

**Оксана КОНДУР,**

доктор педагогічних наук, професор, декан педагогічного факультету,  
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Oksana KONDUR,**

Doctor of Pedagogical Sciences, Professor, Dean of the Pedagogical Faculty,  
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)  
*oksana.kondur@pnu.edu.ua*  
ORCID ID 0000-0001-9342-1127

**Кирило ШУРИГІН,**

аспірант кафедри початкової освіти та освітніх інновацій,  
Прикарпатський національний університет імені Василя Стефаника  
(м. Івано-Франківськ, Україна)

**Kyrylo SHURYHIN,**

PhD Student, Department of Elementary Education and Educational Innovations,  
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)  
*kyrylo.shuryhin.23@pnu.edu.ua*  
ORCID ID 0009-0003-3989-3934

**УДК 378.046****УПРАВЛІННЯ ЯКІСТЮ ОСВІТИ В КРИЗОВИХ УМОВАХ**

**Анотація.** У статті досліджуються нагальні питання оцінки якості освіти в умовах гострої кризи, особливу зважаючи на перебування освітньої системи України під впливом активних воєнних дій агресора. Проведено аналіз ключових викликів, які постають перед освітніми закладами різних рівнів та педагогічними, науково-педагогічними працівниками в контексті об'єктивного оцінювання навчальних досягнень здобувачів освіти. Розглядаються специфічні труднощі, пов'язані з організацією дистанційного навчання, забезпеченням доступу до освітніх ресурсів, підтримкою психологічного стану всіх учасників освітнього процесу. Описано основні виклики, які постали перед елементами системи забезпечення якості освітнього процесу на рівні вищої школи.

На основі проведеного аналізу описано рекомендації, спрямовані на ефективну адаптацію освітнього процесу до складних кризових умов. Запропоновано практичні підходи до використання гнучких та альтернативних форм оцінювання, наголошено на важливості забезпечення емоційного благополуччя здобувачів освіти і педагогів. Обґрунтовано необхідність активного впровадження сучасних цифрових технологій для підтримки безперервності та якості навчання.

Крізь призму аналізу міжнародного досвіду у сфері управління якістю освіти, наголошено на важливості у процесі управління якістю освіти базуватись на концепціях Total Quality Control (TQC) та Total Quality Management (TQM), розглянуто можливості їх адаптації та застосування в сучасному українському освітньому контексті.

Стратегічно важлива системна розбудова сучасних закладів освіти, які характеризуються високим рівнем інноваційності в усіх ключових сферах діяльності, включаючи науково-дослідницьку роботу, організацію освітнього процесу, ефективний менеджмент, налагодження конструктивних відносин з навколишнім соціальним середовищем, формування розвиненої корпоративної культури, пропагування прогресивних цінностей та відповідальну поведінку всіх співробітників, що є особливо актуальним в умовах нестабільності та необхідності швидкого відновлення та подальшого розвитку національної освітньої системи після завершення кризи.

**Ключові слова:** оцінка якості освіти, кризові умови, навчальні досягнення, адаптація освітнього процесу, управління якістю, інноваційний університет.

**MANAGEMENT OF THE QUALITY OF EDUCATION IN CRISIS CONDITIONS**

**Abstract.** The article delves deeply into the pressing issues of education quality assessment under conditions of acute crisis, with a particular focus on the period of active hostilities directly impacting the Ukrainian education system. A detailed analysis of the key challenges faced by educational institutions at various levels and pedagogical staff in the context of objectively evaluating students' academic achievements is conducted. Specific difficulties associated with the organization of distance learning, ensuring access to educational resources, and supporting the psychological well-being of all participants in the educational process are examined. Based on the analysis, concrete recommendations aimed at effectively adapting the educational process to complex crisis conditions are formulated.



Practical approaches to the use of flexible and alternative forms of assessment are proposed, the importance of ensuring the emotional well-being of education seekers and teachers is emphasized. The need for active implementation of modern digital technologies to support the continuity and quality of education is substantiated.

Through the prism of the analysis of international experience in the field of education quality management, the importance of the process of education quality management to be based on the concepts of Total Quality Control (TQC) and Total Quality Management (TQM) is emphasized, the possibilities of their adaptation and application in the modern Ukrainian educational context are considered.

The systematic development of modern educational institutions characterized by a high level of innovation in all key areas of activity, including research work, organization of the educational process, effective management, establishment of constructive relations with the surrounding social environment, formation of a developed corporate culture, promotion of progressive values and responsible behavior of all employees, is strategically important, which is especially relevant in conditions of instability and the need for rapid restoration and further development of the national education system after the end of the crisis.

**Keywords:** education quality assessment, crisis conditions, military actions, learning achievement, adaptation of the educational process, quality management, innovative university.

## INTRODUCTION

**The problem formulation.** We live in conditions of turbulence and uncertainty. The events of recent years – a global pandemic, excessive consumption of resources, environmental pollution, global warming, political instability – have created a threat of ecological and socio-humanitarian catastrophe. These conditions negatively impact all institutions, including the educational system. Assessing the quality of education in such conditions becomes particularly complex and requires the adaptation of traditional assessment methods to new realities.

**Analysis of recent research and publications.** Any crisis phenomenon affects society, and therefore education. The features of access to quality education and its provision in times of crisis (economic, political, military, environmental, etc.) are discussed in the studies of J. Aber et al. (2021), L. D. Burde et al. (2015), L. Davies (2004), S. Heyneman (1990, 1993), Kravchenko T., Prysiashniuk L. et al. (2023), A. Smith (2010) and others. The analysis of these works showed that solving the problem of ensuring quality education in times of crisis requires the use of the latest educational technologies and effective educational management.

**THE AIM AND RESEARCH TASKS** consist of revealing the challenges that arise for education in crisis conditions. Also, the search for effective methods of assessing the quality of education under such conditions.

**RESEARCH METHODS:** method of analysis and synthesis, systematic, method of generalization.

## RESULTS OF THE RESEARCH

In crisis conditions, the problem of ensuring the quality of education arises – a characteristic of the educational process that directly affects the development of social intelligence, and consequently, society as a whole (Fig. 1).



Fig. 1. *Dialektyka quality of education*

For Ukraine, additional tension has been added by Russia's military aggression, which has been ongoing for over 10 years and active for more than 3 years. The full-scale war has worsened access to education, deepened existing educational inequality, negatively impacted the quality of the learning process and academic performance, the consistency of learning and scientific research, and has also affected the psycho-emotional state of participants in the educational process.

The quality of education is not only the соответствие of the educational process to standards but also the effectiveness of the knowledge that students acquire. In normal conditions, quality is assessed through state standards, tests, monitoring of academic progress, and teacher certification. Crisis situations create serious challenges for the education system. Traditional methods of assessing education quality, developed for stable conditions, often prove ineffective in crisis situations, leading to a decline in the level of education and complicating the objective assessment of students' knowledge. That is why it is necessary to develop adaptive approaches to assessing the quality of education that will allow maintaining its level even in difficult conditions. Research on these problems is important both for ensuring quality school education and for training qualified specialists capable of functioning effectively in conditions of uncertainty.

The research results show that assessing the quality of education in crisis conditions requires considering factors such as the safety and psychological state of all participants in the educational process, access to education, and the adaptation of curricula.

In particular, the analysis of the impact of military actions in Ukraine on the education quality assessment system revealed significant problems related to the destruction of infrastructure, mass forced migration, and limited access to distance learning. The physical destruction of educational institutions has led to a significant portion of students losing



the opportunity to attend schools, and mass migration has complicated the organization of the educational process. At the same time, the research also identified a number of successful solutions that contribute to maintaining the quality of education in crisis conditions. The All-Ukrainian Online School provided access to learning materials for many students, and international support allowed Ukrainian students to continue their studies abroad. Psychological support for participants in the educational process also proved important for ensuring effective learning.

As a result of military aggression, over 4,000 educational institutions have been affected by bombings and shelling, with almost one hundred and fifty of them being institutions of higher education (source: <https://saveschools.in.ua>). Over 50 institutions of higher education have been relocated, 8 of them for the second time. The greatest damage to educational institutions has been inflicted in the Kharkiv, Donetsk, Kyiv, and Kherson regions. There is also destruction in the border western regions – Ivano-Frankivsk and Lviv.

In total, financial and material losses amount to over \$100 million from the destruction of educational infrastructure, scientific laboratories, and the destruction of libraries. Speaking about pedagogical education, practical training suffers from the destruction of kindergartens and schools – every 7th school has suffered destruction.

There has been a large-scale migration of participants in the educational process: out of over 5 million internally displaced persons in Ukraine, about 100,000 are students. A significant loss of human resource potential due to the migration or death of teachers and lecturers is also a negative factor in ensuring quality.

Today, it is important to preserve equal access to quality education! This means allowing students who are abroad to study. The availability of educational resources, maintaining the level of teacher training, ensuring continuous learning (in synchronous/asynchronous modes), and ensuring/maintaining the level of digitalization are the main issues on the agenda of the educational system's management.

The introduction of digital technologies and interactive learning platforms positively impacts the quality of education. Among the current successful innovative solutions, we note the All-Ukrainian Online School, mobile learning centers, grant programs for participants in the educational process, and others.

Unfortunately, crisis situations have a negative impact on the full provision of education quality. According to a World Bank report in 2022, 40% of students worldwide noted a deterioration in the quality of education due to a lack of resources in educational institutions (World Bank, 2022).

In our country, in 2024, the expenditures of the consolidated budget for education amounted to UAH 348.4 billion, of which the expenditures of the state budget together with transfers were UAH 172.0 billion. A significant part of the budget was directed to the payment of salaries to pedagogical workers (UAH 100.9 billion), the financing of higher education (UAH 46 billion), as well as support for children with special educational needs (UAH 286.1 million). The state also invested UAH 1.4 billion in the publication and purchase of textbooks, UAH 1.3 billion in the arrangement of shelters in 62 schools in frontline regions, UAH 1.1 billion in providing meals for 1 million primary school students, UAH 1.3 billion in the implementation of the "New Ukrainian School" program, and UAH 1 billion in the purchase of 417 school buses (Ministry of Finance of Ukraine, 2024).

In 2025, the funding for education and science has been increased to UAH 194.3 billion, which is 35% more compared to 2023 (UAH 143.4 billion). The largest expenditures include UAH 6.2 billion for the arrangement of shelters in schools (4 times more than in 2024), UAH 1.6 billion for the purchase of school buses, UAH 2.15 billion for the "New Ukrainian School" reform, and UAH 540 million for the creation of educational and practical centers in vocational education institutions. Also, UAH 55.6 billion has been allocated for the financing of professional pre-higher and higher education, UAH 3.3 billion for the financing of science, UAH 2.83 billion for meals for primary school students, UAH 960 million for the arrangement of food blocks, UAH 500 million for fire protection, and UAH 12 billion for additional payments to teachers (Ministry of Education and Science of Ukraine, 2025).

For higher education in a broad sense, "quality of education" is the unity of the following components:

- quality of the material and technical base
- quality of scientific and pedagogical staff (their training, professional development, etc.)
- quality of educational programs
- quality of teaching (educational process and pedagogical activity)
- quality of learning (learning outcomes of students)
- quality of management
- quality of research (science as an important component of higher education)
- quality of the information and educational environment

The war has led to a disruption of usual educational trajectories and the creation of new challenges (among which are instability due to constant shelling, air raid alerts, power outages, unstable internet connection), which make it impossible to maintain the continuity of the educational process.

In crisis situations, it is necessary to understand the socio-emotional needs of students during the crisis period. For example, war is a serious traumatic experience: students and teachers experience stress, psychological discomfort, and panic attacks.

There has been an increase in the need for psychological assistance, which has led to the organization of specialized services. For example, the Vasyl Stefanyk Precarpathian National University has a program for providing anonymous psychological assistance, "Together with You."



Traumatic experiences negatively affect students' motivation to learn. Therefore, it is necessary to support students' activity in the learning process. Educational institutions in non-frontline areas have maximally transferred the educational process to an in-person format – live.

At the same time, the management of educational institutions should take into account the needs of the teachers themselves, as they also face both traumatic experiences and a double workload. They need to be given no less attention and support than the students.

It is also important to create safe conditions for educational and scientific activities (arrangement of shelters, adherence to evacuation procedures, periodic civil defense training, etc.).

According to Andreas Schleicher, Director for Education and Skills and Special Advisor to the Secretary-General on Education Policy at the Organisation for Economic Co-operation and Development in Paris, the following steps are necessary during crisis situations:

- ascertain the stage at which the educational environment is;
- facilitate the recovery of learning by combining regulatory, pedagogical, and technological solutions;
- adapt and extend learning time;
- ensure the flexibility of the curriculum and smooth learning pathways within the system. This allows for the resumption of learning at any stage, to pick up and catch up;
- adapt teaching strategies and pedagogy to individual needs. It is important to adapt the teaching strategy, to understand how to adapt the learning process to the different needs of students who have experienced trauma;
- provide emotional support in parallel with the learning process. (Koval, 2023)

Another problem is the formation of competencies in conditions of distance or blended learning: soft skills – due to the lack of stable communication and psychological post-war traumas; hard skills – due to the instability of practical training (in classes, laboratories, during internships). At the same time, War skills are being formed – skills for professional activity during the war. In particular, this includes the rapid acquisition of micro-qualifications. It should be noted that for Ukraine, the European thesis on lifelong learning has transformed into the slogan "acquire new qualifications to survive."

But today, a new problem has become relevant for educational institutions – the formation of post-war skills, taking into account the psycho-emotional state of society.

International academic mobility of both students and staff promotes intercultural and international understanding. In this direction, the problems lie in the restriction of travel abroad for young men and men, the financial difficulties of citizens, and the difficulties in organizing internal mobility to leading universities located in the frontline zone. At the same time, European universities have offered many free programs for students and teachers, and a significant number have taken advantage of them.

Physical mobility remains a powerful tool, while the innovative experience of blended mobility and virtual learning environments is becoming increasingly important and can open up new opportunities for international exchange and cooperation. In particular, universities are actively involved in virtual mobility by seeking international partners through the UNICollaboration platform on COI. For pedagogical institutions, participation in the eTwinning program is useful.

It is important that higher education institutions do not overdo it with external academic mobility. It is necessary to keep people in Ukraine, as noted by the Rector of Vasyl Stefanyk Precarpathian National University, Ihor Tsependa: "We are doing everything to ensure that Ukrainian youth remain in Ukraine and contribute to its development. Such projects as the International Youth Meeting Center in Mykulychyn, as well as youth exchange programs, are an important tool for achieving this goal."

We have good practices of internal mobility: students of the relocated Kherson National University study together on the basis of and with students of the Precarpathian University.

Our belief in victory necessitates the quality training of specialists who will rebuild our country. It should be noted that, despite the wartime, the process of external quality assurance in education in Ukraine is continuously maintained at the proper level: the National Agency for Quality Assurance in Higher Education permanently accredits educational programs; post-accreditation processes and institutional accreditation of higher education institutions have been announced, accreditation of higher education institutions by scientific fields has been initiated, reform processes are being implemented, in particular with the adoption of the Law "On Individual Educational Trajectories," the Ministry of Education and Science of Ukraine plans to develop a new generation of sectoral standards of higher education, etc.

The pandemic and the war caused a forced transition of higher education institutions to distance learning, forcing teachers to build the educational process in a remote format, which is associated with the digitalization of education and is one of its aspects. The digitalization of the educational process is one way to ensure equal access to quality higher education. It takes place through distance learning systems, online consultations, the digitalization of institutional management, the development and use of digital educational platforms, and the professional development of scientific and pedagogical staff through Internet resources. Digitalization enables the integrated interaction of the virtual and physical – it creates a cyber-physical educational space.

Improving the quality of education and the development of research work are the main tasks of university leadership.

The management system in universities should be based on effective European principles of Total Quality Commitment (TQC) and Total Quality Management (TQM).

We agree with the opinion of Professor Tadeusz Wawak of Jagiellonian University that, despite all socio-political circumstances, it is necessary to build modern educational institutions, and "a modern university should be innovative – it



should be an example of innovative thinking, activity in the field of scientific research, education, management, relations with the environment, culture, declared values and views, and the behavior of its employees." (Wawak, 2022)

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Assessing the quality of education in crisis conditions is a crucial task that demands the concerted efforts of educators, researchers, and education policy representatives. Prospects for further research lie in the development of novel evaluation methods that consider the specific characteristics of crisis situations. Despite the challenging circumstances, Ukraine demonstrates a high level of adaptation of its educational system to contemporary challenges. Thanks to increased funding and the implementation of digital technologies, it has been possible to maintain the accessibility of education and support its quality. Innovations play a vital role in overcoming the crisis, enabling the expansion of educational opportunities for pupils and students even in the most difficult circumstances. Continued financial support, the development of digital platforms, and the integration of international experience will contribute to the further strengthening of Ukraine's educational system.

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