

ISSN 2410-4388

# Virtus

**SCIENTIFIC JOURNAL**

January,  
issue 40,  
2020

Published 10 times a year

Scientific Journal

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# VIRTUS

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#40, January, 2020  
published since 2014

2020



UDC 364.075.2

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## TRANSFORMATION OF FOREIGN EXPERIENCE AND PRACTICE OF STATE QUALITY MANAGEMENT OF EDUCATION IN HIGHER EDUCATION IN UKRAINE

*The article analyzes the current trends in the management of higher education institutions in Germany, Poland, the USA and Ukraine. The study found that reforms are currently under way in both Ukraine and Poland and Germany aimed at updating the higher education system and the organization of higher education institutions (HEIs), which focus on the development of the abilities and natural inclinations of future professionals, identification of gifted students, differentiation of their education, mobility of gifted students within the HLS, their country and the European educational space. It has been determined that a higher education system has been formed in Germany and Poland, covering both public and private property law. The quality of education in European countries is based on several areas, including: developing social partnerships and establishing relationships between the state, educational institutions, business and society; introduction of a model of public and public administration of higher education aimed at decentralization of management, self-government of education, socialization of HEIs and giving them autonomy; reduction of the controlling influence of the state on the higher education sphere and transition of ZVO to self-government, which violates the issues of training and development of professional education managers; the combination of the effects of external independent assessment and self-assessment of HEIs inherent in higher education in the US can become an effective mechanism for public administration to improve the quality of higher education in Ukraine.*

**Key words:** *higher education institutions, management, financing, budget of higher education institution, staff, students, quality of education, foreign experience, Poland, Germany, USA, Ukraine.*

**Formulation of the problem.** The management of higher education institutions in each country has its peculiarities due, on the one hand, to endogenous (internal) factors, namely its historical heritage, political and socio-cultural environment, levels of economic development, democratization, etc.

Of particular interest to us is the analysis of international trends in the management of higher education institutions. Studying the best practices, problems and achievements of foreign countries in the management of higher education enables, on the one hand, to understand their nature, nature, patterns, causes, peculiarities, etc. On the other hand, the analysis of the results of the Genesis and the current state of the quality management system of higher education in the HEI of Ukraine makes it possible to compare, compare the levels of development of the domestic system in the context of other countries of the world, ie in the international context. The analysis of foreign experience also allows us to identify weaknesses and advantages, perspective directions of development of the national system of management of higher education institutions, taking into account both positive and negative developments, the influence of certain social phenomena and on this basis it is reasonable to choose the most appropriate elements for its implementation of the state.

**Analysis of recent research and publications that address this issue.** The source of this article was a series of

scientific papers, publications of domestic scientists and researchers who, through the lens of various fields of science, have in one way or another explored aspects of the management and activity of higher education institutions and the provision of educational services to the public. The terminology of the research, conceptual foundations and theoretical problems of the development of institutions of higher education in the context of public administration and pedagogical science were studied by the authors in encyclopedic publications on public administration and pedagogy.

Higher Education Quality Factors and Conditions in V. Lugovyi researched Ukraine in the process of European integration, T. Tretyakova analyzed the concept of the quality of education, J. Grechko analyzed the peculiarities of public-public education management in Poland, I. Kuftirev researched the current tendencies of higher education in Germany, Poland and Ukraine next and more.

**Highlighting previously unresolved parts of the general problem the article focuses on.** The current stage of development of Ukraine as an independent and social state takes place in the conditions of socio-political and economic crisis and globalization of social processes, labor market and educational space, which prompts public authorities to find ways to optimize and modernize and improve the quality of higher education. The requirements for the professional training of higher education



professionals and the dissatisfaction with the modern quality of education have led to an analysis of current trends in the management of higher education institutions in Germany, Poland, the USA and Ukraine in order to transform the best international experience into the system of national higher education.

The purpose of the article is to explore the current trends in the management of higher education institutions in Germany, Poland, the USA and Ukraine and to make a comparative analysis.

Outline of the main research material with full justification of scientific results. As mentioned above, the quality management systems of education in each country have their peculiarities due, on the one hand, to endogenous (internal) factors, namely its historical heritage, political and socio-cultural environment, levels of economic development, democratization, etc. On the other hand, these peculiarities are determined by the influence of exogenous (external) factors, in particular the intensification of the processes of globalization that occur in almost all spheres of public life in the realities of today, the deepening of ties between nations and states through the processes of internationalization and integration, openness of economic integration, population flows and more.

Of particular interest to us is the analysis of international trends in the quality management of education in ZVO. Studying the best practices, failures and achievements of foreign countries in managing the quality of higher education enables, on the one hand, to understand their nature, nature, patterns, causes, peculiarities, etc. On the other hand, the analysis of the results of the Genesis and the current state of the quality management system of higher education in the HEI of Ukraine makes it possible to compare, compare the levels of development of the domestic system in the context of other countries of the world, ie in the international context. Analysis of foreign experience also allows us to identify weaknesses and advantages, promising directions of development of the domestic quality management system, taking into account both positive and negative developments, the impact of certain social phenomena and on this basis, to choose the most appropriate elements for its implementation in the territory of our country.

The present state mechanisms, tools used in the countries of the world to manage the quality systems of education in HSE, are, in the authors' opinion, of interest and may be useful for implementation in Ukraine for quality management of higher education.

1. *Establishment of accreditation agencies specializing in the evaluation of the quality of higher education and making recommendations for its improvement.* As evidenced by foreign practice, in most developed European countries, such agencies, which are wholly or partly independent of the educational institutions and their governing bodies, have positively proved themselves in terms of effective quality management of education in HEI.

2. *Centralization of public administration of the quality system of higher education,* which takes place in most developed countries of the West (except the USA and Germany), the implementation of state control over the quality of higher education, active use of control results to

improve the work of HEI and improve the quality of educational services.

3. *Internal audits (self-examinations),* which, in combination with other tools, are increasingly used to increase the objectivity of assessing HLS activity and the quality of education. The survey itself is conducted by the ZVO itself with external independent expertise.

4. *The transition from assessment of the quality of education by results to the definition of long-term programs of development and improvement of the activity of HEA.*

5. *Increasing the level and scale of research and putting their results into practice.*

6. *Strengthening the relationship between the quality control of higher education and the activities of civil society institutions, the business community and the labor market* [7, p.62-65].

Obviously, similar processes and trends in the development of higher education quality management are taking place in Ukraine, although some discord may be observed in their deployment, coverage and intensity.

The results of the analysis of foreign experience, comparison of basic principles, procedures, indicators of quality management of higher education in the developed countries of Europe, USA and Ukraine allowed to determine the prospects of using elements of foreign experience in domestic educational practice, which can be distinguished in such basic directions.

1. *Development of social partnership* – important in the context of improving the quality of education management in HEAs is the issue of networking, relationships and social partnership building. This mechanism is based on the philosophy of active involvement of the quality management department, other responsible structural subdivision of employers' employers, members of the public, the sphere of work of regional and municipal management bodies in the process of assessing the readiness of graduates of ZVO. The purpose of social partnership is to make joint efforts by all partners, to carry out their actions, activities aimed at solving educational problems, in particular, to protect the interests of citizens in state authorities, to find alternative ways of financing HEA, to invest in education of social partners, scientific and methodological support. education, joint development and completion of educational standards for vocational training, etc. This mechanism makes it possible to harmonize the processes of external and internal audit of the quality of the educational process.

In the context of the Bologna and European Integration processes being implemented in Ukraine today, the social partnership mechanism should be focused on enhancing the relations of the BSO with institutions, organizations and enterprises both domestically and abroad. A promising direction should be the expansion of cooperation between HEI of Ukraine with international organizations in various fields, in particular with professional associations of employers, with professional associations of quality management education and more.

2. *Decentralization of higher education management* giving greater autonomy to HEIs and, accordingly, increasing their responsibility for ensuring the quality of education. At the present stage of Ukrainian state-building, the priority of reforming public power in Ukraine is its



decentralization. After Ukraine gained independence, there were attempts to reform local self-government and formulate its optimal model. Having signed the European Charter for Local Self-Government in 1997, Ukraine has formally recognized decentralization and citizen participation in the management of essential elements of European normative understanding of democratic governance. Decentralization of governance in higher education involves the implementation of the principle of subsidiarity, which involves the delegation of discrete powers in this area, resources in sufficient amounts from higher to lower levels of government and directly to entities providing educational services. The state should minimize its interference with the provision of such services by focusing on prioritization, policy formulation and strategic decision-making in this area. There is a simultaneous increase of responsibility of self-government and educational institution for financial and personnel issues, training programs. PWDs have the right to organize their activities in close cooperation with their parents, depending on local conditions. And their leaders are responsible for internal organizational and didactic changes, working with educators, parents, and the public.

Improvements to the quality management system of higher education should be considered in the context of the Ukraine-2020 Sustainable Development Strategy [5], approved by the Decree of the President of Ukraine on January 15, 2015, whose strategic goal is to introduce European standards of living in Ukraine and to enter the country in the leading positions in the world. This direction of improvement coincides with the vectors defined in the Strategy [5]:

development – structural reforms that should lead to higher standards of living;

responsibility – ensuring that every citizen is guaranteed access regardless of race, color, political, religious and other beliefs, gender, ethnic and social background, property status, place of residence, linguistic or other attributes to a high quality education.

The [5] strategy provides for education reform and decentralization, which should transform the education system as well. The purpose of decentralization reforms is to move away from a centralized model of government in the country, in particular in the field of education, to implement the principles of subsidiarity, ubiquity and financial self-sufficiency.

The idea of decentralization of higher education management is supported by many domestic researchers (V. Andrushchenko, Y. Miroshnichenko, I. Kharchenko, S. Shevchenko, etc.). Yu. Miroshnichenko argues that the state needs to move away from direct, centralized regulation of ZVO activities by adopting a law that would set out the principles of carrying out educational activities in order to ensure the unity of the Ukrainian educational space and respect the ZVO of the rights of participants in the educational process. ZVO should be given the freedom to choose the strategy and tactics of their activity, and management should be carried out on the principles of independence and self-government [3, p.5].

2. *Implementation of the model of public and public administration of higher education* – public involvement management process aimed at decentralization of

management, self-government of education, socialization of HEIs and giving them autonomy. This model envisages the transfer of some of the powers from the sectoral CEB to public self-governing organizations, in particular the creation of the State Accreditation Commission of representatives of the state, HEA and employers.

Noteworthy is the experience of implementing this model in Poland, which has successfully combined its own educational management traditions with the positive experiences of other countries. This republic has accumulated considerable experience in decentralizing higher education management, which is in line with the provisions of the Bologna process and worthy of imitation in the process of education reform in Ukraine. The subjects of higher education management in Poland are ministers, public bodies (Main Council of Higher Education, State Accreditation Commission), individuals (Rector and heads of main organizational units), collegial (Senate, Convention, student and postgraduate self-governing bodies, Council of main organizational units). have broad powers that are governed by laws, charters, and regulations. Thus, the significant influence of the collegial bodies on the decision-making process limited the decision-making by the sole-management bodies, which testifies to the decentralized structure of the management of the higher education institution of the Republic of Poland and the broad autonomy of the ZVO. The main aspects of democracy were decision-making through discussions, freedom and appropriate governance tools. The right of MHs to form higher education institutions according to the needs of their region promotes public involvement in the management of the HEI, and brings the higher education closer to the local community.

Thus, the highest government officials in the management of education are the Minister of National Education and the Minister of Science and Higher Education, followed by the curator and local government. The Director (Rector) is the head of the ZVO. The public bodies operating in the educational institution are the parent and school councils, student, student and postgraduate self-government. It should be noted that the changes made in higher education are in line with the aspirations of the Bologna countries to form more transparent structures.

A characteristic feature of democratic relations within the framework of the Free Trade Law, internal decentralized management is the activity of public and collegial bodies. They all have the rights and authority to make decisions about the activities of their HEAs, to uphold the rights of their communities, and to cooperate with each other to solve certain problems. An important feature of public-public education management in the Republic of Poland is the involvement of a wide range of public and self-government in administration as an important condition for decentralization of administration and socialization of educational institutions, the connection of the development of higher schools with the needs of the region, the tendency of transition of student self-government into student and self-government. The peculiarity is that the representation of each community is independent, is selected by voting, and the quota of their membership is stipulated by the legal acts in the field of education, and in the case of PTA – by their statutes. If necessary, a proportional change of the quota of



the educational institution is allowed, which is stipulated by the regulation of internal activity. The positions of education curator and heads of all educational institutions are elected, and in HEI – heads of structural units. These changes are in line with the basic principles of the Bologna Declaration, which defines the importance of democratic changes in the higher education system while maintaining its own university and national traditions, the creation of more transparent higher education structures, the modernization of educational institutions, including the combination of autonomy and the responsibility of higher education institutions, real involvement of students to management.

These changes are in line with the basic principles of the Bologna Declaration, which defines the importance of democratic changes in the higher education system while preserving its own university and national traditions, creating more transparent structures of higher education, modernizing the HEI, in particular regarding the combination of autonomy and responsibility of higher education institutions, real involvement of student organizations management of ZVO.

The main features of public-public education management in the Republic of Poland are:

- abolition of the state monopoly on the establishment of educational institutions;
- decentralization of education management by expanding the powers of HEIs and LGs;
- increasing the controlling role of the public and expanding the powers of student self-government, strengthening the role of school boards;
- development of competition in the primary market for educational services;
- increasing the possibilities for experimentation, authoring educational innovations, expanding the use of authoring training programs;
- close communication of self-government with the school environment through collaboration, etc.

The aforementioned factors in the aggregate contributed to the intensive approximation of higher education in Poland to European educational norms and standards [1, p.10-12].

In view of the above in Ukraine, in our opinion, it is necessary to improve the state mechanisms of decentralization in the field of education management, tendencies towards institutionalization of relations of public organizations with state bodies of educational management; determine the place and role of public organizations as subjects of public-public management of education, formulation and implementation of educational policy, outline the forms of interaction with the state.

3. *Reduction of the controlling influence of the state on the higher education sphere and transition of ZVO to self-government*, which raises the issue of training and development of professional education managers. In the field of higher education, the management staff and highly professional managers should be provided on an ongoing basis. With the transition to market relations and increased competition among providers of educational services, the introduction of new, more effective methods of managerial decision-making, modern technical means of processing and preservation of information, which requires increasing the professionalism of management personnel [2, p.101].

To date, in Ukraine, there are insufficient measures being taken to train HEI leaders (rectors, pro-rectors, deans, heads of departments). However, in recent years, there have been some changes in this direction, so many universities have opened the specialties of the Master's program «Education Management», «Management of educational institutions», conducted training courses in the field of educational management for HEIs, significantly increased the interest of scientists to use innovative methods of management activity.

4. *Diversification of sources of ZVO financing*. According to foreign experience, such extrabudgetary financing enables ZVO to increase the level of research work, to update the institutional material base, to introduce innovative educational technologies and so on. The key to the success of the ZVO development should be the investment of business structures in research activities [4].

5. *The combination of the effects of external independent evaluation and self-assessment (internal quality management system) of HEA*, which is inherent in higher education in the United States, can become an effective mechanism for public administration to improve the quality of higher education in Ukraine. The value of implementing the mechanism of integrated assessment of the quality of higher education, which is based on the relationship of self-assessment of HEA and the evaluation of its activities by external experts, emphasizes M. Frazer, who believes that "in this sense, quality is seen as a process of continuous focus on improvement, which are important components there are estimates of internal and external" [8, p.16-21].

External evaluation of HEAs is carried out by independent national bodies (agencies), to which the state partially delegates the functions of monitoring and control over the quality improvement of higher education. National standards of quality of higher education are determined in accordance with established internationally recognized standards and approved by the relevant legal act. Establishing independent national agencies will help to weaken the impact of academic standards, strengthen public oversight of HEA activities, and guarantee the training of professionals to meet the needs of today's labor market through the involvement of employers, members of the public and other stakeholders.

The strategic goal of the quality management system of the HEI education should be its continuous improvement and formation of a quality culture. Developing synergies between external experts and HLS contributes to improving the quality of education through the exchange of information resources, research findings, best practices and more. With the increase of professionalism of independent experts in the quality management system of HEA, the need for external monitoring of the quality of education decreases and becomes advisory.

According to the authors, the foreign experience in the state management of the quality of education and the possibility of its transformation into higher education institutions of Ukraine should be directed to:

- developing social partnerships and establishing relationships between the state, educational institutions, business and society;

- introduction of a model of public-public administration of higher education aimed at decentralization of management,



self-government of education, socialization of HEIs and giving them autonomy;

reducing the controlling influence of the state on the field of higher education and the transition of the HEA to self-government, which raises the issue of training and development of professional education managers;

diversification of the sources of ZVO financing, as foreign experience clearly shows, such extrabudgetary financing enables the ZVO to increase the level of research work, to introduce innovative educational technologies, to update the institutional material base, etc.

**Prospective direction for further research.** Scientific research on improving public administration of quality of education in higher education institutions should lie in several key areas: developing mechanisms to implement a dual model of education; improving the professional and scientific level of scientific and pedagogical staff; cooperation between the state and business in training the necessary professional staff for the labor market.

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### ТРАНСФОРМАЦІЯ ЗАРУБІЖНОГО ДОСВІДУ ТА ПРАКТИКИ В ДЕРЖАВНЕ УПРАВЛІННЯ ЯКІСТЮ ОСВІТИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ УКРАЇНИ

У статті проаналізовані сучасні тенденції управління закладами вищої освіти в Німеччині, Польщі, США та Україні. Дослідженням з'ясовано, що на даний період як в Україні так і в Польщі та Німеччині тривають реформи, спрямовані на оновлення системи вищої освіти та організації навчання у закладах вищої освіти (ЗВО), які акцентують увагу на розвитку здібностей і природних задатків майбутніх фахівців, виявленні обдарованих студентів, диференціації їх навчання, мобільності обдарованих студентів у межах ЗВО, своєї країни та європейського освітнього простору. Визначено, що в Німеччині та Польщі сформувалася система вищої освіти, яка охоплює ЗВО державної та приватної форми власності. Якість освіти європейських країн базується на кількох напрямках, серед яких: розвиток соціального партнерства та встановлення взаємозв'язків між державою, закладами освіти, бізнесом та суспільством; запровадження моделі державно-громадського управління вищою освітою, спрямований на децентралізацію управління, самоврядування освіти, усунівлення ЗВО та надання їм автономії; зменшення контролюючого впливу держави на сферу вищої освіти та перехід ЗВО до самоуправління, що порушує питання підготовки та розвитку професійних менеджерів освіти; посилення ефектів зовнішнього незалежного оцінювання і самооцінки ЗВО, яке притаманне вищій освіті в США, може стати дієвим механізмом державного управління з підвищення якості вищої освіти в Україні.

**Ключові слова:** заклади вищої освіти, управління, фінансування, бюджет закладу вищої освіти, штат викладачів, студенти, якість освіти, зарубіжний досвід, Польща, Німеччина, США, Україна.



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website: <http://www.pedagogiemoderne.com>

Signed for printing 31.01.2020.  
Format 60×84 1/8. Paper offset. Font Times.  
Offset printing. Conventional printed sheet 31,3. Publisher's sheet-copy 31,3.  
Circulation 500 copies. Order 30 fl.

Printed PE Shpak V. B.  
The certificate on the state registration B02 No. 924434 from 11.12.2006  
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