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## The Impact of Education Quality on the Sustainable Development of Innovative Society

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Andriy Antokhov<sup>1</sup>

## **The Impact of Education Quality on the Sustainable Development of Innovative Society**

### **Summary**

The article deals with the development of innovative society, analyzes the background and formulates the principles of successful innovation in education. It should be stated that some noticeable effects of the current quality of schooling will directly affect the innovative development of Ukraine.

**Key words:** innovation, innovative society, educational services, education quality.

### **Jakość oświaty oraz jej wpływ na rozwój innowacyjnego społeczeństwa**

#### **Streszczenie**

W artykule przeprowadzono analizę kwestii rozwoju społeczeństwa innowacyjnego, przesłanek oraz zostały sformułowane zasady skutecznej działalności innowacyjnej w sferze oświaty. Autor nadmienia, że rozwój rynku usług edukacyjnych oraz jakość ich świadczenia ma bezpośredni wpływ na rozwój innowacyjny Ukrainy.

**Słowa kluczowe:** innowacja, społeczeństwo innowacyjne, rynek usług edukacyjnych, jakość oświaty.

**Research topicality.** It is commonly presumed that education quality is considered as prime explicit objectives for living indicators, the instrument of social and cultural wellbeing and sustainable economic growth. A more learned society may transform into higher rates of innovation, higher overall productivity and faster introduction of new technology. Much of the discussion about quality – in part related to new efforts to improve accountability – has identified the importance of enhancing cognitive skills via schooling, and most parents and policy makers accept that such skills represent a key dimension of schooling results. If cognitive skills do provide proxy evidence, however

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incomplete, for school quality, the question arises as to whether these skills are correlated with students' subsequent performance in the labor market and with the ability of economy to grow. There is mounting evidence that among the characteristics of the so-called UNO Human Development Index (HDI), which is to compare the level of social and economical development of countries, the gauge of educational activities is considered to be one of the main estimates (welfare, education and health) in the integral performance index of living quality. Specifically, the problem of quality education is fairly colligated with the information society development, where faster growth of general intelligence and the educational system become the determinative factor of the mankind progress<sup>2</sup>. The information by force of these circumstances acquires value and becomes the strategic product of countries. Therefore, in high-tech information society the quality of education is the key argument in providing a necessary level of life standards and professional competence, which would satisfy the needs of its human development and the needs of socially vigorous citizens and professionals.

**The objective of the article is** to outline the approaches to the interpretation of the concept of education quality; to determine the requirements for the quality of education provided; to form recommendations for providing innovative social development.

Both the process of European integration and the establishment of independence in Ukraine appear far more complex and require realizing strategic factors, based on knowledge economy institutions, forming and developing a competitive personality<sup>3</sup>.

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<sup>2</sup> Конкретні п'ять цілей освітніх систем. Звіт Європейської комісії 31.01.2001 р. [Електронний ресурс]. – Режим доступу: <http://europa.eu.int>.

<sup>3</sup> Україна -2015: Національна стратегія розвитку. Громадсько-політичне об'єднання „Український Форум”, Київ 2008, 74 с.

Noteworthy, the Ukrainian science is represented by O. Hrishova, B. Danylyshyn, M. Drobnokhod, M. Zhurovskyi, I. Kaleniuk, R. Kihel, P. Kononenko, K. Korsak, O. Kratt, V. Kremen, V. Kutsenko, E. Libanova, M. Micklovda, V. Mishchenko, S. Nikolajenko, V. Novikova, T. Obolenska, L. Oderii, M. Pitiulych, S. Pyrozkov, A. Pohribnyi, A. Serdiuk, O. Sydorenko, H. Shchokin and others, who draw their attention to the issue of education quality development.

**Body of the article.** Most of the countries declare that qualitative education is a national priority and prerequisite of its own national security. Education and science, influencing all forms of macro-social system organization, all of its structural elements; are also the universal factors of a country's modernization, its technical, military, ecological and axiological safety. Significantly, indices of educational, scientific and innovative thinking and practices have already been introduced in the national safety system<sup>4</sup>. The quality of education is a multifaceted model of social standards and requirements to the personality, educational environment, where its development is centered, and the system of education implements these standards on all levels of studying. Although opinions about quality in education are by no means unified, at the level of international debate and action three principles tend to be broadly shared. Primarily, the quality of education is estimated as the social ideal of accomplishment; secondly, as its studying process outcome; and thirdly, as a criterion of educational system effectiveness.

The level of educational quality is provided with appropriate mechanisms – monitoring – as the qualitative characteristics of the system of accumulating, processing and dissemination of information on the educational

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4 Національна доктрина розвитку освіти України // II Всеукраїнський з'їзд працівників освіти, Київ 2002, с. 143.

system; this process provides a continuous tracking of educational system's conditions and predicts its development.

The objects of monitoring are both individual subsystems of education (secondary and higher education) and different aspects and processes occurring in this system (academic achievement of students). Nowadays certain indicators of evaluation of national education systems assessment are accumulated. For example, in the educational system of the European Union the quality of education is proposed to be estimated for 16 integrated indicators which are related to the 4 most important spheres of quality: level of educational achievements (7 indicators); successful training and access to education (3 indicators); monitoring system of education (2 indicators); resource provision and structure of education (4 indicators). Due to that, many countries bring in the independent evaluation of education systems and institutions, using qualimetrics methods of measuring results of the educational process. In particular Bulgaria, Latvia, Lithuania, Poland, Russia, Romania, Slovakia, Czech Republic and other countries actively implement the technology of independent evaluation of students' academic achievements which is a basis for certification of graduates of secondary schools and their admission to universities<sup>5</sup>. That enables the governments of the above mentioned countries to see their advantages and disadvantages in a more realistic light, to determine the strategy of necessary changes in state policy and outline the ways to overcome the crisis arising in the course of work. In 2006 Ukraine became involved in these processes too. In spite of the fact that in early years the system of external assessment of knowledge quality had some drawbacks, in general it normalized the relations between all members of the educational process and increased

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<sup>5</sup> Мета реформ у вищій школі — якість і доступність освіти. Доповідь Міністра Івана Вакарчуку на розширеній підсумковій колегії Міністерства освіти і науки України (2 квітня 2009 року) [Електронний ресурс]. – Режим доступу: <http://mon.gov.ua>.

transparency in the education system for teachers, students and the whole society. An important component of public administration in this case is a quality of education management which is a double-vector process itself. On the one hand, it should provide the quality of internal process parameters and the result of students' work, their satisfaction of needs and hopes for obtaining adequate competence and vitally important traits, and on other hand – it is directed to improve the use of resources for providing qualitative education and improving the functioning of the education system in general (external parameters as a social system). This includes current and topical assessment, state certification of its own, external (independent) standardized monitoring progress and practical skills, etc. As for evaluation of the external parameters of the educational system, here we can see other management mechanisms at local level with local, regional and state educational systems in general. It's about licensing and accreditation of educational institutions, their attestation ranking, the optimization of the network of educational institutions, evaluation of social, educational and economic efficiency of different educational systems.

In the conditions of current migration within not only certain countries but also their regions, the acute problem arises to adapt quickly to receive training and work that encourages society to radical changes in education. This problem exists not only in Ukraine. Most countries today are absolutely dissatisfied with their own educational system. According to the latest research the focus revolves around job market, the education must possess the ability to operate within such technology and knowledge that would satisfy the needs of the information society, would prepare young people for new roles in this society<sup>6</sup>. Of particular importance of a present - day reality is not only to be able to operate their own knowledge, but also to be prepared to upgrade and adapt to

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<sup>6</sup> В. Литвин, В. Андрущенко, А.Гуржій, Науково-освітній потенціал нації: погляди у XXI століття, Київ, Навч. книга 2004, с.88.

the variable needs of the labor market, process information, to promptly make decisions and learn throughout life.

To realize whether the domestic education is complied with these processes, at least, one should thoroughly consider the Ukrainian social reality – the specific reality which is full of paradoxes. This complexity is reflected in the findings of the article<sup>7</sup>:

1. The statement of economic determinism as a basis of domestic state policy by the critics of an old Marxist “economic determinism”;
2. The desire to be rich and civilized and simultaneously neglect the most realistic chance for it;
3. The reform of education is likely to consider its quality, still orientating to the European educational region integration;
4. The combination of legal fetishism and nihilism.

Some radical measures should be taken to make national education the most important life indicator in society and to convert it into the instrument of social and cultural harmony and economic growth.

*First:* first and foremost, social and philosophical basis of the Ukrainian society modernization strategy should be the social and national determinism which would not be the objection but a new phase of determinism development. It doesn't mean the refusal to recognize the paramount role of education in the development of modern economy as a fundamental basis of social life. Naturally, this step involves a radical change in the course of national socio-economic policy and domestic policy in general, but it will manage to earn and regain respect for education and science in society, eliminate pragmatic and conformist biases in youngsters' mentality, instill optimism in social educators

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7 Якість освіти у вищих навчальних закладах покращиться [Електронний ресурс]. - Режим доступу: <http://mon.gov.ua>.

and become the prerequisite for innovative and technological breakthrough in Ukraine.

*Second:* the development of technological breakthrough strategy which has to join force of all main powers of society: of a state which has to determine long-term strategy of overcoming the technological crisis and to support breakthrough research and technological trends and innovation basement; of businessmen and fund holders who must [direct their efforts and money to](#) technological renewal of manufacturing and production by the reduction of [capital](#) outflows and overconsumption; of scientists, designers, technologists, inventors who are responsible for creation, development and distribution of innovative ideas and technologies which provide the growth of competitive products, the economy and society in general. The foundation of atmosphere for priority education in the country, scientific and technological sphere will facilitate creating a critical mass of support for educational reform and innovation in society. Innovative ideology, innovative culture, innovative incentives will be critical for the national ideology development.

*Third:* the education reform is a systemic, transparent and [scientifically grounded](#) process. This conceptual framework may shed new light on the situation that it's not made for reform or for transition to Bologna Process but for improvement of the quality of education that would endure success in life of society in general. It demands: an extensive inventory of the education system, its objective monitoring with possible structural reorganization and completion of individual units. Of course, the first in the midst of all educational transformation should be the content of education. Embodied in state standards, curricula, textbooks and other teaching resources it has constantly updated according to the needs of each period. Nonetheless, such changing dynamics can be ensured only by avoiding excessive centralization in determining the content of education.



The new, upgraded model of education should be based on two levels: standard (national) – by the state educational standards and selective (regional), which must be exclusively the competence of the regions and schools. This component of a national curriculum, which should ensure a uniform level of basic education, should not exceed more than 70 percent and the standard should be at about 30 percent. Reform in education should also provide its full democratization. And democratization of education is not only students' or pupils' self-government. Democratization of education requires its decentralization, regionalization of management autonomy of universities, humane relations between students and teachers, and at last the transition from state to state and community, and later, to the public and state forms of management within the educational sector.

*Fourth:* the reorganization of the education department. The current system of education is essentially public. It does not take into consideration regional differences, the tendency of increasing schools autonomy, competitive educational services, by concentrating on the practical development of education, rather than reproductive education.

The new management model should have highly professional, analytical and predictive maintenance. It should be open and democratic. It should contain organically combined means of state control with public impact. And it needs not only to optimize organizational and management structure and implement an effective redistribution of functions and powers between Kyiv, local governments and educational institutions, but also to establish a system for monitoring the effectiveness of management decisions and their impact on the quality of education at all levels, to establish a training and capacity building of managers, to work out a system of educational innovation and expertise generalization of positive experience of others.

*Fifthly:* the personnel support of innovation economy is difficult to imagine without a new scientific elite, leaders in education, without creating the conditions for lifelong learning. Today, the worldwide emphasis is on continuing education. Nearly 50 percent of the adult population is currently enrolled in most high-tech countries.

Obviously, education and upbringing system, geared primarily towards talented youth, requires ultimate changes, involving young people in a wider management activities and work in university techno policies<sup>8</sup>.

Identifying the determinants of better learning outcomes so as to produce policy-relevant conclusions is an arduous task that requires using approaches from different social sciences. There is ample evidence that under such circumstances the Ukrainian education will become competitive both in Europe and in the whole world and a personality will be secured mobility on the labor market. After these and other steps to transform the state of internal policy and education reform, the Ukrainian society has a chance during the next 15-20 years to ensure the implementation of new and emerging information technologies and to get closer to the level and way of life like developed countries. The politics of the process, as well as the details of its resourcing and schooling, have become increasingly important to its solution.

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<sup>8</sup> В.Ю. Ковальчук, Модернізація вітчизняної освіти як ще одне наближення до Європи // Україна в контексті євроінтеграції: Матеріали Міжнародної науково-теоретичної конференції, Суми: Вид-во Сум ДУ 2005. – С. 75-77.

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