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1.8. Competitive strength of educational services: factors, risks and perspectives

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Current situation in sphere of higher education in Ukraine are outcome of numerous and fruitless attempts to reform existed educational system since 1991 by reshaping its traditional elements and blind copying of foreign experience, so why today we have faced with situation when leading on national level Ukrainian universities traditionally occupy outsider's position in competition on global level. What can be solution in this situation? How we can re-imaging and reshape approach to higher education to improve positions of Ukrainian universities who provide business oriented (or business-education) on national and international levels?

Nowadays education and educational organizations in Western and European philosophic-scientific discourses are usually represented as key players of social and economic systems. Education and economics, focused on fast income gaining, are different but in the same time ontologically coherent domains. Education as process of getting, gathering, storage and sharing knowledge is recognized as precondition of welfare and prosperity of each community. Despite of classical viewpoint that strategic goals and philosophy of educational process they can't be comparable with close to them by meaning economic categories, because of today education influences more on social development rather than on economic needs satisfaction of communities around the world (see table 3).

Anyhow, the most effective kind of investment today is investment into development of human capital: staff training, education and personal development. Strategic success of community identified by its elite (scientific, art, humanitarian, political), high level of educational qualification and institutional professional training level of all community members. Insurmountable obstacle for adequate evaluation of educational value and ability for maximal usage of its potential is economic approach (as ideology)

that affects social functions of education as like as educational policy at all. Coherence between levels of social development and qualitative characteristics of community members (population) was described in 1922 by Russian-born sociologist and philosopher Pitirim Sorokin in introduction to his work «Contemporary situation in Russia ...»: «Destiny of each society depends at first on quality and character of its members. Community that consists on idiots or untalented people never be welfare society. If you give to group of devils the best constitution, you'll never create by this act from them good society and in case if community consists of talented and strong willed personalities, it will demonstrate positive welfare growth and more perfect forms of social life» [3, p. 3].

Table 3.

Human needs hierarchy within perspective of contemporary education

#	Needs	Student	Educator
1	Physiological	Social bonus	Salary, social bonuses
2	Existential	Getting good job	Guaranty for further career development
3	Social needs	Belonging to community	Authority in scientific community
4	Social recognition	Career building	Management of higher education
5	Spiritual	Influence on economic development	Influence on societal development

Thus, for historical destiny of any society it is not so important what of quantity characteristics of its elements grow or limit during observed period of time: the main reason of development or death of civilizations was always quality changes within their domains. The same rule works also nowadays when managers, decision-makers and politicians without required knowledge and competence make numerous blind attempts to transfer foreign successful experience on national educational system. For example, since beginning of 21th century essence of education in societal discourse was transformed from means of comprehensively developed personality formation into educational service based on set of educational products. That is why education as service in contemporary society can be observed as chaotic reflection of market-consumer culture aimed on maximizing of utility, efficiency, competitive strength and freedom of self-determination accompanied by absence of critical thinking and self-responsibility. This aspect has inspired prolonged socioeconomic crisis because of everyone can sell or buy education (as service) and consumer's choice is driven only by notion that customer's need must be always satisfied and customer is always right. Initial changes in role of education as process of getting diploma, issued by prestige educational institution that is needed only to confirm high social status, becomes fruitful background for establishment different kinds of educational dealers and brokers operating as national and international networks. Most of them

prefer to work in shadow economic sector or illegally, accelerating spreading of corruption practices especially inside and outside national system of higher education [10, p. 63-65].

Other reason inspired crisis of national educational system is absence of clear vision on issues: (1) how competition between higher educational institutions in field of educational services quality can influence on quality of education (as logically coherent process of formation required professional skills and moral values) and quality of studying results (as outcomes of educational process), or what is the goal and main target in that competition; (2) if educational services are well-advertized and attract consumers by trendy names of courses or famous professors who taught them, does it mean that such services have competitive strength and high quality and (3) how we can mediate constellation of different interests, aspirations and needs of all stakeholders of educational process? Here we should take into consideration syllogistic nature of current educational reforms (modernization) introduced in its speculative ideology to make education as service more effective, competitive and attractive to expand audience of potential consumers. When our decision-makers proclaimed this ideology as main reform's goal, they have done dangerous substitution due to aim of classical education (formation of harmonized, intellectually and socially smart personality) is opposite to new ones (preparation competitive and effective personality with strong leadership character). Such aspect affects essence and content of tutorial work in school and in university and in result we have got minimizing interest to theoretical subjects important not only for engineering education [6, p. 242-245].

Nowadays many states have faced with sophisticated situations related with geopolitical, socio-economic and other triggers and results of local or international conflicts and crisis situations. But, despite such disasters, we trust that continuous refinement of organizations, companies, educational institutions and states in general, can be only one way for prevention different kinds of risks caused by economic, political or social aspects. Surely, today in age of digitalized global economy we need balanced and comparable on international level system of national education build up on integrity, social responsibility and transparency principles [11].

Since last decade, when in national law was fixed requirement to implement quality management systems in educational and educational-research organizations, many of them have got certificates on quality management systems based on process approach and risqué-oriented thinking. But, according to results of research conducted by M. Mazurkiewicz and V. Bugrov [9], only few of Ukrainian higher educational institutions have really functioning and certified internationally quality management systems, others leading key players of national educational system, unfortunately, have only required certificates (national certification) and fabricated quality management systems (existed only on paper). And indirect evidence of such fabricated quality management system everyone can find if will check official

web-site of educational institution, information about it in open public databases, validity of its QMS certificates on web-resource of national or international certification body, also its annual reports on relevant official web-resources [1]. Total paper bureaucracy instead of electronic documents circulation, existence as hard copies numerous local regulations and orders (incoherent and contradicting with norms of current legislation) instead of brief and clear description of each process of quality management system (see figure 4) and ruined infrastructure of educational institution demonstrate us real portrait of its internal quality assurance management system. But why such tragic situation occurs?

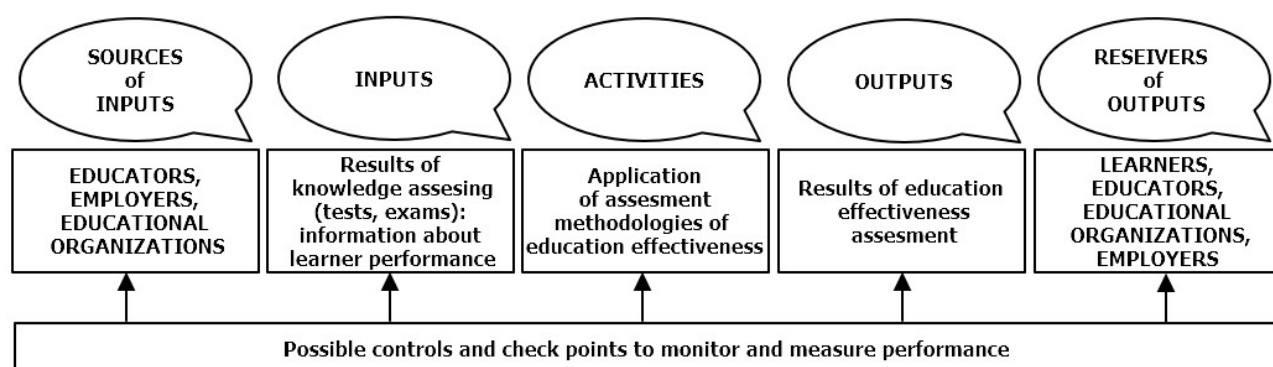


Figure 4. Model of process sample according to ISO 21001:2018

Analyzing quality assurance issues of Turkey [8, p. 183-187], United Arab Emirates [5, p. 197-200] and Western European experience [2], we can stated that educational and scientific-research activity as process of learner’s training is focused on producing and spreading knowledge and innovative technologies. Knowledge as kind of symbolic capital of company is difficult to transfer and retain because of it is prone to waste and loss. There are eight types of organizational knowledge mentioned in international quality standards: practical knowledge (related to performing tasks and activities in particular sphere or industry), tacit knowledge, dispersed knowledge (knowledge, dispersed across one organization such that different people have key to answering relevant questions), situated knowledge (local unique knowledge), organizational culture (knowledge that defines specific of organization and generated by managers who be able to use for control and facilitation all coherent processes within company); generalist knowledge (broad foundational knowledge for communication with experts in different domains using their language), expert knowledge (detailed knowledge regarding expert’s professional activity), information (knowledge that has been captured and represented as information in form of data archives, documentation like standards, instructions, checklists and training materials).

Knowledge as background of intellectual capital of organization can be defined as intangible business value that covering its staff (human capital), value inherent in its relationships (relational capital) and its environment (structural knowledge) of which component is intellectual property. Thus, it

means sum of activities and processes focused on creating, shaping and updating the stock of intellectual capital related with formulation of strategic vision that joins together three dimensions of intellectual capital within the organizational context through exploration and exploitation, measurement and disclosure [7, p. 27]. Intellectual capital is used in the context of assessing the wealth of organizations. Intellectual capital is directly visible in corporate brand books as capital embodied in physical assets and financial capital; however they are core of organization's values. So why knowledge, education and scientific-research infrastructure are considered as key strategic resources and sphere of international collaboration and direct foreign investment (see figure 5).

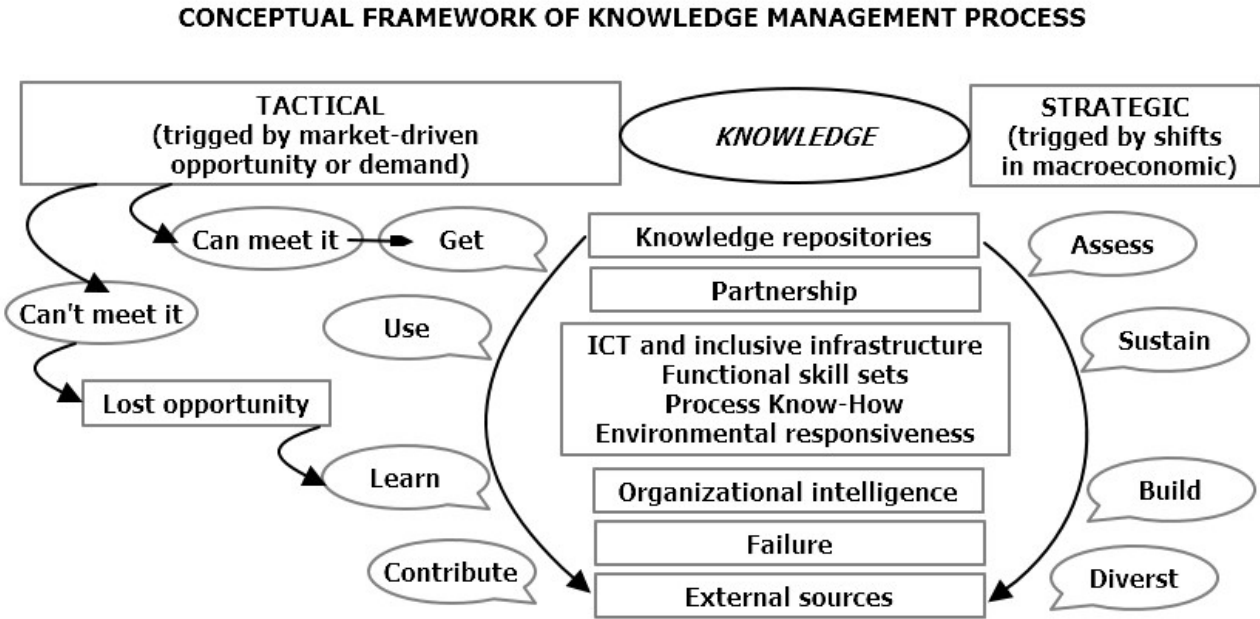


Figure 5. Conceptual framework of knowledge management process

But foreign investors in this case are observed as equal business partners not donors or benefactors. In United Arab Emirates each provider of educational or scientific-research goods and services at first must to pass multilevel check that includes not only examination of financial responsibility, quality of personal training and accounting valuation of goodwill. Also candidate must to have internationally certified and recognized quality management system [5, p. 198-199].

International standard ISO 21001:2018 allows for each educational institution to start further development and implementation of ethical norms and innovative managerial practices on local level regarding its unique traditions, historical heritage and experience of international activity as like as position on national and regional educational service market. But in the same time we have many unsolved questions in most of Ukrainian universities: teacher's pay rise (42.3 %), financial support of scientific activity within educational institution (41.5 %), to limit quantity of higher educational institutions (31.11 %), create and implement into practice a system of internal

testing for university alumni (10.4 %), prevent academic plagiarism, bribery and other kinds of academic non-integrity (43.9 %), start collaboration with leading foreign higher educational institutions (43.3 %), involve business authorities into collaboration (22.2 %), make teaching more close to needs and requirements of future profession (35.8 %) [2, p. 37-38].

Anyhow, we can agree with William Edwards Deming that quality is everyone's responsibility [7, p. 114-116]. Thus, translated last year and introduced by experts of Ukrainian Quality association new international standard ISO 21001:2018 «Educational organizations - Management systems for educational organizations - Requirements with guidance for use» will be helpful for our Ukrainian educators as instrument for gaining success and recognition on national and international levels (see figure 6).

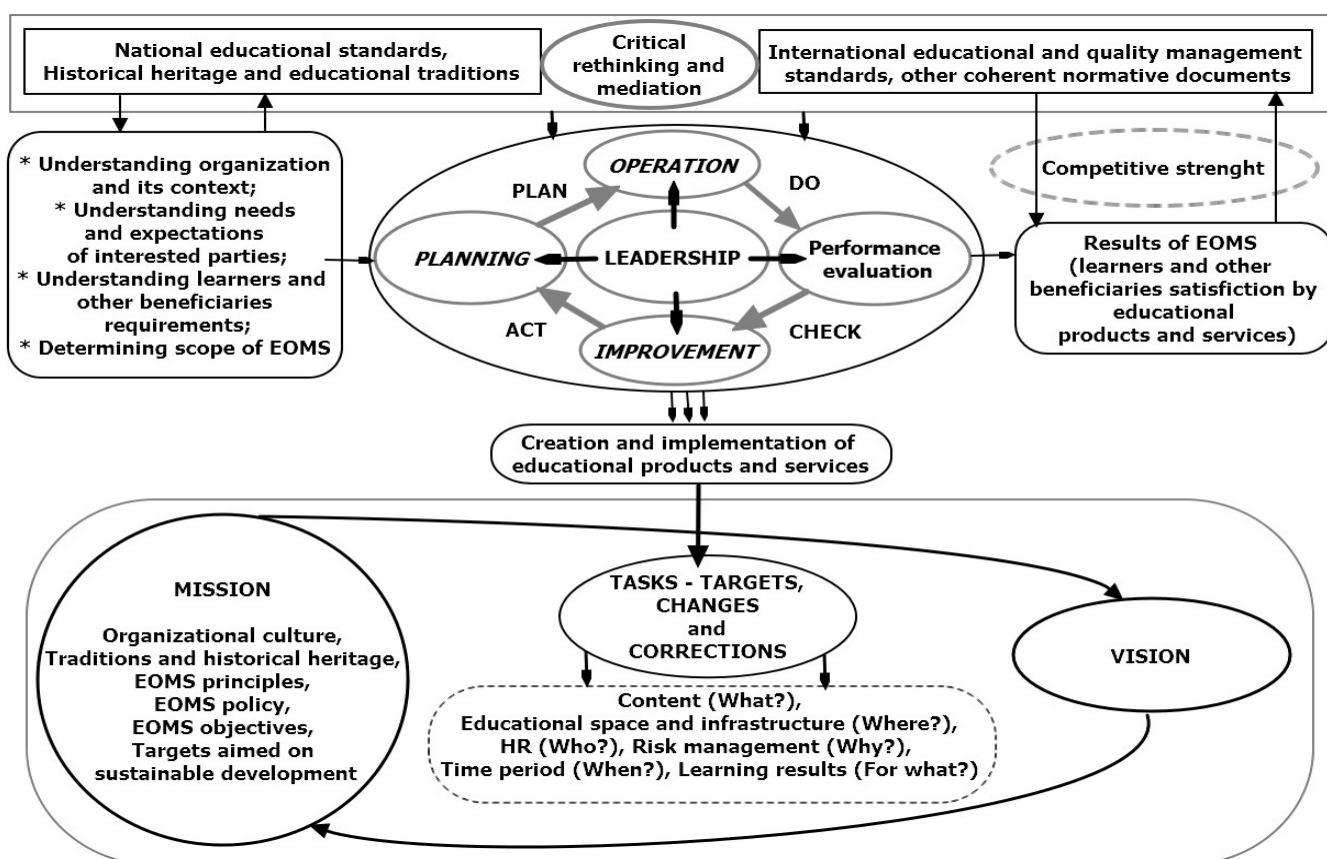


Figure 6. Sample of EOMS implementation (ISO 21001:2018)

Personality in system of higher education occupies central place where are concentrated connections and communications with external environment or with business domain. Human capital is significant and main feature of contemporary education: each personality performs here social function that brings to educational process some individual features – character, inspiration, will, interests, needs, intellect, knowledge, mind and value orientations. Here also plays key role educational activity motivation like it was illustrated in A. Maslow’s theory, where level of needs is indicator of social differentiation [4, p. 291]. Ethical values, special needs [4, p. 734]

and academic integrity are core elements of educational institution's corporate culture and its socio-cultural climate. Mentioned values includes set of standards, criteria, norms and beliefs, those should be cultivated and implemented into strategic management of modern education (see figure 7).

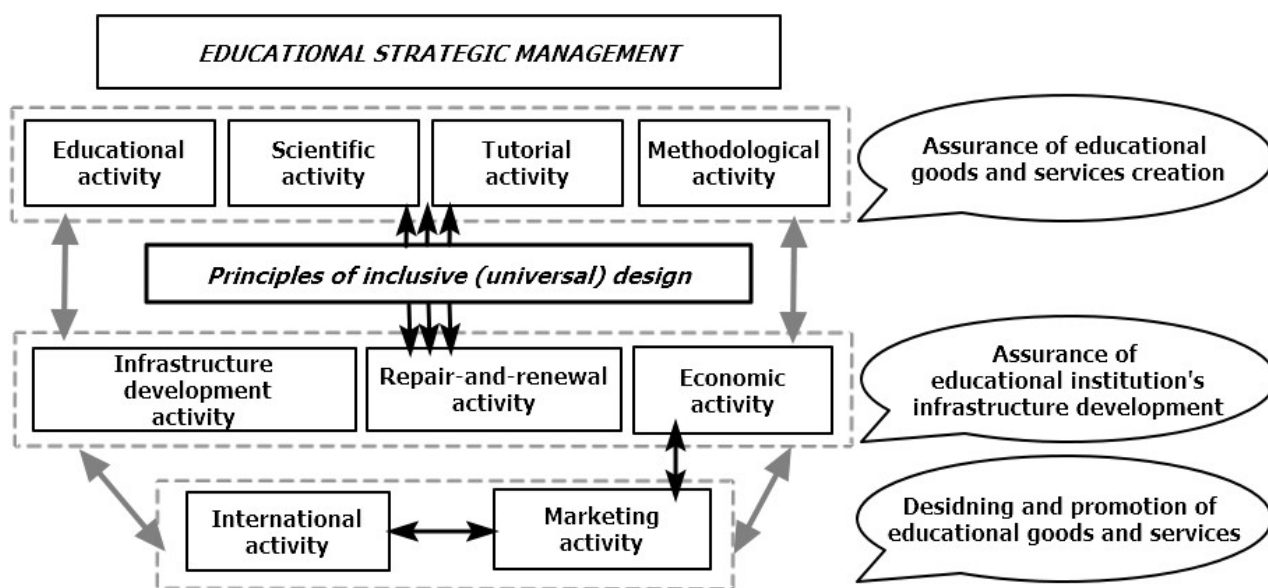


Figure 7. Contemporary educational strategic management (ISO 21001:2018)

Summarizing results of discussion concerning competitive strength of national educational services, we should to underline its key points:

1. Coherence and logic in system of normative documents regulated ethics, financial transparency and academic integrity in sphere of higher education is needed. Mentioned norms include: (a) individual norms or rules of behavior created by individuals that are based on their own will and fixed by force of collective solidarity. These norms should be non-controversial with law norms and not harmful for interests of educational institution (organization or company) and other stakeholders; (b) corporate norms or rules regulated organizational, informational and financial issues, which are implemented into official documents of educational institution; (c) contractual or behavioral rules developed by two or more participants on issues that are in focus of mutual interests, like contract between student and educational institution; (d) centralized norms or rules developed by official bodies on base of administrative-command system historical heritage; (e) ethical norms or rules close related with category of business ethics, aimed on getting maximum goods by majority participants of educational process and providing equal asses to needed basic recourses for all. Such norms can be systemized by requirements of international and national standards [12, p. 576-579]: ISO/IEC 27002:2013 «Information technology - Security techniques - Code of practice for information security controls», ISO 26000 «Guidelines for Multinational Enterprises in the field of social accountability and sustainable development», ISO 14001 (environmental management), ISO

22000 (food safety management), OHSAS 18001 (occupational health and safety), ISO 50001:2018 «Energy management systems - requirements with guidance for use», ISO 37001 (anti-bribery management systems), ISO 21001:2018 «Educational organizations - Management systems for educational organizations - Requirements with guidance for use» and relevant others.

2. Measurement of educational goods and services quality is correlation between quantity of educational institution entrants on selected specialty (specialization) and quantity of its alumni who are hired and working on obtained specialty (specialization). That's why each educational institution must be in touch with national and foreign employers to provide learners set of quality internships.

3. If collaboration with educational dealers and brokers are inevitable evil caused by jurisdictional conflicts, then educational institutions can join to national chamber of commerce (or its regional branch) and collaborate with those dealers or brokers, who successfully passed there international audit. Also as alternative to propose educational goods and services using wide network of chamber of commerce. Export of quality educational good and services should be legal and transparent.

4. Internationally recognized quality assurance system allows to educational institution be ready for global competition in market of educational services. But for gaining success in it leading Ukrainian universities focus on: (a) collaboration with Ministry of Education and Science of Ukraine in monitoring of trends and needs of contemporary educational service market in local and global perspective and correct curricula according to obtained data; (b) conducting marketing researches and work with potential future university entrants and companies to meet their needs and aspirations; (c) scope of outcomes – quantity of companies and countries whose interests will be limited due to absentee agreement about implementation common ethical norms for education and business (like academic integrity codex, law norms, transparency practices etc.); (d) social consensus – level of moral acceptance or rejection by society, clients or collectives of educational institutions (companies or organizations) some acts, or in other words – valid value system of society (community); (e) probability to get losses or profit from results of educational activity for interested participants of educational process; (f) temporal dimension of educational activity outcomes (long term, short term or permanent character) and distance (cultural, psychological, social) between educators, teachers and trained by them students; (j) concentration of outcomes or scope of people on which will be spread results of educational activity and obtained knowledge in each separated managerial situation.

5. Monitoring of learning results as part of internal quality management system (see figure 8) should be legal precondition for national accreditation and international certification of educational institution. This monitoring model as like as other processes of quality management system can be digitalized and applied as part of CRM system.

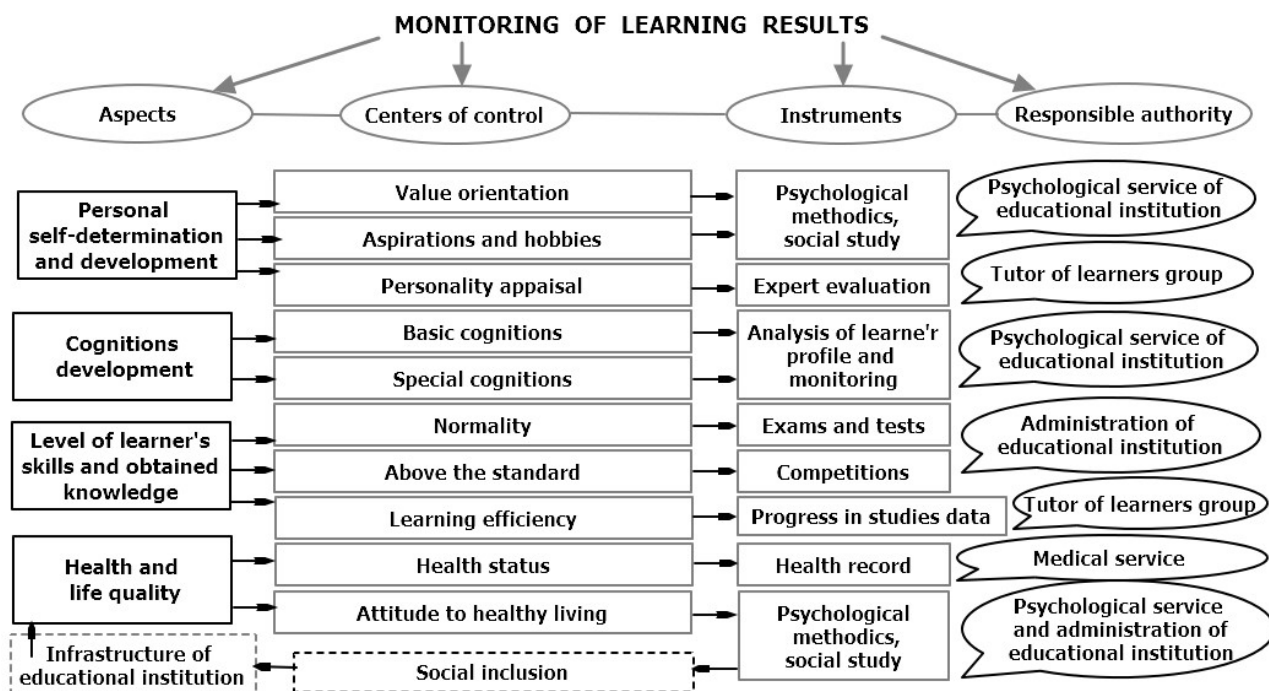


Figure 8. Monitoring of learning results: conceptual model

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1.9. Сучасні підходи до модернізації неперервної професійної підготовки фахівця

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Тенденції розвитку відкритої освіти дозволяють реалізувати гнучкий підхід до підвищення якості людського капіталу протягом життя, гармонізації трансформаційних процесів щодо значущості особистих якостей та позитивних зрушень у свідомості людини при переході до суспільства знань. Більшість вишів, що послідовно «шукають» ефективні рішення щодо підвищення якості процесів підготовки фахівців, розробляють комплексні інноваційні заходи у різноманітний спосіб. Це відбувається відповідно до Цілей сталого розвитку, які мають бути реалізовані до 2030 року, що, очевидно, диктує сучасні зміни освітнього ландшафту та посилення уваги до неперервної професійної підготовки освітян.

Однією з визначальних тенденцій у формуванні цілісної ефективної освітньо-наукової системи розвинених країн є рух за відкриті ресурси для підвищення якості неперервної освіти дорослих. Зокрема, суттєво збільшилися темпи оновлення загальних і професійних знань у Великобританії, що обумовило професійне навчання фахівців на 90 % підприємств різних видів діяльності, а в країнах Північної Європи – понад третини дорослих задіяні в різноманітних формах навчання протягом життя. Зрозуміло, що неперервна освіта в Європі та на міжнародному рівні стає одним з основних складників цілеспрямованої політики і розповсюджується не тільки на сферу освіти, але й на соціальне забезпечення, економічне зростання тощо. Це підтверджено протягом останніх років результатами провідних конференцій ЮНЕСКО та ICDE (Дублін, 2019), OER (Берлін, 2018), EUA та EADTU, а також самітів Париж (2018), Лілехаммері (2019) та інших зацікавлених стейкхолдерів для обговорення нагальних проблем.

Зрозуміло, йдеться не тільки про рівень цифрової грамотності молоді та дорослих, наприклад, Гаазька декларація як один із кінцевих результатів проєкту MOONLITE зосередила увагу на темах, що стосуються способів, яким MOOCs можуть підтримувати біженців (та інших уразливих груп), мігрантів та студентів у їхньому доступі до вищої