

УДК 351.74:37.07(4):061.1EU

DOI: <https://doi.org/10.33216/2218-5461/2026-51-1-190-200>

REGULATORY AND LEGAL FRAMEWORK FOR THE TRAINING OF LAW ENFORCEMENT PERSONNEL AND THE STATE CRIMINAL-EXECUTIVE SERVICE OF UKRAINE IN THE CONTEXT OF EUROPEAN STANDARDS

Pokryshen D.A.

НОРМАТИВНО-ПРАВОВЕ ЗАБЕЗПЕЧЕННЯ ПІДГОТОВКИ ПЕРСОНАЛУ ПРАВООХОРОННИХ ОРГАНІВ І ДЕРЖАВНОЇ КРИМІНАЛЬНО-ВИКОНАВЧОЇ СЛУЖБИ УКРАЇНИ В КОНТЕКСТІ ЄВРОПЕЙСЬКИХ СТАНДАРТИВ

Покришень Д.А.

The article provides a comprehensive legal and comparative analysis of the regulatory and legal framework governing the professional training of law enforcement personnel and the State Criminal-Executive Service of Ukraine in relation to the multi-level regulatory system of the European Union. The research is based on an examination of constitutional provisions, sectoral legislation, subordinate and departmental normative acts of Ukraine, as well as EU regulations defining the activities of CEPOL, Europol, Frontex and Eurojust.

The study identifies significant structural and functional differences between the national model of professional training, which remains fragmented, predominantly departmental and weakly coordinated, and the EU approach, which is grounded in multi-level governance, unified competency-based standards, external quality assurance mechanisms and a strong human rights orientation. The comparative analysis reveals key obstacles to harmonisation, including the absence of a unified national strategy for law enforcement training, inconsistencies in educational requirements across different agencies, limited integration of international ethical and human rights standards, and the underdevelopment of independent quality assessment mechanisms.

Particular attention is devoted to the institutional and methodological mechanisms for implementing European training standards within the Ukrainian system. The article substantiates the necessity of introducing competency-based training models, establishing state-level coordination mechanisms, developing internal and external quality assurance systems, and legally regulating the digital transformation of the educational process in the law enforcement sector. These mechanisms are conceptualised as practical instruments for overcoming normative fragmentation and enhancing the institutional capacity of professional training.

The article concludes that the modernisation of the regulatory and legal framework for training Ukrainian law enforcement personnel must be systemic in nature and based on the integration of legal unification, institutional coordination and methodological renewal of educational programmes in accordance with European standards. The implementation of the proposed measures is expected to contribute to the formation of professionally competent personnel, improve the effectiveness of law enforcement activities, and facilitate Ukraine's deeper integration into the European security space.

Keywords: Professional Training; Law Enforcement; European Union Standards; Normative Regulation; Human Rights.

Introduction

The establishment of an effective system for training law enforcement personnel in Ukraine is one of the key factors in ensuring public security, strengthening the rule of law and bringing the national legal system closer to the standards of the European Union. Institutional modernisation and reform of the law-enforcement sector require a coherent regulatory and legal framework capable of ensuring high-quality professional training, comprehensive assessment of competencies, continuous professional development and transparent certification mechanisms. The current regulatory framework governing the professional training of law enforcement personnel, including that of the State Criminal-Executive Service of Ukraine, remains fragmented and is characterised by the absence of unified, standardised approaches to the development of educational programmes, the assessment of learning outcomes and the organisation of international cooperation.

The dynamic changes in the security environment, the growing scale of transnational crime, and the intensification of international cooperation with the EU and NATO highlight the need to harmonise the national training system with European approaches. EU regulations, the activities of agencies such as CEPOL, Europol, Frontex and Eurojust, as well as established training quality standards, form the basis for developing shared methodologies and enhancing the professional competence of law-enforcement personnel. Examining the regulatory and legal foundations of professional training is essential for identifying directions for reform and improving the effectiveness of Ukraine's law-enforcement bodies in the context of European integration.

The purpose of this article is to conduct a comprehensive analysis of the regulatory and legal framework governing the professional training of personnel within Ukraine's law-enforcement agencies and the State Criminal-

Executive Service, taking into account European standards, identifying the problems and inconsistencies within the existing system, and determining prospects for its improvement within the broader context of integration into the European security space.

The objectives of the study are to clarify the content and features of the existing regulatory framework governing professional training within Ukraine's law-enforcement bodies and the State Criminal-Executive Service; to carry out a comparative analysis of national legislation with EU regulations and institutional mechanisms for personnel training; to identify key problems, gaps and inconsistencies in the current regulatory system; to determine the directions for harmonising Ukrainian legal regulation with European standards; and to formulate proposals for improving the system of professional training in line with contemporary public security challenges and the principles of the rule of law.

Review of Publications on the Research Topic

The training of law enforcement personnel in contemporary conditions emerges not merely as a functional task of the public administration system, but as an institutional mechanism for ensuring public security, upholding the rule of law, and realising the functions of a democratic state governed by the rule of law. The formation of a competent, highly professional and legally aware law enforcement officer requires the establishment of a comprehensive regulatory and legal framework governing the educational process, recruitment, certification, professional training and further professional development of personnel. The issues of training law enforcement personnel, digitalization and research of legislative documents were dealt with Balendr AV [1], Bintarawati F [2], Blahuta RI, Barabash OO, Zakharov VP, Kovalska MY and Dobkina KR, Indarta Y [5], Persaud AW [7], Rozov, V. I. [14], Setiawan H [15] and others, Luo Y [6]. In this context, the regulatory and legal framework

governing personnel training processes serves as a systemic determinant of the overall effectiveness of the law-enforcement system.

The study by Semenyshyn, Bondarenko and Protsenko [12] examines the strategic orientations of training National Police personnel in Ukraine, highlighting the integration of European educational standards. The authors emphasise the necessity of reforms within the law-enforcement sector, underscoring the creation of a new training framework aligned with European norms. They argue that such reforms should not be solely technical but should also contribute to officers' psychological security and personal engagement, ensuring comprehensive adaptation to evolving standards in law enforcement training.

Radchenya [11] stresses the need for further improvement of the regulatory and legal support of the law-enforcement training system, particularly through the systematisation and codification of existing legislation. Although the analysis does not focus explicitly on European standards, it highlights that aligning national regulations governing professional training with comprehensive legal frameworks can enhance the effectiveness of the educational process and ensure its compliance with international requirements, thereby facilitating deeper integration of Ukraine into the European educational and law-enforcement space.

The core argument in Holodnyk's [4] research is that the effective exercise of the state's law-enforcement function is directly dependent on properly regulated professional training and the formation of a high level of competence among law-enforcement officers. This competence comprises legal, organisational, moral and ethical, as well as practical components necessary for safeguarding human rights and freedoms, maintaining public order and ensuring state security.

Vasylchuk, Koval and Borovyk [13] argue that the effective improvement of staff training in

the context of military education reform requires the comprehensive implementation of regulatory, legal and technological foundations harmonised with Euro-Atlantic standards and unified EU training programmes. This approach is expected to professionalise the system of basic and postgraduate education, foster innovative development of the educational process and ensure the achievement of the strategic defence model projected for 2030.

The central idea of the study by Blahuta, Barabash, Zakharov, Kovalska and Dobkina [3] is that the authors conduct a comprehensive legal analysis of the state of protection of human rights and freedoms in the activities of Ukrainian law-enforcement bodies. They compare national mechanisms with European standards, identify key problems in law enforcement practice, outline avenues for modernising policing, and propose conceptual, organisational and normative measures to enhance effectiveness, professional competence and the humanisation of the law-enforcement system in line with EU requirements. Their principal conclusion is that effective protection of human rights and freedoms in Ukraine is achievable only through profound modernisation of the law-enforcement system in accordance with European standards. This entails strengthening legal and institutional accountability, fostering a new professional culture and ethical foundations within the police, improving mechanisms of oversight and personnel selection, and ensuring the practical implementation of international norms in daily law-enforcement activities.

The issue of digitalisation [9] in the penitentiary system is examined in the study by Pokryshen D. [10]. In addition, the author investigates the use of artificial intelligence [8].

Presentation of the Main Material

The regulatory and legal framework governing the training of personnel of law enforcement agencies and the State Criminal-Executive Service of Ukraine is based on a

comprehensive system of legislative and subordinate acts that ensure the multi-level organisation of the educational process and professional development. The Constitution of Ukraine serves as the fundamental document establishing the principles of the rule of law and obliging the state to provide appropriate conditions for the functioning of the law enforcement system. The general foundations of personnel training are defined by the Laws of Ukraine “On Education” and “On Professional Pre-Higher Education”, which set the standards of educational activity, the requirements for the quality of educational programmes and the mechanisms of accreditation. The professional dimension of personnel activity is regulated by special laws, including the Law of Ukraine “On the National Police”, the Law of Ukraine “On the State Criminal-Executive Service of Ukraine”, the Law of Ukraine “On the State Border Guard Service of Ukraine” and the Law of Ukraine “On the Security Service of Ukraine”, all of which contain provisions on recruitment, professional training, retraining and in-service development of staff.

A specific feature of the regulatory framework is the significant proportion of subordinate legislation that details the procedures for personnel training in accordance with the functional specificity of each agency. The Ministry of Internal Affairs of Ukraine approves state and departmental training standards for police officers, the procedures for organising service training and the requirements for competency assessment. The Ministry of Justice of Ukraine determines the procedures for professional training, internships and service-related education for staff of the State Criminal-Executive Service in accordance with the Law of Ukraine “On the State Criminal-Executive Service of Ukraine”. In addition, the Cabinet of Ministers of Ukraine adopts regulatory acts governing interagency cooperation within the security and defence sector, including the

introduction of European standards, digitalisation mechanisms and instruments for improving the quality of educational processes in the security domain.

An important factor influencing the contemporary system of training law enforcement and criminal-executive personnel is the need to harmonise national legislation with the legal framework of the European Union and the standards of the Council of Europe. The implementation of international norms arises from the requirements of the Association Agreement between Ukraine and the EU, as well as Ukraine’s participation in relevant EU and NATO programmes. In legal terms, this is reflected in the introduction of a competence-based approach, standards of human rights protection, gender equality and ethical principles of professional activity, as stipulated, inter alia, by the Laws of Ukraine “On Preventing and Combating Discrimination” and “On the Principles of Preventing and Combating Corruption”, as well as through the incorporation of international training standards into personnel development programmes.

Nevertheless, the regulatory and legal framework for personnel training remains fragmented, giving rise to a number of organisational and methodological challenges. The absence of a unified national strategy for professional training within the security sector results in inconsistent requirements, duplication of departmental standards and limited interagency coordination. Existing legal acts only partially regulate the mechanisms of external quality assurance in professional education for law enforcement and criminal-executive personnel, while independent assessment of competencies requires systematic modernisation. In this context, the development of unified training standards, the updating of core legislative acts such as the Laws of Ukraine “On the State Criminal-Executive Service of Ukraine” and “On the National Police”, as well as the

strengthening of the regulatory basis for the integration of European approaches to personnel training in the security sector, are of particular relevance.

In contrast to Ukraine, where the training of law enforcement personnel is predominantly regulated by national legislation and departmental acts, the European Union employs a more comprehensive, multi-level system that encompasses both the national legislation of Member States and EU-wide regulatory frameworks. This reflects the principle of subsidiarity and the need for harmonisation in areas requiring cross-border cooperation.

The principal normative documents and institutions governing the training of law enforcement personnel in the EU include the following. Regulation (EU) 2015/2219 of the European Parliament and of the Council of 25 November 2015 on the European Union Agency for Law Enforcement Training (CEPOL) is the key legal act defining the mandate, structure and operational activities of CEPOL. As the central EU agency responsible for law enforcement training, CEPOL develops, implements and coordinates training programmes for officers of the Member States. The Regulation sets out CEPOL's objectives, which include developing and implementing training programmes that address Member States' needs in combating cross-border crime and terrorism and supporting internal security; promoting the exchange of experience and best practices among law enforcement officers; establishing common training standards and methodologies; and supporting the development of networks of training institutions and trainers.

Regulation (EU) 2016/794 of the European Parliament and of the Council of 11 May 2016 on the European Union Agency for Law Enforcement Cooperation (Europol) is another important legal instrument. Although Europol is not an educational institution, it conducts specialised training and provides learning

materials for national law enforcement agencies in areas of its competence, including organised crime, cybercrime and terrorism. Its Regulation outlines Europol's mandate in supporting and enhancing professional capacities in these fields.

Regulation (EU) 2019/1896 of the European Parliament and of the Council of 13 November 2019 on the European Border and Coast Guard (Frontex) establishes the legal framework for Frontex's training activities. The Agency maintains its own training academy and develops educational programmes for border guards aimed at harmonising standards of border management, including border control, combating cross-border crime, and ensuring respect for human rights. The Regulation defines Frontex's responsibilities in training and professional development.

Regulation (EU) 2018/1727 of the European Parliament and of the Council of 14 November 2018 on the European Union Agency for Criminal Justice Cooperation (Eurojust) forms the basis for Eurojust's educational activities. Although Eurojust primarily focuses on judicial cooperation, it participates in training initiatives for judges and prosecutors engaged in cross-border criminal proceedings in close interaction with law enforcement bodies. The European Judicial Training Network (EJTN) is an important platform supporting this dimension of training.

Each Member State of the European Union possesses an autonomous system for the training of law-enforcement personnel, which operates on the basis of its respective national legislation. The regulation of this process is carried out through the adoption of laws, governmental decrees and internal regulatory acts issued by ministries and agencies responsible for the functioning of law-enforcement bodies. The institutional structure for the training of law-enforcement personnel in EU Member States typically includes national police academies, specialised training institutions for prosecutorial staff, educational centres of border-guard services, as well as other

departmental educational establishments. These institutions provide initial, basic, specialised and in-service training in accordance with approved state standards and programmes.

National legislation in EU Member States defines the key parameters of the educational process for law-enforcement officers. In particular, it sets the requirements for candidates applying for service and for individuals seeking admission to educational institutions responsible for the training of law-enforcement personnel. Such requirements may include criteria relating to age, level of education, physical and psychological fitness, as well as integrity and the absence of a criminal record. The content and structure of training programmes are likewise regulated by national legal acts. In most EU countries, the duration of basic training is established, together with the mandatory completion of specialised courses corresponding to specific areas of service, as well as the systematic professional development of personnel throughout their careers. Training programmes incorporate both theoretical modules and practical preparation, including placements and internships within operational units.

Provisions governing the attestation and certification of personnel constitute an important element of the regulatory system. Across EU Member States, mechanisms exist for assessing levels of knowledge, professional skills and competencies through examinations, tests or participation in simulation-based exercises. Certification is generally a prerequisite for appointment to positions involving the exercise of public-authoritative functions. An additional component of regulatory support concerns the rights and obligations of individuals undergoing professional training. This includes adherence to discipline and internal rules, as well as the provision of appropriate learning conditions, healthcare, legal and social protection for trainees and cadets. Such regulation contributes to the

formation of an educational environment consistent with the principles of the rule of law and the ethical foundations of law-enforcement activity.

In addition to regulatory documents, various policies, strategies, soft law, and informal instruments operate in EU countries:

EU Internal Security Strategy: establishes priorities for combating cross-border crime and terrorism, which influences the content of training programmes;

Council of the European Union decisions and resolutions: may define specific directions for cooperation in law enforcement, including the exchange of experience and joint training;

Council Framework Decisions on the harmonisation of criminal law and procedures: although they do not directly concern training, they create a common legal space that requires coordinated knowledge and skills from law enforcement officers;

Guidelines and recommendations: developed by CEPOL and other EU agencies to ensure high quality and harmonisation of training programmes;

Quality standards: CEPOL applies international quality standards, such as ISO 29993:2017 and ISO 9001:2015, to ensure the high quality of its training services;

Exchange of best practices: continuous exchange of experience among Member States through networks and projects contributes to the development of training.

Thus, law enforcement personnel training in the EU constitutes a multifaceted system that combines national particularities with pan-European efforts to harmonise and enhance the effectiveness of cross-border cooperation. CEPOL plays a central role in this process, ensuring the standardisation and coordination of training.

Comparison Of The Two Systems

The regulatory framework for EU personnel training is formed as a multi-level system that

combines national legislation of the Member States with pan-European regulations, strategies, and standards aimed at ensuring a unified legal space and a high level of professional preparedness of law enforcement officers. Central to this system are EU regulations, in particular acts defining the activities of CEPOL, Europol, Frontex, and Eurojust, which establish standardised approaches to professional training, competency requirements, evaluation, ethical standards, and transnational cooperation. At the level of Member States, personnel training is regulated by laws, subordinate acts, and departmental documents, which provide the substantive content of programmes, certification, and quality control. Thus, the EU model is characterised by institutional integrity, clear coordination, and multi-level compliance based on the principles of subsidiarity, the rule of law, and human rights.

The national regulatory framework of Ukraine possesses a similarly multi-level structure, encompassing the Constitution of Ukraine, general and specialised laws, subordinate acts of the Cabinet of Ministers, the Ministry of Internal Affairs, the State Border Guard Service, the Ministry of Justice, and other authorities, as well as departmental regulations, standards, and methodological documents. At the same time, the system remains fragmented, with no single coordinating institution at the state level, and the regulatory acts are characterised by unevenness, duplication of requirements, discrepancies in approaches to professional, initial, and specialised training, and insufficient implementation of European standards. A significant portion of the documents focuses on procedural aspects and does not fully integrate international human rights standards, ethical principles of law enforcement, and competency-based approaches characteristic of the EU system.

A comparison of the EU and Ukrainian regulatory systems reveals a number of key

issues. First, the absence of a comprehensive strategy for law enforcement training in Ukraine, aligned with the European multi-level approach, results in fragmented legal regulation and complicates integration into a unified European security space. Second, mechanisms for external and internal quality assessment of training are underdeveloped in Ukraine, particularly programme certification, competency monitoring, and international accreditation of courses, which are standard practices among EU Member States. Third, there is a lag in implementing Euro-Atlantic educational standards, harmonised training programmes, professional ethics standards, and training modules focused on human rights protection, gender equality, conflict de-escalation, and non-discriminatory practices. Finally, the departmental nature of most regulatory acts generates differences in the content, duration, and requirements of personnel training across various law enforcement agencies, hindering inter-agency mobility and harmonisation of approaches in accordance with the European model.

Prospects for improving Ukraine's regulatory documents in the context of European integration include the formation of a unified national system of professional training standards harmonised with core EU regulations and recommendations; the creation of a coordinating state body, analogous in function to CEPOL, or the introduction of an effective model for inter-agency coordination; the standardisation of educational programmes based on a competency-based approach and implementation of international ethical and training standards; the establishment of an external independent evaluation and certification system for law enforcement training programmes; strengthening the role of international human rights standards and Council of Europe recommendations as mandatory components of professional training content; and the adaptation of training modules to

EU requirements regarding cross-border cooperation, cybersecurity, countering organised crime, and border management.

In summary, it can be concluded that the modernisation of the regulatory and legal support for the training of Ukrainian law enforcement personnel should proceed towards a deep harmonisation with European standards, which implies overcoming the fragmentation of the national regulatory system, introducing unified criteria for training quality, developing institutional coordination, standardising educational programmes, and integrating international human rights standards. A comprehensive update of regulatory documents will create conditions for the formation of professionally competent law enforcement personnel, improve the quality of the educational process, strengthen public trust, and facilitate fuller integration of Ukraine into the European security space.

Institutional and Methodological Mechanisms for Implementing European Standards of Professional Training of Ukrainian Law Enforcement Personnel

At the present stage of reforming the system of professional training of law enforcement personnel and the State Criminal-Executive Service of Ukraine, the mere formal alignment of the regulatory framework with European standards is insufficient. Effective implementation requires the introduction of appropriate institutional and methodological mechanisms capable of translating normative provisions into sustainable educational practice. European experience demonstrates that the effectiveness of legal regulation in the field of personnel training largely depends on coordinated governance structures, standardised competency models and comprehensive quality assurance systems.

A fundamental methodological principle of the European approach to law enforcement training is the competency-based model, which

conceptualises education not as the accumulation of knowledge, but as the development of integrated professional, social, ethical and managerial competencies. EU regulatory instruments emphasise learning outcomes that are measurable and directly linked to real operational tasks, human rights protection and the principles of democratic policing. For Ukraine, this necessitates the legislative consolidation of unified competency frameworks applicable across different law enforcement bodies, while preserving their functional specificity within a shared value-based foundation.

From an institutional perspective, the implementation of European standards presupposes the establishment of effective coordination mechanisms between public authorities, departmental educational institutions and external quality assurance actors. In EU Member States, this role is performed by specialised agencies and professional networks that not only design training programmes but also provide methodological support, facilitate the exchange of best practices and conduct independent evaluations. In the Ukrainian context, there is a pressing need to create or legally designate a coordinating body responsible for harmonising departmental training standards, promoting interagency educational initiatives and integrating international expertise into national training policies.

Quality assurance constitutes another critical dimension of the European model. In law enforcement education, quality assurance systems are typically multi-level and combine internal monitoring, external accreditation and periodic assessments of programme relevance to evolving security challenges. The involvement of practitioners, international experts and independent institutions enhances the credibility of training outcomes and ensures their alignment with operational realities. Implementing such mechanisms in Ukraine requires legislative

refinement in the sphere of professional education and the clear regulation of external quality control procedures for departmental training systems.

Digital transformation also plays a significant role in the implementation of European standards. Across the EU, digital platforms, distance learning tools and simulation-based training are widely used to support continuous professional development, particularly in contexts of limited resources or heightened security risks. For Ukraine, the digitalisation of law enforcement training has both technological and regulatory implications, including the legal recognition of e-learning outcomes, regulation of non-formal education and the protection of personal data within digital learning environments.

In conclusion, the effective implementation of European standards in the professional training of Ukrainian law enforcement personnel requires an integrated approach that combines regulatory reform, institutional capacity-building and methodological innovation. The systematic adoption of competency-based education, the establishment of robust coordination mechanisms, transparent quality assurance systems and the use of advanced digital tools are essential preconditions for aligning Ukraine's training system with the European model and ensuring its responsiveness to contemporary security challenges and the rule of law.

Conclusion

The current state of regulatory governance of law enforcement personnel training, despite its institutional complexity, is characterised by a number of challenges. Among these are the fragmentation of the legal framework, the absence of a single codified document covering all stages of professional training; inconsistencies between provisions of different departmental acts; insufficient legal regulation of non-formal education and academic mobility; slow adaptation of European educational standards;

and the formalisation of quality assessment criteria for training. These issues require both conceptual and practical solutions within a comprehensive strategy for the development of the human resource system in law enforcement.

In this context, promising directions for improving regulatory governance include the development of a single code or basic law on the training of law enforcement personnel; updating departmental regulatory acts to reflect contemporary security challenges; the introduction of independent external quality control of training; the creation of a unified digital platform of educational services within the security sector; and the expansion of international cooperation with relevant EU and NATO structures. Equally important is the institutional establishment of mandatory adherence to the principles of academic integrity, ensuring transparency of educational programmes, and the involvement of practitioners in the training process.

Furthermore, ensuring the legal consistency and methodological coherence of personnel training requires the development and implementation of unified competency frameworks that align national training objectives with international security regulations and human rights obligations. The systematisation of qualification requirements, training modules and assessment methods will help eliminate departmental disparities and strengthen interagency mobility, which is crucial for the functioning of a modern security sector. Particular attention should also be devoted to the legal consolidation of continuous professional development mechanisms, which remain underregulated despite their importance for maintaining operational readiness in rapidly changing security environments.

In addition, the modernisation of regulatory governance must include the institutionalisation of evidence-based approaches to training policy. This entails the integration of research findings,

monitoring data and international evaluations into the decision-making process. Establishing specialised analytical units within law enforcement bodies or ensuring closer cooperation with academic institutions could significantly enhance the quality of regulatory decisions. Such an approach would facilitate the transition from reactive to anticipatory governance, enabling the training system to respond more effectively to emerging threats, technological innovations and evolving societal expectations.

Thus, the regulatory and legal framework governing the training of law enforcement personnel, and the State Criminal-Executive Service of Ukraine in particular, is in a process of active development and reform. Its effectiveness will largely determine the quality of professional training, personnel capacity to operate within the rule of law, and the compliance of law enforcement activities with international standards of democratic governance. Further development of the regulatory framework should be based on the principles of integrity, systemic coherence, adaptability, and integration into the European security space.

References:

1. Balendr A. V. Unification of specialists' training in the sphere of border protection as a scientific and pedagogical problem (based on world experience). *NaukaJournal*. 2018. Vol. 7, No. 50. P. 66. URL: <https://naukajournal.org/index.php/naukajournal/article/download/1616/1693> (дата звернення: 03.12.2025).
2. Bintarawati F. The Influence Of The Personal Data Protection Law (UU PDP) On Law Enforcement In The Digital Era. *Anayas: Journal of Legal Studies*. 2024. Vol. 1.
3. Blahuta R. I., Barabash O. O., Zakharov V. P., Kovalska M. Y., Dobkina K. R. Enhancing Human Rights Protections in Ukrainian Law Enforcement: National Compliance with EU Standards. *Yuridika*. 2024. Vol. 39, No. 1. P. 1. DOI: <https://doi.org/10.20473/ydk.v39i1.45461> (дата звернення: 03.12.2025).
4. Holodnyk Y. Professional training of law enforcement officers as one of the most important functions of the state. *Analitychno-Porivnialne Pravoznavstvo*. 2023. DOI: <https://doi.org/10.24144/2788-6018.2023.03.46> (дата звернення: 03.12.2025).
5. Indarta Y. *Cyber Law: Dimensi Hukum Dalam Era Digital*. Pustaka Galeri Mandiri, 2025.
6. Luo Y. The Development of Online Courts in The Digital Age and The Prospect of Future Justice: Based on The Innovation of Judicial Methods in China and The United Kingdom. *Journal of Education Humanities and Social Sciences*. 2024. Vol. 42.
7. Persaud A. W. Deepening Counter Institutions: Property, Lands, Relations, and the Economic Future of the Tsilhqot'in. *Environment and Planning D: Society and Space*. 2022. Vol. 40.
8. Pokryshen D. Evaluation of satisfaction with the use of artificial intelligence in the educational process by teachers in Ukraine. *CEUR-WS*. 2024. Vol. 3781. P. 132.
9. Pokryshen D. A. Digitalization in the Probation System: Modern Technologies and Innovative Approaches to Process Management. In: Hrechaniuk S. K. (ed.). *Probation: 10 Years of Changes and Achievements*. Penitentiary Academy of Ukraine, 2025. P. 187.
10. Pokryshen D. Jira Work Management and Trello as Tools for Building a Horizontal Organization. In: Kliasen N. L., Pushkariova T. O. (eds.). *Transformation of Education Management Models in Territorial Communities: State, Problems, Perspectives*. Rostok A. V. T., 2022. P. 107.
11. Radchenya N. M. Regulatory and legal ensuring the training of the staff of the State Border Service of Ukraine: problems and directions of improvement. *Analitychno-Porivnialne Pravoznavstvo*. 2023. No. 6. P. 240. DOI: <https://doi.org/10.24144/2788-6018.2022.06.43> (дата звернення: 03.12.2025).
12. Semenyshyn M., Bondarenko V., Protsenko T. Strategic guidelines for the quality of training of National Police officers in the context of Ukraine's integration into the European educational space. In: *Quality Parameters of Higher Education Officers of the National Police in the Conditions of Imperative Human-Scale Values*. Kharkiv: PP "Tekhnolohichniy Tsentr", 2023. P. 1. DOI:

<https://doi.org/10.15587/978-617-7319-67-1.ch1>

(дата звернення: 03.12.2025).

13. Vasylychuk I., Koval B. V., Borovyk O. Regulatory and technological principles for improving the educational training of the personnel of the State Border Guard Service of Ukraine in the context of military education transformation. *Zbirnyk Naukovykh Prats Natsionalnoi Akademii Derzhavnoi Prykordonnoi Sluzhby Ukrainy*. 2022. Vol. 28, No. 1. P. 5. DOI: <https://doi.org/10.32453/pedzbirnyk.v28i1.952> (дата звернення: 03.12.2025).

14. Rozov V. I. *Communicative Training of Law Enforcement Officers: Study Guide*. Centre of Educational Literature, 2018.

15. Setiawan H. та ін. Digitalization of Legal Transformation on Judicial Review in the Constitutional Court. *Journal of Human Rights, Culture and Legal System*. 2024. Vol. 4.

Покришень Д.А. Нормативно-правове забезпечення підготовки персоналу правоохоронних органів і державної кримінально-виконавчої служби України в контексті європейських стандартів. – Стаття.

У статті здійснено комплексний правовий і порівняльний аналіз нормативно-правового забезпечення професійної підготовки персоналу правоохоронних органів та Державної кримінально-виконавчої служби України у співвідношенні з багаторівневою системою регулювання Європейського Союзу. Дослідження ґрунтується на аналізі конституційних положень, галузевого законодавства, підзаконних і відомчих нормативних актів України, а також регламентів ЄС, що визначають діяльність СЕРОЛ, Europol, Frontex і Eurojust.

У роботі виявлено структурні та функціональні відмінності між національною моделлю професійної підготовки, яка характеризується фрагментарністю, домінуванням відомчого регулювання та обмеженою міжвідомчою координацією, і європейським підходом, побудованим на принципах багаторівневої взаємодії, уніфікованих компетентнісних стандартів, зовнішнього забезпечення якості та орієнтації на захист прав людини. Проведений порівняльний аналіз дозволив встановити ключові проблеми гармонізації,

зокрема відсутність єдиної національної стратегії підготовки правоохоронного персоналу, розбіжності у вимогах до освітніх програм різних відомств, недостатню інтеграцію міжнародних стандартів етики та прав людини, а також слабкий розвиток механізмів незалежної оцінки якості підготовки.

Особливу увагу в статті приділено інституційним і методологічним механізмам імплементації європейських стандартів у національну систему підготовки кадрів. Обґрунтовано доцільність впровадження компетентнісних моделей навчання, створення координаційних механізмів на державному рівні, розвитку систем внутрішнього та зовнішнього забезпечення якості освіти, а також нормативного врегулювання цифрової трансформації освітнього процесу в правоохоронній сфері. Запропоновані підходи розглядаються як інструменти подолання нормативної роз'єднаності та підвищення інституційної спроможності системи професійної підготовки.

Зроблено висновок, що модернізація нормативно-правового забезпечення підготовки персоналу правоохоронних органів України повинна мати системний характер і ґрунтуватися на поєднанні правової уніфікації, інституційної координації та методологічного оновлення освітніх програм відповідно до європейських стандартів. Реалізація запропонованих напрямів сприятиме формуванню професійно компетентного персоналу, підвищенню ефективності правоохоронної діяльності та поглибленню інтеграції України в європейський безпековий простір.

Ключові слова: професійна підготовка; правоохоронні органи; стандарти Європейського Союзу; нормативне регулювання; права людини.

Авторська довідка:

Покришень Дмитро Анатолійович – кандидат педагогічних наук, доцент, директор Навчально-наукового інституту права, правоохоронної діяльності та психології Пенітенціарної академії України, Чернігів, Україна. <https://orcid.org/0000-0001-9572-413X>

Стаття надійшла до редакції 30 листопада 2025 р.