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An extended abstract of a paper on the subject of:
MANAGING CHANGES IN PUBLIC SECTOR: CONCEPTUALIZING COMPONENT OF THE OVERALL PROCESS OF PUBLIC ADMINISTRATION (IN EDUCATION)

Issue formulation. Reduction of resources directed towards financing education, rapid wearing down of the material and equipment basis of educational institutions, decline in status of teachers and scientific and pedagogical staff are inherent to system processes, which occur in the educational field of Ukraine. These processes contradict increase of a number of tasks, which are set by a government, increase of amounts of educational programs and duration of the educational activity, and stable social demand for improvement of quality and enhancement of competitiveness of the domestic education. Development of an issue of implementation of educational changes under deficit of financial and material resources is important for the general theory of educational changes as well as for a particular situation (in the Ukrainian context, in the process of development of a new frame law “On Education”).

Analysis of researches of this problem. The issue of financial and material and equipment support of an educational field has been subject to research of numerous foreign (M. Barber, L. Darling-Hammond, M. Fullan, J. Goodlad, A. Lieberman, S. Sarason) and domestic (V. Hromovyi, S. Kalashnikova, V. Kremen, S. Nikolaienko, V. Luhovyi, S. Krysiuk) scholars. Their scientific papers focus on general processual peculiarities of an educational change. Another group of scientists (L. Parashchenko, N. Protasova) has researched an issue of conceptualization of the economic mechanism of public administration of education, particularly, development of education. Due to challenges, which threat modern Ukraine under conditions of the protracted social and
economic crisis, a matter of innovative fulfillment of education is of considerable importance. Solution of this matter consists in search of methodology for determination, usage, diversification of sources of financing educational changes, and understand specificity and tendencies of managing change in the public sector in education field.

**A purpose and aims of the article.** A purpose of the article is to analyze the specificity and tendencies of managing change in the public sector in education field. To achieve this purpose, the author will solve the following problems: consideration of instrumental peculiarities; examine the Ukrainian context of functionality of the education change management.

**Presentation of the main material and substantiation of received research results.** A public administration mechanism is a functional sub-system of public administration supplemented by specific methods and organizational functionality in each particular case of solution of social life problems.

Public authorities for administration of educational changes in Ukraine comprise the following entities: the Verkhovna Rada, the President, the Cabinet of Ministers of Ukraine (a higher level); the Ministry of Education and Science of Ukraine, other authorities participating in formation of a governmental educational policy (a central level); local authorities, local self-government bodies (a local level). The educational field activity, including a process of its development, is regulated by the Constitution of Ukraine (1996), the Law of Ukraine “On Education” (1991), “On Professional and Technical Education” (1998), “On General Secondary Education” (1999), “On Preschool Education” (2001), and “On Higher Education” (2014). The lawmaking activity concerning development of a new progressive frame law “On Education” has been occurring in Ukraine since the end of 2013. This activity should initiate renovation of state norms of the interaction at different levels of education. The main novelty of a project of the Law “On Education” is implementation of professional high school through transformation of 11-year education into 12-year education (5 years (elementary school) + 4 years (middle school) + 3 years (high school) in order to unburden an educational program and to put into practice certification of teachers aimed at encouragement of their professional self-improvement. The institution of teacher
certification proposed by legislators hardly differs from the previous post-soviet procedure of pedagogue attestation and does not fix a right of a teacher to an individual educational trajectory. On account of absence of an appropriate information and explaining campaign and regular communications with a society on the part of the Ministry of Education and Science, only 30% of parents has understood advantages of 12-year school and supported this change. Analyzing the current situation in the field, the author may predict that producing a consensus solution regarding the final project of the frame educational law will take considerable time. In addition, all the stakeholders should be oriented towards achievement of this consensus. Thus, the author should analyze norms of the current law.

Conclusions and prospects of further researches. Educational changes are non-linear processes of transformations, which express dynamics of progressive transformations in education being distinct in the scale, the sense, quality, and durability of progressive transformations in the world. Educational changes include concepts of an educational novelty, an innovation, a reform, development, and various combinations of them. Public administration of educational changes is an independent part of a general process of public administration, which encompasses purposeful producing, approval, and implementation of organizational, regulative, coordinative, controlling, and motivating influences aimed at renovation, innovative fulfillment, and modernization or large-scale reformation of education.