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## **RATIONALE FOR THE NEED TO IMPROVE THE MECHANISM OF STATE REGULATION OF MILITARY EDUCATION IN THE ARMED FORCES OF UKRAINE**

*This article highlights the features of state regulation of military education of the tactical command and control of the Armed Forces of Ukraine in the context of aggravation of the military-political situation. It reveals the regulatory and legal support for the implementation of managerial influences on ensuring the quality of military education in Ukraine. An analysis of recent research and publications in the specific field of research is carried out.*

*The main directions for forming and ensuring the implementation of military education policy are identified, which are considered in the context of the division of powers and responsibilities of the Department of Military Education and Science of the Ministry of Defence of Ukraine and the Central Directorate of Military Education of the General Staff of the Armed Forces of Ukraine.*

*The author substantiates the necessity to search for new, dissipative mechanisms that can provide a synergistic effect in the process of implementing the state regulation of military specialists training for the needs of the Armed Forces of Ukraine.*

**Keywords:** *mechanisms of state regulation, military education system, threats to national security, management and control of educational processes.*

**Statement of the problem.** The comprehensive defence of Ukraine, implementation of Ukraine's strategic course towards full membership in the North Atlantic Treaty Organisation (NATO), and significant intensification of reforms to be implemented to meet the NATO membership criteria require achieving sufficient interoperability and coordination of the capabilities of the components of the Ukrainian Defence Forces (DF) as soon as possible.

The existing need to achieve a high level of interoperability, interagency cooperation and coordination in planning and conducting joint operations in accordance with NATO standards and procedures, manning with motivated, professional and educated personnel, and gradual transition to a professional army necessitate scientific research and application of new, scientifically based approaches to the formation of the structure of the military education system, the content of training, and the search for mechanisms of state regulation of military education in the Armed Forces of Ukraine (AFU).

On 30 December 2022, the Cabinet of Ministers of Ukraine amended the Resolution of the Cabinet of Ministers of Ukraine of 15 December 1997 No. 1410 "On the Creation of a Unified System of Military Education" [1]. As a result, the Concept of Transformation of the Military Education System was approved, which outlines the existing problems, main tasks and structure of the military education system, provides for the implementation of an exhaustive list of tasks and measures for the period up to 2032 and measures to monitor their implementation.

The adoption of this Resolution is a continuation of systematic work on the NATO standards implementation in national legislation and regulations to ensure a qualitative transformation of the military education system, to achieve compliance with the criteria for full NATO membership, which necessitates the development of appropriate state regulation.

At the same time, the United States of America (USA) and other partner countries are carefully studying the experience of the real battlefield, often simply by transferring the same conditions to

training grounds [2, 3]. This process is ongoing. The military processes taking place on the frontlines in Ukraine today are forcing the US army to rethink the current reality. This confirms the uniqueness of the experience gained by the AFU and reveals the need for flexible changes in the training of military specialists, taking into account the conditions of the new theatre of war and the enemy's constantly bifurcating actions, and encourages to draw the conclusions on the basis of scientific research.

**Analysis of recent research and publications.**

The analysis of modern management in the military sphere of activity has been paid attention to in a large number of scientific works. For example, the monograph [4] describes approaches to improving defence management and ways to bring it closer to NATO standards, and substantiates methodological and practical recommendations. Conceptual views on trends and prospects for the development of professional military education, taking into account the experience of leading NATO member states, are presented in the monograph [5]. It focuses on the issue of forming a military education policy in the context of analysing the current global security environment and the tasks of the security and defence sector of Ukraine. The monograph [6] develops methodological tools for ensuring military security based on the use of military and non-military forces and means of the security and defence sector.

However, the issue of searching for instrumental means of managerial influence on the subjects (actors) of ensuring effective training of military specialists, state regulation of military education in the AFU based on forecasting military threats to the national security of Ukraine and the need to neutralise them is not covered in the known literature.

**The purpose of the article** is to substantiate the need to develop tools which, if used, would make it possible to improve the mechanism of state regulation of military education of the tactical command and control of the Armed Forces of Ukraine in the context of aggravation of the military-political situation.

**Summary of the main material.** The Law of Ukraine "On National Security of Ukraine" and the National Security Strategy of Ukraine define the main tasks of the components of the security and defence sector of Ukraine (SDSU) in the areas of defence and security of the state. Analysing these and some other regulatory documents, it can be concluded that the security and defence forces must be capable of conducting combat operations of

varying intensity and scale, and effectively counteract the enemy on (in) all spatial and other planes (e.g., cyberspace). At the same time, the state's limited resources necessitate the rational use of existing DF and the appropriate assignment of tasks to them, the organisation of their management and sufficient resource, information-analytical, legal and other types of support.

In this context, it is advisable to agree with the authors of the paper [4], who proposed the use of an integrated capability to counter military threats – a rational composition of forces and means of the SDSU and their defined necessary capabilities, which are planned to be implemented under a single concept to de-escalate identified (predicted) military threats within the resources allocated by the state and non-governmental organisations.

Given the scope of the study, there is a need to declare the well-known fact that military education is the basis for the formation of human potential, which, in turn, is a component of the integrated capacity to counter military threats.

The existing objective need to ensure the DF readiness to repel armed aggression against Ukraine has necessitated the search for new, dissipative mechanisms that can provide a synergistic effect in the process of implementing state regulation of training of military specialists for the needs of the AFU.

The mechanisms of implementation of management and control of educational processes in the military sphere, which were based mainly on the use of empirical data, no longer meet the requirements of today. The enemy's use of hybrid warfare, dynamism in changing warfare tactics, lack of examples and known analogues have prompted the search for new, scientifically based concepts, the implementation of which is based on the adaptation of the military education system to the projected needs, which will ensure effective counteraction (neutralisation) of threats to Ukraine's national security.

In this context, analysing the existing approaches to the implementation of management of planning activities, it is advisable to pay attention (as an illustrative example) to the general algorithm of defence management and defence planning [5]. The proposed procedure for implementing the algorithm, in general, reveals the essence of achieving specific modelling goals, namely:

- assessment of the state's security environment;
- determining the resource needs of the defence forces;
- risk assessment;

- formation of a prospective model of the structure of the DF of the AFU;
- development of policy documents;
- implementation of monitoring and control (assessment and evaluation of the decisions effectiveness);
- implementation of corrective measures;
- development of conceptual (doctrinal), programme and budget documents.

It is worth noting that one of the main stages in the implementation of the proposed algorithm is the organisation and manning. This is one of the key factors for achieving the set values of the performance indicators of implementation, for example, in defence planning.

It is logical to conclude that the implementation of the process of organisation and manning is directly dependent on the definition of the organisation's goals for the short and long term through the assessment of its capacity and provision of the necessary resources, including human resources.

In turn, the quality of the process of manning organising depends on the quality of the processes of selection, training and development of personnel, their motivation, development of leadership qualities and their adjustment on the way to achieving a certain goal, manning with due regard to the results of forecasting the prospects for ensuring the effective operation of the DF and forecasting manning needs to counteract (neutralise) threats to the national security of Ukraine.

To reveal the physical essence of the mechanism of state regulation of military education, it should be noted that it is implemented on the basis of functional (managerial) influence on the organisational system, which ensures a certain state of its structure (transfer to another state) following the objective needs (patterns) of ensuring effective training of military specialists, taking into account the projected threats to the national security of Ukraine. In this regard, there is a need to develop appropriate measurable tools and methodological apparatus, the use of which makes it possible to effectively implement state regulation of military education in the AFU.

At the same time, the first step taken towards the formation (improvement of the existing)

mechanism of state regulation of military education was the distribution of key powers and responsibilities between the governing bodies: the Ministry of Defence of Ukraine (MoD), the General Staff of the Armed Forces of Ukraine (GS) and military command and control bodies (MC2), having higher military educational institutions (HMEIs) and military educational units of higher education institutions (MEUs of HEIs) in their subordination [7].

For example, under the current legislation, the MoD of Ukraine develops state policy on education in the military sphere and drafts legislation on military education.

The GS of the AFU is the main body of military command, coordination and control over the implementation of tasks in the AFU in the field of military education, it analyses and controls the level of training of military specialists.

Direct management of subordinate HMEIs and MEUs of HEIs, organisation and comprehensive provision of quality training of military specialists are carried out by military command and control bodies to which HMEIs and MEUs of HEIs are subordinate.

The Central Directorate of Military Education was established within the structure of the GS of the AFU to balance the military education management system and ensure prompt decision-making, implement managerial influence on the objects (bodies) of management and effectively achieve the set goals. Its main tasks include the following: timely adjustment of the content of training to the current needs of the troops (amendments to curricula and programmes) and the need to develop new professional competencies of officers and coordination of activities related to funding and provision of the necessary weapons and military equipment (WME) and material resources for training.

The main directions of formulation and implementation of the military education policy should be considered in the context of the division of powers and responsibilities between the Department of Military Education and Science of the MoD of Ukraine (MoD DMES) and the Central Directorate of Military Education of the GS of the AFU (AFU GS CDME), as shown in Table 1.

Table 1 – Summary table of the main powers and responsibilities of the Department of Military Education and Science of the MoD of Ukraine and the Central Directorate of Military Education of the GS of the AFU and the results of their cooperation

No.	MoD DMES	AFU GS CDME	Result
1	Prepares proposals to determine the volume of state orders for the training of military specialists, academic and research staff, faculty development, advanced training and retraining of personnel for the needs of the MoD, the AFU, the State Service of Special Transport, taking into account the needs of the DF components	Organises work to determine the need for training of military specialists with a higher education degree at all levels of military education to fill officer positions. Organises work to develop (refine) a list of specialisations to determine the need for training of military specialists with a higher education degree in the AFU. Develops a draft list of customers for the training of military specialists with a higher education degree at all levels of military education at HMEIs and MEUs of HEIs	The need to train military specialists with a higher education degree at the strategic, operational and tactical levels of military education. The list of specialities and the corresponding list of customers approved by the order of the GS of the AFU
2	Facilitates and participates in the licensing of educational activities carried out by HMEIs and MEUs of HEIs, institutions of professional pre-higher military education (IPME), and national universities (NU). In cooperation with the MoD and the National Agency for Higher Education Quality Assurance (NAQA), monitors compliance with the quality requirements for training military specialists, students of military lyceums (ML) and lyceums with enhanced military and physical training	Ensures the interaction of the structural units of the GS with other MC2 bodies and customers on the organisation and provision of quality training of military specialists in HMEIs and MEUs of HEIs. Analyses compliance with the licensing conditions for conducting educational activities in HMEIs and MEUs of HEIs education in terms of manning and technological support. Organises the review, amendment and refinement of curricula (educational programmes) for the training of military specialists following the tasks and prospects of the AFU development, analysis of combat experience and service activities of graduates. Implements international standards and procedures adopted by NATO member states in the educational process and training of military specialists in HMEIs and MEUs of HEIs. Establishes special requirements for the training of academic, scientific and pedagogical and research staff in postgraduate and doctoral studies at HMEIs, MEUs of HEIs, and NU	Plan for the selection of candidates for admission to postgraduate and doctoral studies at HMEIs, MEUs of HEIs, and NU. Coordination and approval of educational and scientific programmes (curricula) of the preparation of higher education candidates (learners) for the Ph.D. degree. Analysis of the relevance and compliance with the needs of the troops of dissertation research topics for higher education candidates (learners) for the degrees of Ph.D. and Doctor of Science, taking into account the experience of the AFU use and prospects for the development
3	Determines, within the scope of authority provided for by law, the procedure and special requirements for practical training, retraining, and advanced training of military specialists, including foreign ones, and, together with the MoD, the procedure for training Ukrainian citizens under the reserve officer training programme. Determines the procedure for selecting and sending officers for training, terms, sequence and frequency of training (retraining, advanced training)	Supports the development (adjustment) and approval of curricula for professional military education (PME) courses at all levels of military education and curricula for advanced training courses at HMEIs and MEUs of HEIs. Supports the training of military specialists to replenish the AFU and cover the losses of officers in a special period. Controls the conduct of training camps [practical exercises on the basis of military units (institutions) of the AFU] with citizens of Ukraine who are trained under the reserve officer training programme	Coordination of curricula of PME courses at all levels of military education and curricula of advanced training courses at HMEIs and MEUs of HEIs
4	Establishes special requirements for HMEIs, MEUs of HEIs, IPMEs, MLs and NUs that are under the authority of the MoD. Develops regulations on the IPMEs, approves the statutes of HMEIs, IPMEs and MLs under the control of the MoD, and regulations on MEUs of HEIs	Develops proposals for the establishment, reorganisation and liquidation of HMEIs and MEUs of HEIs, determines the organisational and personnel structures of HMEIs and MEUs of HEIs that are under the authority of the AFU. Submits plans for military (naval) internships (practices) of cadets (students) for approval to the Chief of the GS of the AFU. By the established procedure, approves the statutes (regulations) of HMEIs and MEUs of HEIs	Amendments to the organisational and personnel structures of HMEIs and MEUs of HEIs that are under the authority of the AFU (reorganisation, liquidation of HMEIs and MEUs of HEIs). Control over military (naval) internships (practices) of cadets (students)

Thus, the information presented in Table 1 allows us to reveal the quintessence of the powers and responsibilities of the main state regulatory bodies of military education in the AFU.

At the same time, during repeated meetings of the leadership of the MoD DMES, the AFU GS CDME, and HMEIs and MEUs of HEIs under the leadership of the First Deputy Minister of Defence of Ukraine in 2023, protocol decisions were made focusing on problematic issues of studying combat experience and its implementation in the educational process, organising the equipment (with regard to the operational situation) of training facilities with the necessary samples of weapons and military equipment, introducing the customers' participation in the training of military specialists, providing for the introduction of instructors positions etc.

The need to address these and some other issues necessitates the development of tools that can be used to form a mechanism for state regulation of military education of the tactical command and control of the AFU in the context of aggravation of the military-political situation. The quintessence of these mechanisms can be methodological support for defining tasks for the components of the military education system, initial data for the formation of the integrated potential of the system of HMEIs and MEUs of HEIs to ensure quality training of military specialists, substantiation of relevant recommendations, taking into account the needs to counteract (neutralise) identified (predicted) military threats.

### Conclusions

Thus, given the transformation of military education, which is carried out under the Concept of Transformation of the Military Education System, approved by the Resolution of the Cabinet of Ministers of Ukraine, the Matrix of Core Capabilities of the Defence Forces, defined by the Strategic Defence Bulletin of Ukraine, approved by the Decree of the President of Ukraine [9], the Procedure for Organising and Implementing Defence Planning in the Ministry of Defence of Ukraine, the Armed Forces of Ukraine and other components of the Defence Forces, approved by the Order of the Ministry of Defence of Ukraine [10], the system of military education has the following functional constituents: higher education, professional military education, and advanced training (professional development).

There is a need to develop tools that can be used to improve the mechanism of state regulation of military education of the tactical command and control of the Armed Forces of Ukraine in the context of aggravation of the military-political situation. It is conditioned by:

– regulatory documents on the organisation of military education;

– the experience of the Russian-Ukrainian war;  
– lack of tools for forecasting the need for motivated, professional and educated servicemen to participate in countering (neutralising) identified (forecasted) threats to the national security of Ukraine.

Further research should focus on the systematisation of the gained international experience concerning military personnel's training, and the formation of indicators and criteria for assessment and evaluation of the quality of their training.

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## **ОБҐРУНТУВАННЯ НЕОБХІДНОСТІ ВДОСКОНАЛЕННЯ МЕХАНІЗМУ ДЕРЖАВНОГО РЕГУЛЮВАННЯ ВІЙСЬКОВОЇ ОСВІТИ У ЗБРОЙНИХ СИЛАХ УКРАЇНИ**

*Набутий досвід ведення війни з потужною ворожою державою спонукає проводити коригування в системі державного регулювання військової освіти у Збройних Силах України.*

*Розглянуто особливості державного регулювання військової освіти тактичної ланки управління Збройних Сил України в умовах загострення воєнно-політичної обстановки. Розкрито нормативно-правове забезпечення реалізації управлінських впливів на забезпечення якості військової освіти в Україні. Проведено аналіз останніх досліджень і публікацій у специфічній сфері дослідження.*

*Визначено основні напрями формування і забезпечення реалізації політики з питань військової освіти, які розглядаються в контексті розмежування повноважень Департаменту військової освіти і науки Міністерства оборони України та Центрального управління військової освіти Генерального штабу Збройних Сил України.*

*Обґрунтовано потребу у пошуку нових, дисипативних механізмів, які спроможні забезпечити синергетичний ефект у процесі реалізації державного регулювання підготовки військових фахівців для потреб Збройних Сил України.*

*Аргументовано, що необхідність вирішення окреслених у статті завдань зумовлює потребу розроблення інструментальних засобів, використання яких дасть можливість формувати механізм державного регулювання військовою освітою тактичної ланки управління Збройних Сил України в умовах загострення воєнно-політичної обстановки. Квінтесенцією ж зазначених механізмів є методичне забезпечення для визначення завдань складовим системи військової освіти, вихідних даних для формування інтегрованого потенціалу системи військової освіти щодо забезпечення якісної підготовки військових фахівців, обґрунтування відповідних рекомендацій з урахуванням потреб для протидії (нейтралізації) виявленим (прогнозованим) загрозам воєнного характеру.*

**Ключові слова:** механізми державного регулювання, система військової освіти, загрози національній безпеці, менеджмент та управління освітніми процесами.

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