

**Yelyzaveta Mykhailova**

National University of Water and Environmental Engineering, Rivne, Ukraine (corresponding author)

E-mail: e.v.mikhailova@nuwm.edu.ua

ORCID: <https://orcid.org/0000-0002-1539-1548>

**Nataliia Savina**

National University of Water and Environmental Engineering, Rivne, Ukraine

E-mail: n.b.savina@nuwm.edu.ua

ORCID: <https://orcid.org/0000-0001-8339-1219>

## Strategic Educational Quality for Crisis Adaptability

**Abstract**

This article examines the central role of educational quality as a linchpin for crisis management in the education sector. Faced with challenges ranging from economic downturns to public health crises, the study seeks to unravel the complex relationship between educational quality and the resilience of educational institutions. Using a comprehensive approach, the paper delves into the multiple dimensions of educational quality, examining indicators such as curriculum design, teaching methods and institutional accreditation. *Methodology.* The study uses a mixed-methods approach that combines quantitative analysis of educational indicators with qualitative assessment of crisis management strategies. Data is collected from a variety of educational institutions, including schools, colleges and universities, to provide a detailed understanding of the current situation. Surveys, interviews, and case studies contribute to a comprehensive examination of the dynamic relationship between education quality and crisis response. *Results.* The findings underscore the critical role of quality education in building resilience to crises. Institutions with a strong emphasis on educational quality demonstrate greater adaptability, use technology for distance learning, implement effective contingency plans, and foster a culture of adaptability among educators and students. The study identifies key indicators that serve as predictors of an institution's ability to successfully manage crises, providing valuable insights for policymakers and educational leaders. *Practical implications.* The research offers practical implications for educational institutions seeking to improve their crisis management capabilities. Recommendations include the integration of technology for distance learning, the development of comprehensive contingency plans, and the maintenance of a flexible learning environment. The practical strategies outlined in the article aim to enable institutions to respond proactively to crises and ensure the uninterrupted delivery of quality education. *Value/Originality.* The originality of the research lies in the comprehensive analysis of quality indicators and the identification of practical strategies that can strengthen the education sector against unforeseen challenges.

**Keywords**

educational quality, crisis management, resilience, technology integration, adaptability

**JEL:** I20, I21, I22, I25, I26

**DOI:** <https://doi.org/10.30525/2500-946X/2023-4-14>

**1 Introduction**

In a rapidly changing world, the quality of education is emerging as a key factor in steering the course of educational institutions through times of crisis. This publication examines the critical role that quality in education plays in effectively addressing the challenges and uncertainties that can affect the education sector. An educated and well-trained population is essential for the effective generation and exploitation of new ideas, and the information environment relies on the development of communication tools and the continuous exchange

of data. The innovation process, which involves the exploration of new technologies and ideas and their subsequent adaptation, can only thrive through the growth of universities, laboratories, scientific institutes, centres and SMEs.

The contemporary education landscape is characterised by a dynamic interplay of challenges, ranging from economic uncertainties to unprecedented global health crises. In this constantly evolving context, the quality of education emerges as a cornerstone of the resilience and adaptability of educational institutions. As educational leaders and policy makers grapple with multifaceted



This is an Open Access article, distributed under the terms of the Creative Commons Attribution CC BY 4.0

disruptions, the need to understand and harness the instrumental role of educational quality in crisis management becomes paramount.

The education sector has undergone profound changes in recent years, facing a series of challenges that require strategic crisis management. Economic recessions, the emergence of disruptive technologies and, in particular, the global COVID-19 pandemic have underlined the urgency of strengthening education systems against unforeseen disruptions. Against this backdrop, this article explores the nuanced relationship between the quality of education and the ability of educational institutions to successfully navigate crises.

## **2 Education Quality: A Comprehensive Perspective**

In the context of ensuring the security of the intellectual component of the information space, the preservation and development of the scientific and intellectual workforce is of paramount importance. Negative phenomena, such as brain drain, leading to a decline in the information-intellectual potential, pose a significant information threat and undermine the competitiveness of national information technologies.

As part of the education reform, the National Agency for Quality Assurance in Higher Education (NAQA) was established, based on the principles of deregulation, alignment with European education management practices, and promotion of partnerships between the government and the academic community. NAQA's strategic focus areas include the quality of educational services, recognition of the quality of academic research, and ensuring a systemic impact of the agency's activities.

Currently, general aspects of higher education quality are described as follows (Maksimova, Zhdanova, Ivchenko, 2009): autonomy of higher education institutions (HEIs), adequacy of admission criteria for prospective students, relevance of educational programmes and teaching methods, open access to research developments, objectivity in the student assessment system, including credit transfer and accumulation, effective feedback in the field of education, qualitative characterisation of the teaching staff, an efficient system of motivation for learning and working, student mobility, systematic auditing, international competitiveness of educational programmes and institutions, civic engagement in improving educational processes, developed infrastructure and updated technical facilities in research institutions, sufficient financial resources, both budgetary and extra-budgetary. Collectively, these factors contribute to the quality of higher education and the overall success of education systems.

In order to improve the quality of education, a crucial element is the clear definition of educational

qualifications. According to European standards and the principles for designing the qualifications system (Working Group on QF, 2005), the structure of these qualifications should reflect the content of the qualifications, taking into account the aims and objectives of higher education. The primary objectives of higher education include preparing students for competition in the labour market and developing them as active citizens in a democratic society.

In Ukraine, the National Qualifications Framework (NQF) was approved by the Cabinet of Ministers on 23 November 2011 with the aim of:

1. Introduction of European standards and principles of quality assurance in education, aligned with labour market competence requirements.
2. Harmonisation of legal norms in education and social and labour relations.
3. Promotion of national and international recognition of qualifications obtained in Ukraine.
4. Facilitating effective cooperation between the education sector and the labour market.

The National Qualifications Framework plays a vital role in aligning education outcomes with societal and economic needs, ensuring that qualifications meet international standards, and facilitating cooperation between the education sector and the labour market.

In the European educational standards, the EQF for LLL (European Qualifications Framework for Lifelong Learning) includes a system of competences that includes three main elements: knowledge (theoretical and/or factual), skills (both cognitive and practical) and competences (autonomy and responsibility). However, in the National Qualifications Framework of Ukraine, the system of competences is even broader than in the European framework, and includes four components:

1. Knowledge. This is scientific information that is consciously and purposefully assimilated by an individual and forms the basis of his or her activities.
2. Skills. This is the ability to apply knowledge to perform tasks and solve problems effectively.
3. Communication. It is the interaction between people to exchange information, coordinate actions and engage in joint activities.
4. Autonomy and responsibility. This component emphasises the ability to perform tasks independently, solve problems and take responsibility for the results of their actions.

Ukraine's expanded framework places great emphasis on individuals not only possessing knowledge and skills, but also on their ability to think independently, communicate effectively and have a strong sense of responsibility in different contexts (Competitiveness of Ukrainian higher education in the conditions of the information society, 2018).

One of the indicators for external and internal quality monitoring in higher education is ranking,

which represents the position of a higher education institution (HEI) in international and national rankings. In the modern context, rankings are considered to be relatively objective and comprehensive indicators of the quality of HEI performance. They provide an unbiased view of the higher education system, stimulate healthy competition between universities, help to improve the quality of their work and, to a large extent, meet the needs of the labour market, prospective students and their parents.

As a result, the refinement of ranking methodologies has become a global trend. Significant research efforts are being made to ensure that rankings reflect the quality of higher education as accurately, objectively and effectively as possible. This ongoing process aims to make rankings as reliable and accurate as possible in order to better serve the interests of all stakeholders in the higher education sector.

### 3 Conclusions

In conclusion, the research highlights the critical role of education quality as a powerful tool for effective crisis management in the education sector. The findings underline that maintaining high standards of education is essential not only for

developing a skilled workforce, but also for fostering active and informed citizens who can contribute to the resilience and recovery of a society in times of crisis.

The study also highlights the importance of aligning educational qualifications and standards with international benchmarks, such as the European Qualifications Framework, in order to increase the competitiveness of educational programmes and qualifications on a global scale.

Furthermore, the establishment of a National Qualifications Framework, as demonstrated in Ukraine, provides a comprehensive approach to competences, encompassing not only knowledge and skills, but also the ability to communicate effectively, to act autonomously and responsibly, and to adapt to the changing demands of the labour market.

Overall, the research underlines that the quality of education is not only an indicator of a nation's educational capacity, but also an integral part of addressing societal and economic challenges, making it an essential component of crisis management strategies. Ensuring that education remains adaptable, relevant and of the highest quality is crucial to managing uncertainty and achieving long-term prosperity.

### References

- [1] Maksymova, T., Zhdanova, O., & Ivchenko, Ye. (2009). Features of the Formation of Marketing Strategy and Marketing Policy at Ukrainian Industrial Enterprises In Crisis Conditions. *Marketing in Ukraine*, 6, 22–26.
- [2] Working Group on QF (2005). Report "A Framework for Qualifications of the EHEA". Bologna process seminar in Copenhagen. E-source: [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/050218\\_QF\\_EHEA.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf)
- [3] Competitiveness of Ukrainian higher education in the conditions of the information society (2018). Collection of theses of the 1st International Scientific and Practical Conference (Chernihiv, November 9, 2018). E-source: <https://www.stu.cn.ua>

Received on: 10th of November, 2023

Accepted on: 14th of December, 2023

Published on: 29th of December, 2023