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# MECHANISMS OF PUBLIC ADMINISTRATION IN THE FIELD OF PROFESSIONAL TRAINING OF CIVIL PROTECTION STAFF

Svetlana Mykolaivna Dombrovska (1), Volodymyr Petrovich Sadkovyi (2)

(1) Educational-Scientific-Production Center, National University of Civil Protection of Ukraine, Lermontovska 28, 61024 Kharkiv, Ukraine, e-mail: dombrovska\_s@mail.ru

(2) Educational-Scientific-Production Center, National University of Civil Protection of Ukraine, Lermontovska 28, 61024 Kharkiv, Ukraine, e-mail: dergupr@nuczu.edu.ua

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### Abstract

It was found that in Ukraine and abroad the measures that motivated to induce the state to widening the possibilities of citizens to study independent of age are realized, including the recognition of previous education. It was determined that the structure of educational area of Ukraine and the field of civil protection in its ideology and goals are agreed with the education structures of the most developed countries in the world. Thus for the support of the qualitative level of higher education is one of the main tasks necessary for the Ukrainian social field. The quality of higher education is regulated by relevant standards and the process of unified education area in Europe must be included during design of them.

### Key words

mechanisms of public administration in Ukraine, professional training of staff, civil protection.

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## 1. Introduction

Education is a strategic resource for socio-economic and social and cultural development, improve the welfare of people, ensuring the interests of the nation, growth of prestige and international competitiveness of the state.

The process of European rapprochement of Ukraine takes place in several areas, the main of them is education. The formation and further development and improvement of the public administration of higher education in Ukraine is also directed to the new searches of the development

and implementation of an effective system of public administration that can provide the educational branch by the best operating conditions, to provide a comprehensive mechanism of its regulation at the national, regional and local levels, at the universities and scientific institutions.

With the unification and improvement of the strategy of further development of the system of public administration of education, the considering of the historical experience of the public administration of education is very important, because the

transfer of the international models of the professional education management cannot give the positive results if the principles of national experience, and its tendencies and patterns are not taken into account (Рєбкало, 2007).

## 2. Paper main body

In the era of globalization the most influential factors of social dynamics become information, science and education. The person who has mastered the basics of science, knows the newest methods of perception and transmission of information, educated and practically prepared in the first place in the professional, linguistic and ideological context will be competitive in the future.

That is why the global transformation processes are unfolding in the education system, science and information technology. Partially they are implemented in Ukraine. However, despite some progress, the situation in this field of Ukraine is difficult.

Development, a comprehensive discussion and adoption of the National doctrine of education development of Ukraine in the XXI century – is the first step on the way of bringing our education system into line with the requirements of globalization. The second step would be the phased implementation of the doctrine, the third is the recognition of the European and world community of national education as a self-sufficient and competitive.

By the decree of the President of Ukraine dated 25.06.2013 № 344/2013 “The national strategy of education development in Ukraine for the period until 2021” (Указ..., 2013), which is based on the analysis of the modern state of development of education defined the purpose, strategic directions and main objectives which should be aimed to implement the state policy in the sphere of education is approved (Сбруєва, 2013).

First of all the new national strategy of our country caused by the need of fundamental changes, aimed at the improving the quality and international competitiveness of the education branch in the new economic and socio-cultural conditions, accelerating of European integration into the new educational area. It outlines the main ways of implementing ideas, concepts and views for further development of the education defined in the National doctrine of development of the education field.

For the purpose of the rapid process of reforming the higher education system and the qualitative realization of the Strategy of sustainable development “Ukraine – 2020” (Указ..., 2013) the very important special-purpose programs of the state

level for the higher education development are approved. According the Strategy 25 indicators have to be achieved and two of them are concerned system of secondary education: 75 per cent of secondary schools allumni should use at least two foreign languages, confirmed by international certificates; Ukraine will participate in the international PISA study and will enter the top 50 states – participants of the study (Указ..., 2013, p. 5).

Recent years have caused a number of measures for the implementation of main ideas and regulations of the National doctrine of higher education during reforming of the educational branch, improving its quality, availability and competitiveness.

Modernization of the content and improvement of the organization of all branches of high professional education, creation of the new educational textbooks are given the development of the national education system in modern conditions, which takes into account all changes in the area of social life, historical requirements of the XXI century, that require the critical thinking of obtained and concentrating of efforts and resources on solving of the most pressing problems that impede further development and do not give an opportunity to provide the quality education to the modern historical period.

Also a practice of shadow reporting should be taken into consideration. This report evaluates the progress in implementing the key reforms in higher education of Ukraine, which were determined by the new version of the Law “On higher education” (Закон..., 2014). The report covers the topics of the development of a new quality assurance system in higher education, enhancement of the universities’ academic and financial autonomy, ensurance of transparent university entrance criteria and procedures, integration of Ukraine’s higher education system with the European higher education area (Реформа..., 2016).

Among these problems, the most pressing are:

- the insufficient compliance of educational services to the demands of society, the needs of the individual, the requests of the labour market;
- the limited access to quality education for the various categories of population (children who live in the rural areas, children with the exceptional learning needs, the gifted students, migrants’ children);
- the absence of the integrated system of education, physical training, moral and spiritual development and socialization of children and youth;
- the lowering of the public morality, spirituality and behavior culture of some students;
- the insufficient focus of the structure and content of vocational, high and postgraduate education

- to the needs of the labour market and modern economic requirements;
- the unimproved of the effective system of the high educational institutions graduates' employment and their professional support;
- the insufficient development of the childcare institutions system;
- the unimproved of the system of national monitoring and evaluation of the quality of education;
- slow implementation of the humanization, environment and informatization of the education system, introduction in the educational process of innovative information and communication technologies;
- the insufficient level of the social normative protection of the members of the educational process, the absence of the integrated system of the socio-economic encouragements for the pedagogical and scientific-pedagogical staff, the low wages of such employers;
- the low level of the financial-economic, material-technical, educational-methodical and information support of the educational institutions, the weak motivation of society and business to the invest of education;
- the availability in the system of facts of inefficient using of the financial and material resources creation, inappropriate use of the educational establishments facilities;
- the absence of the system of motivation and stimulation of innovative activities in the education system, the leveling of risks in the mentioned activities;
- the insufficient development of public self-government of educational establishments, the unimproved of the mechanisms of attraction to the management of education and its renewal of civil society institutions and the community.

The difficult period of reforms, the process of systemic socio-economic instability, and environmental issues are caused risks that complicate the process of realization of the goals and tasks of the National strategy.

Among them there are:

- the economic instability, limited volume resources to ensure systematic realization of all tasks and activities defined by the National strategy;
- the discrimination of society by the families' financial condition;
- the negative influence of the difficult demographic situation;
- the untaking of the new reforms by the part of society;
- the unavailability of the part of education employers to the innovative activities;

- the insufficient preparing of the education authorities to the new complex tasks, to the ensuring of the coordination activities of all services and institutions.

The priority education development can have the permanent nonterminating nature, to respond to the major processes occurring in Ukraine and the world community.

The formation of further high-quality level of education should be aimed at ensuring of the economic stability in the country and the solution of social problems of the Ukrainian society, further personal training and development. The quality education should be required condition for the constant democratic development of society.

That is why these changes relate to the creation of the new educational standards, updating and revision of the educational programs, the contents of educational didactic materials, textbooks, forms and methods of training. The purposeful getting of knowledge, skills and abilities by youth, their transformation into competences assists to the personal cultural development, the technology development, the ability to respond quickly to the requirements of the time.

Today European countries began the grand discussion how to provide the necessary skills and knowledge to ensure the harmonious interaction with the technological society which is developing rapidly to a person. That is why it is important to understand the concept of competence in the society, that is based on knowledge.

The main tasks of the comprehensive reform of the higher education in our state is the transformation of quantitative indicators of the educational services into the qualitative ones. This constantly evolving process can be based on such principles (Головко, 2009):

1. It is the national idea of high education, the content of which is preserved and increase of the national educational traditions. Higher education is intended to educate the citizen of the state of Ukraine, harmoniously developed person, for which the need for the basic knowledge and to raise the educational and professional level is associated with the strengthening of the state.
2. The development of higher education must obey the laws of the market economy, that is the law of labor division, the law of the shift of labour and the law of competition, as the economic field is extremely important in forming of the logic of social development. At the same time, it should be considered the important factors – social, political, specifics of the spiritual life, social consciousness, culture, and moral values.

The main part of the problems which has accumulated in the system of high education, associated with the imbalance of the complex of the mentioned factors of social change.

3. The development of higher education should be considered in the context of trends in the world educational systems, including European. Especially, to allow the legislative and regulatory framework of higher education of Ukraine to the world requirements, respectively to structure the higher education system and its components, to organize the list of specialties, to review the content of high education, to provide communication of the educational process and access to the international information systems.

The high school is necessary to focus not only on the specialty market, but to fill the education content by the modern materials, to introduce the modern teaching technologies with a high level of communication of the educational process, to go to creative, business relationships with the specialist customers.

In Ukraine these trends and features of development are complicated by the fact that occurred on the background of processes of the deep transformation of both the socio-political structure and socio-economic structure, but also the psychology of the public, the system of life values and objectives, the moral and ethical paradigms (Свістович, 2007).

In Ukraine the education is acknowledged as one of the human values, its most fundamental component. The trend of modern policy and strategy of the state is aimed at further development of the national education system, its adaptation to the conditions of the socially oriented economy, transformation and integration into European and world community. Today the community has begun to recognize the fundamentally new role of education in the modern information world, so it has become one of the most important factors of politics (Ситник, 2003).

Unfortunately specialized higher education institutions, associated with Ministry of Home Affairs, Ministry of Defence and other line agencies responsible for security issues in Ukraine, haven't a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They have some culture which recognises the importance of quality, but any strategy for the continuous enhancement of quality wasn't developed and implemented according to Standards and Guidelines for Quality Assurance in the European Higher Education Area (Standards..., 2015, p. 16; Association..., annex XLII).

### 3. Conclusions of the research

Therefore, today in Ukraine the program of learning is carrying through out a person's life. The countries that including in the Bologna Process, indicate the important contribution of higher education in the implementation of constant learning into reality. They take measures to guide the national policy of their countries to this goal and to encourage the high educational establishments to increase opportunities to learn independently of age, including the recognition of the previous education.

They point that such actions should be an integral part of the activities of high education. The structure of the educational area of Ukraine for their ideology and objectives is coordinated with the structures of education in the most developed countries of the world (Сиченко, 2010).

Recently, in Ukraine it has done a lot to expand access to higher education by increasing acceptance, early career guidance, ensuring greater objectivity of entrance examinations. The main hope for the improvement of the situation with the objective of the accession process in Ukraine was performed by independent (external) testing. The increasing of objectivity worthy of the knowledge estimation of graduates passes through the external testing, and consists in the using of rating system.

The ensuring of the quality of higher education is one of the main tasks, inseparable from the Ukrainian social area. The quality of higher education is significantly governed by the Standards of high education. In the development of these standards takes into account the processes of creation of the unified educational area in Europe.

Taking the purpose of the independent assurance of the qualitative indices of educational activity, the legislation of Ukraine provides transparent and clear mechanism of its regulation, the main components of which are the institutions of licensing, certification and accreditation. Under the terms of accreditation the diploma of the state sample is issued.

The assessment is carried out by the expert commission on the final learning results, the competencies of graduates, the requirements for which are stipulated in the relevant normative documents and standards of higher education.

The government constantly monitors the quality of education and training using the quality indicators of higher education that has acquired the person as a result of the implementation by the higher educational establishment of vocational training programmes according to the criteria achievement of the higher education goals.

Also higher education institutions should develop their own internal quality assurance processes, and if those processes properly assure quality and standards, then external quality assurance state agencies might be less important than otherwise.

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