

## INNOVATION, WORK, SOCIETY

EDUCATION QUALITY MANAGEMENT IN THE COMPREHENSIVE  
COMPLEX BY MEANS OF INSTITUTIONAL AUDIT**Olena Forkutsa**Postgraduate Student, Lviv Polytechnic National University, Ukraine  
e-mail: osvita075@ukr.net, orcid.org/0000-0002-6786-1361**Summary**

The article substantiates the need and features of education quality management in the comprehensive complex fulfilled by means of institutional audit. It describes the system of education in Ukraine and shows the main elements that provide stable effective development of relations aimed at rendering educational services therein. It outlines the concept of institutional audit and advantages of its application in modern realities. It presents the practical experience of using institutional audit abroad and proves the possibilities of its implementation in Ukraine. As concerns the implementation of institutional audit, the attention is focused on the Norwegian, Belgian and Czech systems of education. The arguments are provided for the necessity in education quality management through institutional audit, based on the need of educational sphere transition to a new format of interaction. The article presents the trends enabling to characterize the public administrative impact of institutional audit on the functioning of educational institutions, taking into account the positive experience of developed European countries. It defines the trends of educational sphere advancement and the place of institutional audit in this process. According to the conclusion reached in the article, institutional audit shall be implemented in the educational sector on basis of the complex approach by considering both foreign experience and Ukrainian realities. The methods used in the research were as follows: general scientific methods of analysis and synthesis, induction and deduction methods, as well as the method of comparison.

**Keywords:** institutional audit, comprehensive complex, management, system of education, services, state, quality.

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**1. Introduction**

Providing high-quality education to population is an important means used by any state to implement its tasks and functions. Citizens' access to first-class educational services determines further progress in the society and enables it to stably develop on the principles of sustainable development. However, the provision of these services is a complex process that requires implementation of a set of appropriate management and control actions. The execution of institutional audit in the comprehensive complex is exactly the means that ensures the quality of educational services at educational institutions; therefore its active implementation is the key to effective development of educational sphere.

The aim of this study is substantiating the need for institutional audit application in the comprehensive complex of Ukraine and search of ways to improve the education quality management in general education system by means of institutional audit. While this article was being written, the following research tasks were solved: formulation of the role and place of institutional audit in comprehensive complex of Ukraine; analysis of institutional audit features in the developed countries; determination of the management aspect of institutional audit; presentation of the ways to improve the educational services by means of institutional audit.

The study of education quality management in the comprehensive complex by means of institutional audit is carried out in accordance with certain methodology based on the synergetic and systemic approaches. Due to this, it will be possible to take into account the properties of a holistic system in the complex, which has the ability to self-develop, and to set the priorities on this foundation for improving the quality of education by institutional audit. The study includes such general scientific methods as the method of analysis and synthesis, induction and deduction, comparison method. The logic of materials research is revealing the essence of institutional audit, its application in the comprehensive complex, substantiation of management peculiarities in this process and ways to improve educational services.

## 2. System of Education in Ukraine

Institutional audit aims at ensuring the quality of services provided by educational institutions, therefore first and foremost it is important to determine how these institutions are functioning in the education system of Ukraine. Referring thereto, let us consider how an education system is organized and which of its main elements ensure the sustainable effective development of relations aimed at providing educational services.

So, these services are rendered in Ukraine by educational institutions, i.e. the organizations that provide the educational process on a continuous stable basis for any individual's study, self-improvement, comprehensive development and education. These organizations carry out activity on the ground of Charter as legal entities, they are based on public, municipal and private form of ownership and are a fully valid branch of the Ukrainian system of education.

The Ministry of Education and Science of Ukraine is the central body responsible for implementation of state policy in the field of education. It determines the main trends of education development, coordinates the activity of educational institutions, controls and inspects them, performs their accreditation, attestation and a number of other important functions assigned by the state.

At the regional level, the following institutions should be noted as such that shall perform state functions in the education system and manage education:

- At the level of oblast state administrations, these functions are fulfilled by relevant structural units of the Ministry of Education and Science of Ukraine, i.e. education departments;
- At the level of district (city) administrations, education management is performed by education departments;
- At the level of village and settlement councils of people's deputies, the functions of the state are implemented by education commissions.

At the oblast level, the administrations manage education by analyzing the educational process in the region, by implementing regional programs for education development, attestation and licensing of educational institutions, by ensuring the advance of the system of educational institutions in the oblast. Apart from that, education administrations are responsible for introduction of new educational technologies in the region, which are approved by the Ministry

of Education and Science, control the activity of education departments in relevant districts and cities of the oblast, inspect their subordinate educational institutions.

At the district level, the education departments directly manage educational institutions, analyze the condition of education within the territory under their jurisdiction, contribute to strengthening of educational resource base in the region and submit appropriate proposals to the local authorities.

Thus, the education system of Ukraine consists of several levels, which are subordinated to the central authority – the Ministry of Education and Science of Ukraine. According to the scope of their powers, they manage education in subordinate regions.

### 3. Institutional Audit in the Comprehensive Complex of Ukraine

The quality of general secondary education is ensured by many tools, and institutional audit is one of the most effective ones. It is a principally innovative tool that can be used to assess the quality of services provided by educational institutions. Institutional audit is the tool that can replace attestation, which has been the only way to inspect the educational process at Ukrainian schools until recent time. As proclaimed by the Constitution of Ukraine, every citizen of the state has the right to get education, moreover, complete general secondary education is compulsory (*Constitution of Ukraine, 1996*). This right shall be executed in the context of ensuring high-quality educational services at schools, thus determining the significance of institutional audit application. After all, it is at schools where the younger generation is formed, thus ensuring the progressive development of society, so the quality of education is a necessary element of general educational process.

*The Law of Ukraine «On Education» (On Education, 2017)* indicates the need and capability of using institutional audit in the educational process as a means of improving the quality of educational process. This capability is also indicated in *the Law of Ukraine «On General Secondary Education» (On General Secondary Education, 2020)*. This means, its implementation is based on the regulatory basis of the Ukrainian state, so this process is inevitable in modern realities.

Thus, as the legislation stipulates, institutional audit should be understood as an inspection of comprehensive character, which is external and involves the assessment of both educational and administrative procedures at educational institutions, depending on the need for ensuring their effective activity and sustainable development (*Article 45 of the Law of Ukraine «On Education»*). With the help of institutional audit methods, the assessment is conducted by external experts expected to improve the functioning of schools, their interaction with other educational institutions and psychological climate there inside.

The need for institutional audit is explained by objective factors. So, attestation, underlying the inspections of educational process, has proven its ineffectiveness. Significant bureaucracy in all procedures, a large scope of paperwork, non-compliance with current requirements for inspectors' actions demonstrate: attestation has a number of shortcomings if compared to institutional audit as the latest tool for inspection activities in the comprehensive complex.

### 4. Institutional Audit in Developed Countries

The practical experience of those institutions that have already undergone an institutional audit procedure shows: this method of inspection can respond to the questions faced by today's society. The experience of developed European countries also proves the reasonability

and effectiveness of institutional audit, showing that this way of interaction between comprehensive schools and the state gives good results as compared with those observed in the post-socialist countries.

Such educational systems such as Lithuanian, Czech, Belgian, English, Austrian, Norwegian, Danish and Swedish systems have come to appreciate the benefits of institutional audit since long ago in the context of meeting the needs of modern society. This is primarily due to the civilized relationship between the subjects of educational process and the subjects of public administration.

For instance, the Norwegian education system applies institutional audit through the prism of taking into account the basic human values, such as the rule of law and everyone's equality before the law, justice and democracy, recognition of the value of cultural diversity and respect for human rights. Besides, institutional audit in secondary education is based on subjects' partnership and trust, which objectively strengthens the educational sphere of Norway (*Gudoshnyk Yu, 2018*).

The Belgian education system is quite multifaceted, given the multilingualism and organic mix of various nationalities in the country. The quality assessment of the educational process in secondary education is carried out in six directions: goals and strategies for quality development in the educational process, educational outcomes, studying and teaching, school culture, school management and leadership, and also teacher's professionalism (*Gudoshnyk Yu, 2018*).

If we consider the Czech Republic as an example, the audit peculiarity at comprehensive schools in this country consists in its focus on assessing the emotional climate at schools, as well as on analyzing the favorable atmosphere for teachers' work and children's study at educational institutions. Children's health and safety should be the heart of educational process – that's what inspectors check in the first place during any audit. Inspectors also accurately monitor possible cases of bullying at schools and take all measures to prevent them (*Gudoshnyk Yu, 2018*).

Thus, institutional audit can be seen as a means of recommendations and encouragements, rather than a means of punishing the administrators of comprehensive schools. Meanwhile, it can be recognized as a tool for supervision and control over the educational process, though auditors, fulfilling their control and supervision functions, aim at improving the educational process instead of punishing anyone.

## 5. Management Aspect of Institutional Audit

What makes institutional audit really special, it's its ability to affect the general educational process by taking certain actions of administrative nature. The publicly administrative impact of institutional audit on the functioning of educational institutions, taking into account the positive experience of developed European countries, the condition of development of the Ukrainian education system and the need to reform it in accordance with international standards can be characterized by the following trends:

- Improving the services rendered by comprehensive schools by conducting an institutional audit. This enables pupils to reach self-realization and harmonious growth, whereas the public sector and high educational institutions will be able to shift to a new format of interaction;
- Breaking stereotypes that in the education field, the public authorities shall strictly control and punish comprehensive schools for non-compliance with relevant rules and standards. After all, institutional audit is not meant to strictly control and punish for non-observing the discipline, but rather improve the educational process and raise the quality of educational services provided by schools;

– Pupils' better integration and adaptation to the educational process, as the institutional audit is a flexible tool enabling to take into account modern approaches to studying (Kremzel, 2019).

The State Service for Education Quality and its territorial bodies are authorized to manage the relations that arise in the educational sphere during institutional audits in Ukraine. An audit itself should be conducted by certified teachers, master-level pedagogues and heads of secondary schools, who are sufficiently experienced in such procedures – in other words, correspondingly trained professionals.

Thus, the administrative procedural actions should be taken not by officials and bureaucrats, who are often far from the peculiarities of real educational process, but by specialists and experts directly involved in the educational process and familiar with its features and specifics. In this case, the managerial effect will be much better and the quality of educational services will be much higher.

## 6. Improving Educational Services by Means of Institutional Audit

In the field of public management, there exist many approaches to improving the educational process, and exactly the institutional audit is the very tool that can raise an education system to a qualitatively new level. Taking into consideration the world experience and Ukrainian realities, one can suggest the following management actions at the level of public sector as for introduction of institutional audit:

- Form such a system that would ensure the application of institutional audit on the professional basis, which could adequately promptly respond to all changes taking place in the field of education;
- Improve the regulatory basis underlying the institutional audit and bring it in line with the standards of developed European countries on the specifics of control in the education system, focusing on increasing transparency of activity of its subjects;
- Reform the inspection procedures in such a way that should not target at punishing offenders, but at improving the educational process through appropriate recommendations;
- Improve the procedural elements of audit by specialists and experts;
- Improve the logistical, financial, staff, information and methodological support of institutional audit bodies in the secondary education system;
- Promote the formation of an effective organizational structure of institutional audit system in the education field by optimizing the powers and functions of each supervisory body;
- Monitor the situation that teachers should not feel humiliated at the workplace, their freedom and creative approach to teaching should not be restricted, in order not to worsen their motivation to work. Such methods used to be typical for past inspections, so now it is crucially important for institutional audit procedures not to repeat these errors, instead aim at developing the educational sphere.

The proposals presented for institutional audit introduction in the educational sphere of Ukraine, using the experience of leading European countries, mean to transfer education to a qualitatively new level due to:

- Improving the level of discipline at comprehensive schools;
- Providing unification of the regulatory basis;
- Optimizing the activities of bodies appointed to carry out institutional audit;
- Ensuring the procedural actions by appropriate personnel;
- Improving the informational and methodological support of the institutional audit system;

– Forming a unified effectively valid mechanism for evaluation, supervision and control in the secondary education system of Ukraine.

As of today, Ukraine is already facing a transition to new methods of assessing the quality of educational process at comprehensive schools. However, these procedures are still untested and rise many questions, so these problems require to be settled both at the all-national and regional levels by improving the regulatory, organizational, administrative and procedural support. In general, formation of an effective mechanism of institutional audit can be reached in the field of education only if the offered measures are implemented fully on a complex basis.

## 7. Conclusions

Institutional audit is an important tool for managing the quality of education in the comprehensive complex. According to foreign experience, it is successfully used in educational systems by leading European countries. Institutional audit has a lot of advantages over traditional methods of inspecting the educational process. Thus, it allows to avoid bureaucracy and large paperwork in the course of documentation preparation. Besides, institutional audit helps to inspire teachers' motivation to work, improves their creative potential and discipline.

The improvement of management actions in the education field using institutional audit will help bring the education sector to a qualitatively new level built on trust and respect for teachers' work. The change of educational paradigm on the ground of institutional audit will make the educational system approach the European standards and increase the level of educational services at comprehensive schools.

The prospects for further research in this direction also consist in substantiating the ways of implementation of an integration model of education quality management in the comprehensive complex.

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