



Quality and Life Safety Aspects in the Educational Policy of Ukrainian Educational Institutions



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Abstract

The aspects of quality and safety of life activities in the educational policy of educational institutions in Ukraine are considered in the article. The authors have paid considerable attention to the employment of the population as a fundamental factor in the aspects of the full promotion of quality and safety of life activities in the educational policy of Ukrainian educational institutions. It has been noted that in the most stable countries in this matter, the quality of education is much higher than in countries experiencing some turmoil in this regard. And the situation is particularly disastrous in countries where the employment of the population cannot be high due to economic and political problems. In the transition from one political structure to another, as in the case of Ukraine - from a totalitarian society to a democratic one - radical shifts begin both in employment and in the educational policy of the state. The growth of the population has a direct impact on the quality of education and on aspects of life safety in general. However, without a developed traditional system of education, which fully or even partially satisfied the vast majority of people with wealth, this process becomes somewhat negative.

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1 Introduction

The development of Ukraine as a state is simply impossible without the creation of a national educational policy. Specialists involved in this issue were faced with the choice of direction for not so long. The best existing option - the European one - was chosen. Tested in dozens of countries and with high results, this option has not undergone major changes, but it was adapted to national needs. The speed of progress in adopting the standards of the pan-European provisions was not easy. The country was in a state of transition from totalitarianism to a civil democratic society, and during such a transition, as practice shows, democratic reforms cannot help but be slowed down or criticized. Although the criticism was largely unfounded because the opponents did not even master the principles of scientific debate the latter in turn contributed to the suspension of innovation (Lukina, et al., 2021; Sari et al., 2021). At present, the situation, when the state faced another challenge, the main of which is external political pressure and attempts by other states to destabilize both the internal situation of the country in general and changes in educational policy in particular - has changed for the better.

At present, the education of Ukraine is experiencing a true national rebirth, the gathering of spiritual forces and values scattered in space and time. In modernity, there are already current, in recent years outlined achievements. We are all well aware that the Russian-Ukrainian war has disfigured all spheres of society and has put its deep destructive imprint on the educational process in the educational institutions of Ukraine. From the first days of the war, scientific and pedagogical workers and applicants for education deployed a broad public useful work (Pietrzak et al., 2010). The most important task of educational institutions and their employees is to take care of the physical mental and psychological health of education applicants. Consequently, the purpose of the article was to substantiate the theoretical foundations of life safety education content at different levels of education, taking into account the characteristics of the activity and age of its applicants (Lobanova et al., 2021; Gaibullaeva, 2021). The primary task for achieving the goal was a comprehensive characterization of quality and life safety aspects in the educational policy of Ukrainian educational institutions.

Another important task is to consider the aspects of quality and safety of life activities, linking them to the physical health of the population and especially education applicants; attracting the issue of the family; additional attention to the educational level, employment, condition, and civil security. This also attracted the consideration of problems related to religious beliefs, also the author's accent attention to the state of the environment (Pietrzak et al., 2010).

At present, the issue of life safety is a priority at the level of the individual, collective, society, state, and the world. The level of knowledge, abilities, skills, and abilities to use them at the necessary moment depends not only on whether the person can save himself, save someone from his environment, or help his family and society, but also to prevent danger. Aspects of quality and life safety in educational policy attracted the attention of leading scientists and their efforts are much more influenced by all these innovations than the forces of opponents. Considering the economic side of the issue, it was found that educational policy depends not only on political decisions, as such, but also on the economic well-being, and the quality of life of the entire Ukrainian society as a whole (Kravets & Didenko, 2020).

2 Materials and Methods

To achieve the intended goal used theoretical methods of research. The theoretical basis of the article is the results of scientific research and publications, which are the basis for this study, enough information was collected to disclose the topic regarding the content of quality and life safety in the educational policy of educational institutions in Ukraine. Relying on the analysis of methodological tools involved in the study, the latter, for example, allowed the authors to reveal and explain the key aspects of quality and life safety in the educational policy of educational institutions in Ukraine.

Literature review

Different sides of the research process of quality and life safety aspects in the educational policy pursued by educational institutions and the methodological basis for its study for further use are considered in the works of such scholars as [Bielova & Potii \(2015\)](#), who published the study “Ontological dimensions of higher education quality in the context of educational licensing mechanisms and accreditation of educational programs”. The authors' analysis of the provisions of the Law of Ukraine “On Higher Education” gave them grounds to argue that: “the introduced mechanisms to ensure quality higher education create conditions for the implementation of state-public management of higher education and control over its quality; the uncertainty of some elements of these mechanisms requires immediate development and implementation of normative legal acts and instructional documents regarding implementation of the Law”. In turn, [Gukalova \(2019\)](#), also paid sufficient attention to the disclosure of a tangential topic. Her work was published in the collective monograph Ljubljana school of business sustainable development under the conditions of European integration, where her study “Regional variation in the quality of life in Ukraine in the context of the implementation of the 2030 sustainable development goals” was placed. Suitable for a thorough disclosure of the studied dilemma, in our opinion, is the work by [Opar \(2018\)](#), “Implementation of state policy to ensure the quality of higher education in Ukraine”, which was placed in the Scientific Notes of V.I. Vernadsky TNU. Series: Public Administration. We agree with the author that the current system to ensure the quality of higher education in Ukraine does not exactly correspond to the principles formed by the European educational space. As this system remains a strictly centralized state and requires constant efforts of higher education, and the involvement of a significant amount of time, intellectual and financial resources ([DeRigne, 2012](#); [Simonetti et al., 2020](#)).

As for the unpredictable situations and organizational moments, we can state that they have been overcome and the social undertones of many problems have been revealed. However, it is correct that the purpose of life safety education is to form a worldview and culture of safe living, formation, and development of knowledge, skills, and abilities necessary to ensure a comfortable and safe life. For a wider disclosure of the studied topic was also used the work of [Krynychko \(2020\)](#), in the journal Economics, Management and Administration Assessment of the current state of health of Ukraine, which the state of health of the population of Ukraine was thoroughly researched.

The above-mentioned works raise the question of both the quality of education itself and meticulously draw attention to the quality and safety of life in educational policy. The Bologna Process, which Ukraine has joined, allows less pain to acquire features of the European quality of education and confidently go to the goal - to ensure the legitimacy and filling the meaning of decisions.

3 Results and Discussions

Aspects of the quality of life and life safety in the educational policy of today's Ukraine include many narratives, which yesterday did not interest even narrow specialists. The very development of the science of research into aspects of the quality of life immediately included the concept of life safety, which directly influenced its index. The concept of quality of life includes physical health - without which, of course, the quality itself immediately deteriorates, the presence of a family, the level and quality of education received or received, employment, level of wealth, security of person and property, freedom, religious beliefs and quite recently - the state of the environment.

The physical health of the population of Ukraine, the study of which is given quite a lot of attention, now does not fully reflect the current picture, as the Nationwide Health Index Survey, during which 10,000 respondents were interviewed, showed that about half of the population consider their health good, but at the same time, almost the same percentage stated about self-treatment in case of an illness ([Krynychko, 2020](#)).

Only one-third of the population of Ukraine turns to specialists in case of illness. Here the economic side of the issue comes into play. A considerable part of workers cannot receive full sick pay for various reasons: work as a freelancer, unofficial employment, inability to replace at work, the unwillingness of management, and working for oneself. The concept of physical health is also ambiguously understood by the population of

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Ukraine. Applying to medical institutions is too often almost compulsory (Papakostas et al., 2004; De Korte et al., 2004; Suryasaet al., 2022). There is obligatory commission before taking an official job, and annual (in most cases also forced) visit for example fluorography or proctologist's office for men. On average, a person considers himself healthy if he can do his job even if he feels discomfort or even deteriorates. In general, such tendency persists because of the impossibility to receive quality services in medical institutions due to insufficient financing and outflow of specialists to private institutions and abroad, lack of possibility to visit clinical examination rooms, such as ultrasound, MRI, CT scanner.

The level and quality of physical health depend directly on the environment, because in some regions of Ukraine there is an increased danger to the population from harsh radiation, as a consequence of the Chernobyl accident in 1986; significant harm to health caused by emissions of metallurgical and chemical enterprises in the South of Ukraine in the East; continuing negative impact on a significant part of the rural population, forced to live in chemically contaminated areas, the contamination which arose due to the unconsidered policy of chemicalization of agriculture in the post-Soviet period. This may also include the danger to the physical health of the lack of quality drinking water or simply the banal access to it through various obstacles (Boronos et al., 2018).

In the past, the policy of educational institutions focused as much as possible on quality and safety aspects of life activities, for which even a special school course in life safety was developed and introduced, known under the acronym BHD, although with various variants, such as OBHD - that is, the basics of child safety and others. It is well known that the professional component of human life safety education is necessarily considered in the basic life safety course through an in-depth study of individual topics, provisions, causes of hazards, situations, events, and characteristics of this professional profile. Let us note that the key task of complete general secondary education in life safety is the formation of a complete picture of the world, environmental awareness, and the upbringing of a culture of safety as a component of a comprehensively and harmoniously developed personality. Preschool and school education is the initial stage for further development, and it is at these levels of education that the foundations of safety culture and a child's worldview are formed. In this period of his or her life, the child must acquire elementary knowledge of safety. The content of full general secondary education provides for the study of types, origins, the essence of threats, and their cause-and-effect relations. Students should also be acquainted with negative manifestations of dangers in certain types of professional activity (Arndt et al., 2020; Leach, 2003).

Against the background of the spread of global epidemics and especially the COVID-19 pandemic, Ukrainian educational policy is no exception and has also undergone radical changes. It is no longer a secret that the community - humanity in general - was unprepared to stop the spread of the pandemic precisely because of the lack of a balanced policy. The nations of the world were painfully searching for a way out of the situation with the usual repressive methods: bans, restrictions, quarantines, etc., but within each country on our planet, these restrictions underwent different variations. Very early on, the vulnerability of educational institutions was discovered, because this is where the lives of an overwhelming number of people are concentrated. Pupils, their parents, and relatives were threatened with infection because of trivial communication in educational institutions. There was an urgent problem of creating new approaches, developing a new vision for quality and life safety, and adopting a new policy (Ridei & Tytova, 2021).

For example, higher education in life safety can consist of two consecutive stages of learning: system-oriented and practice-oriented. System-oriented education provides for the formation of students' ability to comprehensively solve scientific problems of safety and justification of legal and socio-economic policy mechanisms in the field of protection of man and his environment, and the practice-oriented stage of education is, in turn, the formation of knowledge, abilities, skills and competencies for the correct prevention of common types of dangers in the process of human activity.

The family, the nucleus of society, has become a source of danger and previously developed measures were lacking. The contact of children from different walks of life, as it usually happens at school, because people adults mostly socialize in their circle, leads to the fact that compliance with quarantine measures is compromised and entails an almost exponential increase in the number of people exposed to the risk of infection (Burlaka et al., 2018).

A slightly better condition is noted in the area of employment, which directly affects the educational policy of the state. In this area, state authorities have fairly quickly introduced compulsory vaccination and in-depth awareness of the effects and course of the pandemic to all employees of educational institutions. They even

tested radical solutions that resonated with society - firing and fining employees who evaded compulsory vaccination under the auspices of human rights violations. However, hard times call for hard decisions, and society was mostly receptive to positive attempts and governmental attempts to protect the younger generation from such negative challenges (Mercer & Howe, 2012; Searle & Ward, 1990). The subsequent development of schemes to ensure the quality and safety aspects of life almost all the time depends on the condition held by one part of society or another. The more affluent segments of the population have responded quickly to the increased threats and have moved to a more costly but less dangerous individualized form of education, often employing conventional online communication. This same online communication, which is now becoming widespread in Ukraine, is now becoming generally available to all applicants for education. True, due to the difference in both the state itself and the development of infrastructure, some regions of the country are still behind the public in this. Here is a striking example of the countryside. One-third of students in Ukraine (which is about 1.2 million) Price of the State (December 8, 2016) study in rural schools and most have problems with access to the Internet or there is no such thing at all. So, the spread of the latest changes that have been introduced and the educational policy of the state, simply cannot be applied because of the low level of technological support, which unfortunately has not been overcome even in 2022.

Also, some restrictions arise because of religious beliefs, and while applicants for education and members of conservative religious communities take this dilemma quite seriously and are on the whole more loyal to positive changes, which unfortunately are now expressed in the majority only by various restrictions, the parents of such children often prevent the adoption of the new educational policy. The position of the state and state agencies in these matters demonstrates remarkable flexibility and understands that freedom of conscience, beliefs, and religion may be much more important for a person than his or her safety and the safety of his or her children. The state, which initially treated religious communities as public organizations, quickly changed its view and adopted a series of regulations that seemed rather vague and did not limit religious freedom at all, although they did note the humanitarian aspects of these communities' activities (Tokman, 2020).

Aspects of the quality and safety of life in educational policy are directly related to global programs for the development of society in conditions of the spread of the COVID-19 pandemic and reflect the extent of Ukraine's integration into the pan-European process of combating this disease. Setting a course for accession to the EU and changing domestic relations between participants in the process of creating a state in favour of pan-European values and priorities, Ukraine confidently strides in education policy, not only adopting the achievements of other states but also offering its own experience. In its thirtieth year of independence, Ukraine is still in transition from totalitarianism to democracy, adopting the best the European Union has to offer without losing its national identity or contributing its share to continental development as a whole (Silveistr et al., 2022).

The economic side of this process is too important to neglect. Ukraine is currently forced to incur enormous costs to ensure the integrity of the country and its protection from external threats, which greatly hinders the sufficient financing of the educational sector and accelerates the introduction of new changes in the quality and safety of life.

The democratic freedoms are most challenged by the spread of the COVID-19 pandemic because they remain the foundation for implementing changes in life safety education policy. To preserve democratic freedoms, fortunately, the educational process did not have to be restructured and unpopular government decisions justified, as all of these changes, decisions, amendments, and recommendations were weighed and based on the European tradition of life safety while maintaining the quality of life (Bakhmat et al., 2021). Highlighting the peculiar experience of educational institutions, there are quite a few nuances that prevent the full enjoyment of both democratic freedoms and recent advances that include the legal side of the development of social relations. Restrictions, which are often almost openly anti-democratic, in most cases are perceived by the community with due understanding and do not cause sharp protests, not leading to social discontent and resistance of individual groups. Recently there have been quite a few demonstrations in some countries in Europe over restrictions related to the spread of the COVID-19 pandemic. It was expected that the wave of protests would reach Ukraine as well, but the problems of recent times related to the deterioration of the economic situation of a large part of the population due to significant quarantine restrictions and military tension in the country did not allow this negative pan-European practice to spread to our country. Consequently, the Ukrainian process and the introduction of new standards of quality and safety of life in

educational policy to educational institutions passed without too much attention from the community and did not receive unwanted colours from sceptics and opponents of recent changes (Bakalinska et al., 2020).

Consideration of the issues includes a whole set of definitions and deals with many aspects of society. First of all, what needed to be addressed was physical health. Because it is known that the absence of health problems contributes to an individual not only feeling better about themselves but also learning better. Health care, which at the same time as education has now entered a period of reform, is designed to protect the population from overly aggressive manifestations of pandemic problems, influences educational processes quite a bit and allows for a more confident outlook (Mykhailyshyn et al., 2019). However, educational institutions cannot exist separately from society, as they are the very generation of this institution and directly depend on the level of education of the entire Ukrainian society. Recently, Ukrainian education carried away with reforms, innovations, experiments, and pilot projects have become too vulnerable to the challenges of modern life. And especially the challenges in the field of quality and safety of life. The economic well-being of a part of Ukrainian society, which began to use either foreign educational institutions or establish cooperation with quite a few private educational institutions, still does not allow attracting additional funds for the development of public and communal institutions. State funding, of course, does not provide for the full provision of the educational process, although even during the acute military escalation of the armed conflict on the territory of the Ukrainian state various resolutions and resolutions are adopted.

The educational level of educators has recently been somewhat distinguished by a state of “wishful thinking,” because the level of demands that used to make keeping up and excelling has declined dramatically. If the teaching corps in recent decades shows a fairly well-established performance, the decline in requirements led to a decrease in the educational level of applicants for education and when they in turn joined the system of educational services, it became too noticeable. Because against the background of the vast majority of newcomers to educational institutions almost all the time education applicants demonstrate better knowledge. This is evidenced, for example, by the fact that some teachers were not able to make up the UPE in their subject, due to which social networks have long been walking memes about their incompetence. The only bigger question is who was sent from those woeful exams to retake them?

It is known that many of the applicants for education, especially their parents and those involved in the educational process themselves, have permanent or variable political views and influence young people receiving education in every possible way. Although it is forbidden by law in public institutions to campaign specifically in favour of a particular political force, almost no one adheres to this provision with a view to inclusion in education. Be that as it may, an educator cannot be forced even by the administration to adhere to certain rules of conduct, because the postulate of the teacher's own choice of providing educational services is embedded. Not a problem if it is a mature generation, accustomed to the lecturing kind of classes and showing enough steel and I want to note - quite high results. But when it comes to the newly minted educators, who themselves do not understand half of the innovations and cannot adequately respond to such changes, it just becomes sad.

But anyway, the policy of the country directly affects the educational policy. Suffice it to recall just the innovation “a la Klopotenko”. But let us leave the sad and the ridiculous far beyond the boundaries of our study. So, it turns out that politics directly affect education policy, pardon the tautology, but politics in education is much more important than just politics. Political insinuations affecting the educational process in general, and educational policy in particular, have a far greater impact on society than we think. However, education must remain education. The preparation and education of the younger generation, as it is accepted in the modern legislation – education applicants - is one of the priorities of the educational process and cannot depend on the political views of society, no matter how attractive they may seem. Ukraine joined the Bologna process back in 2004 and entered the mainstream of the general European development of educational process issues, paying attention to all existing aspects of quality and safety of life in educational policy (Opar, 2018).

Public institutions are called to provide a quality level of European dignity and contribute to the improvement of relations in this process. By fulfilling the requirements and provisions of the above process, Ukraine is moving from declarative statements and decisions to balanced and scientifically sound ones. Implementation of life safety programs in the educational system will allow forming a culture of safe living, knowledge, skills, and professional competence to solve typical tasks of professional activity with strict observance of labour safety requirements, responsibility for personal safety and safety of subordinates in

everyday conditions, in emergencies and special periods among the graduates of educational institutions. One of the main tasks is to make future specialists aware of the necessity of self-education in human life safety. We consider it necessary to continue the study of the content and peculiarities of teaching human life safety by applicants for higher education, whose training is carried out in the field of knowledge “Civil safety”.

4 Conclusion

So, having considered all the processes involved in the aspects of quality and safety of life and educational policy, we concluded that the entire procedure depends solely on the state authorities developing changes and introducing a variety of improvements in the educational process. Even though the experts of the educational process, who have been working in the territory of changes and reforms for many years do not plan to offer unique and quick alternative solutions, we can state the completion of the process, which allows us to accelerate changes in the educational reform and contribute to improving the quality and safety of life and educational policy. Slightly more attention is paid to religious beliefs, which are poorly covered in the work of scholars working in this area. However, aspects of the quality and safety of life in educational policy that touch on the provisions of freedom of conscience and religiously-minded applicants for education have every right to have their beliefs taken into account and not be humiliated in the educational process. The development of foreign specialists, mostly European scientists, allows us to take and use whole layers to implement in our state. Of course, it is not about blind monkeying, because any development of foreign specialists is reviewed in detail for compliance with national features and historical compatibility, and the level of readiness of both the older and the younger generation to the perception of the latest ideas is determined. That is any change, though caused, for example, by the works of specialists of some European states, necessarily passes approbation on the national ground and only after careful and often not simply detailed, but also fastidious remarks and researches are accepted as the basis in the state as whole or separate structural divisions. It is this process that speaks to the maturity of a society and its vitality and dynamism. The times of simple copying of others' experiences, when it was possible to “chop a window to Europe” by arbitrary, voluntaristic decisions of a limited number of people are long gone, though they still happen and are characteristic only to communities that are not ready for self-development. Aspects of quality and life safety in the educational policy of educational institutions in Ukraine are still being developed and implemented, but it turns out to be a permanent process - these issues can never be solved definitively. After all, they develop together with Ukrainian society and the global community, because it is their development both separately and in a symbiosis that creates a platform for their application, use, and implementation. Therefore, shortly, we can safely expect the emergence of new currents and trends in these issues and new ways of solving the challenges.

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