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This collective monograph offers the description of sustainable development in the condition of European integration. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of sustainable development in the condition of European integration are investigated in the context of economics, education, cultural, politics and law.

Authors are responsible for the content and accuracy.

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DISTANCE LEARNING TECHNOLOGIES FOR TRAINING SPECIALISTS IN THE CIVIL-MILITARY RELATIONS PROGRAM: OPPORTUNITIES AND PROSPECTS

Abstract. Based on the experience of specialists in civil-military cooperation, it has been established that they are actively sought-after specialists both in conflict situations and in the post-conflict settlement period, as well as for performing complex non-military tasks. Therefore, the educational component of the Civil-Military Relations program has as its goal the training of specialists capable of solving complex specialized tasks and practical problems, including through the use of effective communication tools. Opportunities for achieving these goals are: educational activities for the development of communicative competence of security and defense sector specialists; international communication on issues of international and national security and defense; joint educational programs, including for acquiring practical skills in the development and implementation of national security policies in various spheres of life of society and the state. It is determined that in modern conditions distance learning is a promising direction in the development of the educational process. A relatively new and actively used direction is also the use of "gamified" education, which is built according to the scheme: receiving a task – completing a task – moving to the next level. To improve the quality of education under the Civil-Military Relations training program, we consider it most appropriate to use blended learning, which introduction will allow to fully realize the potential of higher military educational institutions and use the best practices of the lifelong learning system. It has been argued that the opportunities for access to information resources under the NATO Defence Education Enhancement Programme (DEEP) and the Ukraine-NATO Professional Development Programme (PDP), as well as information resources of other educational platforms are appropriate for the formation of "soft skills" as the most demanded competencies for modern professionals.

Introduction

The strategic course for full membership in the EU and NATO was enshrined in the Constitution of Ukraine in February 2019. This was done to ensure the irreversibility of the path chosen by the Ukrainian people, for which we continue to pay the highest price. And although Ukraine is only at the beginning of its path to the EU and NATO, we can confidently say that for the first time in Ukrainian history, the issue of full membership in these organizations is not a dream, but an understandable goal and practical task that is already being implemented in practice [7, p.1]

In a situation of complex and multidimensional threats in the modern world not only the Armed Forces of Ukraine but also the authorities and local self-government, as well as educational institutions and civil society institutions must consolidate efforts to resist and recover in case of crises and / or emergency situations. That is why, we believe that securing the course towards Euro-Atlantic integration is an effective step on the way of development and professional growth which should become the key to systemic reformation of the security and defense sector of Ukraine.

Given this, an important factor is the intensification of international cooperation in the field of education with leading countries of the world and the relevant structures of NATO member countries, the intensification of the participation of personnel in international exercises, training missions, trainings, educational programs, consultations, internships and other events, primarily within the framework of the NATO Defence Education Enhancement Programme (DEEP) and the Ukraine-NATO Professional Development Programme (PDP) with the involvement of relevant trainers and teachers for that.

That is why the necessary task is to improve the methodology for developing training programs and training courses (including the possibility of distance learning) within the framework of the Civil-Military Relations program, taking into account the development of leadership skills aimed at creating high motivation and achieving the planned results while studying. Also relevant is the issue of developing gender competencies in the educational process, in particular because gender equality is important for the fair, sustainable and effective development of both education according to European criteria and our country as a whole.

1.   Using the capabilities of NATO-Ukraine PDP to train specialists in the Civil-Military Relations program

In order to assist training the civilian personnel of institutions of the security and defense sector of Ukraine, capable to implement and fulfill systemic state reforms in their official activities, under an unified program, in October 2005 during the Ukraine-NATO high-level consultations (Vilnius, Lithuania) the Ukraine-NATO Professional Development Programme (here in after – PDP) was founded. [3, p.1] In 2016, a systematic implementation of the Integrated NATO Assistance Package for Ukraine was launched, a rather complicated mechanism, the functioning of which requires the clear coordination of all government bodies. In order to use the funds effectively, the affectivity of the trust fund for changing the military career to a professional civil one and the Professional Development Program (PDP) have been increased due to the introduction of management subordinate to the Commission for the Coordination of Euro-Atlantic Integration. There was constant communication with NATO member countries to fill NATO trust funds, and to bring aid programs in line with the needs of Ukraine. [7, p.17]

Since 2017, the third stage of PDP has been implemented in Ukraine. [1, p.23] The main objectives of PDP are:

- Carrying out high-quality and specialized training and development activities to meet immediate needs and ensure sustainable results.

- Support in building local capacity for professional development in the security and defense sector.

- Facilitate the establishment of interagency dialogue and partnerships between beneficiaries in order to strengthen cooperation on issues of common interest.

- Assistance in providing bilateral and multilateral assistance from NATO member countries to support the professional development of security and defense sector representatives.

- Establishing cooperation with international and local actors in order to increase the effectiveness of joint efforts to provide training in accordance with the policy of the program. [6]

The main task of the PDP is to train civilian professionals capable of facilitating the effective functioning of the security and defense sector and the public administration system in order to strengthen civilian control over law enforcement and defense structures and to increase their capacity. [1, p.22]

In accordance with the Annual National Program under the auspices of the NATO-Ukraine Commission for 2019, this task is consistent with Objective 1.6.1 *Joining NATO* and Objective 2.1.2. *Professionally trained specialists of the security and defense sector of Ukraine* and can be implemented by increasing the level of professional competence of civil servants and local government officials on Euro-Atlantic integration. [4]

The main executor of the PDP is the Government Office for Coordination of European and Euro-Atlantic Integration of the Secretariat of the Cabinet of Ministers of Ukraine, and the co-executors are the National Agency of Ukraine for Civil Service Affairs and the Ministry of Foreign Affairs of Ukraine. The PDP also includes such educational institutions as the Diplomatic Academy of Ukraine named after Hennadiy Udovenko, the National Academy of Public Administration under the President of Ukraine, the National Institute for Strategic Studies under the President of Ukraine, the National University of Defense of Ukraine named after Ivan Chernyakhovsky and others.

For example, the experience of the National Academy of Public Administration under the President of Ukraine, where the passport of the project "Implementation of the NATO-Ukraine Program for Professional Development of Civilian Personnel in the Security and Defense Sector of Ukraine" was developed, is aimed at raising awareness of civil servants and local government officials in foreign, security and defense policy of the country, in particular security challenges and threats in the regional and transatlantic dimensions, as well as their acquaintance with the work of special security services and agencies. [2, p.2]; [3] It should be noted that this goal reflects one of the key objectives of the Annual National Program under the auspices of the NATO-Ukraine Commission for 2019, namely: to increase the level of professional competence of civil servants and local government officials on Euro-Atlantic integration. In addition, the Annual National Program identifies priorities under the PDP, such as: improving English language skills of personnel to be involved in NATO cooperation activities; raising the level of professional competence of security and defense sector specialists of Ukraine on defense budgeting issues; increasing the level of professional competence of civilian personnel in the security and defense sector of Ukraine within the framework of the NATO - Ukraine Program [4].According to Anastasia Mishkina, Deputy Head of the NATO-Ukraine PDP, today the main projects of the program are:

- 100 Champions – a project on professional development in the field of Euro-Atlantic integration of civil servants of more than 55 ministries and departments, implemented on request and jointly with the Government Office for European and Euro-Atlantic Integration of the Cabinet of Ministers of Ukraine. Implementation period - 3 years, will continue in 2020 in a new format. This is a project to improve the capacity of civil servants developing the NATO-Ukraine Annual National Program;

- creation of an information and training center in the Secretariat of the Verkhovna Rada of Ukraine – a project aimed at introducing its own capabilities for organizing thematic trainings for civil servants – employees of the Secretariat of the Verkhovna Rada based on needs assessment of VRU committees;

- Young UA – a project to develop leadership qualities and practical skills of young talented civil servants who also work in the field of Euro-Atlantic integration.

- creation on the basis of the National Academy of the National Guard of Ukraine and support for the development of the Euro-Atlantic integration department, which complements the classical training of officers and cadets of the National Guard with modern training modules of the Western model. Implemented in close cooperation with Operation UNIFIER led by Canada.

- cooperation with the Ministry of Defense of Ukraine in advanced training of its employees. Employees of the Ministry of Defense and the General Staff of the Armed Forces of Ukraine are participants in many PDP projects.

- creation of the concept of the hub for building the national stability of Ukraine. [5]

It should be noted that the training of specialists in the Civil-Military Relations program also takes into account the main approaches of the PDP, in particular on improving the professional level of servicemen involved in cooperation with NATO and reforming the security and defense sector of Ukraine.

- development of special courses on Ukraine's cooperation with NATO for implementation in higher education institutions of Ukraine (for example, "Public Administration in Armed Conflicts", "Protection of Civilians in Armed Conflicts", "Joint Doctrine of Civil-Military Cooperation", "Law of International security ");

- building Ukraine's own national institutional capacity to provide quality, modern and effective training, retraining and advanced training for personnel involved in all matters of cooperation with the Alliance, in particular in the context of Ukraine's preparation for NATO membership (eg foreign language courses; advanced training of specialists of the legal service of the Armed Forces of Ukraine; advanced training courses in the law of armed conflicts, as well as internships and practical training);

- integration of methods and approaches to professional training, retraining and advanced training of civilian personnel of the security and defense sector of NATO member states into the national system of training and advanced training of specialists in the field of Euro-Atlantic integration of Ukraine (for example, study of methods of preparation of strategic documents); taking into account organizational change and planning strategies, approaches to leadership and leadership in public administration, the use of NATO standards such as NATO Allied Joint Doctrine for Civil-Military Cooperation (STANAG 2509); Training in the Law of Armed Conflict (STANAG 2449);

- development of programs of highly specialized targeted trainings / seminars / courses taking into account the needs of state bodies on Euro-Atlantic integration and security and defense sector reform (such programs should address in particular: civil preparedness in case of crises and / or emergencies; non-military security dimensions; overall approach, leadership systems, etc.). [8]

2.   Using the distance learning for the formation of "soft skills" in the frame of training specialists on the program "Civil-Military Relations"

Today we consider it extremely important to implement into the educational process advanced methods and pedagogical technologies (distance learning technologies), including those used in the training of the armed forces of NATO member countries and can be adapted to the specifics of training cadets (students) on the program "Civil-military relations".

This is stated in particular in the National Strategy for Education Development in Ukraine until 2021, which among the main areas of implementation provides for the informatization of education, which in turn includes the creation of distance learning system and providing educational process by means of information and communication technologies as well as access of educational institutions to the world information resources [9] and in the Strategic Defense Bulletin of Ukraine (Operational goal 5.2. *Improving the System of Military Education and Training*) [10], as well as in the Concept of Distance Learning in the Armed Forces of Ukraine, which advocates the introduction of continuous phased system of "lifelong" training military specialists as an effective tool for reforming the system of military education. [11]

Learning is about sharing communicative knowledge and skills with a student audience. For instance, Susan Ko and Steve Rossen rightly believe that online courses differ from classroom ones in how we transfer knowledge, the methods we use to facilitate communication, and the opportunities that the new environment gives us. In this case, the goal is to identify these differences and provide the means and methods to share knowledge in the online learning environment. [12, p.76]

In particular, the authors point out that distance education is a method of teaching in which the student and the teacher are physically in different places. It can combine technology, including audio, correspondence, video, computer, and the Internet. While online education is a form of distance education that involves the use of computers and the Internet as a means of transmitting information and teaching at least 80% of the course online. Furthermore, the authors note that there are also hybrid / blended courses – those that use a combination of classroom classes and online learning. In general, a course is considered blended if 30-79% of its content is read online. [12]

The authors of the manual "Technology of creating a distance course" provide two possible options for defining the concept of "distance education". First, distance education is a type of educational system in which distance learning technologies and organization of the educational process are mainly used. Second, distance education – one of the forms of education, in which the mastery of one or another of its levels in a particular specialty (direction of training, retraining or advanced training) is carried out in the process of distance learning [13, p.7-8]

Ihor Kuzmych defines distance learning as a variant of part-time education which is based on the use of a set of modern technologies that provide information delivery through the use of information and communication technologies [14, p.105].

In modern conditions, we consider this approach somewhat one-sided and the one which narrows the possibilities of distance learning and its application in the military education system. We tend to believe that distance education in the military is not a substitute for education in its classical sense, but only a teaching technology.

So, in the study manual "Organization and use of distance learning technologies in the Armed Forces of Ukraine" the authors draw attention to the fact that distance learning technologies can be used in other forms of military training: full-time, part-time and mixed forms of training, retraining and advanced training, as well as in system of individual training during the study of particular disciplines (topics) or blocks of disciplines.

Thus, distance learning is implemented through the use of distance form as a separate form of education or the use of distance learning technologies to ensure the educational process in other forms. It should be clearly understood that the introduction of distance education, which provides for the issuance of a state diploma (after a separate program of practical study and state certification in accordance with the Law of Ukraine "On Higher Education"), requires approval from the Ministry of Education and Science of Ukraine. The use of distance learning technologies to ensure the educational process, as well as retraining, advanced training (postgraduate education) personnel in form of distance learning are carried out in licensed directions of training (within the licensed volume of distance learning) and do not require approval from the Ministry of Education and Science of Ukraine [15, p.3].

There is also a prevailing opinion among the authors that the specifics of training military specialists determine some features of the introduction of distance learning in the military education system. Given this, the educational process of distance learning at the first stage of implementation

can be divided into four areas: -training within the system of military education of military students, civil students (training of reserve officers), specialists for other law enforcement agencies and foreign servicemen; - advanced training and course training of officers of the Armed Forces of Ukraine; - providing servicemen (both conscripts and enlisted ones) with the opportunity to receive distance learning at the expense of the Ministry of Defense of Ukraine (contract terms); - providing opportunities for servicemen of the Armed Forces of Ukraine to receive higher education in distance learning at personal expense [16, p.35].

We believe that in the context of further integration of military and civilian education in Ukraine, theoretical and practical work on the implementation, creation and development of distance learning in the Armed Forces of Ukraine should last continuously, purposefully and productively, in parallel with the development of distance education in Ukraine. In addition, today the requirement of time is to change the forms and methods of teaching, in particular for the training of specialists in the program "Civil-Military Relations".

In our opinion, an additional advantage of the introduction of distance learning is the reduction of costs for the organization and provision of the educational process, the possibility of continuing the educational process in unusual conditions (for example, in the situation with COVID 19), the possibility of "lifelong learning", i.e. gaining appropriate competencies while military service and acquisition of competencies relevant to civilian specialties on retirement from the Armed Forces of Ukraine.

L. Hevlych and I. Hevlych as modern educational trends distinguish the following: lifelong learning, duality, smart education, the formation of soft skills through on-line courses [17, p.188].

In the 80's in the European educational space there was formed an understanding that the high level of knowledge of schools and universities graduates does not guarantee them successful professional self-realization. That is why in 2007 the document "The Key Competences for Lifelong Learning – A European Framework" appeared, which identifies 8 key competencies for lifelong learning, such as: 1) communication in the native language; 2) communication in foreign languages; 3) mathematical competence and basic competences in science and technology; 4) digital competencies; 5) the ability to learn; 6) social and civic competencies; 7) skills of initiative and entrepreneurship; 8) cultural self-awareness and self-expression. [18, p.5]

The term "soft skills" is most often defined as "soft" skills (competencies), but there are other translations, such as human or unified. "Soft skills" is a sociological term that refers to a person's emotional intelligence, a kind of list of personal characteristics that are somehow related to effective interaction with other people. These are skills that are difficult to detect, directly identify, test, and demonstrate. This group includes individual, communication and management skills. The concept of "soft skills" is related to how people interact with each other, is "soft" skills are equally necessary for everyday life and work. According to research, professional success is determined by "soft skills". [19, p.163]

In the context of training military specialists, as well as to some extent civilian specialists for the security and defense sector, it should be noted that "hard" skills (competencies) are related to military professional (special) knowledge, skills and abilities so require a special training regime. It is important to take into account that the information on training for the Armed Forces of Ukraine and other military formations belongs to paragraph 2.7 of the List of official information owned by the state in the field of education and science of Ukraine, approved by the order of the Ministry of Education and Science of Ukraine № 319 on 18.03.2015, section 2 "Defense, economics, education

and state security" [20], therefore – the educational components of the relevant curricula may not be published in the open media.

The authors of the study manual "Organization and use of distance learning technologies in the Armed Forces of Ukraine" also emphasize that the further development of distance learning will lead to the need to create closed communication networks in the Armed Forces of Ukraine, which will allow the use of restricted information. [15, p.5]

From this we can conclude that "hard" skills (competencies) that involve mastering military-special disciplines can't be formed by use open on-line platforms, this is due to the peculiarities of the regulation of military activities and the requirements on special access to them for students. An example to confirm this is the NATO e-Learning platform [21], where to register you need to have an official e-mail from NATO, government or NATO servicemen. If you do not have a military or official government e-mail address, you must have a sponsor from a NATO member or NATO command structure to confirm the possibility of training in the interests of NATO. Thus, the possibilities of distance education in the military sphere are associated with organizational and functional limitations.

At the same time, the CCOE Global e-Learning platform, hosted on the CIMIC Center of Excellence website, which acts as a hub for sharing collective knowledge, communicating people and achieving unity of purpose in civil-military interaction, offers a number of courses to expand competencies and acquisition of tools that can be used in future careers. Such courses include: NATO CMIC / CMI Awareness Course (NCAC: Advanced Distributed Learning / ADL); NATO CMI / CIMIC Orientation Course (NCOC); NATO CIMIC FIELD WORKER COURSE (NCFWC); NATO CIMIC STAFF WORKER COURSE (NCSWC); NATO CMI / CIMIC HIGHER COMMAND COURSE (NCHCC); NATO CIMIC LIAISON COURSE (NCLC); NATO CIMIC Functional Specialist Course (NCFSC); NATO CIMIC / CMI Integrated Functional Specialist Course (NCIFSC); UN-CM COORD eCOURSE (facilitator led); Master of Civil-Military Interaction (M-CMI). [22] All of these courses are paid, the cost of the course depends on whether the student is a representative of the sponsoring country CCOE (Denmark, Germany, Hungary, Latvia, The Netherlands, Poland, and Slovenia) or not.

Regarding the use of online opportunities for cadets / students, it should be noted that the Leadership Center of the Ukrainian Catholic University implements the program "Management and leadership in the military unit", a separate module of which is "How to choose a leadership style in a crisis situation." The educational platforms "ВУМ-online", "Prometheus", "EdEra" and others are also offer some interesting projects. Many of the courses outlined there are designed specifically to develop "soft skills".

Taking into account the possibilities of the PDP program, in particular in the field of dissemination of information about NATO, we can give examples of game projects that are available to cadets / students:

- "100 facts about NATO", a project created in the form of a podcast, which succinctly provides information about the organization, its goals, principles of operation, etc. [23]

- "NATONIA", a project created in the form of an online game, which has levels, each of which includes questions and other interesting information about NATO [24]

- "NATO MAP GAME", a project created in the form of an online game in which you need to find NATO member countries and NATO partner countries on the map [25]

Back in 2015, at the World Economic Forum in Davos 10 professional skills that will be relevant in 5 years, i.e. in 2020 were named. Such skills are: 1. Complex problem solving 2. Critical thinking 3. Creativity 4. People management 5. Coordinating with others 6. Emotional intelligence 7. Judgment and decision-making 8. Service orientation 9. Negotiation skills 10. Cognitive flexibility. [26].

Given the above, we analyzed the open educational platforms to identify courses that can be used to form "soft skills" in the training of specialists under the program "Civil-Military Relations", which is shown in table 1 (developed on the basis of sources [27], [28], [29], [30] by O. Beryslavska).

Table 1. Educational courses for the formation of "soft skills", which can be used to train specialists under the program "Civil-Military Relations"

Educational platform, where the course is located	Course title	Soft skills competencies
Prometheus	How to plan and conduct a dialogue effectively.	Ability to negotiate; complex multilevel problem solving; interaction with people; forming one's own opinion and making decisions.
	Dialogue and mediation: The path to understanding	Ability to negotiate; interaction with people; tolerance; formation of own opinion and decision-making; complex multilevel problem solving.
	Interaction of public authorities with the public	Interaction with people; complex multilevel problem solving; ability to negotiate.
	Critical thinking educational tools	Critical thinking; creativity in a broad sense; flexibility of mind
	Women and men: gender for all	Complex multi-level problem solving; ability to negotiate; interaction with people; tolerance; forming one's own opinion and making decisions
	Information wars	Digital competencies; building an information society
	Media literacy: practical skills	Digital competencies; ability to learn; building an information society
	Digital communications in the global space	Digital competencies; ability to learn; building an information society
	Basics of information security	Digital competencies; ability to learn; building an information society
Educational Era (Ed Era)	Very verified: online media literacy course	Digital competencies; ability to learn; building an information society
	Dialogue and mediation skills for the needs of the public service	Complex multi-level problem solving; ability to negotiate; interaction with people; tolerance; forming one's own opinion and making decisions
	Ukraine-EU Association Agreement	Cultural self-awareness and self-expression; flexibility of mind; ability to learn; understanding of the world context
	European mechanism of human rights protection.	Cultural self-awareness and self-expression; flexibility of mind; understanding of the world context; ability to learn

BYM-online	*About NATO*	Understanding the global context; cultural self-awareness and self-expression; flexibility of mind; ability to learn
	Human rights in action	Cultural self-awareness and self-expression; flexibility of mind;
	Introduction to mediation	Complex multi-level problem solving; ability to negotiate; interaction with people; forming one's own opinion and making decisions
	School of effective thinking	Critical thinking; creativity in a broad sense; flexibility of mind; personal effectiveness
	Critical thinking	Critical thinking; creativity in a broad sense; flexibility of mind; personal effectiveness
	Introduction to critical thinking	Critical thinking; creativity in a broad sense; flexibility of mind; personal effectiveness
	Strategic thinking	Critical thinking; creativity in a broad sense; flexibility of mind; personal effectiveness
	Digital security and online communication	Digital competencies, building an information society
	Information security in the digital world	Digital competencies, building an information society
Civicportal.education	Social cohesion and conflict reduction in communities	Complex multi-level problem solving; ability to negotiate; interaction with people; tolerance; forming one's own opinion and making decisions
	For communities about gender in simple language	Complex multi-level problem solving; ability to negotiate; interaction with people; tolerance; forming one's own opinion and making decisions
	How to find out the needs of the community through local analysis	Complex multi-level problem solving; ability to negotiate; interaction with people; forming one's own opinion and making decisions

As you can see, all these skills can be safely attributed to "soft skills". We believe that such competencies are necessary primarily for self-development, and for their acquisition it is possible to use smart education, on-line courses ets.

Conclusions

In our opinion, besides the PDP activities it is necessary to use the experience of NATO countries in training local teachers / trainers, who could further disseminate NATO best practice in leadership, change management and effective communication to the national training, retraining and advanced training system for specialists in the security and defense sector.

Based on the above, the possibilities of achieving these goals are: educational activities designed to develop the communicative competence of specialists in the security and defense sector; international communication on international and national security and defense; joint educational programs, including those to acquire practical skills in the development and implementation of national security policy in various spheres of society and the state.

At the same time, we consider the threats that may hinder the implementation of the PDP to be quite real, such as: the political situation in Ukraine, complicated by the armed aggression of the Russian Federation; lack of understanding by most officials of global security issues and, as a consequence, topical issues in the field of defense and internal security of the country, including at

the regional level; absence of a systematic legal framework for training, retraining and advanced training of specialists in the security and defense sector; insufficient level of financial and resource provision, as the program mostly exists within the framework of specific financial assistance from NATO member states.

The implementation of distance learning in the system of military education, in our opinion, will help attract more participants to the acquisition and continuous improvement of professional military education; more rapid response to changes in modern society and education; providing the brand new educational services through access to information resources, including the formation of "soft skills" as the competencies of the most in demand for modern professionals.

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