2024.29.1.13>
- Verkhovna Rada Ukrainy [The Supreme Council of Ukraine]. (2014). *Zakon Ukrainy Pro vysbchu osvitu* [The Law of Ukraine “On Higher Education”] (No 1556-VII). <https://zakon.rada.gov.ua/laws/show/1556-18>
- United Nations Security Council. (n.d.). *Resolutions*.  
<https://main.un.org/securitycouncil/en/content/resolutions-0>

- Wilson, C. (2007). *Information operations, electronic warfare, and cyberwar: Capabilities and related policy issues*. Congressional Research Service.  
<https://sgp.fas.org/crs/natsec/RL31787.pdf>
- Zayachuk, Y. (2025). Ensuring quality higher education in Ukraine in times of war. *Journal of Adult and Continuing Education*, 31(1), 135-159.  
<https://doi.org/10.1177/14779714241270254>
- Zozulak, O., & Bashuryn, N. (2023). Safety and quality of higher education during wartime as seen by the participants in the educational process. *International Journal of Legal Studies*, 16(4), 81–120.  
<https://doi.org/10.5604/01.3001.0054.5503>