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Modern approaches to creating a safe space for children: educational security projects in Ukraine

SUMMARY

The article argues that the education system as the social institution for masses should play a leading role in reducing the existing risks to children's safety and developing a responsible attitude of children to their lives and health, the world around them, so it is important to design and organize a safe educational environment for children's development.

The article analyzes the essence of the concepts "space", "environment", "safe educational environment", "space of a safe childhood" and their correlation. The research has found that the space of a safe childhood is a characteristic of the child's life world, which includes a set of actions, conditions and relationships that provide physical, emotional and psychological protection. The space is filled with interconnected local environments built into it: physical, social, educational, cultural, and others. Creation of a space for a safe childhood is a prerequisite for the development of a child and formation of real prospects for the future. The formation of such a space is carried out through education in the field of life safety, subject-subject interaction of the child, teacher and parents, the creation of adaptive and developmental conditions aimed at overcoming existing threats in the implementation of various projects.

The research has identified and characterized modern approaches to creating a safe space for children, such as: metasystem approach (representation of a safe childhood space as an open self-organized and self-developing system), environmental approach (influence of climatic, ecological, man-made conditions and regional risks on the success of a safe space childhood), culturological approach (connection of a child with culture as a system of values, formation of child's humanistic values: life and health, the values of nature), activity-reflexive approach (joint activity of teachers, parents, children, public organizations to ensure environmental, informational, technical and legal protection of a child through sensory experience, which is then evaluated).

The article suggests an overview of domestic and international safety projects, such as Gdansk Security Program (Poland) and Ukrainian projects "Safe and child-friendly school", "Online safety school for children", anti-cyberbullying project chatbot "Cyberpes", "Stop sexting", "Safe childhood" ("Safe School" and "Security Educator" projects).

Key words: safe space for children, safe educational environment, educational safety projects, approaches to creating a safe space for children.

The realities of the modern world, including natural, man-made and social risks, threats, lack of sufficient life experience, limited emotional and volitional self-regulation, cause an increase in the number of threats to the physical and psychological security of a child.

According to the Ministry of Internal Affairs of Ukraine, since the beginning of 2021, almost 3,000 criminal offenses, committed either by children or with their participation, have been registered in the country. The same number of crimes was committed against children.

The education system, as the social institution for masses, should play a leading role in reducing the existing risks to the children's safety, developing a responsible attitude of children to their lives, health and the world around them. According to scientists, education should consider security issues in their universal meaning (E. Hirusov, M. Moiseiev), and, in this regard, should be aimed primarily at developing a human being as a personality with their values, attitudes to the world and themselves; adaptive and developmental educational environment (E. Kazin) should actively influence health, psychophysiological and personal development, form value orientations.

Therefore, the issue of designing and organizing a safe educational environment for children's development is especially important in the modern world.

The government of Ukraine envisages the creation of a favorable educational environment in each school by 2025, ensuring the competence training of students and continuous training for teachers.

A safe educational environment includes organizational, spatial-object and social life components that provide health, social, psychological and environmental protection of children, teachers and parents (L. Haiazova). In turn, I. Baieva notes that a safe educational environment is a set of psychological, didactic, informational and social security elements based on legal and economic principles. The scientist considers safe an environment, in which there is no psychological violence and which meets the needs of confidential communication and ensures the mental health of its participants.

To organize a safe development for a child, it is necessary to create special conditions aimed at ensuring security, teaching children safe behavior in different situations and building humane interpersonal relationships between children and between children and adults. M. Pohodaieva defines the space of a safe childhood as a characteristic of a child's world, a set of conditions, relationships and activities aimed at ensuring the safety of a child.

Most modern researchers associate the concept of "space" with the concept of "environment" as generic. In the pedagogical dictionary, the concept of "educational space" is revealed through the concept of "educational environment" and is defined as a specially organized, pedagogically appropriate environment that surrounds a person or team and has a positive impact on them.

The space is filled with interconnected local environments built into it: physical, social, educational, cultural and others. Creation of a safe childhood space is a prerequisite for a child's development and formation of real prospects for the future.

From the standpoint of the metasystem approach, the space of a safe childhood is understood as a system with a built-in metasystem level. With the help of openness and self-organization, the system of a safe childhood space acquires dynamics and is included in the metasystem, which is the outside world. Openness provides the exchange of information with the outside world and changes the boundaries of a safe childhood space. The openness of the space system of a safe childhood contributes to the penetration of the outside world and the qualitative change of the space components. That is, from the standpoint of the metasystem approach, we consider the child's world a part of the outside world that is important to a child and has value.

The life world is both a part of a human being and an objective world, subjectively changed, built by a person for own purposes. The question of the interaction of the inner and outer worlds in the child's life world can be solved within the framework of post-classical methodology, which allows "convergence" of the inner and outer worlds based on the idea of self-organization.

The space of a safe childhood is constructed on the intersection of external and internal worlds in the child's life world and generates new ideas that arise in the process of internalization of impressions, events, conditions, interaction between the external world and the child's inner world. For this formation to be successful, conditions and activities must be aimed at understanding the essence of safe interaction with the outside world, its obligatory necessity and at the development of safe behavior skills.

Within the child's life world, the space of a safe childhood stands out as a component where socio-psychological and environmental threats can be reduced, which, in turn, reduces risks to the physical and mental health of children, and provides their safe development.

The formation of a safe childhood space involves the accumulation of psychological innovations that arise as a result of acquiring skills of safe interaction of a child with the physical and social world, adults and other children, mastering by a child of socio-cultural norms of safe living, self-regulation and self-organization, awareness of social and spiritual values.

The space of a safe childhood includes a set of actions, conditions and relationships that ensure child's physical, emotional and psychological protection within the child's life world.

The development of a safe childhood space is aimed at reducing threats to the life and health of a child and takes place in the process of interaction between the external environment and the inner world of a child when mastering a culture of safety. The formation of such a space is carried out through education and training in the field of life safety, subject-subject interaction of a child, teacher and parents, creating adaptive and developmental conditions aimed at overcoming existing threats during the implementation of various projects.

Let us define modern approaches to education in the field of safe living, which are based on the return of education in the context of culture, focus on universal values, world and national culture, creation of a cultural environment for self-development. The safety culture as part of the general culture of a person allows harmonizing the relationships of an individual in the system of social relations and interaction with the natural world. Culture is not just assimilated by the child, but is transformed into a worldview and gives grounds for the formation of adequate interaction with the world. In the structure of the safety culture, there is an activity component that includes knowledge, skills, experience and reflection, and a personal component that includes values and worldview, regulatory mechanisms, personal senses, dominant behavioral motives, individual abilities and volitional qualities of a person.

The formation of various elements of the safety culture takes place in the process of different activities, which develop the skills of safe behavior and personal qualities that allow implementing these skills.

The purpose of education in the field of safe living is the formation of the safety culture, which includes the formation of a system of values and value-based self-regulation, as well as creative activity that allows making adequate decisions in emergency situations.

According to L. Horina, the culture of life safety is a human activity based on a system of social norms, beliefs and values that ensure the preservation of person's life and health,

including developed personality traits that allow people to safely interact with society and nature.

The foundations of such a culture are laid in childhood and provide conscious safety basics for all further human life. Early formation of the foundations of a secure worldview will help save life and health, and further address global security issues.

Preschool and junior high school age is the most sensitive in terms of forming personality qualities that allow active and safe interaction with nature and people in a changing world and includes environmental awareness, the child's understanding that the Earth is our common home and its wealth should be treated carefully and rationally. The key role in this process is played by the example of an adult, value orientations, behavior and communication with others.

Thus, the design of a safe childhood space is based on the interaction of metasystem, environmental, cultural and activity-reflexive approaches.

The use of a metasystem approach makes it possible to present the space of a safe childhood as an open self-organized and self-developing system. This approach reveals the mechanisms of space development and inter-component connections. The environmental approach is needed due to the impact of climatic, environmental, man-made conditions and regional risks on the success of a safe childhood space development. The culturological approach defines the child's connection with culture as a system of values and is aimed at the ormation of child's humanistic values: life and health, the values of nature. The change of all components of a safe childhood space is possible only during the implementation of activity-reflective approach, which means joint activities of teachers, parents, children and public organizations to ensure environmental, informational, technical and legal protection of a child. In childhood, acquaintance with the world occurs in the process of activity through sensory experience, which is then evaluated.

The formation of a safe childhood space in the child's life world depends on the social and ecological conditions of the environment and the changes they cause in the spatial-physical and socio-psychological components of space. At the same time, the components of a safe childhood space are interdependent and interconnected. Interacting in different combinations, they form an integrated system, therefore, changes in the spatial-physical and socio-psychological components of space affect the formation of the cultural-educational component of space.

The World Education Forum (Dakar, Senegal, April 2000) adopted the Dakar Framework for Action, in which one of the important conditions for the realization of children's right to basic education was the creation of a safe, healthy, inclusive learning environment conducive to successful learning and the achievement of clearly defined levels of success for all with equitable provision of resources.

According to the Dakar Framework for Action, the school must be provided with: adequate water supply and proper sanitation; access to health and nutrition services; policies and codes of conduct that contribute to the improvement of the physical, psychosocial and emotional state of teachers and students; content and practice of education that promote the acquisition of knowledge, social attitudes, values and life skills needed to strengthen self-esteem, health and personal safety.

Today there is a systemic and effective international experience in creating a safe space for children. The practices of Portugal, Argentina, the Czech Republic and Poland seem to be the most interesting.

In our opinion, the local Security Program of Gdańsk, a partner city of Rivne, needs special attention, especially those aspects related to school security (Gdańsk Police Prevention

and Education Program; Security Knowledge Olympiad). Today, the city is actively implementing the "Program Operacyjny Edukacja", which provides for the organization of a safe space for children and will last until 2023.

In August 2016, the Ministry of Education and Science of Ukraine received from the UN Children's Fund a concept note "Safe Schools in Ukraine", which suggested possible components of a program approach to creating safe schools.

Based on the note, Ukraine developed the concept "Safe School" and the project "Safe and child-friendly school". With letter № 1/9-204 dated 04.04.2018, the Ministry of Education and Science of Ukraine approved an action plan for the implementation of this educational project, starting from 2018–2019.

From 2019–2020, the Ministry of Education and Science of Ukraine began not only to deal with issues related to the creation of a safe educational environment and formation of value-oriented life skills among children and students, but also to develop appropriate methodological support. For example, to create a safe space for children, the Ministry of Education and Science of Ukraine prepared a manual "Code of Safe Educational Environment", which provides training for students, parents, teachers of educational institutions on afe behavior, developing skills to avoid potential risks and dangers, and skills to overcome difficulties in own life.

The action program of the Cabinet of Ministers of Ukraine envisages the creation of a favorable educational environment in each school by 2025, a safe and child-friendly school (SCFS). SCFS is "a place where children and adults feel safe and comfortable, which gives children a special sense of unity, gives a foothold and an opportunity to express themselves, inspires hope and builds confidence in the future".

The conceptual framework of SCFS created in Ukraine is a system of ideas, tools and resources that takes into account important factors of school life, contains indicators and convenient tools for systemic planning, monitoring and evaluation of measures to improve safety, comfort, quality of education and self-government of an educational institution.

The SCFS model has absorbed elements of the world's most famous school concepts and models: "Safe School", "FRESH – a universal framework for effective health in schools", "School of Health Promotion", "School friendly to children", "Health index", etc..

The purpose of creating a safe space for children is to develop the safety culture, humane treatment of themselves and the world around, charity, education of a citizen who understands the connections of a human being with the world around. A safe space includes subject-subject interaction between the participants in the pedagogical process (teachers, children, parents); subject-development environment of safe living; content of training: knowledge of the main sources of danger, opportunities to prevent and avoid them; pedagogical technologies of life safety training, forms, methods and means of teaching, which should be aimed at the formation of a system of humanistic values.

To achieve these goals, the content of security training is integrated into all educational areas and activities. It provides the formation of the child's foundations of safety culture, its adaptation to current dangers and risks, maintaining health, emotional and psychological comfort, and the formation of personal qualities that allow successful operation in a changing environment.

One of the most optimal forms of organizing activities to create a safe space for children is an educational project. Let us characterize some of them.

We consider an interesting innovative initiative the educational project of the Ministry of Digital Transformation of Ukraine and the Expert Center for Human Rights "School

of Online Safety for Children". Two webinars out of four are dedicated to creating a safe space for children: "Safety of children online: important tips for parents" and "Safety of children online: important tips for teachers".

The Ministry of Digital Transformation in cooperation with UNICEF and with the informational support of the Ministry of Education and Science of Ukraine, the Coordination Center for Legal Aid and the Ministry of Justice of Ukraine launched the educational project against cyberbullying – chatbot "Cyberpes". The chatbot in the Telegram and Viber messaging applications advises how to identify cyberbullying and includes tips for children, parents and teachers on how to act in the case of cyberbullying, how to remove offensive material from social networks and where to go for help.

Another important initiative of the Ministry of Education and Science of Ukraine with the support of the Ministry of Digital Transformation and the Presidential Commissioner for Children's Rights, aimed at protecting children from sexual violence on the Internet, is the educational project "Stop sexting". Sexual violence online is one of the challenges that parents and educators face. Children may experience sexual abuse online in the form of sexting, cyber grooming and sextortion.

Sexting is the sending of intimate photos or videos using modern means of communication. Children can send such materials to both real life acquaintances and strangers. Materials from such correspondence can be made public, often leading to cyberbullying and bullying at school.

Cyber grooming is the process of communicating with a child on the Internet, during which criminals establish a trusting relationship with a child in order to sexually abuse a child in real life or online. They can force children to perform certain sexual acts in front of the camera. Criminals deliberately build their communication with a child in such a way as to evoke warm feelings and trust, to show that the child is valuable and unique. They can pretend to be the child's peers, offer a job as a model, give gifts and so on.

Sextortion is establishing a trusting relationship with a child on the Internet in order to obtain private materials, blackmail and demand additional materials or money.

The project contains educational materials for parents and teachers on preventing and combating sexual violence on the Internet.

Currently in Ukraine, the Ministry of Internal Affairs together with the Ministry of Education and Science is launching a large-scale project "Safe Childhood", which aims to create a safe environment for children, protect their rights and legitimate interests.

The "Safe School" and "Security Educator" subprojects will become its components.

The "Safe School" project is a system of ideas, tools and resources that takes into account important factors in the organization of school life and contains indicators and convenient tools for systemic planning, monitoring and evaluation of measures to improve safety, comfort, quality of education and self-government.

A "safe school" is an educational institution that provides protection from violence, insults, abuse and exploitation of students and school staff, including teachers. Security means protection against many specific threats, such as forced child labor, human trafficking, torture, corporal punishment, bullying, sexual harassment, abuse and exploitation, army recruitment, armed attack and natural disasters.

A "safe school" must be provided with good sanitation; provide equal opportunities for all children; provide quality education; protect and take care of – to take into account the interests of students, to protect them from risky behavior, to protect against emergencies of natural, man-made or social origin; to involve students, families and local communities in the organization of the educational process, to be the educational center of the community.

The "Security Educator" project envisages that security educators will be permanently present in schools and will become a link between police officers and parents, children and school administration. If there is information that needs to be responded to, they will pass it on to the police and work closely with law enforcement to create a safe environment in the school.

Security educators are not police officers, but educators who will be selected and trained at the educational institutions of the Ministry of Internal Affairs. They will understand the specifics of working with children and focus on the problems that exist today, including in the legislative field, and will be aware of the international practices.

The responsibilities of a security educator will include studying the moral and psychological climate; formation of a safe educational environment; prevention of illegal behavior; communication with students, parents, school and police.

Deputy Interior Minister Kateryna Pavlichenko states that Ukraine's international UNICEF partners have joined the "Safe Childhood" project, and we are currently working on a thematic plan to train security educators. The desire and ability to work with children is one of the key requirements for such educators. If there are several small schools located nearby, then there may be one security educator for several schools.

Thus, the analysis allows concluding that recently in Ukraine, the number of initiatives aimed at creating a safe space for children has increased. This is a good sign that there is an understanding in the society of the shared responsibility for children's lives. The representatives of civil society, police, local authorities and educational institutions come together, create teams and work hard to create and implement projects designed not only to change the security situation in a particular area, but to create and ensure the effective functioning of a safe space for children.

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STRESZCZENIE

Inna Petrenko

Współczesne podejście do tworzenia bezpiecznej przestrzeni dla dzieci: edukacyjne projekty w obszarze bezpieczeństwa na Ukrainie

W artykule stwierdza się, że system edukacji jako najpopularniejsza instytucja społeczna powinien odgrywać wiodącą rolę w obniżeniu istniejących zagrożeń dla bezpieczeństwa dzieci, kształtowaniu odpowiedzialnej postawy dzieci wobec swojego życia i zdrowia, otaczającego ich świata, dlatego ważnego znaczenia nabiera kwestia projektowania i zorganizowania bezpiecznego środowiska edukacyjnego dla rozwoju dziecka.

Analizowana jest istota pojęć «przestrzeń», «środowisko», «bezpieczne środowisko wychowawcze», «przestrzeń bezpiecznego dzieciństwa», ich korelacja. Określono, że przestrzeń bezpiecznego dzieciństwa jest charakterystyką świata życiowego dziecka, na który składa się zespół działań, warunków i relacji zapewniających jego ochronę fizyczną, emocjonalną i psychiczną. Przestrzeń wypełniają wbudowane w nią przenikające się nawzajem środowiska lokalne: fizyczne, społeczne, edukacyjne, kulturalne i inne. Stworzenie przestrzeni dla bezpiecznego dzieciństwa jest warunkiem rozwoju dziecka, kształtowania realnych perspektyw jego przyszłości. Kształtowanie takiej

przestrzeni odbywa się poprzez edukację w zakresie bezpieczeństwa życia, interakcji podmiotowo-podmiotowej dziecka, pedagoga i rodziców, tworzenie warunków adaptacyjnych i rozwojowych mających na celu przezwyciężenie istniejących zagrożeń przy realizacji rozmaitych projektów.

Zidentyfikowano i scharakteryzowano nowoczesne podejścia do tworzenia bezpiecznej przestrzeni dla dzieci, takie jak: metasystemowe (reprezentacja bezpiecznej przestrzeni dzieciństwa jako otwarty, samoorganizujący się, samorozwijający się system), środowiskowe (wpływ warunków naturalno-klimatycznych, ekologicznych, technogenicznych i regionalnych zagrożeń w tworzeniu bezpiecznej przestrzeni dzieciństwa), kulturologiczne (powiązanie dziecka z kulturą jako systemem wartości, kształtowanie w dziecku wartości humanistycznych: życie i zdrowie, wartości przyrodnicze), w obszarze działalności i refleksji (wspólne działanie pedagogów, rodziców, dzieci, organizacji społecznych w celu zapewnienia ochrony środowiskowej, informacyjnej, technicznej, prawnej dziecka poprzez doświadczenie uczuciowe, które następnie podlega ewaluacji).

Zrealizowano przegląd projektów międzynarodowych, w szczególności Programu Bezpieczeństwa Gdańska (Polska). Scharakteryzowano współczesne projekty edukacyjne z zakresu bezpieczeństwa na Ukrainie, takie jak: «Szkoła bezpieczna i przyjazna dzieciom», «Szkoła online bezpieczeństwa dla dzieci», projekt antycyberbullyingowy– chatbot «Cyberpies», «Stop sexting», «Bezpieczne dzieciństwo» (projekty «Bezpieczna szkoła» i «Wychowawca bezpieczeństwa»).