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## **IMMANENCE OF THE QUALITY OF MANAGEMENT OF NON-FORMAL ADULT EDUCATION INSTITUTIONS IN UKRAINE**

The article examines immanence as a collection of internal factors that influence the quality of management in non-formal adult education institutions. It explores the essence and characteristics of the concepts of "non-formal adult education institution" and "management of non-formal adult education institution," and formulates a definition of the "quality of management of non-formal adult education institution."

The researcher also demonstrates that the immanence of the quality of management of an educational institution is its inherent property. It is embedded throughout the entire management system of an educational organization, defining its integrity and sustainability.

The author highlights the key aspects of ensuring and assessing the quality of management in non-formal adult education institutions in Ukraine, providing recommendations for their implementation. The study analyzes legislative acts and initiatives related to the management of educational institutions, specifically the Law of Ukraine "On Education" and the Draft Law "On Adult Education." An analysis of the provisions of the Standards ISO 9001:2015 (ISO 9001:2015, IDT) "Quality Management Systems" and ISO 21001:2019 (ISO 21001:2018, IDT) "Educational Organizations. Management Systems in Educational Organizations" was also conducted. Proposals were made to adapt the principles of the educational organization management system and interpret the terms specified in this standard, taking into account the characteristics and peculiarities of non-formal adult education institutions in Ukraine.

The advantages of applying these standards by national providers of non-formal adult education are highlighted, including improvements in the quality of educational activities, social relevance, stakeholder trust, corporate culture, and performance indicators.

The researcher proposes a model for ensuring and evaluating the quality of management in non-formal adult education institutions, based on the provisions of ISO 21001:2019 (ISO 21001:2018, IDT), while considering the legal, social, and managerial aspects.

It is noted that a key role in ensuring the quality of management in a non-formal adult education institution is played by managing the quality of education and educational activities. To select the best method for evaluating the quality of educational activities, the author introduces an integrated evaluation model of the quality of management of educational activities at a non-formal education institution in Ukraine. This model comprises internal factors that influence the process of providing educational services and the overall management of the institution as a system.

The model includes the principles of the European system of quality assurance of education, EQAVET, and a factorial-criteria combination of indicators with the levels of the Bennett hierarchy. The use of such an approach enables maintaining compliance with the principles of the educational organization management system, as specified in ISO 21001:2018, to form a reliable assessment of

the quality of education and a clear vision of the short-term, medium-term, and long-term results of educational activities.

**Key words:** quality of management of an educational institution, management system of an educational organization, quality management system, non-formal adult education institution, adaptability, ISO 21001:2018, assessment of the quality of management of a non-formal education institution, Bennett's Hierarchy.

Fig. 2, Table 2, Lit. 20

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## ІМАНЕНТНІСТЬ ЯКОСТІ УПРАВЛІННЯ ЗАКЛАДОМ НЕФОРМАЛЬНОЇ ОСВІТИ ДОРΟΣЛИХ В УКРАЇНІ

В статті розглядається іманентність як сукупність внутрішніх факторів, які мають вплив на якість управління закладом неформальної освіти дорослих. Досліджується сутність та характеристика понять «заклад неформальної освіти дорослих», «управління закладом неформальної освіти дорослих», а також сформульовано визначення «якість управління закладом неформальної освіти дорослих».

Також дослідницею доводиться, що іманентність якості управління освітнім закладом являє собою його властивість, яка притаманна всій системі управління освітньою організацією та зумовлює її цілісність і сталість.

В цьому контексті авторкою висвітлені ключові аспекти забезпечення та оцінки якості управління закладом неформальної освіти дорослих в Україні та надані рекомендації щодо їх застосування. Під час дослідження проаналізовано законодавчі акти та ініціативи щодо управління закладом освіти, зокрема Закон України «Про освіту», Проект Закону «Про освіту дорослих». Також проведено аналіз положень Стандартів ДСТУ ISO 9001:2015 (ISO 9001:2015, IDT) «Системи управління якістю» та ДСТУ ISO 21001:2019 (ISO 21001:2018, IDT) «Освітні організації. Системи управління в освітніх організаціях», надані пропозиції щодо адаптації принципів системи управління освітньою організацією та тлумачення термінів з урахуванням характеристик і особливостей діяльності закладів неформальної освіти дорослих в Україні.

Виокремлені переваги застосування положень згаданих стандартів національними провайдерами неформальної освіти дорослих, серед яких підвищення якості освітньої діяльності, соціальної вагомості, довіри збоку стейкхолдерів, покращення корпоративної культури та показників ефективності.

Дослідницею запропонована модель забезпечення та оцінки якості управління закладу неформальної освіти дорослих, яка побудована, базуючись на положеннях стандарту ДСТУ ISO 21001:2019 (ISO 21001:2018, IDT) та з урахуванням юридичних, соціальних та управлінських властивостей закладу.

Зазначається, що особливе місце в забезпеченні якості управління закладом неформальної освіти дорослих займає управління якістю освіти та освітньої діяльності. З метою вибору оптимального підходу до оцінки якості освітньої діяльності, авторкою представлено модель інтегрованої оцінки якості управління освітньою діяльністю закладу неформальної освіти в Україні, яка є сукупністю внутрішніх факторів, що

мають вплив на процес надання освітніх послуг та на управління закладом загалом. Модель містить в собі принципи європейської системи забезпечення якості освіти EQAVET та факторіально-критеріальне поєднання показників з рівнями ієрархії Беннета.

Застосування такого підходу дозволяє зберегти дотримання принципів системи управління освітньою організацією, які передбачені ISO 21001:2018, сформувати достовірну оцінку якості освіти і бачення про коротко-, середньо- та довгострокові результати освітньої діяльності.

**Ключові слова:** якість управління закладом освіти, система управління освітньою організацією, система управління якістю, заклад неформальної освіти дорослих, адаптивність, ISO 21001:2018, оцінка якості управління закладом неформальної освіти, Ієрархія Беннета.

*Рис. 2, Табл. 2, Лім. 20*

**Statement of the problem.** The quality of management and quality management are interdependent components in the development of a management system for non-formal adult education institutions. Currently, Ukrainian providers of formal and non-formal education are functioning within the context of Russia's full-scale armed aggression. Addressing management-related issues requires national educational institutions to be resilient and possess in-depth knowledge, creativity, qualifications, and experience. The management of an educational institution encompasses a range of aspects, including communication, personnel, marketing, leadership, and more. All processes underpinning the management system of an educational organization have specific characteristics; however, their common objective is to achieve strategic goals and maintain the institution's competitiveness. To enhance the quality of educational activities, the management of educational institutions in Ukraine adheres to current legislative acts and international standards, supported by national counterparts for educational institutions. The establishment of both external and internal quality management systems, grounded in relevant standards, lays the foundation for competitive and high-quality management within an educational institution.

Additionally, in the context of the war in Ukraine, there is an increasing need for the development of human capital, which is defined by the level of knowledge, qualifications, work experience, the ability to make decisions in complex, non-standard situations, and the capacity to generate new ideas that will contribute to the country's innovative development [Lysak, V., Semendyak V., 2018]. Ukrainian non-formal adult education institutions can provide quick and high-quality knowledge that enables individuals to acquire a new specialization or enhance the skills demanded by the current labor market, facilitating "quick" educational adaptation amid the ongoing crisis. Currently, numerous free educational programs are available online; however, their quality and content often do not meet the needs of the majority of adults seeking opportunities for additional non-formal education.

Given the needs and demands of the adult population, along with the existing challenges faced by non-formal adult education providers in modern Ukraine, the issue of education quality and academic activities, as well as the assessment of the quality of management of non-formal adult education institutions as a cohesive management system, arises.

**Analysis of the latest research.** Many Ukrainian scholars have studied various issues and approaches to managing an organization as a single system. Thus, Viktor Alkema and Oksana Kirichenko reveal the essence and implementation of modern models of organizational management, as well as scientific approaches to forming organizational structures, methods, and tools for analyzing and evaluating an organization's activities [Alkema V., Kirichenko O., 2023]. Olha Doronina and Konstantin Bezghin study the

paradigm of strategic development of managerial potential, where the primary goal is to achieve the efficiency of management processes, enabling effective decision-making for enterprise operations that lead to the expected results and the achievement of specific strategic goals [Bezghin, K., Doronina, O., 2021]. Professor Oleksandra Liashenko examines the management of enterprise performance in the context of hybrid warfare and the management of economic security within organizations [Liashenko O., 2016].

The issue of managing educational organizations is also widely discussed in the works of Ukrainian researchers. Scientists N. Krokhmal and S. Myroshnychenko classify educational management technologies, demonstrating that they consider components such as the current state, conditions, and processes in the external environment that impact the functioning of the internal environment of the educational institution [Krokhmal, N., Myroshnychenko, S., 2023]. In their article, researchers L. Rebukha and T. Pavlusyk analyze the basic and secondary principles of managing educational institutions, which include: democratization and humanization of management, systematicity and integrity, rational combination of centralization and decentralization, scientific validity of management, and more. It is emphasized that implementing these management principles in educational institutions contributes to "creating a favorable educational environment that combines trust, responsibility, transparency, integrity, and competitiveness of the institution in the market of educational services" [Rebuka L., Pavlusyl T., 2021]. O. Marmaza conducted a study on image management in an educational institution and identified the stages of forming the call sign image of an educational institution [Marmaza, O, 2021].

In this study, it was found that the management of educational institutions in scientific works is primarily viewed through the lens of educational quality management. Thus, Y.Boichuk and A.Boyarska-Khomenko emphasized that managing the quality of education depends on factors such as the innovative activity of the head, organizational activity, motivation and stimulation of all participants in the educational process, analysis of the effectiveness of the academic institution, and ensuring the popularization and continuity of educational ideas and practices, among others.[Boichuk Y., Boyarska-Khomenko A., 2022].

Additionally, the analysis of scientific materials revealed that the vast majority of recent research and publications in Ukraine, including those conducted during the war, on the management of educational organizations, focus on formal education institutions, such as preschools, secondary, and higher education institutions.

The issues surrounding the management of non-formal adult education institutions, as well as ensuring and evaluating their quality while considering the impact of global trends and changes during a crisis, have not been systematically studied.

**The purpose of the publication.** The primary objective of this article is to study the immanence of the quality of management in non-formal adult education institutions in Ukraine under contemporary conditions, with an emphasis on ensuring and evaluation.

**Presentation of the primary material.** Considering immanence as a specific set of internal factors that affect the object, we will explore the essence and characteristics of the concepts of "non-formal adult education institution," "management of non-formal adult education institution," and "quality of management of non-formal adult education institution."

In Ukraine, non-formal education refers to learning typically acquired through informal programs and does not lead to state-recognized educational qualifications at the education level. However, it may result in the awarding of professional and/or partial educational qualifications. [Law of Ukraine "On Education", 2017]. Accordingly, a non-formal adult education institution (hereinafter referred to as NFAEI or NFAE institution) is a legal entity, a separate subdivision of a legal entity, or an individual entrepreneur that conducts educational activities in adult education as an integral part of the concept of

Lifelong Learning, while considering the requirements of current legislation. [Draft of Law of Ukraine "On Adult Education, 2022].

The management of the NFAEI in Ukraine is guided by relevant regulations, including the Law of Ukraine "On Education," the Constitution of Ukraine, and both international and national standards. It is important to note that the Law of Ukraine "On Adult Education" is currently a Draft and is awaiting approval at the highest state level. Among the standards recommended for implementation in the management system of NFAE institutions in Ukraine are ISO 9001:2015 "Quality Management Systems" [ISO 9001:2015, 2015] and ISO 21001:2019 (ISO 21001:2018, IDT) "Educational Organizations. Management Systems in Educational Organizations." [ISO 21001:2018, 2018]. The national standard ISO 21001:2019 (ISO 21001:2018, IDT) (hereinafter referred to as the Standard) is a derivative, improved, and expanded version of the international standard ISO 29990:2010, "Training services in the field of non-formal education and training. Basic requirements for service providers." [ISO 29990:2010, 2010]. It serves as a general quality model for both educational service providers and their clients in developing and implementing non-formal learning and development [Ognienko, O., 2017]

Speaking about the management of non-formal adult education institutions as a single system, it is worth recalling that this is a cyclical purposeful process of coordinating the activities of non-formal adult education institutions to achieve the set goal, based on planning, organization, motivation and control, is one of the types of social management, is carried out in modern conditions and under the needs and priorities of social development [Nakonechna, O., 2023].

Based on the above, we have identified the main characteristics of the Non-formal adult education institution (Figure 1):

- 1) has the status of a legal entity;
- 2) the main activity is in the field of adult education as part of the Lifelong Learning system;
- 3) does not incur costs of time and materials for the mandatory accreditation procedures required to obtain licenses and/or other permits from state authorities for conducting activities;
- 4) has short-term educational programs that facilitate the rapid acquisition of knowledge as part of retraining or advanced training;
- 5) educational programs have a socially important function and meet the priorities of society and the economy;
- 6) the target audience consists of adults who possess basic (formal) education and qualifications, have work experience in a particular field, and exercise their right to lifelong learning.

Given the increasing demand for "quick knowledge" in the adult education market in Ukraine, new providers of both formal and non-formal education are emerging. The primary criterion for the competitiveness of an educational organization, particularly those in the field of non-formal adult education, is the quality of its academic activities and management. The definition of quality is a dynamic concept with deep philosophical roots that trace back to Aristotle. In modern terms, quality represents a balance between a product's properties and characteristics and its ability to meet the needs and expectations of consumers fully. Based on this, we have developed a definition of the quality of management of an adult non-formal education institution as the extent to which the characteristics of the institution, alongside the processes, management actions, and tools employed to achieve its primary goals and high efficiency, fulfill the needs and expectations of stakeholders and adhere to current standards.



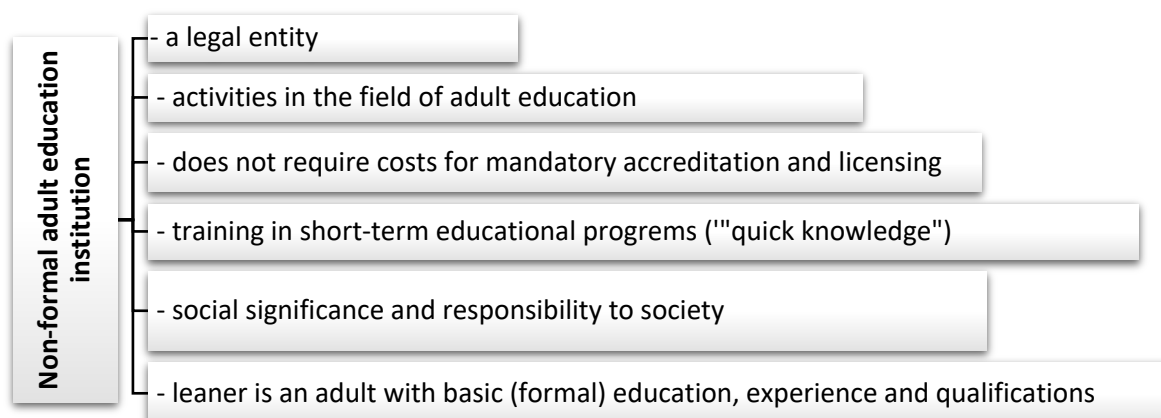


Fig. 1 - Characteristics of non-formal adult education institutions in Ukraine

Source: compiled by the author

As noted earlier, the desire of an educational organization—a provider of non-formal adult education services—to implement a management system capable of withstanding market challenges during crises and enhancing the quality of educational activities can be supported by certification according to the Standard. However, when applying the Standard to providers of non-formal adult education, it is essential to consider the specific characteristics of non-formal education institutions (see Fig. 1). This approach necessitates adjusting specific provisions of the Standard.

Table 1 illustrates the principles of the Standard's management system, which we have modified for use by non-formal adult education institutions in Ukraine.

Table 1

**The principles of the management system, as outlined in ISO 21001:2019 (ISO 21001:2018, IDT), have been adapted for application by non-formal adult education institutions in Ukraine.**

№	Principles	Description in the Standard <sup>4</sup>	Adaptation for use by NFAEI
1	Focusing on students and beneficiaries	The primary task of the Educational Organization Management System (hereinafter referred to as the EOMS) is to meet the needs of learners and other beneficiaries and exceed their expectations. Educational organizations should actively engage learners in their learning, taking into account the needs of society, the organization's vision and mission, as well as the goals and outcomes of the course of study.	The primary task of the EOMS is to meet the needs and requirements of learners and other stakeholders. While also exceeding their expectations. The NEAEI should actively promote the involvement of the adult population in additional learning, taking into account the needs of society, the educational organization's vision and mission, and the goals and outcomes of the course of study.
2	Visionary leadership	Visionary leadership is about engaging all learners and other stakeholders in creating, writing, and implementing the organization's mission, vision, and goals.	Visionary leadership involves engaging all customers and stakeholders in the development and achievement of the organization's mission, vision, and goals.
3	Staff	An organization needs to ensure	No changes

<sup>4</sup> This is not an exact formulation but a general description of the educational organization management system's principle, as outlined in the Standard.

	engagement	that all personnel are competent, empowered, and engaged in value creation.	
4	Process approach	Consistent and planned results are achieved more efficiently and effectively when activities are understood and managed as interconnected processes that function as a holistic system, encompassing inputs and outputs.	Consistent and planned results are achieved more efficiently and effectively when activities are understood and managed as interconnected processes that operate as a holistic system based on risk-based thinking, encompassing all inputs and outputs.
5	Improvement	Successful organizations are always looking to improve.	To ensure successful development, NFAE institutions continually focus on improvement based on the results of monitoring and control over the implementation of management tasks to achieve their strategic goals.
6	Making decisions based on evidence	Decisions and curricula based on data analysis and evaluation are more likely to yield the desired results.	Decisions and plans for educational activities, grounded in evidence, analysis, and monitoring of operational performance indicators (KPIs), will enable NFAEI to achieve its strategic goals and attain the desired economic outcomes.
7	Managing relationships	To achieve sustainable success, organizations must effectively manage their relationships with key stakeholders, including suppliers and other critical partners.	To achieve sustainable success, NFAEI manages its stakeholder relationships by prioritizing them in alignment with its mission, vision, and strategic goals.
8	Social responsibility	Socially responsible organizations are sustainable and can attain long-term success.	Any NFAE institution, regardless of its ownership type, is a socially responsible organization accountable for the impact of its activities—including the quality of knowledge and learning—on society, the economy, and the environment through transparent and ethical behavior.
9	Accessibility and impartiality	Successful organizations are characterized by inclusiveness, flexibility, transparency, and accountability, enabling them to meet the individual and unique needs, interests, abilities, and foundational knowledge and experience of learners.	For successful development, non-formal adult education institutions must adhere to principles of inclusiveness, flexibility, and transparency, which enable them to consider the individual and special needs, interests, basic knowledge, qualifications, and experience of students.
10	Ethical behavior within an educational	Ethical behavior is closely linked to an organization's ability to promote an ethical professional	The NFAEI of any form of ownership ensures the creation of an ethical professional environment

	organization.	environment, characterized by fair treatment of all stakeholders, the prevention of conflicts, and the conduct of activities that benefit society.	where all stakeholders are treated equally, thereby preventing conflict situations and facilitating activities that benefit society.
11	Security and data protection.	The organization fosters an environment where all stakeholders can engage with the educational institution, fully confident that they maintain control over their data and that the institution will handle their data with the necessary care and confidentiality.	The NFAEI creates an environment where all stakeholders can engage with the institution in complete confidence that it safeguards the use of their data, exercises due care and confidentiality, and adheres to Ukrainian law.

Source: compiled by the author

Additionally, when adapting the Standard for managing the systems of non-formal adult education institutions, special attention is paid to interpreting terminology.

Therefore, it is proposed to clarify the concept of "Learner," specifically: "Adult learner" or "Non-formal adult education learner (hereinafter referred to as NFAE learner)," and more broadly, "Customers." "Customers" can include both individuals and legal entities. The term "NFAE learner" relates to the concept of "Adult Education Learner," as outlined in the Draft Law of Ukraine "On Adult Education."

The "Educational service" provided by an adult non-formal education institution, in our opinion, involves a teacher imparting knowledge on a specific topic and a student acquiring that knowledge based on the client's requirements. This process supports learners in acquiring and developing competencies in non-formal education.

The term "Teacher" or "Person who teaches" in an NFAE institution should be replaced by "Andragogue" or "Andragogue teacher" because andragogy is a science that studies the characteristics of adult learning, considering their basic education, qualifications, life experiences, and motivation [Chertov, 2024].

The provisions of the Standard permit adjustments in the interpretation of concepts and the application of definitions relevant to specific providers of educational services. Accordingly, each non-formal adult education institution may establish its internal regulations for the management system, which will include terminology, rules for documenting educational activities, and a description of the principles for developing a quality management system and the institution as a whole. Ultimately, based on international and national standards, an educational institution is authorized to develop and implement its standards to govern its activities.

The process of establishing an Educational Organization Management System (hereinafter referred to as the EOMS), as outlined in the Standard, requires careful attention from the management of the NFAEI, a comprehensive understanding of both external and internal needs, and an analysis of market conditions. However, the introduction of the EOMS presents several advantages:

1. Enhancing the alignment of the institution's goals and activities with its mission and vision.
2. Increasing social relevance and responsibility by providing inclusive and unbiased quality non-formal education for all adult learners.



3. Training that addresses the personal needs of adult learners in an NFAE institution more effectively and responds to those needs, including special educational requirements, while being delivered in a distance learning format.
4. Coherence in assessment processes and tools intended to demonstrate and enhance the effectiveness and efficiency of the educational process in the NFAEI.
5. Increasing stakeholders' trust in the institution.
6. An opportunity for the NFAEI to showcase its commitment to and implementation of effective educational management practices;
7. Enhancing corporate culture;
8. Boosting the competitiveness and improving the reputation of NFAEI in Ukraine's non-formal education market;
9. Encouraging and motivating NFAEI staff to improve themselves and apply innovative approaches to their duties. (ISO21001-2018, 2018)

The quality of management is a priority for non-formal adult education institutions, regardless of their form of ownership. In a rapidly changing market, quality, adaptability, and flexibility have become essential factors for the successful and stable operation of organizations. Therefore, it is assumed that the quality of management of an NFAE institution, viewed as a unified system, should be primarily based on the following:

- high-quality strategic management decisions that consider the effects of internal and external risk factors;
- the quality of operational management, a key aspect being the assurance and evaluation of the quality management for the current educational activities of the NFAEI;
- the quality of tactical management is ensured by monitoring and controlling the implementation of strategic plans.

As Emir Avdagić notes in his work on the study of management in adult education organizations, "management in adult education organizations differs due to the characteristics of their external (direct and indirect) environment and internal (characteristics of organizations and managers) environment" [E. Avdagić, 2017]. Therefore, based on the principles of EMOS provided by the Standard and adapted for use in non-formal adult education institutions, while considering its peculiarities and characteristics, we have developed a model for ensuring and assessing the quality of management of non-formal adult education (Figure 2).

The central "axis" of the model is the external and internal Quality Management System (hereinafter referred to as QMS), as outlined in the Draft Law of Ukraine "On Adult Education". The External QMS operates through assessments from external stakeholders, including government and regulatory authorities, investors, competitors, visitors to social networks, the institution's website, suppliers, and other relevant parties. The internal Quality Management System (QMS) relies on evaluations from internal stakeholders, including staff and management of the institution, as well as customer assessments.

A special place in ensuring the quality of management of an institution of non-formal adult education is occupied by the management of the quality of educational activities. Educational activities include "the activities of the subject of educational activity aimed at organizing, ensuring, and implementing the educational process." [Law of Ukraine "On Education", 2017]. Therefore, within the framework of this study, we have identified two components of the quality of educational activities: the quality of education and the quality of corporate governance (Figure 2).

As Nataliya Nakonechna points out, operating under competitive conditions and in response to the demands of the modern labor market, the corporate culture of educational institutions is characterized by its originality. It creates a fundamentally new type of

relationship among the subjects of educational activity. [Nakonechna N., 2020]. The quality of corporate governance in an educational institution is integral to the internal quality assurance system. It is guided by principles outlined in the EOMS Standard, including visionary leadership, staff involvement, ethical behavior within the organization, and effective relationship management.

The quality of education at NFAEI includes the effectiveness of teaching, the training level of adult educators, the material and technical infrastructure of the institution, and the conditions of the educational process.

Considering the trends of globalization and the expanding opportunities for national providers of non-formal adult education on the international level, it is essential to address the following issues. Determining the level of quality in adult education within the European Union is achieved through the implementation of European policy under EQAVET (European Quality Assurance in Vocational Education and Training), which is grounded in the European Quality Assurance Reference Framework [Ognienko, O., 2017].

The EQAVET model is based on the Deming Cycle (also known as PDCA, Plan-Do-Check-Act), whose implementation in the management system of an educational organization is detailed in the Standard. It is essential to acknowledge that utilizing this model to enhance the quality of education provided by non-formal adult education providers presents both benefits and drawbacks. Among the advantages are the availability of standardized quality descriptors and indicators within the EU. A disadvantage of EQAVET is that it remains relatively unfamiliar among non-formal adult education providers in Ukraine, and this model lacks a dedicated education quality management system.

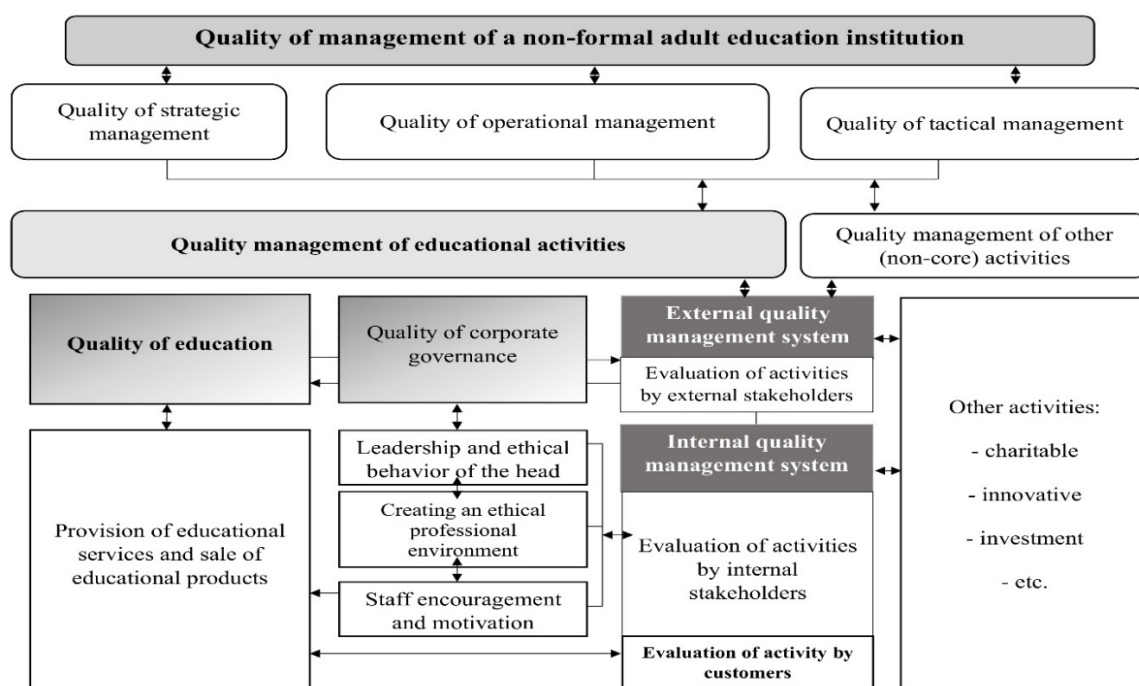


Figure 2. A model for ensuring and evaluating the quality of management in non-formal adult education institutions.

Source: developed by the author.

To implement the European Quality Assurance in Vocational Education and Training as part of the quality assurance and evaluation framework for NFAEI management (Figure 2),

NFAE providers can use EQAVET as a "toolkit" and choose the descriptors and indicators that best match their quality management needs in educational activities [Profosvita, 2025].

The local system for ensuring and assessing the quality of education and educational activities among various providers of non-formal education may differ in the list of indicators and descriptors. However, the foundation for all those who provide academic services to NFAE learners should consistently be compliance with the provisions of the Standard and current legislation.

As shown in Figure 2, our proposed model assesses the quality of education and educational activities based on three components: assessment of external stakeholders (partners, grantors, investors, competitors, visitors to the institution's official website, etc.); assessment of internal stakeholders (staff and management of the higher education institution); and client assessment.

The Standard recommends adopting a process approach to establishing a quality management system. As a result, to conduct a quality assessment, we applied the factorial-criterion method, which is based on the principle of Bennett's hierarchical logical model (hereinafter referred to as Bennett's Hierarchy) [A. Onkka, 2018] This enabled us to analyze information about the process of providing educational services and to form a quality assessment that considers available resources, learning outcomes, and both input and output data, thereby offering insight into the short-term, medium-term, and long-term results of educational activities.

Using the Bennett Hierarchy allows the management staff of NFAEI to evaluate the quality of education and educational activities based on the EOMS principles outlined in the Standard, specifically: social responsibility, accessibility and impartiality, evidence-based decision-making, relationship management, improvement, and a process approach.

Table 2 shows an integrated evaluation model of the quality of educational activities at a non-formal adult education institution in Ukraine. It combines the principles of the EQAVET system with a factorial-criteria approach to indicators, organized according to the levels of the Bennett hierarchy.

**Table 2**

**An Integrated Evaluation Model of the quality of educational activities at a Non-Formal Adult Education Institution in Ukraine**

Bennett hierarchy	EQAVET stage	Indicators	Results
Inputs	Plan	Resources, strategic goals	Short-term results
Activities	Do	Evaluation of methods of providing educational services, methods of their implementation, and partnership programs	
Participation	Do	Customer and stakeholder engagement (including number of visits, frequency, etc.)	
Reactions	Check	Customer satisfaction level	
Knowledge	Check	The level of basic knowledge of the adult learners	Medium-term result
Attitude	Check	Evaluation of the learning and teaching process	
Skills	Check	Assessment of acquired skills	
Aspirations	Check	Assessment of the motivation of the adult learner	
Practice change	Act	Assessment of the application of acquired knowledge in practice	

Impact	Act	The level of impact of educational activities (educational program, course) on society, and the achievement of strategic goals	Long-term results
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Source: developed by the author

Thus, the expert evaluation of educational activities at an adult non-formal education institution, conducted by both external and internal stakeholders, based on the identified descriptors, enables an understanding of how well their expectations and needs are being met. Accordingly, this enables the NFAE provider's management to deliver an objective assessment of the quality of educational activity management. Considering the quality indicators of other management processes within the EOMS, it also enables the evaluation of the overall quality of NFAE institution management as a cohesive system.

**Conclusions.** The results of scientific research on the immanence of the quality of management of an institution of non-formal adult education in Ukraine, which are presented in this article, allow us to conclude that ensuring the quality of economic and managerial processes and its assessment at each stage of the provider's life is an internal necessity for the existence, development and maintenance of the institution's competitiveness in times of crisis.

The practical results of this study demonstrate that the system established within NFAEI by an educational organization, in accordance with the provisions of ISO 21001:2019 (ISO 21001:2018, IDT), contributes to enhancing the quality of its academic activities, social relevance, stakeholder trust, corporate culture, and performance indicators. The provider of non-formal adult education services has the right to adapt current international and national standards to fit the specifics of its activities. To ensure quality management of education and educational activities, the non-formal education institution identifies a list of indicators and descriptors that align with its development areas. Additionally, to assess the quality of education and educational activities, it is proposed that the non-formal adult education provider use a factorial and criterion method, which can be based on logical models, such as Bennett's hierarchical logic model. This enables compliance with the principles of the EOMS as outlined in the Standard, thus creating a reliable assessment of the quality of education and a clear vision of the short-term, medium-term, and long-term results of educational activities.

The proposed integrated evaluation model of the quality of educational activities in a non-formal adult education institution demonstrates the set and reveals the essence of internal factors that impact the process of providing educational services and the management of the non-formal adult education institution as a whole system. Thus, the immanence of the quality of management of a non-formal adult education institution manifests itself as a property inherent in the management system of an educational organization and determines its integrity and sustainability.

The research outlined in this article can provide a foundation for further exploration in the area of ensuring and assessing the quality of management of educational institutions in Ukraine.

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