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Social and Labor Relations of the Digital Age: To the Question of Future Education Development

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Abstract: The article is devoted to the study of social and labor relations of the digital age in the context of the development of modern education. The relevance of the article is due to the deep transformations of the current society, the Covid-19 pandemic, the development of local wars. The purpose of the publication is to analyze the phenomenon of social and labor relations in the conditions of digitalization of education. Both general scientific methods (for example, analysis and synthesis) and

special pedagogical research methods (concretization, abstraction, observation, etc.) were used. In the results the global changes in the development of the labor paradigm against the background of the spread of the Covid-19 pandemic, the peculiarities of the organization of remote work were highlighted. A SWOT analysis of the influence of remote work on the educational process was carried out. Scientific novelty – for the first time, the transformation of social and labor relations in the process of the development of the digital society and under the influence of external challenges is comprehensively considered. The practical significance of the work lies in the formation of requirements and conditions for the development of social and labor relations in the context of future education development. The conclusions indicate that remote organization of work and training has formed new socio-labor paradigms of development.

Keywords: social and labor relations, digital age, future education development, new socio-labor paradigms.

Introduction

The current challenges facing today's society prompt the search for new ways to solve them. The global pandemic COVID-19 entailed a gradual turn to remote forms of work organization. Such an approach has also affected the development of education, as it has had to respond to the situation that has developed in society. The results and subsequent consequences of such a process are not yet fully understood. Currently, the digitalization of education is being actively implemented both in Ukraine and in the world, which in turn affects the emergence of many teaching studios on the features of the digitalization of the learning process in the context of the development of distance education. In particular, Demiray (2017) explained in detail the features of the use of distance learning platforms, characterized their advantages as well as disadvantages. Despite this, Demiray (2017) believes that distance education is a kind of “tsunami” that has influenced the transformation of education in general. On the other hand, Van Schoors (2021) described key adaptive digital projects actively implemented in international distance education. Ungerer (2019) explored the phenomenon of distance learning through a functional lens for today's youth. The researcher paid special attention to the characterization of the significance of the digitalization phenomenon in the field of education. On the other hand, Mishra et al. (2021) thoroughly characterized the main problems of using E-learning in modern education. These experts focused on the analysis of multimedia, characterizing the key factors that should be considered in the development of distance education. However, the mentioned scientists note the effectiveness of the use of distance technologies, which in turn contribute to the development of the educational industry in many manifestations. For this study are also valuable works of the authors who have investigated the problem of social and labor relations against the background of Ukrainian realities. In particular, Kolot and Herasymenko (2019) characterized the phenomenon of socio-labor development in the XXI century. through the prism of global changes, modern challenges, and limitations. Their article proves the regularity of rethinking the possibilities of socio-labor development against the background of the new globalization and the new (in particular, digital) economy. Their article also develops a thorough argumentation of the key contemporary opportunities that the phenomenon of the new economy, etc., opens up for people. At the same time, Dizaho et al. (2017) investigated the problem of flexible forms of employment and labor mobility against the background of economic instability. The main emphasis of the work is on the study of the economic problems of

Ukraine. Their general article characterizes the key factors contributing to the competitiveness of the Ukrainian economy. First of all, the study focuses on the preservation of human resources as a driving factor contributing to the emergence and formation of competitiveness against the background of crisis situations.

So, the literary basis of this study is quite thorough and extensive. At the same time, researchers have analyzed the formation of future education only in fragments against the background of difficulties of labor reforms, so there are no synthetic works on this issue. Consequently, the problem of social and labor relations in the context of the development of the education of the future remains understudied.

Research Problem

The main problem that is investigated in the article is the development of education through the prism of the current state of social and labor relations. Based on the analysis of the changes that society has undergone, it is important to determine the criteria that determine the development of educational processes in the near future.

Research Focus

The main focus is on determining the role of the global transformation of social and labor relations on the organization of the work process and, consequently, learning.

Research Aim and Research Questions

The work aims to analyze the social and labor transformations in today's digital society, its impact on educational processes in the future. In implementing the above goal, a number of issues will be developed, in particular, the impact of the COVID-19 pandemic on changes in the organization of work, the advantages and disadvantages of distance learning (work), the development of recommendations that should be paid attention to the training of future specialists (in connection with the growth of hybrid threats inherent in the digital society).

Research Methodology

This study uses general scientific methods of research. Among them are the following logical methods: analysis, synthesis, induction, deduction. With the help of analysis, the subject of research is divided into smaller elements (features of modern digitalization of education, the problem of social and labor relations in modern education, etc.). Based on synthesis it was possible to combine these parts into a single whole in order to form their own judgments and conclusions. The work also used a systematic method of research, based on which the phenomenon of socio-labor relations of digital time is investigated as a complex system formed of several interrelated elements. Special attention in this work is paid to special pedagogical methods of research (both theoretical and empirical). From the theoretical pedagogical methods, we will distinguish concretization and abstraction. Based on concretization it was possible to study the problem of social and labor relations in the context of the modern development of the educational process in the conditions of digitalization. Based on abstraction it was possible to move from general theoretical considerations to specific conclusions and recommendations. Also, the axiomatic method was used in the work, with the help of which it was possible to pass from general scientific concepts (general characteristic of socio-labor relations, definition of the phenomenon of digitalization) to the formation of clear recommendations. Among the

empirical pedagogical methods, we will single out observation. However, based on the predictive method is illuminated further development of socio-labor educational relations of digital twenty-four hours. In addition, this work is also built on the use of the statistical method of research. The latter consisted in a thorough analysis of statistical data. From empirical data, let us highlight other important materials, in particular the official documents of the Ministry of Education and Science of Ukraine. Thus, the formed conclusions in the work refer to verified empirical data of official nature. It should be noted that this work is formed on the methodological principles of scientific, systematic and retrospective.

In addition, the work uses the method of SWOT-analysis. Many scientists have been using it since the 1970s in order to make a detailed and extensive analysis of entrepreneurial activity and to create their own judgments about the state of an enterprise. The main content of this method involves the characterization of strong and weak areas of the projects, the calculation of certain risks of further development based on the use of a thorough analysis. The universality of this method contributes to its use in many scientific research, however, and pedagogical nature.

Literature review

The issue of digitalization in education is gradually expanding within the paradigm of pedagogical discourse. The initial period of using the digital space in education primarily concerned the learning process; however, in the short-term perspective, questions about the socio-labor impact on the development of educational strategies are being addressed. The digital environment shapes alternative parameters for social, labor, and educational spheres of societal activity (Spreitzer et al., 2017). Sachs et al. (2019) identify digital potential as the foundation of the sustainable development paradigm.

Recent scientific publications highlight the following elements of the socio-labor dimension of the digitalization of education:

- The correlation between technological-digital innovations and social stability of participants in the educational space (Bode et al., 2019);
- Mental characteristics of digital transformations in society (Odgers & Jensen, 2020);
- Informational-digital content that influences both socio-labor resources and their preparation in the educational process (Roetzel, 2019).

Digitalization ensures the formation of new competencies in the learning process, effectively initiating the redistribution of the labor market (Lee et al., 2018). At the same time, there is a redistribution of labor resources, altering the specificity of their potential (Stanford, 2017).

Industrial Society 4.0 dictates priorities for the development of education, which actively integrates labor resources into the digital environment even during the learning and acquisition of knowledge, skills, and competencies (Sima et al., 2020). Morrar et al. (2017) note that digitalization, as a key component of society 4.0, shapes its perspectives.

A separate cluster in the scientific-pedagogical discourse is occupied by the theme of educational development during the COVID-19 pandemic, as the issue of socio-labor resources in the context of the digitalization of education under force majeure conditions gains special significance (Williamson et al., 2020).

Research Results

The transformation of labor relations has been particularly active as a result of the March 2020 announcement of COVID-19 by the World Health Organization (Dizaho et al., 2017). The World Health Organization declared COVID-19 a pandemic (Dizaho et al., 2017). Minimizing the consequences of the devastating impact of the active spread of the disease on the employer was challenging because the current state of the regulatory framework (and the comments, advice, and recommendations of regulatory agencies) had to be considered, which was only partially appropriate for the situation. Employers had to promptly make independent decisions on the conclusion of further work schedules of enterprises, institutions, or organizations (Kolot & Herasymenko, 2019). According to the possible variants of further functioning of labor relations between employees and employers legal relations could be built based on certain types of work:

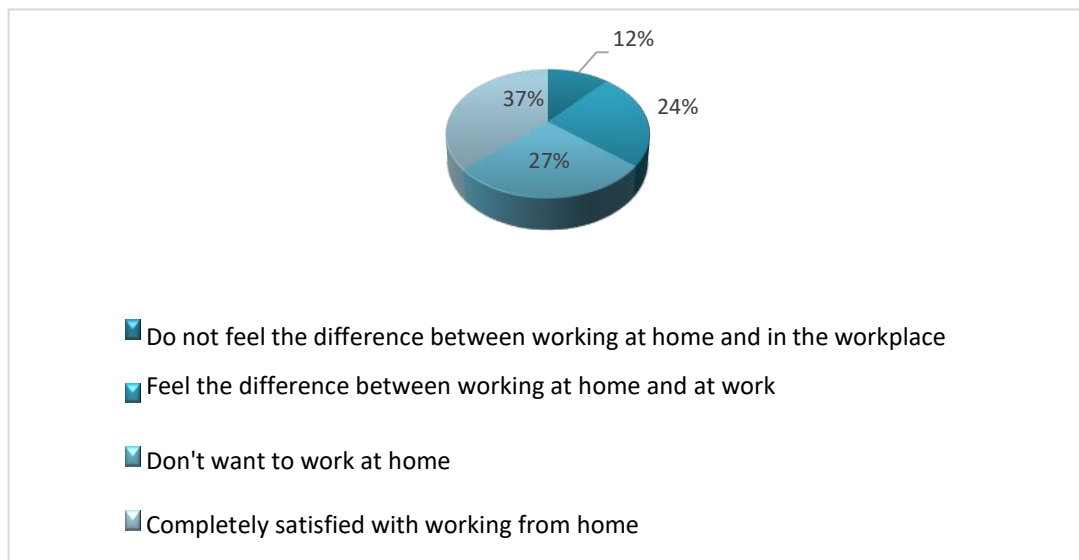
- 1) establishment of a remote form of work;
- 2) transfer of workers to reduced or part-time work;
- 3) temporary stoppage of work of enterprises, institutions, organizations, and introduction of downtime for workers;
- 4) granting of paid leaves for the period of quarantine, which were stipulated in agreements or contracts, the legislation in force;
- 5) dismissal of workers (severance of labor relations).

Uncertainty and an imperfect legal framework led many employers to resort to radical actions, and the new working conditions led to bankruptcy and decreased income for individual entrepreneurs, firms, and entire companies (Dizaho et al., 2017). Under such conditions, the number of individuals laid off and relegated to unpaid leave increased significantly. At the same time, the main option to continue working in the field of education chose to establish telecommuting, that is, continuing employees to perform their own duties from their homes (Dizaho et al., 2017). Choosing this option made it possible to continue working in a crisis economic period and retain teaching staff. Researchers have offered several definitions of distance employment (Kolot & Herasymenko, 2019). We believe that under remote employment can be understood as a type of employment, which is based on the distance of workers from the main place of work, the flexible measurement of time at work, the recourse to information, and telecommunication technologies.

A similar situation occurred in Ukraine, where, in accordance with government orders, the majority of workers were transferred to a distance form of work. The organization of this process has caused comments from all sides of relations in the field of labor. According to a survey conducted by sociologists in 2020 (a total of 3726 people were interviewed), 12% of the respondents did not feel any difference between working at home and at work, and 25% of those interviewed pointed to the changes. The next 28 percent of respondents said they did not want to work at home, and only 35 percent said they were completely satisfied with the changes and that their normal rhythm of life had even improved. More detailed results of the analyzed sociological survey are reflected in Figure 1.

Figure 1

Sociological analysis of the attitudes of Ukrainian workers to telecommuting



Adopted from Work.ua (2020).

So, the results of the sociological survey indicate: the ratio between the employees who liked their usual place of work and those who had a positive attitude towards distance employment is about equal.

On the part of the university or school administration, this form of work organization had its negatives and positives (Demiray, 2017). In particular, to better understand these aspects, it is important to use the method of SWOT analysis (presented in Table 1).

Table 1

SWOT-analysis: problems and advantages of implementing a distance form of education and training

Subjects	Benefits S	Threats T
Teacher/student	1. Allocate time as you see fit. 2. Reducing the financial cost of travel, clothing, food, etc. 3. Choosing a place to work. 4. No conflicts with peers, avoiding bullying by classmates, etc.	1. Social loneliness (lack of live communication). 2. Many distractions. 3. Development of possible health problems (hyperdynamia, eye strain, etc.). 4. Inability to guarantee constant access to the Internet.
	Opportunities O	Weaknesses S

Administrations of educational institutions/employers	1. Reduced expenses for living expenses (they will be paid by students or employees themselves because they work from home).	1. An increase in the risk of poor performance of work and training tasks;
	2. No tardiness or absenteeism.	2. Reduced control over the work of employees, reduced discipline;
	3. Payment for quality work done.	3. The inconsistency of the legal framework of the organization to the educational process.

Created based on the author's analysis

This analysis demonstrated the strengths and vulnerabilities of the organization of distant form of work for the participants of the educational process. Note that the identification of weaknesses in distance work organization draws attention to overcoming them.

As a result of the COVID-19 pandemic, humanity faced a global challenge, which, however, has long been evident also in the field of education: the development of modern technology allows working freely outside the traditional confines of working cities (Laufer et al., 2021). This trend is especially true for office managers, IT workers, designers, teachers, and many other professions. It is probably people in these professions who have endured the limitations of the pandemic with the least loss to themselves, their situation, and their development. Similar global challenges may accompany the coming times of human development, so there is a need to adapt to the realities of distance work.

The provisions and realities of distance work may become the basis of social and labor relations in the digital twenty-four hours. The epidemic that has engulfed the whole planet has only provided the impetus to unleash the process of transition to distant work, relying on the use of modern technology. Such trends have long been investigated by analysts (Dizaho et al., 2017). In particular, the possibility of using workers' work outside the traditional workplace was recognized as quite practical and was repeatedly proposed by some researchers at the level with the introduction of unconditional income (a system of monetary compensation intended to be paid regardless of the presence of work, but with mandatory membership in the citizenship of those or other) states.) A few years ago, however, such constructs seemed utopian, whereas COVID-19 provided the grounds for implementing a new order of labor relations (Kolot & Herasymenko, 2019).

As we have found, among employers (particularly in the educational field), attitudes toward the new lifestyle and work are mixed (Mishra et al., 2021). The threat of a subsequent COVID-19 reinstatement and the declaration of quarantine have caused important changes in the labor market, resulting in a shift in occupational priorities. Separately, let us highlight highly skilled workers: doctors, nurses, scientists, teachers, etc. Note that in addition to highly qualified specialists in the IT-industry and office workers, more "simple" professions have also undergone transformations. There is considerable demand in the labor market for workers such as salespeople and sales managers, cashiers, couriers, postal workers. In particular, the lack of workers in the delivery service became tangible, because of which at the peak of the quarantine restrictions there was communication between different parts of the same firm or company. On the other hand, the positions of actors, athletes, workers in the tourism industry, etc., received a considerable blow. A certain change in social consciousness has shown that members of professions whose main purpose is to entertain society are not so important, especially

when it comes to the rapid spread of the pandemic. Obviously, the public demand for these professions will persist in the future and lead to further transformations of the labor market.

At the same time, changes in the labor market are bound to have an impact on the transformation of the educational system. As already indicated, schools and institutions of higher education have undergone tangible changes (Abd-Rabo & Hashaikeh, 2021). The introduction of distance education has also had its negative and positive aspects. At the same time, as empirical studies by some scholars have demonstrated, the level of knowledge did not decrease with the introduction of quarantine restrictions. Even on the contrary, partly in the conditions of combat against the guerrilla resistance movement (as an “appendix” to COVID-19), distance education with the use of modern media technologies allowed everyone who wished to learn to the proper level. Thus, this form of educational organization has demonstrated its viability and looks promising for future implementation.

Nevertheless, one of the ways that can affect the balance of the current situation and the formation of potential social and economic stability is digital transformation (Dizaho et al., 2017). We believe that digitalization affects the renewal of all spheres of everyday life: forming remote access to the educational industry, the cultural sphere, etc.

For example, although from 2012 - 2021 there is a noticeable decrease in the share of the employed population in the Ukrainian labor market, the number of those employed with higher education is increasing (Dizaho et al., 2017). Ukrainian universities provide fundamental education and are ranked among the best universities in the world. Due to the stable quality of educational services, the spread of the phenomenon of academic mobility and increased funding for the organization of research studios stimulates the activities of higher education also in the context of digitalization.

However, in order to improve strategic management in the field of employment, it is important to balance the supply of educational services and the demand on the labor market. We believe that this will

Discussion

Based on these results, we believe that the labor industry will continue to be actively transformed, especially with the spread of digitalization. New flexible forms of employment of social and labor relations have already appeared, which will only be improved in the future. The key aspects in the further use of flexible forms of employment in the context of digitalization are:

1. Expanding the connection with the transition to the digital day of application of new (transformed and more diverse) forms of work.
2. Some forms of work can also smooth out some risks for the economy, which may be caused by crisis situations (COVID-19 pandemic, Russian-Ukrainian war).
3. The introduction and improvement of new forms of work is determined by the requirements of the flexibility of workers or employers. In this situation, however, it remains important that functional flexibility does not affect the reduction of favorable working conditions.
4. Formation and implementation of favorable conditions of employment. It is a question of optimal working hours, health care, professional development, etc.

So, flexible forms of work (distance, online, etc.) have become commonplace in many areas, primarily in education. Distance work in the field of education is likely to become typical practice. The main tools for this may be social networks and various kinds of online platforms for sharing, etc.

Consequently, based on the results obtained, we believe that the next changes related to the development of the education of the future will also have to do with the development of distance education. We are talking about the next evolution of this form of educational process organization, using the full potential of synchronous and asynchronous learning. It is important to note that the appeal to this form of learning requires adaptation to the challenges of digitalization and globalization (Shearer et al., 2020). First of all, it refers to the acquisition of the proper level of media competencies. In today's world, hybrid threats and the spread of biased propaganda pose a danger to working in the information field, so the training of future professionals should consider a list of special disciplines that will prepare future professionals to confront such dangers.

Note that the methodology of teaching will also know changes. Based on the modern combination of interests and cooperation of employers with universities there is a need to record further strengthening of this trend. In crisis conditions of pandemic or military conflict, cooperation between business and higher education will come to the fore, which will allow the timely reaction to difficulties and overcoming them. In other words, in the conditions of the future education development, there is a probability that the academic environment will respond to the challenges of our time in a more expeditious way. It should be noted that we consider distance learning to be the education of the future. It has shown its advantages and, despite some already known disadvantages, is evolving extremely fast. Nevertheless, we believe that distance education is not inferior to the traditional (full-time) education system due to its universality and practicality. In particular, many Ukrainian teachers qualitatively evaluate the advantages of distance education. Consequently, we believe that its further use (as well as the reform of new conditions) is a progressive step. Obviously, the secret of such a transformation is simple: as evidenced by the survey conducted by sociologists, the society sought (and still seeks) for such a change, that is, the abolition of the obligation to be physically at work or study. It is probably no longer possible to return to previous forms of social and labor interaction. For this reason, the content and meaning of learning under the new conditions is also transformed. Consequently, this problem is not exhaustive. Given the further development of digitalization of education, the system of socio-labor relations will also change, the problem of studying which will become relevant for subsequent scholars.

Conclusions and Implications

Based on the analysis it was possible to establish that the COVID-19 pandemic actualized and accelerated the slow processes of adaptation of work activities to the new conditions. In particular, with humanity's transition to the digital age, a number of occupations and professions have undergone global transformations. The organization of distance activities has also affected educational processes. Firstly, quarantine restrictions have shifted the work of educational institutions, teachers and students, and students to a distance mode with corresponding positive and negative consequences (based on the SWOT analysis). Secondly, the current situation in the labor market will lead to changes in the system of training specialists. In particular, certain specialties and professions, the value of which has manifested itself during the quarantine restrictions, will enjoy considerable popularity. Cooperation with employers will allow adjusting the curricula, so the emphasis on certain topical professions will be preserved. Let us also note the features of distance learning - as the practice has shown, the results of it

are comparable with traditional forms. This only emphasizes the fact that the education of the future will be formed based on distance platforms.

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