

Vocational Training of Education Administrators under Master's Degree Programs in Ukraine

Vadym Lunyachek

*Kharkiv Regional Institute of Public Administration of the National Academy of
Public Administration under the Office of the President of Ukraine*

crossref <http://dx.doi.org/10.5755/j01.ppa.14.1.10152>

Abstract. *The paper analyzes the history of establishing vocational training of managerial personnel for education management in MS programs in Ukraine within the specialities: Educational Institution Management, Public Administration (specialization: Education Management), Public Administration in Education. It provides chronology of its emergence. Emphasis is placed on the key role played by training in the Educational Institution Management speciality. The paper also outlines the most recent period of higher managerial education development in Ukraine. The work analyzes the corresponding curricula and syllabi, makes propositions as to enhancing the academic process in Master's programs. It illustrates the changes happening at higher educational institutions after Ukraine has joined the Bologna Process in 2005. The author points out that the processes of managerial personnel vocational training in Master's degree programs has emerged significantly following the adoption of the new Law of Ukraine On Higher Education in 2014.*

Keywords: *curriculum, Public Administration specialty, Master degree, managerial personnel for education, vocational training, syllabus.*

Raktažodžiai: *studijų programa, viešojo administravimo studijų programa, magistro studijų programa, švietimo vadovaujantis personalas, profesinis rengimas, dalyko programa.*

Introduction

Sustainable development of Ukraine as a European country is possible under creation of efficient education system. Over the years of its independence many efforts were made on the legislative, organizational, methodological, and other levels to provide conditions for preparing a new generation of administrators for this system. Training under Master's degree programs plays an important role in this process. In Ukraine such education is provided in the following specialities: Educational

Institution Management (EIM), Public Administration (specialization; Education Management) (PA sEM), Public Administration in Education (PAE). The key part here belongs to training in the EIM speciality that is most popular. At the same time, training in this speciality is primarily meant for administrators of secondary and vocational educational institutions, while the PA sEM and PAE specialities are mostly oriented to educating administrators ranging from district to national level. Yet, the need for innovative development of Ukraine, and the expectations of people after the Revolution of Dignity have set up new requirements for the quality of training of professionals for education management because the state of education in the country directly influences its economic development and, as a result, the standard of living there. A retrospective review of vocational training of education administrators helps to work out relevant approaches for enhancing this process.

The purpose of this paper is to determine the historical, organizational, and content aspects for establishment of new specialities: Educational Institution Management, Public Administration (specialization: Education Management), Public Administration in Education as an elements of education administrators' preparation for managerial activity.

Literature review

In the CIS countries vocational training in Master's programs is addressed in the works of V. Bereka, I. Bulakh, M. Hrynova, S. Kalashnikova, O. Melnykov, O. Obolenskyi, V. Senashenko, I. Teleshova, V. Khalin and others [2; 4; 10; 13; 18–20; 23]. However, when analyzed, these and other scientific sources prove to be lacking in terms of works devoted to vocational training of education administrators in Master's programs. The quality of training of specialists studying to obtain a Master's degree also requires further investigation.

Contemporary labor market sets new requirements for higher education graduates. Yu. Sukharnikov points out that in the context of the Bologna Process professional readiness for the labor market consists in the graduates' ability to apply the body of knowledge, skills, competences, and take advantage of their personal traits for successful career advancement in the chosen profession and expansion of employment opportunities [22]. Vocational training of education administrators is not an exception as these are the professionals directly responsible for the quality of educational services provided in Ukraine. V. Andrushchenko says he is under the impression that, besides intellect and high science, mere literacy remains an undesired, practically effective force outside the state building process [1].

To see how well the matter under study has been investigated scientifically, I have scrutinized the topics covered in the dissertations defended in Ukraine and addressing vocational training of Master's degree-holders in particular specialities. It is worth pointing out that the aforementioned topics in the speciality of Pedagogical Sciences are presented in a limited number of works. For instance, O. Boiko studied how readiness for managerial activities is cultivated in future Masters in military and social management [3]. V. Pavlova investigated how Master's and postgraduate

students in the Humanities related specialities are trained to apply mathematical statistics tools [14]. R. Tsokur explored the professional self-development potential in higher school teachers-to-be trained in Master's programs [25]. V. Bereka analyzed the theoretical and methodological foundations of vocational training of Masters in education management [2].

Contemporary scientific literature quite extensively covers the general theoretical issues of vocational training of Master's degree holders. As for CIS scientists, they regard the above mentioned problem as a pre-condition for reforming higher education in the Bologna Process context. They primarily focus on organizational rather than content aspect in training specialists under Master's programs. I addressed this matter in one of my previous papers.

I. Bulakh, like some other scholars, regards the system of higher education in Ukraine as a structural element of a step education system and considers it to have its specific goals. The main goal-shaping subjects in the structure of goals of higher vocational education in Ukraine is believed to be the world community, society, work [20, p. 41]. M. Dudka believes that having undergone considerable transformations, the system of higher education has acquired a new quality: it has given up the monoideological scheme in structuring the educational process, liberated the system from the activity carried out by the organizational structures of political parties, created and keeps developing the private sector of higher education; the one-channel funding system has been legislatively abolished; new forms of education quality control (licensing, attestation, accreditation) have been introduced; the principles of autonomy and academic freedoms of higher educational institutions have been declared; education management has been democratized; educational institutions and curricula have been diversified; higher education has been regionalized and universalized [6, p. 151].

According to M. Zhurovskiy, Minister of Education and Science of Ukraine in 1994-1999, Ukraine in fact began implementing the step education system before many European countries, but failed, however, to resolve the important structural problems remaining from the past centralized economy and those arising during the independence years due to the transition period peculiarities [8, p. 368]. Elaborating further on the thought, V. Kremen, Minister of Education and Science of Ukraine in 1999-1999, stresses the necessity to diversify the systems, educational institutions and curricula in order to comply with the requirements of the time [9, p. 208-217].

B. Yakymovych emphasizes that coordinators of Master's degree majors point out primarily the danger of the inertia characteristic of the traditional approach to organizing the academic process, which originates from excessive higher school conservatism, as well the habit of university schools and departments to stick to the "old" system of training. [27]. O. Hryshko agrees with this point of view too, but specifies that training a Master's program student differs from training a Bachelor's and Specialist's program student due to the fact that Master's program students are professionals characterized by unconventional thinking, the ability to

comprehensively and flexibly perceive new information, synthesize the necessary ideas, dynamically resolve relevant problems, etc. [5, p. 561].

V. Senashenko and some other scholars believe that the principal directions in enhancing education quality of Master's degree programs must lie in the following: improving the organization of Master's program students' independent work, seeking out efficient forms of research organization within Master's programs, raising the level of theoretical training of Master's program students [19]. S. Shevchenko points out that fulfillment of the government obligations Ukraine undertook by joining the Bologna Process brings into the foreground the necessity to work out a new system of public control and evaluation of quality of higher educational institutions' activities, the criteria to be applied in public monitoring [26].

At the same time, higher education in Ukraine is expected to fundamentally change after the new Law of Ukraine On Higher Education was passed in 2014 [16]. It had been prepared with regard to the best world practices. In the meantime there are problems with its implementation into the system of higher education considering the military, political, and economic situation in present-day Ukraine.

History of education managerial personnel training

Preparing managerial personnel for education in the Soviet Union times had its particular features. S. Mishutin and some other scholars write that in the USSR, where public and party hierarchy were practically inseparable, it was the Higher Party School (HPS) at the Central Committee of the Communist Party of the Soviet Union that was responsible for personnel training. The HPS was created on the basis of Ya. Sverdlov Communist University opened in 1918. Training at the HPS was very laborious. One instructor taught on average six students. The total number of students did not exceed 800 (term of training: two years) [11]. There existed "soviet party schools" on the territory of Ukraine, too. The history of their establishment and activity finds reflection in S. Siropolk's monograph [21, p. 734-737].

In late 1980-s – early 1990s the leading higher educational institutions of the USSR, and after 1991 those of the independent states, including Ukraine, started to actively seek out ways to revamp the higher education content. Since 1992 a Ukrainian Master is an educational and qualification level of an expert who, based on the previously obtained Bachelor's or Specialist's qualification, has acquired advanced special skills and knowledge of innovative nature at a higher educational institution of the IV accreditation level. He or she is experienced enough in applying those skills and knowledge, and using them to generate new knowledge in order to resolve professional tasks and to fulfill his or her duties in a particular field of economy, industry, science, technology, education, and culture. The program of training provides its graduates with knowledge and skills required for carrying out research, teaching, and studies. Master's attestation paper is a qualification work that is an account of the independent scientific studies executed under the supervision of the academic advisor [7, p. 468].

The processes mentioned above are happening in the context of the world transformations in the system of higher education aimed at introducing a two-step Bachelor-Master educational system. Fulfilling its international obligations in this direction, Ukraine has faced the necessity to conduct additional investigation as to scientific, theoretical, and methodological support in the process of training under Master's programs, while organizing this process in conformity with the best international examples and accounting for the national peculiarities. In present-day Ukraine, unlike in many developed countries of the world, a Master's degree is not a pre-requisite for being appointed to an administrator in education, which significantly affects the level of their managerial competence. While taking into account that today's administrators gained Master's degrees mostly upon graduation from higher pedagogical educational institutions (speciality: Educational Institution Management) or the system of the National Academy of Public Administration attached to the Office of the President of Ukraine (speciality: Public Administration (specialization: Education Management), Public Administration in Education), let's have a retrospective review of the development of these two areas.

Order of the President of Ukraine No. 398/95 as of May 30, 1995 On the System of Training, Retraining, and Vocational Advancement of Public Servants created the Ukrainian Academy of Public Administration attached to the Office of the President of Ukraine (UAPA) that evolved from the Institute of Public Administration and Self-Government at the Cabinet of Ministers of Ukraine. According to this document, the UAPA was included to the system of executive bodies to ensure public servants' training and retraining. The Order also reorganized Dnipropetrovsk Branch of the Institute of Public Administration and Self-Government at the Cabinet of Ministers of Ukraine into a branch of the Academy of Public Administration. Order of the President of Ukraine No. 824/95 as of September 11, 1995 On Creation of Lviv, Odesa, and Kharkiv branches of the UAPA created the said branches. Thus, a Master's program in public administration was created at the UAPA and its structural subdivisions. The program provided for training of Masters in education management, too.

The UAPA graduated its first Masters in 1996. The first Master's diplomas in public administration were awarded to 147 students. Respectively, the first graduation of Masters in public administration at Dnipropetrovsk Regional Institute of Public Administration took place in 1996; at Lviv, Odesa, and Kharkiv Regional Institutes – in 1997. It is worth mentioning that preparing Masters in the speciality Public Administration in Education was possible only at the NUAPA (Kyiv), while the specialization Education Management within the speciality Public Administration was available both at the UAPA and Kharkiv Regional Institute of Public Administration of the UAPA (Kharkiv). The first Masters in public administration within the specialization Education Management graduated in 2004, within the speciality Public Administration in Education – in 2011. At the same time, the total number of graduates fails to satisfy the needs of the present time and requires an increase.

This is also when Master's degree training programs are being created in the speciality Educational Institution Management. This is mostly happening at higher pedagogical educational institutions. Today this speciality is introduced in 26 higher educational institutions of Ukraine.

Education managerial personnel training: current situation

Let's look into the training of Masters in EIM on the example of the following higher educational institutions of Ukraine: H. S. Skovoroda Kharkiv National Pedagogical University (Skovoroda University), Ukrainian Engineering Pedagogical Academy (UEPA), Republican Higher Educational Institution Crimean Humanitarian University (CHU), A. S. Makarenko Sumy State Pedagogical University (SSPU).

One of the first to start training managerial personnel for education management was Skovoroda University. In 1990, as an experiment, the University opened a special school for retraining in the speciality Education Organizer upon completion of which the students gained the qualification of education organizer. In 1999 a license was granted for providing educational services on the level of qualification requirements for retraining specialists within the Management major in the speciality Education Management with the licensed admission quota totaling 50 students. In 1999 the speciality Education Management was replaced with the speciality Organization Management. In 2000 the speciality (Education) Organization Management was accredited; in 2001 the speciality Educational Institution Management was licensed that was accredited in 2002.

Skovoroda University has been training full-time and part-time students in Master's programs in the speciality Educational Institution Management since 2001. Training is provided on a contract basis with the licensed quota of 100 people. The coefficient of the number of applications per one place does not exceed 0.7. The relation between full-time and part-time students is approximately 1:1. While reviewing Master's programs in the speciality Educational Institution Management at the Ukrainian Engineering Pedagogical Academy, it is worth mentioning the viewpoint of its President and other scholars who believe the need for training in this speciality arises from the following:

- the changing and improving conditions and nature of the administrators' activity;
- the competition between educational institutions in the age of market relations;
- the changing forms and methods of control intended to ensure supporting and anticipatory control, enhance its competence, shift the emphasis to the end result;
- introduction of new managerial ethics: partnership and equality based relations, giving up declarative communication and trivial care;
- optimization of organizational and managerial structures, etc. [24].

The normative term of Masters' training determined by the educational-professional program and curriculum is one year of full-time and part-time studies. It is worth accentuating that part-time studies have been recently a preferred form of training. The licensed quota as a rule does not exceed 50 students. The first graduation of Masters took place in 2007.

As for A. S. Makarenko Sumy State Pedagogical University and the Republican Higher Educational Institution Crimean Humanitarian University, Master's programs here were developed in a similar fashion and oriented towards training managerial personnel in education in Master's programs for the particular region of Ukraine. The first graduation of Masters at Sumy University took place in 2003, at the Crimean Humanitarian University – in 2008. The number of Master's graduates from these institutions is relatively small and does not exceed 50-70 students per year in each institution.

According to the requirements of the new Law of Ukraine On Higher Education, a Master is an educational level acquired on the second level of higher education and awarded by the higher educational institution provided the student has successfully completed the corresponding curriculum. The Master's degree is obtained in the educational and vocational or educational and scientific programs. An educational and vocational Master's program totals 90-120 ECTS credits, an educational and scientific Master's program totals 120 ECTS credits. The educational and scientific Master's program obligatorily includes a research component constituting at least 30% thereof. The term of training in such programs is at least two years [16].

All in all, since the first Master's programs preparing the managerial personnel for education emerged, the content of education has undergone significant modernization. The scope of the studies covered the curricula for training students in the specialties Educational Institution Management, Public Administration (specialization: Education Management), Public Administration in Education over the whole period of their existence. During the time frame analyzed the number of hours in the speciality Educational Institution Management remained practically unchanged (used to be 2,154 hours, now – 2,160).

It should be noted that in nowadays the normative constituent of the curricula at pedagogical higher educational institutions does not provide for academic disciplines meant to directly tackle the problems related to education quality management. As for the variable constituent of the curricula, it consists of the academic disciplines that are similar on the whole. The comparative analysis of the variable constituent of the curricula at pedagogical higher educational institutions studied within the framework of this paper is presented in Table 1. It shows that the approaches to shaping the variable constituent of the curricula are quite diverse resulting in different sets of competences acquired, and consequently affecting the overall competence.

Table 1. Variable constituent of curricula in speciality *Educational Institution Management* at some pedagogical higher educational institutions of Ukraine

SN	Institution Name	Academic disciplines constituting the variable constituent of the curriculum
1.	H. S. Skovoroda Kharkiv National Pedagogical University	<ol style="list-style-type: none"> 1. Higher education and Bologna Process. 2. Fundamentals of management. 3. Methodology and methods of scientific research. 4. Marketing at the market of educational services. 5. Education manager's automated working place. 6. Modern information technologies. 7. Innovation management. <p><i>Academic disciplines at the student's choice</i></p> <ol style="list-style-type: none"> 1. Pressing issues of secondary & higher school didactics. 2. Specifics of managing educational institutions of various types and forms of property. 3. Theory and practice of character building and systems thereof.
2.	Ukrainian Engineering Pedagogical Academy	<ol style="list-style-type: none"> 1. Control in the system of education. 2. Fundamentals of conflictology. 3. Methodology, methods, and tools of educational institution management. 4. Fundamentals of the system and system approach to education. 5. Education system in Ukraine and educational standards. <p><i>Academic disciplines at the student's choice</i></p> <ol style="list-style-type: none"> 1. Fundamentals of scientific research in education.
3.	Republican Higher Educational Institution Crimean Humanitarian University	<ol style="list-style-type: none"> 1. Educational institution management. 2. Comprehensive secondary educational institution management. Scientific (administrative) consultation. 3. I-II accreditation degree higher educational institution management. Organization design. 4. III – IV accreditation degree higher educational institution management. Theory and decision-making. <p><i>Academic disciplines at the student's choice</i></p> <ol style="list-style-type: none"> 1. HR management. 2. Educational institutions as objects of management. 3. Organizing work of educational institutions. 4. Innovation technologies in education. System of education in Ukraine.
4.	A. S. Makarenko Sumy State Pedagogical University	<ol style="list-style-type: none"> 1. Innovation management in education. 2. Modern theories of managerial activity. 3. Intellectual property. 4. Marketing in education. 5. Pressing issues of secondary and higher school didactics. <p><i>Academic disciplines at the student's choice</i></p> <ol style="list-style-type: none"> 1. Educational technologies. 2. Modern information technologies and manager's automated working place.

Looking into the changes in the academic disciplines within the variable constituent over time proves them to be insignificant. Let me illustrate this with an example of Skovoroda University presented in Table 2.

Table 2. Dynamics in the curriculum variable constituent in the speciality *Educational Institution Management* on the example of H. S. Skovoroda Kharkiv National Pedagogical University

2000-2005	2006-2014
<ol style="list-style-type: none"> 1. Fundamentals of management. 2. Computer technologies in educational institution management. Information technologies in education. 3. Academic and character-building process management. <ol style="list-style-type: none"> 3.1. Academic process management. 3.2. Character-building process management. 4. Pedagogical expert appraisal of the activity results. 5. Methodology and methods of scientific research. Research and experimental work at educational institutions. Pedagogical qualimetry. <p><i>Academic disciplines at the student's choice</i></p> <ol style="list-style-type: none"> 1. Marketing at the market of educational services. 2. Fundamentals of conflictology. 3. Game technologies in educational institution management. 4. In-school management system design. 5. Healthy life-style organization 	<ol style="list-style-type: none"> 1. Higher education and Bologna Process. 2. Fundamentals of management. 3. Methodology and methods of scientific research. 4. Marketing at the market of educational services. 5. Education manager's automated working place. 6. Modern information technologies. 7. Innovation management. <p><i>Academic disciplines at the student's choice</i></p> <ol style="list-style-type: none"> 1. Pressing issues of secondary and higher school didactics. 2. Specifics of managing educational institutions of various types and forms of property. 3. Theory and practice of character building and systems thereof

The Table shows that the variable constituent has been supplemented with the disciplines “Higher Education and Bologna Process” and “Innovation Management”. Some topics within these disciplines produce a positive though unsystematic effect on shaping the manager’s competence. At the same time, it is hardly a good thing to have excluded the following disciplines from the curriculum: “Pedagogical Expert Appraisal of the Activity Results”, “In-School Management System Design”, “Pedagogical Qualimetry”.

The scientific and methodological complexes in separate subjects of the variable constituent of the curricula in the speciality Educational Institution Management were analyzed as well. Those were “Fundamentals of Management”, “Innovation Management”, “Control in the System of Education”, “Organization Management”, “Organization Theory”, etc. I should point out that the purpose stipulated in all the instances was irrelevant to developing a particular competence and therefore the integrated competence within the corresponding competence model.

Moreover, internships (practices) of students require more attention. Practical training plays a significant part in acquiring an integrated competence of a Master's program graduate. Today students undergo practical training primarily at the working place, which is inappropriate. Its term is shorter than that in similar specialities at universities of developed countries of the world. As for the speciality Public Administration, the overall academic load increased from 1,731 hours in 1999 to 2,306 hours in 2000. After that the academic load went up again to reach 2,700 hours in 2001-2003. In 2004-2006 the overall academic load dropped to 2,100 hours. Today it totals 2,700 hours (90 credits) again and is provided for in the normative documentation.

The analysis of the variable constituent of the Master's curriculum in the specialization Education Management allowed to define the following tendencies. First, the period till 2002 was marked by content searches in terms of the list of the academic disciplines in the specialization. For example, the enrollees of 1999 were taught six subjects: Art of Business Communication, History of Education Management in Ukraine, Business Rhetoric, Practices of Education Management in Foreign Countries, Psychology of Educational Management, Management of Scientific and Technological Sphere. In 2002 the list of the academic disciplines considerably changed to include the following subjects: Public Policy and Administration in Education, Theory and Organization of Education Management, Educational Institution Management, Political and Legal Foundations of Education Management, Financial and Economic Foundations of Education Management. The contemporary configuration of the curriculum for the students trained in the speciality Public Administration (specialization: Education Management) became effective in 2004 and consists of the following subjects: Theory and Organization of Education Management. Educational Institution Management, Public Policy and Administration in Education, Education Quality Management, Financial and Economic Foundations of Education Management.

Significant changes occurred in the list of the elective disciplines. If in 2002 there were 15 such disciplines, including two (13.3%) offered within the specialization Education Management: Art of Business Communication, (27 hours), Private Education Management (27 hours). In 2004 the situation was different. The number of elective subjects increased from 30 in 2004 to 42 in 2009. At the same time the number of education-oriented disciplines at first remains unchanged and consists of Marketing in Education (60 hours) and Higher Education and Bologna Process (60 hours) in 2004 and 2005. And this is considering the fact that their share in the total number of disciplines dropped to 6.7%. In 2006 there is only one elective discipline left – Higher Education and Bologna Process – constituting 2.4% of the total number of elective disciplines.

The speciality Public Administration in Education, if compared to the speciality Public Administration (specialization: Education Management), has an extended set of disciplines. Besides the ones mentioned above, it teaches HR Management in Education, Psychology of Education Management, Educational Policy: Development,

Implementation, Analysis and other subjects. To see the full list, please visit the website of the National Academy of Public Administration attached to the Office of the President of Ukraine in the Academics section [12].

The analysis of the syllabi of the academic disciplines in the speciality Public Administration proves that before 2002 the National Academy of Public Administration attached to the Office of the President of Ukraine provided only guidelines used to create academic programs. Proceeding from the aforesaid, at that time there are certain distinctions in the content of the Master's programs in public administration taught at the NAPA and those taught at the regional institutes of public administration. More consistent work begins in 2002 when the NAPA issues a unified compendia comprising the Provisions on training Master's degree holders in public administration and the Program of academic disciplines in the speciality Public Administration [15]. It should be emphasized that analysis of the curricula and programs of the NAPA Kharkiv Regional Institute over the period from 1996 to 2001 proves that there are no academic programs in the speciality Education Management. Separate topics related to education development are covered within the framework of the module Social and Humanitarian Policy [17].

In 2002 Ukraine witnessed significant structuralization of Master's programs. The academic modules of the program consist of normative disciplines, specialization disciplines, elective subjects and special courses. The normative modules are 22. They are compulsory for all students to study. The program provides for the students' specialization in the vocationally orientated spheres of public administration through corresponding transformation of the content constituent. The fundamental training ensures acquisition of the program material in all the normative disciplines, and the academic subjects within the seven elective modules of specialization. Specialization occurs through mastering one of the specialized courses of the academic disciplines, including the course Education Management. Besides, each student chooses four elective modules and one special course from the overall number of the proposed ones [15, p. 5]. During the same period the main tasks of the discipline "Education Management" are shaped to include:

- cultivating a new generation of educational administrators able to contribute to modernization of the national education system while enhancing its efficiency to comply with the world standards, educational needs of society, state, individual citizens;
- preparing for the professional activity as public servants employed in the sphere of education management;
- defining the main directions in creating a competitive educational system in Ukraine.

The developers of separate specialization modules are M. Ivashov, O. Ivanytska, S. Kalashnikova, L. Karamushka, S. Krysiuk, V. Luhovyi, O. Liashenko, S. Maiboroda, N. Protasova [15, p. 290–317]. As for evaluating the program material acquisition level of the students enrolled in the Master's programs, this finds reflection in the programs training for the qualification level of a Master in Public

Administration beginning from 1998. The basis for evaluation is written testing of students. Routine and summarizing rankings are also provided for. In 2001, after the Provisions for module control at the National Academy of Public Administration attached to the Office of the President of Ukraine were adopted, organization of module control and evaluation of students' knowledge was subject to significant systematization [15, p. 9–12].

In 2005 the National Academy of Public Administration attached to the Office of the President of Ukraine starts using a scale that takes into account the ECTS grades. Since 2006, when the Temporary Provisions for academic process organization at the NAPA were implemented, the ECTS grading scale has been effective at the Academy and its structural subdivisions. One of the key conditions for training Masters in the specialities Educational Institution Management, Public Administration (specialization: Education Management), Public Administration in Education is ensuring quality in accordance with the requirements of European higher education. The system of quality control existing in the corresponding higher educational institutions consists mainly in internal evaluation and that carried out within the licensing and accreditation procedures. At the same time, a pressing problem is implementation of procedures for external evaluation primarily of the students' knowledge quality. This evaluation must be carried out by independent evaluation centers with the results accordingly announced.

I believe the problem defined above is a key one in enhancing higher education quality in Ukraine. Certain positive steps in this direction have been made to comply with the new Law *On Higher Education*. Namely, Section 5 of the Law "Higher Education Quality Evaluation" provides for creation of a National Agency responsible for ensuring higher education quality and independent institutions for evaluating and ensuring higher education quality [16]. I can also completely agree with I. Tielieshova who emphasizes the requirements for updating content-based training of contemporary administrators, which is only possible based on the new concept of curriculum-building:

- firstly, the block principle of mastering disciplines related in terms of final academic goals;
- secondly, consecutive return to the courses studied before (from entrance courses through intermediate to advanced ones), but with a deeper level of teaching and more sophisticated tools;
- thirdly, constant implementation of new courses into the curriculum and continuous update of the content of the traditional disciplines [23].

Conclusion

1. Ukraine has been professionally training education administrators under Master's programs for a bit more than 20 years. At the same time, the majority of pedagogical higher educational institutions have been engaged in this activity for less than 10 years. Master's programs in the corresponding specialities are in need of modernization. It is urgent that the variable constituent of the curriculum be extended

through developing alternative elective academic courses while taking into account the specific nature of educational institutions.

2. The analysis of students' training in the specialties Educational Institution Management, Public Administration in Education, Public Administration (specialization: Education Management) at higher educational institutions suggests that it is high time the internship opportunities were expanded beyond the educational systems of the particular region and country on the whole. This specifically applies to the internships of the students at the National Academy of Public Administration attached to the Office of the President of Ukraine where before the 2010-2011 academic year only full-time students were eligible to undergo those. The internship opportunities in this speciality were much better (central education management bodies, European countries).

3. In order to provide the education system with experts qualified as Masters in the corresponding specialties and considering the requirements set up by the current stage of education development and the potential of higher educational institutions in Ukraine, it is necessary to define normatively this as a compulsory level of education for applicants to hold managerial positions in the Ukrainian system of education.

References

1. Андрущенко В. Умови та напрями інноваційного розвитку освіти / В. Андрущенко // Вища освіта України. – 2009. – № 3. – С. 5–14.
2. Берека В. Є. Теоретико-методичні основи фахової підготовки магістрів з менеджменту освіти : автореф. дис. д-ра пед. Наук: 13.00.04 / В. Є. Берека; Ін-т пед. освіти і освіти дорослих АПН України. – К., 2008. – 42 с.
3. Бойко О. В. Формування готовності до управлінської діяльності у майбутніх магістрів військово-соціального управління: дис. ... канд. пед. наук : 13.00.04 / О. В. Бойко; Ін-т педагогіки і психології проф. освіти АПН України. – К., 2005. – 240 с.
4. Гриньова М. В. Підготовка магістрів управління навчальним закладом – важливий шлях реалізації ідей Болонської конвенції / М. В. Гриньова, Н. В. Беляєва // Європейський вектор української освіти: зб. наук. пр. – Полтава : АСМІ, 2008. – С. 133–141.
5. Гришко О. І. Вдосконалення професійної підготовки магістрантів спеціальності «Дошкільне виховання» / О. І. Гришко // Європейський вектор української освіти: зб. наук. пр. – Полтава: АСМІ, 2008. – С. 559–565.
6. Дудка М. І. Вища школа України: стратегія управління і проблеми реформування : монографія / М. І. Дудка. – Х.: Основа, 2002. – 272 с.
7. Енциклопедія освіти / АПН України ; [голов. ред. В. Г. Кремень]. – К.: Юрінком Інтер, 2008. – 1040 с.
8. Згуровський М. З. Болонський процес: головні принципи та шляхи структурного реформування вищої освіти України / М. З. Згуровський. – К.: НТУ «КПІ», 2006. – 544 с.
9. Кремень В. Г. Освіта і наука в Україні – інноваційні аспекти. Стратегія. Реалізація. Результати / В. Г. Кремень. – К.: Грамота, 2005. – 448 с.

10. Мельников О. Ф. Парадигми фахової підготовки державних службовців : [монографія] / О. Ф. Мельников. – Х.: Вид-во ХарПІ НАДУ «Магістр», 2007. – 424 с.
11. Мишутин С. Школа бюрократии / С. Мишутин, П. Ривный // HRMagazine. – 2007. – № 1 [Електронний ресурс]. – Режим доступу : http://www.training.com.ua/publication/shkola_bjurokratii.
12. Навчальний план Національної академії державного управління при Президентіві України [Електронний ресурс]. – Режим доступу : <http://www.academy.gov.ua/?lang=ukr&tip=dop&tipn=Page&page=25>
13. Оболенський О. Ю. Стратегія професійного навчання кадрів – стратегія майбутнього держави / О. Ю. Оболенський // Вісник державної служби України. – 1997. – № 1. – С. 64–71.
14. Павлова В. В. Підготовка магістрантів і аспірантів гуманітарних спеціальностей до застосування засобів математичної статистики : дис. канд. пед. Наук : 13.00.04 / В. В. Павлова ; Південноукр. держ. ун-т ім. К. Д. Ушинського. – Одеса, 2007. – 240 с.
15. Положення про підготовку магістрів державного управління : програми навч. дисциплін : спеціальність 8.150000 «Державне управління». – К. : Міленіум, 2002. – 400 с.
16. Про вищу освіту : Закон України від 01.07.2014 р. № 1556–VII [Електронний ресурс]. – Режим доступу : <http://zakon4.rada.gov.ua/laws/show/1556-18/page>
17. Програма підготовки на кваліфікаційний рівень «Магістр державного управління» (денна та заочна форми навчання) / УАДУ ХФ. – Х., 1999. – 188 с.
18. Програми, що надають ступінь з публічного адміністрування та публічної політики в Європі: на шляху від Болоньї : [пер. з англ.] / за ред. Георгі Енея та Карой Міке. – Х. : Вид-во ХарПІ НАДУ «Магістр», 2009. – 264 с.
19. Сенашенко В. О. О тенденциях реформирования магистратуры в структуре российской высшей школы / В. Сенашенко, В. Халин // Высшее образование в России. – 2008. – № 3. – С. 9–22.
20. Система управління якістю медичної освіти в Україні : монографія / І. Є. Булах, О. П. Волосовець, Ю. В. Вороненко [та ін.]. – Дніпропетровськ : АРТ-ПРЕС, 2003. – 212 с.
21. Сірополко С. Історія освіти в Україні / С. Сірополко. – К. : Наук. думка, 2001. – 912 с.
22. Сухарніков Ю. Диверсифікація вищої освіти в контексті розробки національної рамки кваліфікацій України / Ю. Сухарніков // Вища школа. – 2009. – № 3. – С. 26–44.
23. Телешова И. Магистратура как новая форма подготовки кадров в области управления / И. Телешова // Проблемы теории и практики управления. – 2006. – № 8. – С. 111–121.
24. Українська інженерно-педагогічна академія [Електронний ресурс]. – Режим доступу : <http://www.uipa.kharkov.ua/>.
25. Цокур Р. Формування потенціалу професійного саморозвитку в майбутніх викладачів вищої школи у процесі магістерської підготовки : дис. канд. пед. Наук :

- 13.00.04 / Р. Цокур ; Південноукр. держ. пед. ун-т ім. К. Д. Ушинського. – Одеса, 2004. – 258 с. – Бібліогр. : с. 191–219.
26. Шевченко С. Оцінювання якості вищої освіти в контексті приєднання України до Болонського процесу / С. Шевченко // Вища школа. – 2008. – № 11. – С. 14–24.
27. Якимович Б. Инструмент магистратуры: опыт и перспективы / Б. Якимович // Высшее образование в России. – 2008. – № 2. – С. 21–26.

Vadym Lunyachek

Švietimo administratorių profesinis rengimas pagal magistro programas Ukrainoje

Anotacija

Straipsnyje aptariama švietimo vadybininkų ir administratorių rengimo pagal magistro programas istorija ir dabartinė situacija Ukrainoje, analizuojamos trys šios srities specialybės: Švietimo institucijų vadyba, Viešasis administravimas (Švietimo vadybos specializacija), Švietimo viešasis administravimas. Straipsnyje aptariama šių programų atsiradimo ir plėtros chronologija bei šiuolaikiniai švietimo vadybos akcentai Ukrainoje, daug dėmesio skiriama švietimo institucijų vadybos specialybei. Tyrimo rezultatai grindžiami pasirinktų studijų programų tinklėlio ir turinio analize, pateikiami siūlymai magistro programų akademiniam procesui plėtoti. Straipsnyje aptariami pokyčiai Ukrainos aukštojo mokslo institucijose 2005 m. įstojus į Bolonijos procesą. Autorius akcentuoja, kad vadybinio personalo profesinis rengimo procesas pagal magistro programas ypač suaktyvėjo 2014 m. priėmus naują aukštojo mokslo įstatymą Ukrainoje.

Vadym Lunyachek – Doctor of Pedagogy, is a Full Professor at the Department of Social Policy, School of Preparation of Masters in Public Administration, Kharkiv Regional Institute of Public Administration of the National Academy of Public Administration under the Office of the President of Ukraine.

E-mail: vel2003@ukr.net

Vadym Lunyachek – Nacionalinės Viešojo administravimo akademijos prie Ukrainos prezidentūros Charkovo Viešojo administravimo regioninio instituto, Magistrantūros mokyklos, Socialinės politikos katedros profesorius

E.paštas: vel2003@ukr.net

Straipsnis įteiktas redakcijai 2015 m. sausio mėn.; recenzuotas; parengtas spaudai 2015 m. kovo mėn.