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PROFESSIONAL DEVELOPMENT PROGRAM FOR CIVIL SERVANTS FOR CREATION A SAFE EDUCATIONAL ENVIRONMENT UNDER MARTIAL LAW

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ABSTRACT

The relevance of the article is determined by the need to train education managers – civil servants and officials of local self-government bodies – to work and manage the educational system in war conditions.

*The **purpose** of the article is a justification and development of a short-term professional development program for civil servants and officials of local self-government bodies regarding safety in education, creation of a safe educational environment.*

*The research **methodology** of the article is a complex of scientific approaches that determined the content, methods and form of training: competence-based, axiological, systemic, risk-oriented approaches, public administration approach; approach for human rights. Research methods included analysis of theoretical sources, synthesis, modeling, oral interviews of educators, generalization of experience, and observation. Scientific novelty is substantiated by the content of the program and selection of approaches to learning. Practical significance is the development of a training program for civil servants and officials of local self-government bodies.*

*The **results** of the study are the content, forms and methods of teaching to solve the education problems under martial law in Ukraine, looking specifically at the example of the Kharkiv region. The new problems of the education organization under the martial law were identified: technical, psychological problems of children and other participants during the educational process, material problems of educational institutions and families, which are necessary to resolve for effective educational process, lack of safety culture among the population, etcetera.*

*The **conclusion** is that the proposed program answers many questions, especially, for the Kharkiv region and Ukraine. Prospects for further research are expansion of the program's content, taking into account the best foreign and Ukrainian experience.*

KEYWORDS: *Security in Education, Curriculum, Civil Servants, Education Managers, Martial Law, Education Problems.*

INTRODUCTION

Nowadays, there are certain difficulties and problematic issues regarding the creation of conditions for the safe realization of the right to education, in particular, a safe educational environment, under the conditions of martial law. Unfortunately, for both objective and subjective reasons, most of the leaders of the education system – leaders of general secondary education institutions, preschool educational institutions, higher education institutions and teachers of general secondary education institutions have adapted to military realities “on the fly”, or in an unsystematic way, which significantly complicates the realization of the right to education. Of particular concern is ensuring a safe educational environment under conditions of martial law.

The reality of education under martial law is that everything new is learned on the go. Studies are conducted of foreign and domestic experiences, and experts of the Ministry

of Internal Affairs, State Emergency Service, and other specialized services have become involved in working with children and teachers, non-governmental organizations (NGOs) and mass media.

Today, there are numerous public initiatives and international projects, seeking to address the challenge of providing education while the state is at war, but no definitive answer has yet been found. No system has been created, no systematic approach has been implemented. System and competence approaches, the use of appropriate protocols, where the actions of officials and responsible persons are prescribed step-by-step, are considered basic today in the EU and developed countries. Unfortunately, Ukraine has not implemented a sufficient number of international legal acts to address the challenges it now faces.

The solution to the problem today requires coordination of efforts and generalization of experience, as well as taking into account the experience accumulated by domestic educators to develop recommendations and requirements for a safe educational environment, ensuring the continuity of education, and safe conditions for the functioning of the educational sector.

For example, we refer to the Declaration of School Safety, which Ukraine signed in 2019, but did not implement into national legislation. Yet, the Ministry of Education and Science is still conducting an experiment in 20+ schools of Ukraine regarding the implementation of this document in general secondary education institutions (GSEI). Note that this is an extremely valuable document in martial law conditions as a guide for teachers and education managers.

There are already certain requirements for shelters based on the experience of the «Eastern Europe» Foundation project, i.e., requirements for shelters as full-fledged educational environments, a universal design for shelters, etcetera are being developed. There are also projects and initiatives for training safety culture and safety techniques for children and educators during hostilities. Films and videos were shot, there are recommendations of the State Emergency Service, the Ministry of Internal Affairs, etcetera. So, there is a basis for state regulation for solving the problem of safety in education and a safe educational environment.

Our concern in this article are the reasons for the unpreparedness of educators, in particular, civil servants in the education system, pedagogical workers and heads of education to work under martial law. So, the reasons for it are:

1. All educators of Ukraine, including heads of educational institutions, were not prepared for work during wartime. The safety of all participants in the educational process (children, parents, teaching staff) in the conditions of war was not a subject of training in pedagogical higher education institutions. Today, under the current legislation of Ukraine, a person can be a teacher even without a pedagogical education. Apart from the military and medics, workers in the field of education were not prepared for work in wartime conditions. Alternative to full-time education, the latest technologies of the educational process in the conditions of martial law were not studied.

As already mentioned above, the Safe Schools Declaration, which was signed by Ukraine in November 2019, has not been implemented into the system of general secondary education institutions (GSEI) and into the system of training and advanced training of

teachers and education managers. As a result, most of the participants in the educational process in GSEI do not have the skills of safe behavior today, which creates conditions for the interruption of children's education for an indefinite period, deterioration of the quality of education.

It threatens to create a “tipping point” (UNICEF's term) in children, which indicates that they will never return to education. It is necessary to teach safe behavior in different communities in different ways, depending on the real threats that exist there. There is a question about the initiatives of higher education institutions, Institute of Postgraduate Pedagogical Education (IPPE) on safety education of teachers, heads of GSEI in their regions and cooperation with security specialists in the region on these issues.

2. The professional standards that were adopted in 2020-2021, which are guided by the managers and teachers of GSEI, provide work in peacetime, their text lacks relevant competencies in conditions of martial law. Moreover, the Law of Ukraine “On Complete General Secondary Education” (Zakon Ukrainy «Pro povnu zahalnu seredniu osvitu»..., 2020) speaks of a safe educational environment in peacetime, there are no risks and dangers of war there.

Therefore, all regulatory documents for them were not taken into account in the Ministry of Education and Science at the beginning of the war and were developed on the go. But the Law has not yet been supplemented, no changes have been made. Today, war is a greater threat to the lives of all participants in the educational process than, for example, bullying. Although it also continues to exist.

3. It should be noted that the war has caused psychological trauma to children and adults who live in the war zone. War is a long-term stress that affects health, cognitive, emotional and volitional spheres, children's behavior, their consciousness, life plans, etcetera. Therefore, all children in Ukraine have special needs.

There are no safe places in Ukraine today. Most of the children of Ukraine today need to take into account their special needs in education. The war affected the health of children - it disturbed their physical, psychological and social well-being, which requires the selection and application of new technologies in the educational process in wartime in accordance with the new special needs of children. These needs should be researched and summarized, recommendations should be developed for their satisfaction with various technologies, taking into account age, gender, place of stay, status of the child, etc.

4. A safe educational environment has not been considered in detail in studies from the point of view of security, which makes it impossible to create it qualitatively in the GSEI without studying foreign experience in war. Scientific justification, research of this concept, implementation of the best domestic and foreign experience on the problem, establishment of exchange of experience in solving the problem in the education system, etcetera are needed.

5. No higher education institution in Ukraine yet prepares specialists in security education. There are only a few dozens of safety educators who, according to the UNICEF project, began to be trained by the National Academy of Internal Affairs in Ukraine in 2022. There are not enough of them, however, to solve the problem of security in

education. Their positions are supported through funding from the local budget, which in wartime works for defense.

In the Ternopil region, for example, after studying the experience of the Israeli model, the head of the Department of Education of the region is starting to experimentally introduce the position of a safety educator in PPE in some communities. It is necessary, there is no doubt, but who can be employed for this position? Study at the National Academy of Internal Affairs in Ukraine lasts for a month (full-time and extramural training). A system of training such specialists as a profession is already needed throughout Ukraine.

6. In Ukraine today there are recommendations from the Ministry of Education and Science to create security offices in regional professional development institutes for teachers. But there are no specialists who can work there.

7. As for civil servants in the education system. Most of them received a classical pedagogical education, therefore, they are also not ready to work in wartime conditions. The education manager was trained in postgraduate education institutes and the Academy under the President of Ukraine.

Today, there is a need for a restoration specialist, who is being trained for the first time in Ukraine under international projects together with a representative of a local self-government body. This is at the community level. At the national level, no one prepares such specialists. Although it is civil servants – those who manage the educational sector in all conditions, must have education and experience of working during the war and restoring education after the war. V.O. Sukhomlynskyi's green school in the forest on the lawn is designed for children as outdoor learning to bring them back to their childhood while the school is being renovated after the war. This is only viable in warmer seasons.

LITERATURE REVIEW

Existing studies (Creative Associates International, n.d.; Young, 2012) currently cover only psychological and socio-pedagogical assistance to children and families in war conditions. The question of education and its organization in the conditions of war as a large-scale aggression in our country is generally insufficiently researched. The experience of international organizations regarding education in the conditions of military conflicts (INEE, 2018; UNICEF, 2016; Creative Associates International, n.d.; UNESCO, 2011; INEE, n.d.; UNICEF, 2018) shows the importance of continuous education, the need to continue it even in the conditions of war, but as an education that is sensitive to the conflict.

Neither educators, nor civil servants of the education system, nor officials of local self-government bodies were prepared for conflict conditions. And this is where their interaction with each other, taking into account local conditions, is needed for the organization of a safe educational environment and the continuation of education by students, similar to the orders of the Regional Military Administration (RMA). In the research of scientists on the culture of safety in education, there is only opposition to violence (say «no» to violence), cruelty, bullying, as well as building peace through the services of understanding in education, teaching various life skills, psychological resilience and economic independence (Opanasenko, & Novikova, 2022; Prokopenko, & Trubavina, 2020).

Martial law (Zakon Ukrainy «Pro pravovyi rezhyim voiennoho stanu»..., 2015) was not the subject of pedagogical research. In the field of public administration, this issue is just beginning to develop, as evidenced by the orders of the Ministry of Education and Science on a safe educational environment, which appeared only in the summer of 2022.

Thus, professional competence regarding safety in education and the creation of a safe educational environment is urgent for heads of education, teachers, heads of GSEI (Dashchakivska et al., 2021; INEE, 2013; Trubavina et al., 2022; INEE, n.d.). Therefore, the problem of security in education and access to education in wartime conditions requires separate professional training, advanced training and interaction of specialists from different fields to solve it, in particular, in the aspect of public administration.

Therefore, the **purpose** of the article is to model and develop a program of short-term professional development for educators in the state administration to ensure safety in education.

METHODOLOGY

We used theoretical analysis of sources, synthesis, modeling, oral surveys of educators, generalization of experience.

Scientific approaches to the development of the program were:

- competence approach as the main one in education;
- a systematic approach for the education system;
- a risk-oriented approach as a basis for determining risks and dangers;
- the approach of state administration as the provision of the state component in solving security problems in education; use of its mechanisms and base, resource;
- the approach of human rights as the basis of the work of managers of the educational sector;
- an axiological approach, according to which not only education, but also all educational activity should be based on values – universal human, European, national.

RESULTS

Taking into account the above, we proposed the following draft content of the program «Education and security in education in a state of war in the context of national security, respect for human rights and European integration», see Table 1.

Table 1

General Short-Term Professional Development Program: Education and security in education in martial law in the context of national security, respect for human rights and European integration

PROGRAM PROFILE

1. General Information	
Name of the program	<i>Education and security in education in martial law in the context of national security, respect for human rights and European integration</i>
Program code	–

Type of program by content	general short-term program
Form of education	full-time, E-learning (synchronous mode) or mixed (full-time and E-learning)
Target group	civil servants holding public service positions of categories «B» and «C», officials of local self-government (fourth-seventh category of positions)
Prerequisites for studying	The war in Ukraine, for which no one was prepared
The name of the customer of educational services in the field of professional training according to the program	Department of Education
Name of the partner(s) of the program	V. N. Karazin Kharkiv National University
Scope of the program	1,0 Credit ECTS
Duration of the program and organization of training	<ul style="list-style-type: none"> – full-time learning – 5 days – E-learning – 5 days in synchronous mode; – full-time and E-learning – 2 days of full-time training and 3 days of E-learning in synchronous mode
Language(s) of teaching	State
Area(s) of professional development covered by the program	de-occupation and reintegration of the temporarily occupied territory and management of the de-occupied territory; observance of human rights and anti-discrimination
List of professional competences, the level of which the program is aimed at increasing	<ul style="list-style-type: none"> – professional knowledge regarding security in education and through education, education in conflict conditions, a safe educational environment and ways of creating it, requirements for the functions of educators in conditions of military conflict, new functions of educators in conditions of war; – implementation of the right to education under martial law; professional knowledge about the formation of national identity as a component of national security; – the concept of a safe educational environment in conditions of war, state of emergency and peacetime; knowledge about educational institutions as centers of social assistance to families with children in the community;

- risks and problems of certain categories of citizens: internally displaced persons (IDPs), residents of de-occupied territories, certain categories of people in places of compact living;
- opportunities of educators to provide assistance to categories of citizens: IDPs, residents of de-occupied territories, certain categories of people in places of compact living;
- legislative and regulatory framework on safety in education for all participants in the educational process.

Compiler(s) of the program

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2. General Purpose

Acquisition and deepening of students' knowledge of legal categories, the latest risks, dangers, trends in education security in martial law, new functions of educators in martial law in the conditions of large-scale aggression of the Russian Federation, ways of solving security problems in education in educational institutions of different levels of education and accreditation, theoretical principles of security in education, the regulatory framework for solving the problem and mechanisms of state management that solve it.

Formation of competencies, abilities and skills in the field of education to ensure safety in education, implementation of legislative norms on safety in education in the practical activities of public administration bodies, performance of new functions of educators in conditions of martial law, mass movement of people across Ukraine and abroad, implementation of normative documents of the Ministry of Education and Science regarding safety in education in educational institutions, organization of continuous education and creation of a safe educational environment for all participants of the educational process.

3. Expected Learning Outcomes

According to the results of training, students must demonstrate:

Knowledge

- the main directions of state policy regarding the realization of the right to education of applicants, the creation of a safe educational environment, the peculiarities of the realization of the right to education in conditions of war, understanding the need for continuous education in war.
- security subjects and objects in education; the responsibility of educators for safety in education and the

	<p>creation of a safe educational environment; resources of subjects and their competences in safety in education;</p> <ul style="list-style-type: none"> – system of national documents defining safety in education; safe educational environment, in particular, in conditions of martial law; – peculiarities of the realization of the right to education by applicants in the conditions of martial law in Ukraine and abroad, new forms of education; – principles of providing educational services in conditions of war; – essence, tasks, types, forms of education for the safety of all participants in the educational process; new functions of educators as a result of martial law; – basic requirements for safety in education and the creation of a safe educational environment, technologies and methods of work in it.
Abilities	<ul style="list-style-type: none"> – to conduct a basic analysis of a specific situation for the selection of forms, methods of providing educational services in the conditions of war in the community and region; – to carry out information campaigns, measures on the need for safety in education and continuity of education; – to apply the norms of current legislation regarding the provision of educational services in wartime for the safety of all participants in the educational process, to create a safe educational environment; – to determine the criteria for the effectiveness of the provision of educational services in wartime conditions; – to use existing opportunities and resources to prevent dangers in education, interruption of education by students, creation of a safe educational environment, performance of new functions by educators in conditions of war; – to determine the risks and dangers for the participants of the educational process in the conditions of war in Ukraine, abroad, in the community. – to be able to organize the interaction of specialists in the community, in the region for safety in education and the creation of a safe educational environment.
Skills	<ul style="list-style-type: none"> – conducting information and educational campaigns among the population regarding the importance of continuous education and safety in education, a safe educational environment;

- analysis of legal norms in professional activity on the problem of safety in education;
- assessment of problematic situations in the education system in the context of safety in education, creation of a safe educational environment;
- - responding to problematic situations related to the fulfillment of duties regarding a safe educational environment, safety in education, new functions of educators in war conditions.

**4. Teaching and Learning
(methods of teaching, forms of conducting educational classes)**

During full-time training, lectures, trainings, thematic discussions, practical work, solution of situational tasks (case-study), individual and group work of participants of professional training are held.

During E-learning education, training is provided in synchronous mode by participating in webinars during which lectures-presentations and seminars are held, case methods are used, group solutions of practical exercises and their discussion.

During a mixed form training - participation in webinars (in synchronous mode) and full-time training, during which trainings, thematic discussions, practical work, analysis of situations and solving situational tasks (case-study), individual and group work of participants of professional training are held.

5. Resource provision of distance learning

Names of the web platform, website, electronic training system through which such training will be carried out, link (web address)	Service for organizing online conferences and video communication GoogleMeet, HangoutsMeet, Zoom and Skype. For E-learning in synchronous mode, access to the video conference web cabinet is provided during registration.
Name of distance course (module)	Education and security in education in martial law in the context of national security, abidance of human rights and European integration.

6. Assessment and forms of current and final control

Assessment criteria and their weight in the final assessment (%)	<p>During full-time training: attending classes - 40%; final control – 60%.</p> <p>During E-learning learning: E-learning (in synchronous mode) – 40%; final control – 60%.</p> <p>During mixed education: E-learning (in synchronous mode) – 20%; attending classes - 20%; final control – 60%.</p>
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A document on professional development is issued on the condition that the participant gains at least 75% of professional training, calculated taking into account the specific weight of each of the assessment components and on the condition that the final control is successfully passed.

Final control form	computer testing
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In accordance with the set goal, a complex of selected scientific approaches, a personal study of the experience of working in the educational sector in 2022-2023 in various regions of Ukraine, conducted training courses for educators and heads of educational institutions in different regions of the country, we have developed the content of the short-term professional development program for civil servants holding public service positions of categories «B» and «B», officials of local self-government (fourth-seventh category of positions) in the amount of 1 credit (30 hours) for full-time study. The structure of the program is given in Table 2.

Table 2
Structure of the Program (for full-time education)

Name of topics	Number of hours				
	Total number of hours / ECTS credits	including:			
		Lecture classes	E-learning classes	Educational visits	Independent work
1	2	3	4	5	6
Topic 1. The concept of safety in education, a safe educational environment as a problem in Ukraine during the state of war. Legislative and regulatory framework of the concept.	3	1	1		1
Topic 2. Risks, dangers and threats in education for all participants of the educational process in the state of war in Ukraine, abroad, in the community and the region.	3	1	1		1
Topic 3. Scientific approaches to solving security problems in education, creating a safe educational environment, working of an educational institution as a social assistance center in the community, and the country's experience in solving security problems in education during a state of war.	4	2	1		1

Topic 4. Conflict-sensitive education: essence, principles and implementation strategies.	3	2	1	1
Topic 5. Implementation of the Declaration on school safety in modern Ukraine and abroad.	3	2		1
Topic 6. Current issues of providing educational services in wartime conditions. Safety educators in Ukraine.	4	2		1
Topic 7. Criteria for the effectiveness of providing educational services.	2	1		1
Topic 8. Planning and implementation of information campaigns on safety in education, a safe educational environment and the need for continuity of education.	3	2	1	
Topic 9. Prevention of dangers and risks in the education system of Ukraine in the conditions of martial law, deoccupation and recovery. Interaction of specialists to solve the problem of safety in education in the community and region.	2	1	1	
Topic 10. Peculiarities of providing educational services to students abroad, in internal displacement, in deoccupied territories. Safety of participants of the educational process in various conditions.	2	1	1	
Final control of learning results	1	1		
TOTAL	30/1,0	16	7	7

Our communication with educators in various positions in the education system throughout the country in 2022-2023 during advanced training courses for teachers, school directors, and specialists of education departments allows us to talk about new problems that need to be solved at the state level when organizing education in war:

- technical problems (lack of mobile and fixed communication in the regions, especially in the zone of hostilities, possible hostilities, the availability of computers or their shortage in a family in which education and work are carried out remotely at the same time, and there is only one gadget in the family, or none at all, lack of coverage or a weak signal (no light) - a program for providing gadgets for teaching children and teachers is needed. Such an initiative exists in Ukraine at UNICEF, but it is not enough - 1,000 laptops per region. There are many more children and teachers. We need Starlinks in communities, generators, etcetera. in the education system.

- psychological problems of children and other participants in the educational process (lack of confidence in the future, life plans and perspectives, adaptation disorders to new living conditions, fears, psychological traumas that complicate the education process and create gaps in cognitive processes, emotional development, anxiety, silence, immersion into one's own world, deprivation due to war, aggression and traumatic children's games, lack of interest in the usual way of life, etcetera). There is a need for medical psychologists who can work with psychological injuries, but there are not so many of them in Ukraine today, and there are none in the education system at all. Their training, increased in scope, is needed specifically for the state-ordered education system.
- material problems (lack of a place to study at home or in a residence abroad, own housing, things necessary for life and study, loss of the family's normal financial situation due to job loss, displacement, loss of home, etcetera). This can be resolved by establishing life in new conditions with the material and economic support of the state and international organizations, creating places with a safe educational environment in child-friendly spaces. These are support centers for families with children, corners for children in various institutions, shopping malls, etcetera.
- lack of safety culture among the entire population of the country before the war. This concerns not only safety rules. The value of life and peace was not perceived as something outstanding in peacetime. It was commonplace, given little attention in everyday life, and there was little thought about losing these qualities. Today, the value of life comes to the fore, humanism, human-centeredness become meaningful terms. But the combination with security techniques in the conditions of war requires separate training, which should be different in content depending on the security problems of education in the region. This is not included in the regulatory documents of the Ministry of Education and Science on education in the educational process of children and youth.
- problems of socialization due to the war. Seeking safety for their children, parents leave them without the usual children's life, communication, activities in the children's team. Only virtual communication does not contribute much to socialization. The organization of socialization of children and youth in distance learning conditions, especially in regions where there are hostilities or their threat, is an issue that has not yet been resolved.

These identified problems are also issues that require immediate solution and further study from the experience of education managers.

DISCUSSION

The problem of education security and the creation of a safe educational environment is relevant for many countries, that have military conflicts on their territory, but full-scale external aggression, the lack of safe places throughout the country is typical only for Ukraine. The lack of experience of continuing education in a full-scale war complicates the organization of education on their models. These are other conditions, scales, threats, risks and dangers for which no one was prepared.

Today it is important to collect and adapt everything that is in the world accumulated on the problem with the peculiarities of the war in Ukraine. We agree with the fundamental provisions of the Declaration on the Safety of Schools, Scientists and Public

Figures of different countries, international organizations such as UNICEF, UNESCO on the role of educational institutions in war, education in conflict conditions, the need for continuing education and have taken these into the program.

At the same time, we must apply everything possible for the safety of participants in the educational process in our country. And there is no the single recipe for studying in war conditions, in particular, in Ukraine with its large territory and various threats depending on the distance to the border. There are no safe places in Ukraine.

Therefore, we understand that officials need to know the best foreign experience, the conditions for its application, our legislation and regulations for the children' protection in every possible way. They need to initiate the creation of such documents and recommendations, as the International Congress on Safety in Education, regional exchanges of experience, the position of community safety educator, child safety and protection policies in educational institutions, international standards for the safety and protection of children, which are now brought to the territory of Ukraine by international organizations. For the educational institutions these measures arrive slowly.

It should be noted that in Ukraine the civil service and work in local self-government bodies is a competitive position. The elected officials begin to perform organizational and administrative functions in education. At that time, in Germany and in many EU countries, for example, a teacher is a civil servant, but does not organize education as a system in war, this is not his or her function.

Therefore, the training programs for teachers to work in war conditions are not the same as the training programs for educational managers in local self-government bodies or public service in Ukraine. The preparation of a teacher as a civil servant for work in war conditions does not include organizational issues and education management in war conditions. The teacher will only work with children in his workplace. This is evidenced by teacher training programs in many EU countries at universities. About these items we asked colleagues at conferences in the Czech Republic, Slovakia, France, Germany during 2022-2023.

If we take the example of Israel, more attention is paid to the security design of buildings and educational institutions. The culture of security is formed in kindergartens, schools, universities, etcetera, as well as the patriotic education and readiness for military service, which must be performed by all genders. All citizens live for many years in war conditions, so the entire system of training educators at every level takes these issues into account in the country.

But war is a war with its different philosophy, other ways of waging war, other systems of defense. Therefore, we can turn to the ideas of patriotic education as an important factor of victory, gender equality in the defense of the Motherland, work from kindergarten with children and form the safety culture, build shelters in every possible way where people can be, and all these items include training programs for education managers, as we have done.

But the scale of war in Ukraine, the dangers and risks in education, the lack of protection from the sky, mine danger are not issues that are typical to Israel. Therefore, today, in the face of more dangers and risks in Ukraine, we have taken into account all the experience that exists in the world.

At the same time, we cannot cover the full range of security issues in education in one program. It needs to have a larger continuation, taking into account the problematic issues that arose after the creation of the first program. This is an issue that needs to be solved in the near future.

CONCLUSIONS.

Considering the above, it can be said that such a training program for managers of the education system is relevant and solves a certain part of the needs of working specialists of local self-government bodies and state administration. It was developed and provided to managers of education and training courses for civil servants. The goal of our research has been achieved – there is a program and it is justified. It should be based on a complex of scientific approaches and have a certain specific, defined structure based on them.

It has modules that allow the study of the regulatory framework of education management during the war, to understand the problems of children and educators, to get acquainted with the best world experience in solving them, to exchange experience in solving similar problems, to introduce it into our education system taking into account the assets. It is theoretical with practical significance and it is a first for managers of the education system. It is logical that it should be followed by another program that allows to solve the new issues and challenges that have arisen in the management of education system in Ukraine today.

The proposed program does not solve all safety issues in education, but it gives answers to many of them, in which direction to move and what to do. Therefore, it has the right to exist and is the first for civil servants and officials of local self-government of the Kharkiv region and Ukraine. Prospects for further research are the expansion of the content of the program, taking into account the best foreign and domestic experience and identified problems in the management of education in war.

CONFLICT OF INTERESTS

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

**ПРОГРАМА ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ДЕРЖАВНИХ
СЛУЖБОВЦІВ ЗІ СТВОРЕННЯ БЕЗПЕЧНОГО ОСВІТЬНОГО
СЕРЕДОВИЩА В УМОВАХ ВОЄННОГО СТАНУ**

Актуальність статті зумовлена необхідністю підготовки менеджерів освіти – державних службовців і посадових осіб органів місцевого самоврядування – до роботи в умовах війни і управління освітньою системою.

Метою статті є обґрунтування і розробка програми коротко термінового підвищення кваліфікації державних службовців і посадових осіб органів місцевого самоврядування щодо безпеки в освіті, створення безпечного освітнього середовища.

Методологією статті є комплекс наукових підходів, які визначили зміст, методи і форму навчання слухачів: компетентнісний, аксіологічний, системний, ризико-орієнтований підходи, підхід державного управління; підхід до прав людини. Методи дослідження: теоретичний аналіз джерел, синтез, моделювання, усні опитування освітян, узагальнення досвіду, спостереження. Наукова новизна обґрунтована змістом програми і добром комплексу підходів до змісту навчання з вказаної проблеми. Практичне значення полягає у розробці програми навчання державних службовців і посадових осіб органів місцевого самоврядування.

Результатами дослідження стали: зміст, форми і методи навчання з вирішення проблем організації освіти в умовах воєнного стану в Україні на прикладі Харківської області; було також проаналізовано проблеми організації освіти в умовах воєнного стану: технічні й психологічні проблеми учнів та інших учасників освітнього процесу, матеріальні проблеми закладів освіти та сімей, які необхідно вирішити для ефективного освітнього процесу, відсутність культури безпеки у населення тощо.

Висновок – запропонована програма відповідає на багато запитань, особливо для Харківської області та України. Перспективами подальших досліджень є розширення змісту програми з урахуванням кращого закордонного і вітчизняного досвіду.

КЛЮЧОВІ СЛОВА: безпека в освіті, програма навчання, державні службовці, менеджери освіти, воєнний стан, проблеми освіти.

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