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## **Formation of Priorities for the Public Education Management System Development**

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**Abstract**---In the context of global challenges, the problems of the education system become much more acute. Access to quality education for a number of categories of the population is limited due to financial, political, religious and social problems. The solutions to these problems lie within the competence of the governing bodies of the education system at the state level. The article identifies the duality of the problem of ensuring the quality of education. The article presents the results of a questionnaire survey to ensure the quality of training in the system of public education management. Accordingly, the respondents defined their position on the following issues: assessment of the current system of training for public administration, determination of basic qualifications and characteristics that should be possessed by specialists in the public administration system specializing in education, identification of priorities and problems in education.

**Keywords**---education systems, educational process in the field of public administration.

## **Introduction**

The issue of education system development has great social importance. In the context of the global problem of access to education for all categories of the population, identified by the United Nations as one of the problems of sustainable development, it is important to provide access to education for vulnerable groups. Such categories include women, people with special educational needs, children whose parents live below the poverty line, children in war zones, and so on. During the pandemic, the number of children without access to the council increased due to the introduction of quarantine restrictions. According to the latest estimates of analysts, if through the global pandemic access to distance education continues, the world's population may receive a generation, 20% of which will not have basic reading and writing skills (Official web-site of United Nation Organization. URL: <https://journal.un.org/ua>). This problem has an important socio-economic and community role. Providing accessible education for the population is a priority for the authorities. The dependence of the education system and the authorities has a dual interdependence. On the one hand, government structures, the effectiveness of the authorities directly affects the quality and accessibility of educational services. On the other hand, the education system forms the skills and competencies, ethical norms of future government officials, respectively, ensuring their future, which depends on the professional competencies and priorities of government officials. Thus, an important element of the education system is the education of specialists in public administration, which will ensure the development of the socio-economic sector of the state. Given the urgency of the problem of education system development and the impact of education on it in the system of public administration, the research topic was identified (Whitty & Power, 2000; Ozkan & Koseler, 2009).

## **The purpose of the research**

The purpose of the research is to determine the main priorities in the system of education of public administration in order to determine the requirements for the educational process and qualifications of future professionals.

According to the set goal the following tasks are defined:

- to analyze trends in the development of the education system in the field of public administration,
- to conduct the results of a sociological survey on skills and qualifications in the system of public administration,
- to develop proposals for the introduction of innovative approaches and methods in the education system of public administration.

## Literature review

The relevance of the research topic determined the authors' attention to this problem. In particular, the work of such scientists as (Reina & Scarozza, 2021; Eberhard et al., 2017; Ongaro & Van Thiel, 2018; Paziura et al., 2021; Bach & Rocca, 2000). However, changes in the development of education and the system of public administration, new social challenges require the search for innovative approaches to addressing the development of education and training in the field of public administration education.

## Presenting main material

In accordance with Article 26 of the Universal Declaration of Human Rights, adopted and promulgated by UN General Assembly Resolution 217 A (III) of 10 December 1948, «Everyone has the right to education. Education should be free, at least primary and general. Primary education is compulsory. Technical and vocational education should be publicly available, and higher education should be equally accessible to all on the basis of everyone's abilities. Education should be aimed at the full development of the human person and increasing respect for human rights and fundamental freedoms. Education shall promote mutual understanding, tolerance and friendship among all peoples, racial or religious groups, and shall promote the activities of the United Nations for the maintenance of peace» (Official web-cite of Council of Europe. Universal Declaration of Human Rights. URL <https://www.coe.int/uk/web/compass/the-universal-declaration-of-human-rights-full-version->). In accordance with the provisions of the Universal Declaration of Human Rights, it is determined that the education system must meet the basic priorities: accessibility, tolerance, focus on human development. Considering the basic priorities of education, we identify the problems that are developing in the education system today (Lambrechts et al., 2013; Ramos et al., 2015).

The problem of access to education has great importance. It is appropriate to determine that today a number of groups do not have access to education, even primary and general. Analysis of recent political and social events of a global nature has confirmed the deepening of the problem of public access to education (Official web-cite of United Nation Organization. URL: <https://journal.un.org/ua;> Reina & Scarozza, 2021). In particular, during the pandemic and quarantine restrictions, the number of people unable to attend educational institutions has increased significantly. Distance learning is possible only in those regions that have access to high-quality uninterrupted Internet. However, part of the population does not have access to the Internet, do not have access to education. Access to girls' education in countries with fundamentalist religious beliefs is a significant problem. There is no access to educational services for children living in war zones, including Syria, Libya, Afghanistan, Guinea, Mali, Myanmar and other hotspots (Eberhard et al., 2017). Conflicts, which have lasted for many years, and civil strife, in particular, pose a great threat to the educational process, as protracted conflicts lead to a systematic lack of access to education. The current educational trend in developed countries is the commercialization of the education system. Commercialization of education leads to unequal access to

educational services between different segments of the population, which is also a violation of basic human rights and freedoms (Ongaro & Van Thiel, 2018).

The formation of tolerance, appropriate attitude to human and civil rights and freedoms is impossible in totalitarian countries, whose power apparatus is aimed at forming a cult of personality of one leader, the formation of children's perception of society not by democratic values but by ideological attitudes. Regimes such as North Korea or Turkmenistan do not invest in the education system the basic values of a democratic society, thus forming a distorted view of children about basic spiritual and social values (Paziura et al.,2021, Ongaro & Van Thiel, 2018). The root of the problems identified above is the attitude of the authorities at the global and local levels to the formation of the education system. Accordingly, an important aspect of the development of education in order to overcome the problems described above is the formation of democratic priorities in the system of public administration training, which will form the basic social principles of society.

Thus, the analysis of priorities in the education system identified the requirements for the processes of education management at the level of state power (Bach & Rocca, 2000):

- ensuring equal access to the education system,
- provision of quality educational services,
- determination of priorities in the formation of the state budget for the financing of the education system,
- application of innovative approaches in the formation of educational programs as a single system of education,
- unification of legal documents in the education system in accordance with international law,
- formation of a comprehensive educational system consisting of professional skills, spiritual and social values.

In accordance with priorities, it is advisable to determine the requirements for training in the system of public administration, as it was determined the direct relationship between the management system of education and its development.

### **Analysis of the respondents structure**

Thus, to determine the basic requirements for future professionals in the public administration system in the context of ensuring effective education management, a survey was conducted. A total of 500 respondents took part in the survey, among them - table 1

Table 1  
Analysis of the respondents structure who took part in the survey

Number of respondents	Category	Requirements
100 persons	representatives of general education institutions	pedagogical work in general education institutions with pedagogical

100 persons	representatives of higher educational institutions	experience of at least 5 years teaching staff with at least 5 years of experience in the specialty "public administration"
100 persons	students	students of 3-4 courses and 1 course of master's degree in "public administration"
50 persons	representatives of vocational education institutions	teachers of vocational education institutions with at least 5 years of experience
150 persons	other categories of respondents	Facebook social network users who took part in the survey through online resources

The structure of the sociological survey respondents conducted by the authors is aimed at forming the widest possible range of different categories of stakeholders who are directly related to the education system or use educational services. In part, in order to determine the basic requirements for the formation of competencies of public authorities in the field of education, a separate category of respondents was identified - faculty and students majoring in public administration. Respondents surveyed through social networks provided feedback on social demand from the population to the education system (Lorincová, 2015; Staroňová & Gajduschek, 2016).

### Results of a sociological survey

A questionnaire was provided for the respondents, which is presented in table 2 with the calculated average indicators of the respondents' answers during the conducted sociological survey.

Table 2

Results of a sociological survey on the competencies of public authorities in the field of education (average answers)

Number	Questions to respondents	Average answer
1	Evaluate the current system of education for public administration from 0 to 10, where 0 is a system of education is inefficient, 10 - the system of education is highly effective	4
2	Identify the main qualifications that should be possessed by specialists in the public administration system specializing in education (rate from 0 to 10):	
	- organizational skills	8
	- ability to team working	8
	- possession of basic knowledge of creating a system of public administration	7
	- knowledge of the native language	7
	- knowledge of English	5
	- ability to run the projects	5

	- analytical skills	9
	- ability to generate innovative ideas	9
	- ability to select and evaluate information	8
	- ability to work with regulatory support	9
3	Identify the main characteristics that should have specialists in the system of public administration specializing in education (rate from 0 to 10):	
	- stress resistance	5
	- sociability	8
	- leadership qualities	9
	- ability to self-develop and learning	8
	- responsibility	9
	- honesty	9
	- impartiality	7
	- spirituality	6
4	Should a separate program be developed for the training of public administration specialists in the field of education	No 67% Yes 30% I have no answer 3%
5	What priorities would you highlight for the development of the education sector (score from 0 to 10):	
	- quality of educational services	9
	- narrow specialization	4
	- formation of a broad outlook	7
	- practical application of the acquired knowledge	8
	- innovation	6
	- human-centrism educational services	6
6	What problems in the education system would you highlight (determine from 0 to 10):	
	- lack of connection with the practical requirements of society	8
	- outdated material and technical base	7
	- lack of a unified educational system	7
	- low level of basic education of schoolchildren	6
	- corruption	9
	- lack of qualified teachers	7
	- low level of education funding	8
	- lack of state priorities in the field of education	7
7	Identify the main tasks of education public administration professionals working in the field of education (rate the importance from 0 to 10):	
	- providing a system of public management of qualified personnel	9
	- making innovative changes in the public administration system in education	7
	- formation of priorities for the development of education at the state level	8

According to the results of the questionnaire presented in table 2, the following conclusions can be drawn. Most respondents rate the level of the education

system for public education management as low. Moreover, none of the surveyed respondents determined the level of training of public administration specialists higher than 8. Thus, the differences of opinion of experts are minimal, respectively, the survey is highly relevant. In the interviews, the respondents noted that there is no single system that would link the training system for public education management and public inquiries (Lefebure, 2019; Nyandra et al., 2018). Thus, the answers of the respondents indicate the relevance of the chosen research topic and the existence of a real problem between public demand and the system of education for the public sector and personnel for the development of education at the state level.

### **Proposals for improving the education system of public sector**

In order to develop proposals for improving the education system of public sector, the priority skills to be acquired by the future specialist were identified. Among the proposed competencies, which were rated the highest, it is appropriate to highlight the possession of the legal framework and the ability to work with its practical application. Respondents identified this skill as basic, as the development of the system of public administration is possible only if the modification and transformation of domestic legislation to the leading international norms, as indicated by the respondents (Brans & Coenen, 2016; HERGÜNER, 2021). Also, among the main skills are the ability to generate new ideas and analytical skills. According to the respondents, transformations in the system can be made only by new creative specialists, because development is possible only with the introduction of new ideas and approaches in the education system. Accordingly, the analysis of the feasibility of the implementation of these ideas, as well as the search for problematic aspects of system development requires the use of analytical skills, which was also identified by respondents as a priority. The basis for the formation of analytical conclusions is the analysis of information about the system. Accordingly, the respondents also praised the ability to select and evaluate information for its further analysis and the formation of an information basis for management decisions. Among the main qualifications were also the ability to work in a team and organizational skills, because management determines the ability of a specialist to organize the process of ensuring the oblique transformation of the resulting system indicators, respectively, ensuring planning and organization of hierarchical team structure (Sabodash et al., 2021; Sergeieva et al., 2021).

Among the main features of the character of future specialists in the field of public administration, the respondents singled out: leadership qualities, responsibility and honesty. Therefore, it is important to form leadership qualities in order to organize the team around you and ensure its effective work to achieve strategic goals of education. At the same time, high marks were given to the qualities of responsibility and honesty, which determines the distrust of government officials among the respondents. In second place, according to estimates, were indicators of sociability and ability to self-develop and learn. These characteristics are necessary because modern society is actively developing, technologies are changing accordingly, new innovative approaches to the management of social systems are being formed. Without the application of innovative approaches it is impossible to meet the needs of modern society.

Communications are also important in an information society (Maba et al., 2018; Suastra, 2017). The development of information technology, especially in the context of increasing the role of distance learning through a pandemic, provides opportunities for the application of innovative approaches in the organization of educational processes, but requires high responsibility and organizational qualities from their performers.

To the question «Should a separate program be developed for the training of public administration specialists in the field of education», the majority of respondents (67%) answered in the negative. In the oral explanation of their choice, the respondents noted that the system of training specialists in public administration should be unified for all industries. 30% noted that the system of training public officials in the field of education has additional requirements, because education has a high level of social significance, so it is advisable to present additional requirements to future professionals in this area (Lee, 1998; Ismaili & Latifi, 2012).

Among the main requirements for the training system for public education management were identified as follows: the quality of educational services, the practical application of the acquired skills. When asked to clarify the question of what respondents have in the concept of «quality of education», most noted the following characteristics:

- demand for knowledge,
- ability to practically apply the acquired knowledge,
- modern knowledge that provides management of innovative rather than outdated systems,
- relevance of the acquired knowledge.

Defining among the priorities of practical training strengthens the opinion of respondents about the need to provide modern knowledge that is relevant in society, meet its requirements and demands. At the same time, it should be noted that the majority of respondents were against highly specialized training, which is a trend in recent years of education. Most respondents determine the need to form a broad outlook for future professionals, as it allows to form additional qualities of the graduate: ethical norms, knowledge of history and the ability to implement them in a particular situation, the formation of practical life experience, morality and more. It should be noted that, unlike European practices, Ukrainian respondents did not single out human-centrism as a basic priority of education, so it is important to note that the issue of the European vector of Ukraine's development and formation of basic European values among Ukrainians, especially in education, does not lose its relevance.

Respondents praised the selected problems of education. This suggests that the problems of education are highly relevant and responsive among the population. Understanding the social role of education, respondents gave high scores to problems, among which the main ones were corruption. The corruption component hinders not only the development of the education system, but also the formation of motivation for teachers and people who receiving education. Corruption not only affects the results and quality of education, the formation of

skills and qualifications of graduates, the recruitment of teachers, the selection of the best teachers based on the results of their achievements, and so on. Corruption affects the further distribution of graduates by positions, when high positions are not always held by people with better knowledge and qualifications. This situation is especially reflected in the formation of the staff of public authorities. Accordingly, it reduces the motivation of students to study and build a career in public administration.

In identifying the problems of the system of education for public administration, respondents again highlighted the issues of practical training. The main problem was the lack of connection with the practical requirements of society, so the lack of correlation between these requirements and the education system, the separation of education from practical problems. Also, the problem of low funding of education was identified, which accordingly contributes to other problems: outdated material and technical base of education, respectively, low implementation of innovative approaches in education. The low basic level of teacher training is associated with both a general decline in the quality of educational services and a decline in the prestige of the work of teachers and lecturers. Given the high stress, intellectual and psychological load, the need to constantly develop their skills and abilities, a high level of workload of reports and paperwork, the level of remuneration of teachers remains low. High real income of a teacher is possible only under the condition of overtime work and search for alternative earning opportunities: tutoring, courses, etc. Under such conditions, as the teaching profession involves rapid burnout, most qualified educators leave the profession to become a more lucrative and less paper-loaded private sector or other business.

The result of the survey was to determine priorities for the development of the education system in the field of public administration. Among the priorities, the respondents identified the following in descending order of priority:

- providing a system of public management of qualified personnel,
- formation of priorities for the development of education at the state level,
- making innovative changes in the system of public administration in education.

It should be noted that the respondents working in the education system prioritized the formation of priorities for the development of education at the state level, emphasizing the importance of systematic and comprehensive implementation of mechanisms for providing educational services. Other respondents identified the issue of providing a system of public management of qualified personnel as the first priority, believing that they should form this system. Thus, in accordance with the analysis, the main requirements for building an algorithm to improve the quality of training in the system of public education management were identified:

- formation of practical work skills,
- compliance of the received qualifications with the requests of the society,
- impartiality and the fight against corruption in the education system and in the distribution of positions among graduates,

- formation of a comprehensive system of innovative education.

Having identified priorities for building an algorithm to improve the quality in the system of public education management, the authors proposed the following scheme, which is recommended for implementation in the education system for public administration, which in the future will develop the education system - Figure 1

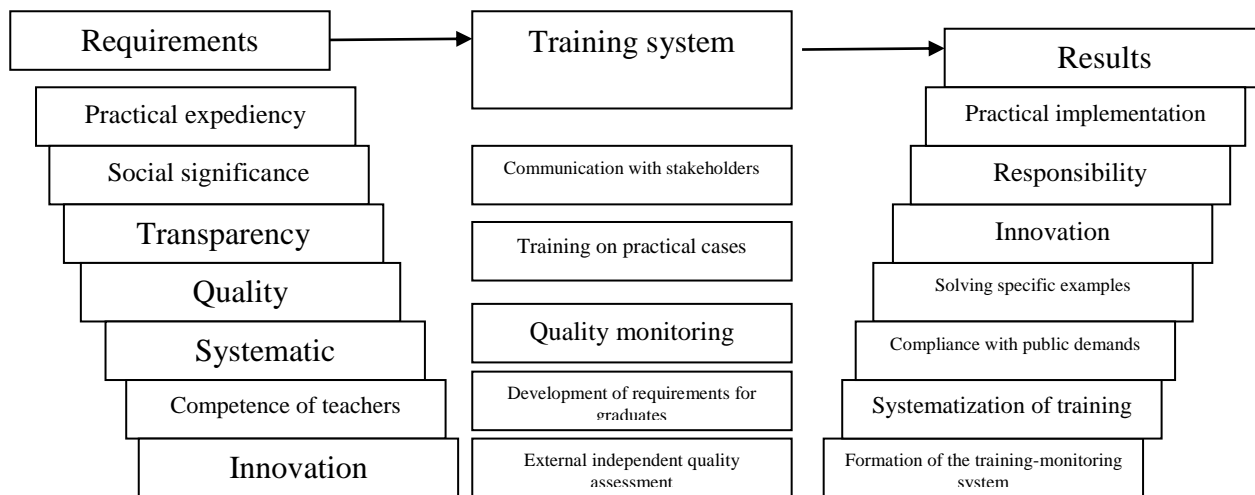


Figure 1. Scheme of systematization of training processes in the system of public education management

According to the proposed scheme, three blocks of construction of the algorithm for systematization of education processes in the system of public education management are identified. The basic demand of society is the requirements that have the characteristics of innovation, relevance, practical significance. To meet these requirements, new approaches to the organization of educational processes are formed, which consist in close cooperation with stakeholders and final beneficiaries who directly receive educational services: business structures, enterprises, organizations, public entities, etc. Cooperation with them provides an opportunity to clarify the public demand and adjust the processes of practical training of future professionals. It is through working with stakeholders in the training of public administration specialists that practical cases can be introduced, consideration of problematic aspects of the education system on specific examples with analysis of effective and successful mechanisms for solving these problems. The effectiveness of education and the acquired skills must be controlled to ensure their quality, respectively, a system of monitoring the quality of education is created, the main requirements for which are impartiality, transparency, systematization. Such monitoring also include an external independent evaluation of learning outcomes. The monitoring itself should be based on determining the correspondence between the basic performance indicators and the actual results of the educational process. Ensuring the practical implementation of these technologies makes it possible to obtain concrete results: systematization, innovation, relevance, practicality of the training system in the field of public education management.

Thus, the article analyzed the main problems in the education system, which are closely related to the problems in the field of public management of educational processes. The duality of this problem is determined: on the one hand, the problems in the education system determine the low competence of officials in the field of education, which continues to reduce the quality of educational services. Thus, the relevance of issues of ensuring quality training in the system of public education management was determined. As education develops today in a system of new global challenges, including the challenges of climate change, pandemics, political instability, economic crisis, terrorist threats, the rise of religious fundamentalism and more. Therefore, it is necessary to look for innovative solutions to address the issues of quality assurance of the council, which was done by setting priorities for the training of public education management.

### **Conclusion**

As a result of a poll conducted among respondents related to the education system and the general population in order to determine social demands on educational policy, the priorities for training officials in the education system were identified:

- formation of practical work skills,
- compliance of the received qualifications with the requests of the society,
- impartiality and the fight against corruption in the education system and in the distribution of positions among graduates,
- formation of a comprehensive system of innovative training.

In accordance with the developed priorities, the authors formulated proposals for the systematization of training processes in the system of public education management. In future research, the authors plan to identify specific organizational mechanisms for implementing the developed proposals in the practical training of public administration specialists in the education system.

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