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SUSTAINABLE FUNCTIONING OF EDUCATIONAL INSTITUTIONS BASED ON THE RISK-MANAGEMENT IMPLEMENTATION MECHANISM

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Abstract. The article considers the assessment of the effectiveness of the educational institution on the basis of the risk management implementation mechanism. Educational institutions have the right to independently establish the paths of their development, the methods and goals of their achievement, which has made them full-fledged subjects of a market economy. Increasing the freedom and independence of educational institutions has led to an increase in their responsibility for the results of their activities. Risk-oriented thinking enables the head of the educational institution to timely and competently detect risks, express their goals for managing them, establish ways to minimize them and build work to prevent them. The management process is effective if it meets the logic of the actual course of development, if the decisions made by the management entity are operational and meet the problem being solved, if the heads of educational institutions have the ability to assess the situation, predict risks and manage them.

Keywords: risk management; functioning; educational institutions; management strategy; prevention of managerial risks

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1. Introduction

Risk management is a rather complicated process, and when it is introduced into the work of the organization of the educational sphere, it is faced with the need to review the roles and responsibilities of managers and employees. Risk management is perceived as a linear process, not a system. When implementing risk management in an organization, clear, consistent commitments should be made, since this process is an integral part of management decisions and should not be separated from them (Garro, 2020).

The success of the implementation and development of risk management in educational institutions directly depends on senior management. The risk management strategy is being developed depending on the directions of the enterprise's activity (Khizhnyak, 2017). Realization requires reliable information; therefore, it is important to establish its exchange and include the process of collecting information about risks. Exchange of information with external stakeholders will give conclusions in terms of their perception of this risk. The point of view of the values, needs, problems of the organization may differ from internal understanding (Hoffmann, 2020; Korableva et al., 2018). This may provide new information that management had not previously suspected.

The determination of the necessary resources, powers and responsibilities should begin with the definition of the activities of processes, functions, services. After this, by determining the relationship between specific processes, activities, projects and activities, processes in the educational institution, it is also necessary to determine the methodology for assessing the importance of risk, as well as the criteria established at the beginning of the process and which will be reviewed on an ongoing basis after. It is also necessary to determine the sources of risk, the area of impact, events, causes and their consequences (Abounoori and Zabol, 2020; Akhmetshin et al., 2019; Yemelyanov et al., 2018; Girdzijauskaitė et al., 2019).

During the implementation of the risk management system, it is necessary to determine: the types and nature of the causes and consequences that may appear, and methods for measuring them; a method for determining the possibility (or probability); time limits of opportunity and its consequences; method of finding the magnitude of the risk; level of acceptable risk; the possibility of multiple risks and their combinations.

2. Methods

In order for the work of the risk management system to be successful, it is important to establish effective communications within the team on the separation of powers and responsibilities related to risk management, analysis skills, the ability to accurately measure benefits and costs. There are important differences between modern risk management and “traditional” risk management methods (Mitrofanov, 2018).

Firstly, this is the management system itself. The “traditional” approach does not have integrity: management is carried out in any single unit according to the functions performed by it. There is no consistency between units in this matter. The risk management system is characterized by avoiding fragmentation and replacing it with integration. Each employee is involved in the process, and the organization’s management, which refers to risk management as part of everyday work, manages the system itself.

Secondly, it is scale. The “traditional” approach focuses narrowly on a certain segment of risks, for example, financial. The risk management system, on the contrary, covers absolutely all types of educational organization activities.

Thirdly, the frequency of risk management. The “traditional” approach carries out risk management from time to time, from time to time, while the risk management system works continuously.

The following advantages of risk management can be distinguished in comparison with “traditional” methods of risk management:

- increase in the quality of information for making management decisions;
- elimination of the uncertainty factor in the implementation of educational and research activities;

- control over negative impacts, timely implementation of measures to reduce the likelihood of their occurrence and negative impact;
- improved planning, which allows timely use of favorable prospects, reduce negative impacts;
- saving resources;
- improving the relations between the parties involved in the process;
- support of the founders;
- growth of ratings and business image;
- control of production processes and the implementation of investment projects.

The implementation of risk management in educational institutions is hindered by the fact that they do not develop the necessary regulations and documents of an organizational and administrative nature, which complicates the analysis and control of risks. The head of the organization needs to prepare all the necessary documents to ensure reporting in a standardized form, as well as recommendations for its preparation (Zubachev, 2018). The main regulatory documents of the risk management of the educational organization should include:

- “Declaration of risk management”;
- “Guide to risk management”;
- “Risk Management Program”.

The main barriers that interfere with effective risk assessment in educational institutions are:

- lack of planning: often enough, the head of the organization makes decisions in a hurry, which makes the risk assessment inaccurate and incomplete due to the lack of necessary information and the impracticability of anticipating future problems;
- the use of short planning horizons: the leaders of educational organizations traditionally pay more attention to current planning, during which only existing risks can be identified;
- lack of high-quality (structured and ordered) relevant information;
- lack of qualified personnel, experience and methodological support (equipment and tools of analysis);
- difficulties in accurately assessing opportunities and risks, finding an appropriate balance between them, weighing, for example, financial and other risks;
- discomfort (in some cases due to the need to openly acknowledge the risk) when implementing risk management;
- the specifics of the management of educational institutions.

Part of the policy of the educational system, which is determined by a set of regulatory requirements, ways of fulfilling these requirements for members of the educational organization's team, should be the prevention of managerial risks. The goal is to minimize probable losses and losses.

Two different approaches are distinguished to the process of prevention of managerial risks, consisting in the development of tactics or programs to minimize managerial risk: information and integrative. The essence of the information approach is to orient the head of the educational organization on the cognitive nature of managerial decision-making. Awareness of the head of the educational organization should be based on the totality of information coming from both the external and internal environment (observation, surveys, interviews, questionnaires) of the organization and timely informing the person who makes the risky decision. The essence of the integrative approach is the inclusion of diverse approaches in the process of developing and making managerial decisions, and implementing the program (Dodgson, 2020; Hill, 2020).

The system of prevention of managerial risks in educational institutions may include:

- provision of the head of the educational organization with timely information;
- a steady increase in the competence of the leader through self-education and self-knowledge;
- creating a team that is able to solve problems professionally and constructively;
- the presence of a staff motivation system, that is, the creation of conditions for stimulating the activity and interest of members of the teaching staff in focusing on the necessary areas of development, in accordance with the goals of the educational organization;
- the presence of measures aimed at exercising control, which makes it possible to evaluate the effectiveness of management.

Prevention of managerial risk in the activities of a manager, in addition to his awareness of risk management processes, consists in a continuous increase in managerial competencies. That is why the management risk management system should be a continuous process of growth for the manager's qualifications and combined with diagnostics and forecasting, which ultimately not only minimizes management risks, but also significantly increases the effectiveness of management activities.

In educational institutions, it is important to consider hygiene conditions and other factors that influence the preservation of health and the development of a harmonious personality. An educational institution should take care of reducing the intensity of noise, bring color regulation, lighting to normal, review the layout of furniture, etc. It is important to create a favorable psychological climate in the team, you should also monitor the comfort of finding students in an educational institution (Domańska-Szaruga, 2020).

An example of health-saving technologies in education is the "technology of the liberated development of children", which was developed by physiologist V.F. Bazaar, when used, the indicators of child morbidity are reduced, the psychological climate in pedagogical and children's groups is improved, the public is actively involved in work to promote health, etc.

An example of the technology of psychological support of the study group is the methodology of M.Yu. Gromova and N.K. Smirnova, built on the principles of pedagogical psychotherapy and psychology of health (Smirnov, 2009). Its foundations include the active participation of the psychologist in the educational process, the

transformation of the psychologist into an important figure in the educational process, which is based on the principles of health conservation.

Thus, the specificity of educational activities makes significant adjustments to the organization of risk management in educational activities (Hilkevics and Semakina, 2019). This suggests that of the large number of risk identification, ranking and risk assessment procedures that exist today, not all can be used in the field of education, so they should be substantially redesigned for the needs of educational organizations. At the same time, those that can be implemented, in most cases, educational institutions use only in certain areas, and then fragmentary.

3. Results

The weak development of the risk management system in educational organizations, observed today, leads to an inadequate assessment of possible risks in the implementation of educational projects, which negatively affects not only the financial performance of the activities of an individual educational organization, but also the development of the entire educational sphere. Ignoring or fragmenting the use of risk management leads to such results that do not correspond to the amount of budget funds spent on improving the conditions for the provision of educational services. For educational institutions today there is a serious task of improving risk indicators, developing methods for collecting data, calculating risk indicators, assessing, and developing a methodology for eliminating (reducing). The indicators need to be linked with the identified risks, define limit values that will signal the need for measures to eliminate the emerging threats, develop a risk map / matrix and outline ways to optimize the risks in the institution. The risk management system should work on a regular basis, therefore, it is necessary to create regulatory documents to determine the main areas of activity of the risk management system, to appoint persons responsible for its implementation, to determine the controlling bodies and their powers. All this will increase the efficiency of educational institutions.

Table 1. Assessment of the risk level of educational institutions

No pp	Index	Code	Unit of measurement
1	Risk of budget deficit	Rfb	fraction of units
2	Weight coefficient	A	fraction of units
3	Risk of lack of other sources of funding	Rfr	fraction of units
4	Weight coefficient	B	fraction of units
5	Financial risk	Pf	fraction of units
6	Inadequately qualified faculty	Niqp	pieces
7	The total number of faculty	Np	pieces
8	Risk of lack of qualified personnel	Riqr	fraction of units
9	The number of missing high-speed access channels to information resources	Nnkd	pieces
10	The required number of high-speed channels of access to information resources	Ntkd	pieces
11	Weight coefficient	C	fraction of units
12	The number of missing literature	Nn	pieces
13	Required Literature	Nt	pieces
14	Weight coefficient	D	fraction of units
15	Inadequate Information Risk	Ririp	fraction of units
16	Number of missing equipment	Nno	pieces
17	Number of equipment needed	Nto	pieces
18	Weight coefficient	E	fraction of units
19	The amount of missing space for the educational process and research work	Nns	square meters
20	The amount of space required for the educational process and research work	Nts	square meters
21	Weight coefficient	F	fraction of units
22	Risk of lack of material and technical base	Rimtb	fraction of units

Source: Authors' research

The risk assessment (table 1) is perhaps best described as a disciplined common sense used in everyday life. With regard to educational institutions, we need to step back a bit and think about risk assessment and safety management in more detail, since we often deal with groups of adults and young people in situations that we do not encounter every day. Thus, a structured approach simplifies the task and helps us identify all potential risks.

Any risk assessment, which is a simple written exercise, is useless if the information is not used in the future. The important thing is that appropriate measures should be taken to identify problems. In some cases, the activity in the original format may need to be changed or stopped, and there should be no fear of moving forward. Stepping back and looking at what the organization is trying to achieve in the future, everything could be done differently.

This may be a change in the route, venue, additional training, an increase in the number of trained or properly trained employees. The score record should be in a format that is easy to read. Long, verbose risk prevention recommendations (Table 2) can be just as dangerous as not having a risk assessment. It is not easy to calculate the effectiveness of measures in connection with the problem of comparing costs and results in assessing economic efficiency, since the calculations are probabilistic in nature.

Table 2. Recommendations for reducing the risk level of educational organizations

Financial risk reduction	Reducing the risk of a lack of qualified personnel	Reduced risk associated with insufficient information resources	Reducing the risk of insufficient material resources
1. Increased budgetary funding for research	1. Increase in the number and duration of external internships and professional retraining of faculty	1. Purchase of the latest computers, IT and software	1. Purchase of new laboratory equipment
2. Introduction of new directions and training profiles	2. Growth in the number of intra-university seminars and training courses	2. The acquisition of new literature for the educational process and research work	2. Free receipt of additional production facilities for the educational process and research work
3. The increase in the cost of training	3. Transition to annual employment contracts with faculty	3. Writing outdated educational and scientific literature	3. Internal university renovation / reconstruction of production facilities for the educational process and research work
4. The increase in the number of budget places	4. Increasing the share of practicing teachers and / or leading specialists in business structures	4. The increase in the number of copyright electronic textbooks and scientific literature	
5. The increase in the number of students accepted on a paid basis		5. Providing access to leading Russian and foreign distance education bases	

Source: Authors' research

Given that the number of students increases as demand increases, the economic effect is not an absolute value. After all, one cannot say that students, for example, will always be stable.

Ideally, a decision on the outcome of future profits and non-transparent risks can be decided on the basis that it is rational for the firm as a whole (Gelai, 2019). But, one way or another, when analyzing the calculations of economic efficiency, we can conclude that these innovations are economic and their implementation is beneficial for the organization.

4. Discussion

The study showed that the introduction of a risk management system in the practice of an educational organization will ensure the unchanged development, increase the degree of soundness of managerial decisions in risk situations. For this, it is important to overcome the difficulties that are associated today with systemic gaps in the field of risk management of educational systems.

The specificity of educational activities makes significant adjustments to the organization of risk management in educational activities. Ignoring or fragmenting the use of risk management leads to such results that do not correspond to the amount of budget funds spent on improving the conditions for the provision of educational services.

The development of clear procedures to ensure proper risk management is necessary, as institutions bear responsibility for the quality of their services. The analysis of legislative changes in the field of the need to introduce a risk-based approach into the control and supervision mechanisms showed the importance of developing a methodological framework for managing the risks of implementing projects in education. The paper discusses the fundamental principles that can provide the features of such projects.

Conclusion

The study of the risk management system of educational institutions of higher education showed that the most significant risk of educational activity lies in the probability of deviation from the goal, the discrepancy between the actual result and the intended result, which is due to the conditions of the educational environment that exist objectively. These risks can be managed using the model proposed in the work, which will lead to an increase in the efficiency of the educational institution.

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