

Lyubov Moshnyaga*

Security of the educational process in Ukraine in today's conditions: analytical and legal research

Abstract

The issue of the safety of the educational process is not new for society, but it becomes especially relevant when one or another region falls into a zone of conflict, military aggression, or occupation. That is, when the possibilities of providing basic human needs, even at the elementary level, are violated, in particular, due to external factors, such as the unpredictability of security factors, taking into account the aggressive policy of a neighboring state.

On October 29, 2021, the UN Security Council adopted resolution 2601 (2021), which strongly condemns attacks on schools, children and teachers and, in fact, for the first time, focuses directly on the link between education and peace and security. Resolution 2601 (2021) emphasizes the invaluable role that education plays for individuals and society, particularly as a vital safe space. They noted that the provision, protection and promotion of continuing education during armed conflict must remain a key priority for the international community.

Key words: peculiarities of the organization of educational space, safe educational environment, quality assurance of education, participants in the educational process, educational process, safety of participants in the educational process.

* Lyubov Moshnyaga, candidate of legal sciences, associate professor of the Department of Criminal Law and Criminology of the Donetsk State University of Internal Affairs, e-mail:moshnayga_lv@ukr.net, ORCID: 0000-0002-9565-735X.

Relevance of the research/Statement of the problem

At the end of June 2022, the Ministry of Education and Science (MES) of Ukraine published a letter „On preparation for the start and peculiarities of the organization of the educational space in the 2022/23 academic year”, where it is determined that the most priority direction in the activities of educational institutions is the guarantee of safe learning and working conditions for all participants in the educational process, taking into account the experience of educational institutions in wartime conditions, as well as ensuring the quality of education, which will affect the prospects of the well-being of current education seekers, their families, communities and the country as a whole for decades¹.

Ukrainian legislation on education, defining the term „safe educational environment”, did not directly take into account the risks of conducting the educational process in conditions of war. In the legislation of Ukraine, a safe educational environment is defined as a set of conditions in an educational institution that make it impossible to cause physical, property and/or moral damage to the participants of the educational process, in particular due to non-compliance with the requirements of sanitary, fire and/or construction standards and regulations, legislation on cyber security, protection of personal data, safety and quality of food products and/or provision of low-quality food services, through physical and/or psychological violence, exploitation, discrimination on any basis, humiliation of honor, dignity, business reputation (in particular, through bullying (harassment), spreading false information, etc.), propaganda and/or agitation, including using cyberspace, as well as make it impossible to consume alcoholic beverages, tobacco products, narcotic drugs, psychotropic substances on the territory and in the premises of the educational institution. It seems important to supplement the specified norm with a description of challenges related to the security situation.

Today, there are discussions about how to ensure the educational process while ensuring the safety of its participants. And the easiest solution seems to be online education. According to the final assessment of the needs of Ukraine in the field of education, on March 14, 2022, in regions where it was possible due to security issues, after a two-week break starting on February

1 On preparation for the start and peculiarities of the organization of the educational process in the 2022/23 academic year Letter of the Ministry of Education and Culture no. 1/7035-22 dated June 27, 2022.

24, 2022, the educational process resumed – mainly online – (remote) format. The Ministry of Education and Culture, together with the Ministry of Culture and Information Policy of Ukraine, as well as Ukrainian TV channels and online platforms, launched the project „Education without borders” for grades 5–11 in order to provide online education. The All-Ukrainian Online School, created with the support of UNICEF, was recommended as a platform for distance education in Ukraine. On March 14, UNICEF and MES jointly launched an online kindergarten for children aged 3 to 6 years. According to the results of the survey as of June 6, 2022, education at all levels continued in 95% of communities in a distance (online) format, and was also available to those who evacuated or moved abroad. As of May 23, 2022, according to the Ministry of Education and Culture, only in 5 out of 25 regions some schools have initiated face-to-face or mixed education.

According to the Declaration on School Safety, education is a fundamental element of development and full realization of human rights and freedoms. The document refers to the obligation of states to do everything possible to make educational institutions safe. Ukraine joined the Declaration on School Safety, an intergovernmental commitment that gives countries the opportunity to express support for protecting students, teachers, schools and universities from attacks during armed conflicts. On August 4, 2021, the Cabinet of Ministers approved a plan of measures to implement the Declaration on School Safety².

Analysis of recent research and publications

The relevance of the scientific problem of European cooperation in the field of education and training is evidenced by 2 810 000 mentions in the Google Academy search engine. Among the key research areas of this issue are the history of the formation of European cooperation, the integration progress of the education and training systems of the member states, the achievement of strategic priorities and indicators, etc.³.

² *Declaration on the safety of schools (Safe Schools Declaration)* <https://mon.gov.ua/ua/ministerstvo/diyalnist/mizhnarodna-dilnist/deklaraciya-pro-bezpeku-shkil> [access: 7.03.2023].

³ *The strategy of European cooperation in the field of education and training in 2021–2030 as a European integration reference point for Ukrainian education*, „Ukrainian Pedagogical Journal” 2022, no. 4, p. 5–17.

In the conditions of the European integration of national education, the scientific research of Ukrainian comparativists covers aspects of the EU policy in the field of education and training, trends in the development of education in the member states, European integration reforms at the levels of preschool, secondary, vocational and technical education, higher education and adult education as part of the development of education throughout life, such key innovations as digitalization of education, transformation of the content of education on the basis of competence, language learning, etc.⁴.

Presenting main material

The main strategic goal of the state education policy in Ukraine is to ensure the quality of education. To do this, we are building an effective system capable of adequately responding to today's challenges and functioning stably. It consists of two closely related systems: internal and external.

Creating an internal system is a strategic decision of an educational institution. It can help improve its overall effectiveness and provide a solid foundation for initiatives for its effective and sustainable development. The internal system is a tool that will make it possible to develop the institution, provide and adjust the processes of its educational activity.

The internal system is understood as a set of conditions, procedures and measures in an educational institution that ensure the effectiveness of educational and management processes, which directly affect the quality of the educational process, the formation of key competencies of early and preschool children, and contribute to the comprehensive development of the individual.

Article 1 of the Law of Ukraine „On Education” defines that:

– quality of education – compliance of learning results with the requirements established by legislation, the relevant standard of education and/or the contract on the provision of educational services;

4 The Law of Ukraine „On Education”, Bulletin of the Verkhovna Rada (VVR) 2017, no. 38–39, Art. 380. As amended in accordance with Law no. 2834-IX, December 13, 2022; *The European area of higher education: parameters of quality and expertise: study guide/*, ed. S.O. Sysoeva, Kyiv 2020; O. Shparyk, O. Hlushko, A. Dzhurylo, *EU support for the integration of Ukrainian children and youth in the education system of member states in the conditions of the Russian Federation's war against Ukraine: strategic guidelines and successful practices*, „Ukrainian Pedagogical Journal” 2022, no. 3, p. 5–15; O. Hlushko, *Strategic and legislative levels of reforming the content of school education on the basis of competence in EU countries*, *ibidem*, no. 4, p. 45–58.

– the quality of educational activity – the level of organization, provision and implementation of the educational process, which ensures that individuals receive quality education and meets the requirements established by legislation and/or the contract on the provision of educational services.

Therefore, the quality of education is a result, and the quality of educational activity is a process that ensures the result. The process should always be result-oriented. Therefore, the internal system should be developed as a tool for managing the quality of education in an educational institution⁵.

The processes of ensuring the quality of education must be measurable, objective and manageable. It is also necessary to form a culture of quality. It is based on trust, respect for human dignity, integrity, transparency, partnership, striving for excellence and mutual responsibility.

Decree of the Cabinet of Ministers of Ukraine dated December 14, 2016, no. 988-r „On the approval of the concept of implementation of the state policy in the field of reforming general secondary education »New Ukrainian School« for the period until 2029” provides for the creation of the necessary conditions for the education and upbringing of children of primary school age directly under their place of residence. The concept envisages the financing of measures to reform general secondary education at the expense of state and local budgets.

The mechanism for providing subventions from the state budget to local budgets for ensuring high-quality, modern and accessible general secondary education is determined by the Procedure and conditions for providing subventions from the state budget to local budgets for providing high-quality, modern and accessible general secondary education „New Ukrainian School”, approved by the resolution of the Cabinet of Ministers of Ukraine dated April 4, 2018, no. 237 (as amended by Resolution of the Cabinet of Ministers of Ukraine dated May 17, 2021, no. 476).

When creating an educational space for primary classes, it is worth focusing on the Methodological recommendations for the organization of the educational space of the New Ukrainian School, approved by the order of the Ministry of Education and Science of March 23, 2018, no. 283. Considerable attention is paid to the issues of ensuring safe and harmless learning and working conditions in the Indicative criteria for evaluating the educational and management processes of a professional (vocational and technical) education

5 Decree of the Cabinet of Ministers of Ukraine dated December 14, 2016, no. 988-r „On approval of the concept of implementation of state policy in the field of general secondary education reform »New Ukrainian School« for the period until 2029”.

institution and the internal system of ensuring the quality of education, given in the Methodological recommendations on the formation of an internal system of ensuring the quality of education in institutions of professional (vocational and technical) education, approved by the order of the Ministry of Education and Science of Ukraine dated June 5, 2021, no. 509.

The list of issues subject to verification in the field of professional (vocational and technical) education is determined by section I of the unified form of the act, drawn up as a result of the planned (unplanned) measure of state supervision (control) regarding compliance by the business entity with the requirements of legislation in the field of professional (professional-technical) education (hereinafter – the Act), approved by order of the Ministry of Education and Science of Ukraine dated November 7, 2019, no. 1405.

The Ministry of Education and Science of Ukraine sent a letter to the founders and heads of institutions of professional pre-higher and higher education regarding preparation for the start and peculiarities of the organization of the educational process in the 2022/2023 academic year.

The letter, in particular, states that the Ministry, as the main central body of executive power in the field of education and science, recommends to the heads of institutions of professional pre-university and higher education to conduct the educational process as close as possible to the traditional format, taking into account the limitations of wartime and unconditionally ensuring the protection of participants in the educational process, and resolve the appropriate set of issues with the involvement of student self-government bodies and trade union organizations.

The document outlines priorities and a set of tasks that must be solved. Thus, the first priority in the activities of educational institutions is to contribute to the defense of Ukraine, in particular comprehensive support of workers and students of education, who stood up for the defense of the Motherland with weapons in their hands⁶.

The next priority task is to guarantee safe learning and working conditions for all participants in the educational process, in particular, taking into account the experience of educational institutions in wartime conditions.

⁶ The procedure and conditions for granting subventions from the state budget to local budgets for the provision of high-quality, modern and affordable general secondary education „New Ukrainian School”, approved by the Resolution of the Cabinet of Ministers of Ukraine dated April 4, 2018, no. 237 (as amended by the Resolution of the Cabinet of Ministers of Ukraine dated May 17, 2021, no. 476).

At the end of 2021, 606 institutions of professional (vocational and technical) education were operating in Ukraine (excluding Donetsk, Luhansk regions and the Autonomous Republic of Crimea). As of July 25, 2022, 541 educational institutions were ready to start the new 2022/2023 academic year⁷.

Of the 80 educational institutions that took part in the study, 20 started the 2022/2023 academic year in the full-time (full-time) form of education, 49 – in the mixed (full-time-distance) education, and the remaining 11 chose distance education. In general, students, their parents and teaching staff are satisfied with the organization of the educational process in the 2022/2023 academic year and note that the level of organization of education meets their expectations. Moreover, 37% of students, 31% of teaching staff and 46% of parents rated the level of satisfaction with the organization of the educational process as the highest.

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In view of maintaining the relevance of issues of ensuring a timely and high-quality start of the 2022/2023 academic year, the State Service for the Quality of Education together with the National Agency for Quality Assurance of Higher Education, in accordance with the letter dated September 2, 2022, no. 01/01-22/1111, in the period from September 5, 2022 to 09/14/2022, an anonymous online survey of pedagogical, scientific and pedagogical workers and students of vocational pre-university (hereinafter – vocational vocational education and training), higher education (hereinafter – ZVO) institutions of all types and forms of ownership was conducted in order to find out their level of satisfaction organization of the educational process at the beginning of the 2022/2023 academic year in the conditions of the continuation of military (combat) operations.

12,000 respondents participated in the survey (9473 – students and 2527 – teachers) from 60 institutions of vocational higher education and 50 institutions of higher education, of which by status. The sample covered 8% of the total number of professional pre-higher and higher education institutions (including relocated colleges and universities). Educational institutions, the actual locations of which are Donetsk, Luhansk, Kherson oblasts and AR Crimea, did not participate in monitoring⁸.

In order to obtain objective results of comparison, as well as the formation of reliable conclusions, institutions of professional pre-higher and higher

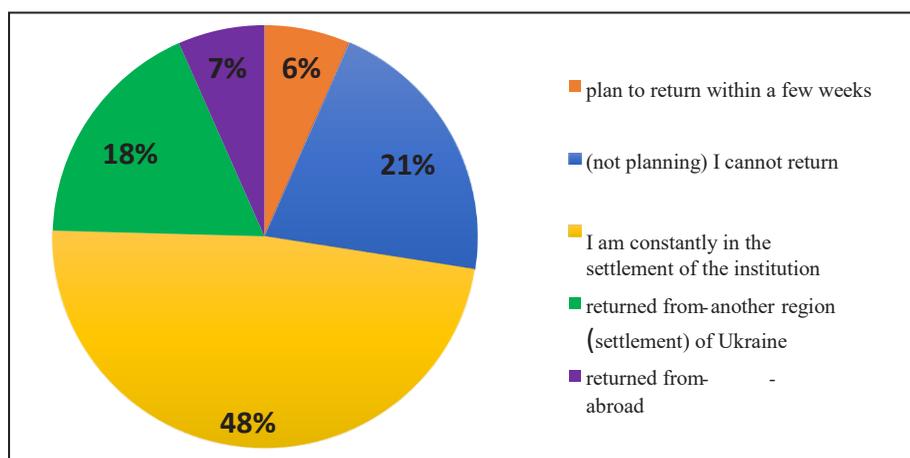
⁸ Methodological recommendations on the formation of the internal system of ensuring the quality of education in institutions of professional (vocational and technical) education, approved by the order of the Ministry of Education and Science of Ukraine dated May 6, 2021, no. 509.

education, which were participants in a preliminary survey conducted by the Service before the beginning of the academic year, were involved in the study.

The issue of changing the location of participants in the educational process and the prospects of their return to the locations of educational institutions was studied by the Service as part of preliminary surveys conducted at the end of the previous and before the beginning of the new academic year (in May and August 2022), because the return of pedagogical, scientific and pedagogical workers and applicants of professional pre-higher and higher education to Ukraine is an important aspect of quality assurance of the educational process.

Based on the results of previous studies, we can say that about 40% of students and 60% of teachers (from the total number of people who participated in the questionnaires while abroad) returned to Ukraine – mainly to institutions of professional pre-higher and higher education, located in Kyiv and the region, as well as in the Volyn, Vinnytsia, Chernihiv, Chernivtsi, and Dnipropetrovsk regions.

So, at the beginning of the 2022/2023 academic year, every fourth respondent returned to the location of the educational institution (15% of students and 30% of teachers), another 6% of survey participants said they planned to do so within a few weeks, and every fifth indicated that cannot return.

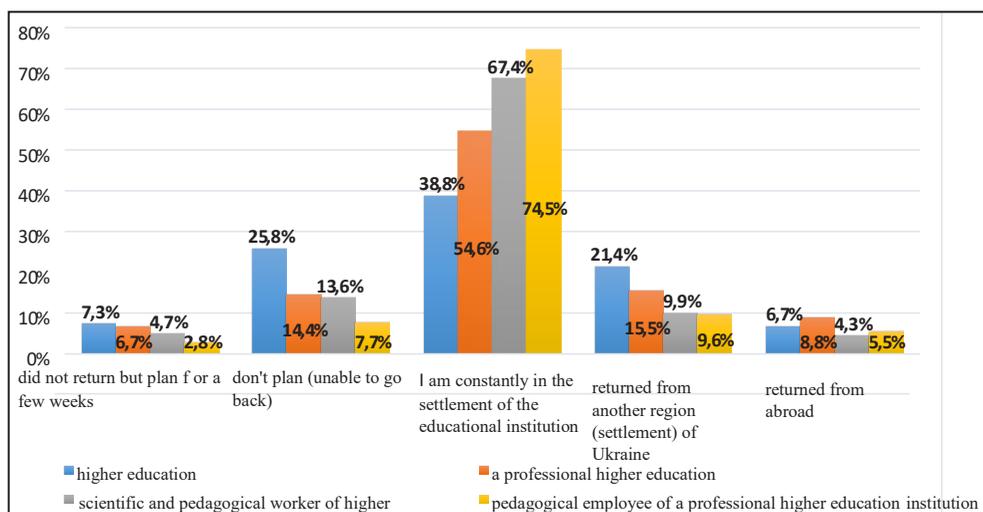


Source: Analytical report on the state of satisfaction of pedagogical, scientific and pedagogical workers and students of vocational pre-university and higher education institutions with the organization of the educational process at the beginning of the 2022/2023 academic year (based on the results of an online survey).

Diagram 1. Migration of participants of the educational program

At the same time, it is natural that education seekers (mainly students of higher education institutions) most often changed their place of stay since the beginning of the war (moved to other regions of Ukraine and abroad), on the other hand, the majority of teaching and research-pedagogical workers (74,5% of teachers colleges and 67,4% of university teachers) were constantly at the place of educational activity.

Only one in ten of the teachers surveyed indicated problems with returning, while one in four graduates of higher education and one in six graduates of vocational pre-university education reported that they did not intend to return to the region in which their educational institution is located.



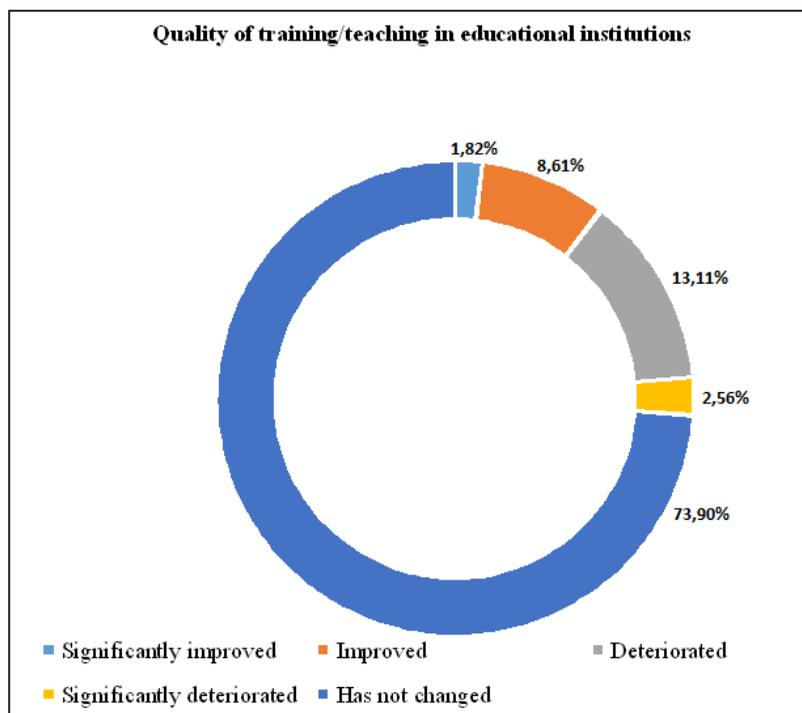
Source: *The procedure for enrolling certain categories of entrants in 2022, CMU Resolution no. 1137, October 8, 2022, <https://www.kmu.gov.ua/npas/pro-zatverdzhennia-poriadku-zarakhuvannia-deiakykh-katehorii-vstupnykiv-u-2022-rotsi-i081022-1137> [access: 7.03.2023].*

Diagram 2. Indicators of absence and presence of respondents within and outside of Ukraine

It is important that almost 90% of students and 70% of teachers from those who do not plan to return to the settlement of the educational institution are currently abroad.

Evaluating the quality of learning/teaching in educational institutions in comparison with the pre-war period, respondents generally noted that the

quality of education has not changed. Only 1,82% of respondents identified a significant improvement, and 8,61% of students and teachers identified an improvement in the education quality system⁹.



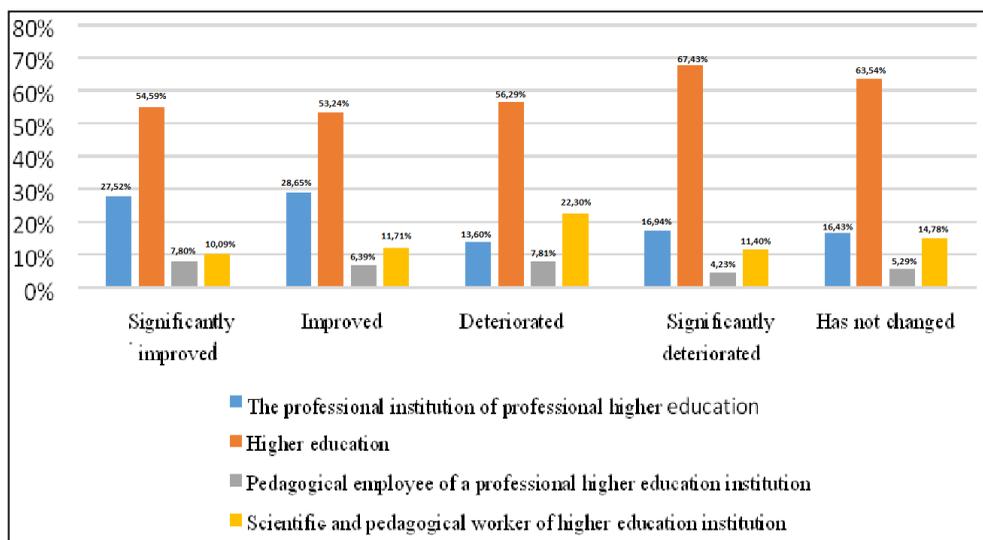
Source: Methodological recommendations on the formation of the internal system of ensuring the quality of education in institutions of professional (vocational and technical) education, approved by the order of the Ministry of Education and Science of Ukraine, May 6, 2021, no. 509.

Diagram 3. Indicators of lack of changes in the quality system in educational institutions

It is worth noting that 73,9% of respondents (8870 participants, including 16,34% of vocational pre-university graduates and 63,59% of higher education graduates, 5,29% of pedagogical and 14,78% of scientific and pedagogical workers) indicated the absence of changes quality systems in educational institutions.

⁹ The Strategy for the Development of Higher Education in Ukraine for 2022–2032 and the Operational Plan for its Implementation in 2022–2024 (Decree of the CMU dated February 23, 2022, no. 286).

Some participants of the questionnaire emphasized the problems of the quality of education. In particular, 13,11% of respondents, including 13,6% of vocational pre-university graduates and 56,29% of higher education graduates, 7,81% of pedagogic and 22,3% of scientific and pedagogical workers, noted a significant deterioration of the education quality system.



Source: Analytical report on the state of satisfaction of pedagogical, scientific and pedagogical workers and students of vocational pre-university and higher education institutions with the organization of the educational process at the beginning of the 2022/2023 academic year (based on the results of an online survey).

Diagram 4. Analysis of existing problems of the quality of education

At the same time, the results of the survey confirm the general negative impact of the security situation in the regions on the quality of education, in particular in the institutions of the Mykolaiv, Kharkiv and Zaporizhia regions.

Table 1. Indicators of the educational process

Region	Believe that the situation with learning and teaching		
	in general, it has improved (%)	not changed (%)	in general, it worsened (%)
Zhytomyr region	14,9	76,6	8,4
Chernivtsi region	12,5	79,0	8,5
Transcarpathian region	9,9	81,5	8,6
Poltava region	16,7	74,6	8,7
Volyn region	7,7	82,6	9,6

Region	Believe that the situation with learning and teaching		
	in general, it has improved (%)	not changed (%)	in general, it worsened (%)
Ternopil region	15,4	74,3	10,3
Sumy region	19,1	70,6	10,3
Ivano-Frankivsk region	10,2	78,9	10,9
Khmelnysky region	12,7	76,2	11,1
m. Kyiv	15,7	72,5	11,9
Rivne region	9,0	78,9	12,0
Kyiv region	13,9	74,0	12,1
Chernihiv region	5,9	81,8	12,3
Odesa region	9,2	76,2	14,7
Dnipropetrovsk region	11,6	69,5	18,9
Cherkasy region	17,8	63,0	19,2
Lviv region	10,5	69,5	20,0
Vinnitsia region	6,7	72,1	21,2
Kirovohrad region	7,9	67,2	24,9
Mykolaiv region	14,3	57,1	28,6
Kharkiv region	6,5	63,3	30,1
Zaporizhzhia region	9,7	60,2	30,1

Source: On preparation for the start and peculiarities of the organization of the educational process in the 2022/23 academic year Letter of the Ministry of Education and Culture no. 1/7035-22, June 27, 2022.

The results of the survey of education seekers, pedagogic and scientific-pedagogical workers of institutions of professional pre-higher and higher education regarding the assessment of the quality of education in the conditions of martial law allow us to draw the following conclusions:

1. The system of ensuring the quality of higher education in Ukrainian institutions of higher education is functioning and has generally maintained its effectiveness even under martial law.

2. The results of the survey confirm that the main measures to ensure the quality of learning/teaching are carried out, and this is important in the context of continuity of quality assurance processes.

3. Surveys in higher education institutions regarding the quality assurance of learning/teaching are not conducted sufficiently from the point of view of the main stakeholders – higher education seekers.

4. The analysis of the survey shows the low involvement of higher education students in the procedures of the internal system of quality assurance in educational institutions, which requires further research on this issue.

5. In general, the state of the quality of education provision in higher education institutions is stable, to a certain extent respondents note its improvement in some educational institutions. At the same time, it is cause for concern that 56,4% of higher education applicants emphasized a significant decrease in the quality of education provision. This requires additional monitoring of the issue, as well as further detailed analysis.

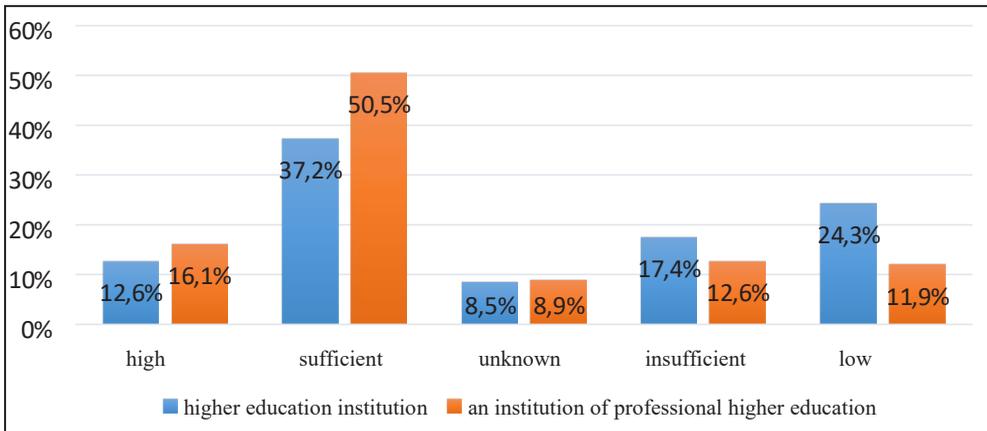
Compared to the results of the August survey, the opinion of the respondents regarding the level of security of the organization of the educational process in the offline format has qualitatively changed – all participants of the survey consider studying directly in the buildings and premises of educational institutions to be safer than on the eve of the academic year.

In the opinion of every fourth (25,1%) of the interviewed students of higher education and every eighth (12,8%) of the participants of the survey from among the students of vocational pre-higher education, the level of security of the organization of the educational process in the offline format is low; 17,3% of university students and 12,3% of college students indicated an insufficient level of protection during full-time studies.

Compared to students of higher education, students of vocational pre-university education are more optimistic – every second of them (49,4%) considers the level of safety in the offline format to be sufficient, while this opinion is shared by only one in three of the surveyed students of higher education institutions (36,4%).

It is worth noting that before the beginning of the academic year (August), only one in ten of the respondents of both groups indicated a high level of safety of full-time education, now this indicator has increased to almost 13% among students of higher education and up to 17% – among students of vocational pre-higher education institutions

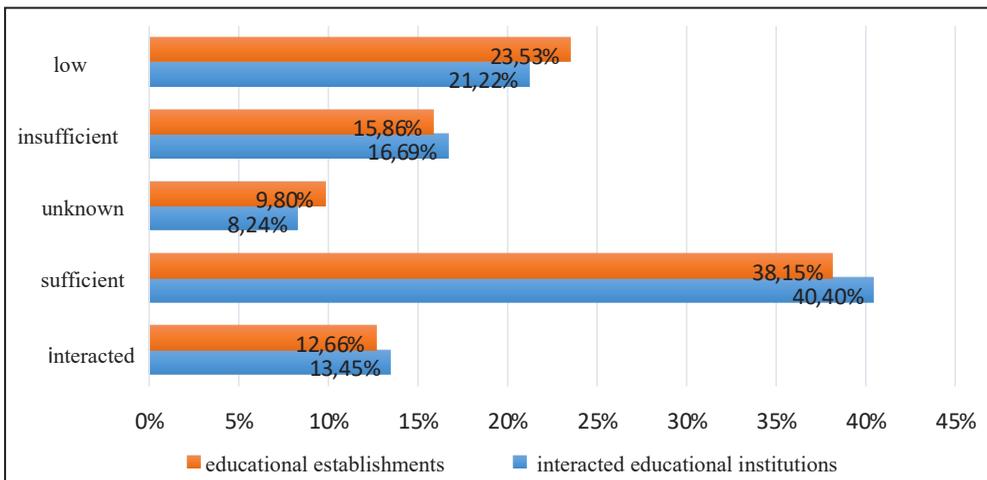
According to the results of the questionnaire, respondents from the number of pedagogical and scientific-pedagogical employees of institutions of professional pre-higher and higher education traditionally rate more highly the possibilities of guaranteeing safety in educational institutions in the conditions of offline work: 55,5% of employees of higher education institutions and 63,7% of surveyed teachers institutions of professional preliminary higher education consider this form of education to be safe in the current conditions (sufficient and high level) (this indicator increased by more than 20% compared to the August result); and every fourth of this category of respondents points to an insufficient or low level of security in the organization of the educational process. In general, representatives of vocational higher education institutions speak more confidently about the safety of full-time education.



Source: Analytical report on the state of satisfaction of pedagogical, scientific and pedagogical workers and students of vocational pre-university and higher education institutions with the organization of the educational process at the beginning of the 2022/2023 academic year (based on the results of an online survey).

Diagram 5. Indicators of safe conditions for the provision of educational services

The analysis of the answers allows us to state that the opinions of the respondents regarding the safety of the offline format are quite consistent, regardless of whether their institution is relocated.



Source: Methodological recommendations on the formation of the internal system of ensuring the quality of education in institutions of professional (vocational and technical) education, approved by the order of the Ministry of Education and Science of Ukraine, May 6, 2021, no. 509.

Diagram 6. Assessment of the safety of providing educational services in an offline format

At the same time, it was found that the opinion of the survey participants (teachers and students of institutions of professional pre-higher and higher education) regarding the level of security of the organization of the educational process in an offline format depends to some extent on the situation in the region where the educational institution is located.

It is worth noting that in view of the results obtained from the previous and current surveys, the tendency of both education seekers (every second) and teachers (every third) from the temporarily occupied territories to assess the level of safety of offline education as low remains, regardless of the actual location of their educational institution.

The problem of providing teachers and students with the necessary equipment and access to the Internet for remote work remains relevant. 17% of teaching staff and 11% of students indicated that they do not have equipment and/or access to the Internet for work/study. Only 69% of heads of educational institutions noted that they can provide all teachers with the necessary resources for remote work.

All educational institutions working on a distance and mixed form of organization of the educational process use publicly available and free platforms for communication. The most popular platform is Google Classroom (81%), Google Meet (53%), Zoom (22%), Microsoft Teams (12%), Google Workspace for Education (10%).

Educators, their parents and teaching staff highly appreciated the level of safety of the organization of the educational process in an offline format in educational institutions. 70% of parents of students, 76% of teaching staff and 72% of students believe that the safety of the educational process is organized at a high or sufficient level.

The majority of scientific and pedagogical workers (90%) and students of higher education (70%) consider the measures taken by higher education institutions and their divisions to ensure the quality of education and teaching to be effective. However, every fifth student believes that such measures are formal.

Half of the surveyed vocational pre-higher education students (49%) consider the level of security in the offline format to be sufficient, while this opinion is shared by only every third of the surveyed students of higher education institutions (36%).

Respondents from the number of pedagogical and scientific-pedagogical employees of institutions of vocational pre-higher education and higher education traditionally rate more highly the possibilities of guaranteeing safety

in educational institutions in conditions of offline work: 55% of employees of institutions of higher education and 64% of surveyed teachers of institutions of vocational pre-higher education consider this form of education to be safe in the current conditions (this indicator increased by more than 20% compared to the August result)¹⁰.

For reference: 12 000 respondents (9473 students and 2527 teachers) from 60 vocational pre-university and 50 higher education institutions took part in the survey. The sample covered 8% of vocational pre-higher and higher education institutions (including relocated colleges and universities) out of their total number. Educational institutions, the actual location of which are temporarily occupied Donetsk, Luhansk, and Kherson regions, did not participate in the monitoring.

In order to obtain objective results of comparison, as well as the formation of reliable conclusions, institutions of professional pre-higher and higher education, which were participants in a preliminary survey conducted by the Service before the beginning of the new academic year, were involved in the study.

One of the priorities of the Ministry of Education and Culture is the development of the institutional environment of higher, professional pre-higher education, and the national system of qualifications.

The Strategy for the Development of Higher Education in Ukraine for 2022–2032 and the Operational Plan for its Implementation in 2022–2024 have now been approved (Decree of the CMU dated February 23, 2022, no. 286). This strategic document defines the priorities of the higher education system at the current stage of development of society and the country's economy, as well as the main characteristics that will be formed by 2032. The goals and objectives of the Strategy are a detailed road map for rebuilding and continuing the reform of the higher education system in the post-war period. Completing the tasks defined by the Strategy will reduce the destructive consequences caused by the full-scale invasion of the Russian Federation on the territory of independent Ukraine. The document provides for the implementation of 5 strategic goals:

1. Effectiveness of management in the system of higher education;
2. Trust of citizens, the state and business in educational, scientific, innovative activities of higher education institutions;

¹⁰ The procedure for enrolling certain categories of entrants in 2022 (CMU Resolution no. 1137, October 8, 2022).

3. Ensuring high-quality educational and scientific activity, competitive higher education, which is accessible to various population groups;
4. Internationalization of higher education of Ukraine;
5. Attractiveness of higher education institutions for study and academic career.

The expected result of the implementation of the Strategy is the creation of a modern and effective system of higher education that meets the needs of citizens, the economy and society, has a decent reputation and is competitive on the domestic and global market of educational services.

Taking into account the current situation, the tasks and implementation measures will need to be adjusted, but the strategic goals and key tasks remain unchanged. In order to ensure the right of individuals to equal access to higher education and in connection with the implementation of a special procedure in 2022 for admission to study for junior bachelor's degrees, a multi-subject test (NMT) has been introduced. NMT is conducted using pedagogical testing technologies in the form of online computer testing of three educational subjects (blocks): Ukrainian language, mathematics, history of Ukraine. A network of temporary examination centers has been created to hold NMT sessions (3 sessions have been organized). Modernization of the Unified State Electronic Education Database (EDEBO) was carried out to ensure the possibility of entering higher education institutions in wartime conditions. The Procedure for Enrollment of Certain Categories of Entrants in 2022 (Resolution of the CMU dated October 8, 2022, no. 1137) was approved, which determines the specifics of enrollment of persons who live in the territory of Ukraine temporarily occupied by the Russian Federation or whose place of residence is registered (declared) in a particularly dangerous area, for obtaining higher, professional pre-higher education, persons who moved from the territory of Ukraine temporarily occupied by the Russian Federation after January 1, 2022, in particular regarding the situation of the absence of certain documents during admission¹¹.

11 The admission procedure for obtaining higher, professional pre-university and professional (vocational and technical) education of persons living in the temporarily occupied territory of the Autonomous Republic of Crimea and the city of Sevastopol, the temporarily occupied territory of certain districts of Donetsk and Luhansk regions, the territory of settlements on the contact line, approved by order of the Ministry of Education and Science of Ukraine, March 1, 2021, no. 271, registered in the Ministry of Justice of Ukraine on April 15, 2021 under no. 505/36127.

In accordance with the order of the Ministry of Education and Science of Ukraine „On Amendments to the Procedure for Admission to Higher Education in 2022”, specific features of admission to higher education are provided for:

- persons whose place of residence is the temporarily occupied territory, the territory of settlements on the contact line and the administrative border or who moved from such territories after January 1, 2022, in terms of passing the annual assessment and state final attestation, obtaining a state standard document about the full general average education (if the person did not receive a document on education in accordance with the legislation), are determined in accordance with the Admission Procedure for obtaining higher, professional pre-higher and professional (vocational and technical) education of persons living in the temporarily occupied territory of the Autonomous Republic of Crimea and the city of Sevastopol, temporarily occupied the territory of certain districts of Donetsk and Luhansk regions, the territory of settlements on the contact line, approved by the order of the Ministry of Education and Science of Ukraine dated March 1, 2021, no. 271, registered in the Ministry of Justice of Ukraine on April 15, 2021 under no. 505/36127 (hereinafter – order no. 271);

- persons who are registered in a particularly dangerous area (particulars are defined in Chapter VIII of the Procedure). The circle of persons who can pass entrance tests in the form of an individual oral interview instead of a national multi-subject test has been expanded, and in the case of obtaining the number of points for each of the subjects not less than the minimum level established by the institution of higher education, they are allowed to participate in the competitive selection during admission to higher education on the basis of a complete general secondary education. In particular, in accordance with Clause 4 of Chapter VIII „Special conditions for participation in competitive selection for obtaining higher education”, the following persons, in addition to others, include;

- whose place of residence is the temporarily occupied territory, the territory of settlements on the contact line and the administrative border or who moved from it after January 1, 2022;

- whose place of residence is registered (declared) in a particularly dangerous area.

Such persons participate in the competitive selection based on the results of an individual oral interview or a national multi-subject test. If citizens of Ukraine from among such persons are admitted to competitive selection for

an open or fixed competitive offer, they participate in competitive selection within quota-2 for places of state or regional order.

Preferential categories of entrants operate in accordance with the special conditions of participation in the competitive selection. When applying for higher education on the basis of a complete general secondary education, such special conditions include the following opportunities:

- enrollment based on the results of a positive assessment of an individual oral interview or a creative competition, quota-1, quota-2 for places of state or regional order;

- transfer to vacant positions of state or regional orders of persons in the cases provided for by the Procedure, if they are enrolled in studies based on other sources of funding for an open or fixed competitive offer.

31 institutions of higher education, 65 separate structural subdivisions of higher education institutions, vocational schools, 44 institutions of vocational pre-higher education were temporarily relocated. The procedure for conducting the national multi-subject test in 2022 has been approved (order of the Ministry of Education, Culture, Sports, Science and Technology of May 12, 2022, no. 433, registered with the Ministry of Justice of Ukraine on May 20, 2022 under no. 545/37881). The list of settlements of Ukraine, on the territory of which a network of temporary examination centers has been formed for conducting the main sessions of the national multi-subject test (order of the Ministry of Education and Culture dated May 16, 2022, no. 445), as well as the list of foreign settlements for conducting the main sessions of the national multi-subject test (order of the Ministry of Education and Culture of May 19) have been approved.^{2022 #465}). NMT was organized in 58 cities of 32 countries¹².

Priority plans for 2023:

- 1) Creation of conditions for the expansion of autonomy, corporatization and privatization of higher education institutions: in the post-war period, an audit of the network of higher education institutions (identification of areas of suboptimal use of state resources, proposals for optimization), development of a road map for modernization of the network of higher education institutions and vocational education institutions, communication of the main concepts of

¹² The procedure for conducting the national multi-subject test in 2022 (order of the Ministry of Education and Culture, May 12, 2022, no. 433, registered with the Ministry of Justice of Ukraine on May 20, 2022 under no. 545/37881, order of the Ministry of Education and Culture dated May 16, 2022, no. 445).

modernization of the network of higher education institutions is foreseen and ZFPO;

2) Development of military education, training of specialists in the protection of critical infrastructure, training of youth for national resistance. The transformation of the military education system, in accordance with the Concept of the Transformation of the Military Education System developed by the Ministry of Defense of Ukraine and approved by the Ministry of Education and Culture, provides for the professionalization of the Armed Forces of Ukraine and other components of the defense forces, the integration of military education management bodies, the network of military educational institutions, current education standards, professional standards, legislative and regulatory framework into a single complex of components of the military education system to provide the defense forces with military specialists. The professionalization of military education involves the construction of a modern model of professional military education, which ensures the training of military specialists on the basis of their continuous professional development, takes into account the general trends in the development of the national and international security system, changes in the principles and methods of conducting armed struggle, new requirements for the quality of military education, the formation of integrity based on NATO standards. Professional military education cultivates the development of a military leader by providing a wide range of professional knowledge and developing creative thinking throughout a military career;

3) Consolidation of the fields of training of higher education applicants to determine the profiling of higher education institutions;

4) Practical assistance in the management of institutions of higher and professional pre-higher education;

5) Transfer of higher and professional pre-higher education recipients of preferential categories to budget financing¹³. On October 28, 2022, the Government approved the Procedure for transferring certain categories of vocational pre-higher, higher education students who were enrolled until 2021

¹³ List of foreign settlements for conducting the main sessions of the national multi-subject test OL (order of the Ministry of Education and Culture, May 19, 2022, no. 465); Order of the Ministry of Education and Culture no. 864, September 28, 2022 „On Amendments to the List of Settlements in the Territory of which Temporary Examination Centers will be Established for conducting the master's test of educational competence and the master's complex test”.

to study at the state budget funds, including places financed by individuals or legal entities. These categories of students include:

- children of fallen defenders of Ukraine: children (persons under the age of 23) of fallen (deceased) persons specified in Art. 101 of the Law of Ukraine „On the Status of War Veterans, Guarantees of Their Social Protection” (category 1),

- participants in hostilities and persons with disabilities as a result of war: persons recognized as participants in hostilities, persons with disabilities as a result of war in accordance with the Law of Ukraine „On the Status of War Veterans, Guarantees of Their Social Protection” (category 2),

- children of combatants: children (persons under the age of 23) of combatants, persons with disabilities as a result of the war in accordance with the Law of Ukraine „On the Status of War Veterans, Guarantees of Their Social Protection” (category 3),

- residents of particularly dangerous territories: persons who live in (moved from) the territory of Ukraine temporarily occupied by the Russian Federation under martial law, in the territory of territorial communities located in the area of military (combat) operations or who are under temporary occupation, surrounded by (blocking) on the territory of territorial communities that, as of October 15 and February 15 of the respective year, are included in the list approved by the Ministry of Reintegration (category 4)¹⁴.

Conclusions

The stages of completing the 2021/2022 academic year, conducting the admissions campaign, as well as preparing for the start of the new 2022/2023 academic year have passed for institutions of professional pre-higher and higher education in extremely difficult conditions.

To solve problematic issues in the spheres of professional pre-university and higher education during martial law, to prevent a possible negative impact on the quality of educational services, taking into account the potential threat to the life and health of participants in the educational process as

14 Analytical Report on the state of satisfaction of pedagogical, scientific and pedagogical workers and students of vocational pre-university and higher education institutions with the organization of the educational process at the beginning of the 2022/2023 academic year (based on the results of an online survey).

a result of armed aggression, as well as existing topical issues of the beginning and specifics organization of the educational process in the 2022/2023 academic year, the central bodies of executive power, which ensure the formation and implementation of policy in the field of education, provided operational informational and methodological support, in particular, the Ministry of Education and Science of Ukraine issued order no. 235 dated March 7, 2022, „On some issues organization of the work of institutions of professional pre-university and higher education during martial law”, as well as recommendations and clarifications were provided regarding certain issues of preparation for the 2022/2023 academic year in institutions of professional pre-university and higher education, in accordance with the letter dated June 27, 2022, no. 1/7035-22.

According to the results of the conducted monitoring, it was found that institutions of professional pre-higher, higher education (taking into account the provided recommendations, as well as available opportunities and resources), confirmed their ability to provide a full-fledged educational process in face-to-face, mixed (face-to-face-distance) or distance forms in the conditions martial law:

1. Taking into account the results of previous studies, we can say that about 40% of students and 60% of teachers (from the total number of people who participated in the questionnaires while abroad) returned to Ukraine – mainly to institutions of professional pre-higher and higher education located in in Kyiv and the region, as well as in the Volyn, Vinnytsia, Chernihiv, Chernivtsi, and Dnipropetrovsk regions.

2. The majority of institutions of both vocational pre-university and higher education in Ukraine chose distance (40%) and mixed (face-to-face-distance) (about 40%) work formats.

3. Every fifth of the respondents (20%) reported that the educational process in the new 2022/2023 academic year began in classrooms (full-time), and this indicator, given the results of the previous research, is twice as large as planned by the institutions before the beginning of the academic year year.

4. The majority of teaching staff (85,9%) and students (68%) of institutions of professional pre-higher education, as well as scientific and pedagogical staff (70,7%) of institutions of higher education, in which the new academic year began in an offline format, are satisfied with the recovery educational process in face-to-face form.

5. Taking into account the unchanging loyalty of students and teachers of higher education institutions to distance learning for several years in a row, it

is natural that almost 80% of applicants and 90% of teachers have a positive attitude to the organization of the 2022/2023 academic year in an online format in educational institutions that have chosen the distance form as the main.

6. The results of the survey indicate that institutions provide educational services of appropriate quality in difficult military conditions: the majority of respondents (80% of teachers and 90% of students) positively assessed both the quality of educational services provided by institutions and the results of training of students compared to the previous period, which generally confirms loyal attitude to work in current conditions, as well as understanding of the situation. Including, two-thirds of respondents (70%) believe that the general level of quality of educational services has not changed compared to the pre-war period.

7. Despite the complex modern conditions under which educational institutions conduct their activities, the internal quality assurance systems built by them continue to function and are maintained at an appropriate level.

8. The majority of scientific and pedagogical workers (more than 90%) and students of higher education (about 70%) consider the measures taken by higher education institutions and their units to ensure the quality of education and teaching to be effective. At the same time, every fifth university student believes that the mentioned events are of a formal nature, and 6% of the respondents noted that such events are not held at all in their institutions.

9. The majority of teachers (88,8%) and students (61,8%) confirmed that higher education institutions regularly conduct surveys to ensure the quality of learning and teaching, but every fourth applicant reported the formality of such surveys.

10. On systemic or partial involvement in the activity of the system.

11. In the opinion of every fourth (25,1%) of the interviewed students of higher education and every eighth (12,8%) of the participants of the survey from among the students of professional preliminary higher education, the level of security of the organization of the educational process in the offline format is low; 17,3% of university students and 12,3% of college students indicated an insufficient level of protection during full-time studies.

12. Compared to students of higher education, students of vocational pre-university education are more optimistic – every second of them (49,4%) considers the level of safety in the offline format to be sufficient, while this opinion is shared by only one in three of the surveyed students of higher education institutions (36,4%).

13. Before the beginning of the academic year, only one in ten applicants indicated a high level of security of full-time education, now this indicator has increased to almost 13% of applicants for higher education and up to 17% – for students of vocational pre-higher education institutions.

14. Respondents from the number of pedagogical and scientific-pedagogical employees of institutions of professional pre-university and higher education traditionally rate more highly the possibilities of guaranteeing safety in educational institutions in conditions of offline work: 55,5% of employees of institutions of higher education and 63,7% of surveyed teachers of institutions of professional pre-university educators consider this form of education to be safe in current conditions (sufficient and high level) (this indicator increased by more than 20% compared to the August result); and one in four points to an insufficient or low level of security in the organization of the educational process.

15. Regarding the issue of the availability of premises or buildings in institutions of professional pre-university and higher education that can be used to shelter participants in the educational process, it was found that applicants to institutions of higher education remain the least informed – one in three (35,5%) of the respondents do not know about the presence or absence of such facilities in educational institutions. This is explained by the fact that for the majority of this category of respondents (about 60%), the academic year has not yet started, or the institution has chosen the remote work format as the main one.

16. However, it is worth noting that the general rate of awareness of applicants has increased significantly, compared to the period before the start of studies, and this is natural: the majority of students (59%) confirmed that they are familiar with the facilities available in educational institutions, while before the beginning of the academic year only one in ten believed that there are such rooms in high-rises.

17. The majority of students and teachers (57,3%) do not have information about the technical support of civil defense facilities for sheltering participants in the educational process, in particular, about the availability of Internet access through the Wi-Fi system, despite the fact that almost two-thirds of them (60%) are informed about the availability of shelters. Only every fourth survey participant knows about providing access to the network in shelters, and 15,8% of respondents noted that there is no possibility to connect to the Internet in shelters. The majority of participants in the survey from the number of teaching staff (90%) and students (72,3%) of vocational pre-university

institutions, scientific and pedagogical staff (79,1%) of higher education institutions noted that briefings were held on actions to be taken during the announcement of an air alarm in institutions. However, only every second student of higher education (52,8%) confirmed that their institution provides instruction, and 17,6% indicated that instruction is not provided at all.

18. The level of satisfaction with the state of the organization of education in martial law conditions, regardless of the format chosen by the educational institution, is high among respondents from the number of pedagogical and scientific-pedagogical workers of professional pre-higher and higher education institutions, and average among surveyed students. In general, the level of satisfaction of participants in the educational process with the organization of training has increased significantly (by 4–6 points) compared to the results of previous studies of a similar nature, which were conducted by the Service in 2020–2021.

At the same time, in the opinion of the State Service for the Quality of Education and the National Agency for Quality Assurance of Higher Education, it is advisable to recommend to institutions of professional pre-higher and higher education:

1) to increase the share of face-to-face education, under the conditions of a favorable security situation, taking into account the generally high level of satisfaction of applicants and pedagogical, scientific and pedagogical workers with the restoration of the educational process in face-to-face format;

2) take measures to ensure unhindered access of education seekers to informational and methodological materials necessary for the implementation of the educational process;

3) actively involve student youth in the measures taken by educational institutions and their divisions to ensure the quality of learning and teaching;

4) promote the realization of the right of education seekers to directly participate in processes related to the activities of the quality assurance system (discussion of educational programs, formation of educational plans, formation and adjustment of the content of educational components, etc.);

5) contribute to the improvement of the state of publicizing information on official web resources and pages in social networks of institutions and their structural subdivisions, ensure prompt informing of education seekers about relevant links to such electronic resources and contacts of responsible persons;

6) ensure that the participants of the educational process are informed about measures to ensure protection, their evacuation in the conditions

of military operations, as well as the provision of instructions (systematic conducting of briefings) regarding actions during the announcement of an air alert;

7) taking into account the available opportunities and resources, pay special attention to the technical support of civil defense facilities for sheltering participants in the educational process, in particular, the availability of Internet access through the Wi-Fi system;

8) ensure that all participants of the educational process, regardless of the chosen educational format, are informed about the availability, condition and technical support of premises or buildings that can be used for shelter. The functioning of the education system in the conditions of martial law is characterized by an intensive search for new approaches to learning, innovative forms of organization of the educational process, effective pedagogical and information technologies. That is why supporting the active implementation of innovations in the education sector during the war became one of the key areas of work of the Ministry of Education and Science of Ukraine and its divisions. It is worth noting that in this difficult time, educators themselves have become more active in searching for ways to solve problems in the organization of training for education seekers.

Both during the war and after its end, the main task of the educational sector is and will be to ensure the quality of education at all levels. Therefore, it is quite natural to conduct scientific research in education and implement their results in practical activities, to introduce innovative technologies, to provide educational institutions with new teaching aids, scientific methodical and educational literature.

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Bezpieczeństwo procesu edukacyjnego w Ukrainie w warunkach konfliktu zbrojnego: badania analityczne i prawne

Streszczenie

Bezpieczeństwo procesu edukacyjnego jest szczególnie ważne w dobie konfliktu zbrojnego i okupacji. 29 października 2021 roku Rada Bezpieczeństwa ONZ przyjęła rezolucję 2601, w której zdecydowanie potępiono ataki na szkoły, dzieci i nauczycieli. Rezolucja ta podkreśla wagę edukacji dla jednostki i społeczeństwa. Dostrzeżono także problem zapewnienia ochrony kształcenia ustawicznego w czasie konfliktu zbrojnego, który jest kluczowy dla społeczności międzynarodowej. Nauczanie zdalne stało się na okupowanych terenach jedyną formą możliwą do realizacji. Bezpieczeństwo cyboprzestrzeni, w której odbywa się proces edukacyjny, wymaga wzmocnionej ochrony przed atakami wrogiego państwa. Bezpieczna szkoła online musi zapewnić bezpieczeństwo uczniom, studentom i nauczycielom.

Słowa kluczowe: specyfika organizacji przestrzeni edukacyjnej, szkoła online, jakość kształcenia, wojna, zagrożenia cyberszkoły (szkoły zdalnej), bezpieczeństwo uczestników procesu edukacyjnego