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A SOCIAL SCIENCES

AA	PHILOSOPHY AND RELIGION
AB	HISTORY
AC	ARCHAEOLOGY, ANTHROPOLOGY, ETHNOLOGY
AD	POLITICAL SCIENCES
AE	MANAGEMENT, ADMINISTRATION AND CLERICAL WORK
AF	DOCUMENTATION, LIBRARIANSHIP, WORK WITH INFORMATION
AG	LEGAL SCIENCES
AH	ECONOMICS
AI	LINGUISTICS
AJ	LITERATURE, MASS MEDIA, AUDIO-VISUAL ACTIVITIES
AK	SPORT AND LEISURE TIME ACTIVITIES
AL	ART, ARCHITECTURE, CULTURAL HERITAGE
AM	PEDAGOGY AND EDUCATION
AN	PSYCHOLOGY
AO	SOCIOLOGY, DEMOGRAPHY
AP	MUNICIPAL, REGIONAL AND TRANSPORTATION PLANNING
AQ	SAFETY AND HEALTH PROTECTION, SAFETY IN OPERATING MACHINERY

AN ANALYTICAL LOOK AT THE MANAGEMENT OF PUBLIC UNIVERSITIES IN THE SLOVAK REPUBLIC AND UKRAINE

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Abstract: The article aims to analyze the current state of management systems of universities and possible scenarios for their transformation. The methodological framework of the analysis is an overview approach and the principle of typology of structural configurations of control systems. The empirical base was formed by the research results on management systems and organizational culture of universities in the Slovak Republic and Ukraine. The legislative grounds of universities of the countries are considered. The analysis of the state of organizational culture and educational activities of the universities of the above countries is carried out. In the course of the study, the conditions and prerequisites for the development of other scenarios for the transformation of management systems of universities are considered, their features and capabilities are assessed. The article is of a problematic nature and is addressed to researchers and heads of universities.

Keywords: Education, High school, Slovak Republic, Ukraine, University Management.

1 Introduction

The modernization processes of higher education and the development of education and research processes also make the issues of management of universities significant. Difficulties and failures in the transformation of higher education in some countries are considerable since little attention has traditionally been paid to analyzing the problems of improving the management systems themselves. Over the past decades, the organizational characteristics of universities have changed very little. During these years, the focus of modernization activities was mainly education, then research and innovation; only in recent years – the structure of universities and their management systems. These circumstances have led to the increased attention of researchers to the development of university management systems. A number of works actively discussed the issues of centralization and decentralization of management, the autonomy of universities, and their independence in making certain managerial decisions [8, 35].

The problematic field of attention of researchers turned out to be the role of collegial governing bodies of universities in the general management system, the problems of interaction of various subjects of power in universities. These new management structures are characteristic of the modern model of university management [46].

Attempts were also made to systematize the management models of universities. In one study, the authors identified four models:

- Public administration;
- Partial autonomy;
- Partial independence;
- Independence [14].

The presented models differ in three key parameters:

- The legal status of the university and its relationship with the government.

- The degree of independence of persons responsible for the university's activities.
- The degree of financial autonomy provided by the government [47].

Of particular interest are works that reveal the features of changes in management systems during periods of active transformation of universities and their plans to strengthen competitive positions in the global scientific and educational space [2].

In recent decades, Ukraine has undergone significant socio-economic and political transformations. They affected all social spheres, including the sphere of higher education, where these changes are most dynamic. After the collapse of the USSR, Ukraine embarked on the path of European educational integration, which led to the signing of the Bologna Declaration, active participation in the construction of the European Higher Education Area [57]. In these processes, the leading role belongs to the state administration bodies of higher education. The activity of all higher educational institutions depends on the effectiveness of their functioning, the characteristics of the interaction between them, competence, and the correct definition of the development goals of the higher education system [17].

In Slovakia, the Ministry continues to implement international standards to ensure the quality of higher education, according to which the university itself bears the primary responsibility in this direction. Emphasis should be placed on Internal Quality Assurance Systems (IQAS), their functionality, and efficiency. The quality assurance system is more focused on improving individual universities' culture and level and creating IQAS with external monitoring. At the same time, special emphasis will be placed on creating a system of assistance to university teachers (especially beginners) in the course of the pedagogical process, supporting the management of changes in education based on data (employability of graduates, student structure, academic success, identified needs of social and industrial practice), participation of employers/professional associations in the preparation of curricula or in making changes to them, support for the creation of standard graduate profiles for individual educational areas. An essential goal of the Ministry is to change the conditions and status of the Accreditation Commission itself so that it becomes a full member of the European Association for Quality Assurance in Higher Education and is registered in the European Register for Quality Assurance in Higher Education. In this regard, it is necessary to adopt amendments to the Slovak legislation, which will ensure the commission's independence and its functioning, based on the standards mentioned above.

2 Literature Review

Clark, analyzing how the transformations of universities take place, noted that traditional European universities were not able to direct their development for a long time. Nowadays, however, universities must pursue their goals, for which they need to have a strengthened guiding core [10, 15, 16, 20]. This core should include major management groups and university structures [9]. It should be noted that a "strengthened control core" means not only an increase in the role and influence on the development processes of the university administration bodies but also the involvement of academic staff in management [18].

Salmi, answering the question of what it means to be a world-class university, identifies three key factors: concentration of talents, an abundance of resources, and effective management, and the latter is characterized by both the attraction of influential representatives from the outside world to the university management system and the presence of leaders, able to consistently pursue their policy and inspire the team, understand the strategy of the university, create an atmosphere of success

and improvement, a culture of constant reflection, organizational learning and change [8].

The researchers note that the principle of academic freedom is a crucial rationale for many university governance reforms [14, 35, 46]. It is a cornerstone that allows universities to manage their activities as fully as the state allows them. At the same time, there should be a system of checks and balances at two levels: at the state level, which monitors and evaluates the university's activities, and at the university level, where the council requires leaders to account for the achievement of goals [21]. Summarizing the approaches to the study of modern university management systems, we note that researchers agree on several fundamental theses:

- The current period of development of universities is associated with the strengthening of the centralized influence on them by the state, which seeks to improve the manageability of universities in the face of new challenges of the emerging knowledge economy;
- "Soft" management, which is traditional for universities, is replaced by solid university power, the role of administrators in the system of managing the development of the university is increasing, and initiative and leadership in changes are being "intercepted";
- The centralization of management and the increase in its proactivity should be accompanied by the deepening of university autonomy, the formation of a corporate culture of striving for change and superiority [9];
- In a modern university, a balance should be ensured between the university bureaucracy and academic staff [47].

However, the principles of "direct democracy" or "vertical of power" do not work here. Instead, the task can be solved by mixing different forms of management, which must take into account both the division of labor and standardization and the presence of a solid and autonomous professional group. The mode of "participation in university management" is a tool for achieving such a balance [8].

All these considerations pose the problem of finding managerial mechanisms that would allow the renewal of the education system to be launched based on the effective use of organizational resources of centralization and university autonomy [22-25]. The successful solution to this problem is associated with the analysis of the current state of the management system of universities and the identification of trends in its development [55].

2.1 Ukraine

In Ukraine, management in the field of higher education is carried out by public administration bodies of higher education at various levels [1]. Therefore, before proceeding to the study of their functional powers and responsibilities, we consider it necessary to give a definition of the concepts of "higher education management" and "public administration of higher education" [29].

In scientific thought, a consensus has not yet been formed regarding the essence of the concept of "higher education management". Researchers, as a rule, focus on one aspect – the subjects of management and their functions, goals, and objectives of management, methods, and means of its implementation [66, 67].

Having systematized the existing scientific approaches to this problem, in our study, we will proceed from the fact that the management of higher education is a process of purposeful continuous activity of various subjects of management (state, self-government, public organizations, etc.), which consists in the implementation of directing and regulating influence on public relations in the field of higher education to achieve the goals of its functioning, development and improvement – the all-round development of the individual in the interests of society and the state [1-7].

In the conditions of the state's existence and the concentration in its hands of the main levers of influence on the sphere of higher education, among all the varieties of higher education management, the leading role belongs to the state management of higher education.

It is purposeful, organizing and regulating the process of state influence on the sphere of higher education, which is executive and administrative, is carried out in the process of exercising state power by specially authorized state bodies through the use of state power and the performance of certain managerial functions in order to streamline public relations in the sphere of higher education, achieving the goals of its functioning, as well as improving its structure and organization.

2.2 The Slovak Republic

Since the velvet revolution, the Slovak government has always paid special attention to science and education, particularly to the development of universities. In the 1990s, there was a gradual reform of this area at the first stage. It can be called a transitional stage from "centrally planned" education to a "market" one [12]. At that time, both workers and scientists in Slovakia were going through a retraining process (gaining skills in working with computers, expanding language knowledge) [67]. It should be especially noted that the documents of the then Cabinet of Ministers, aimed at developing this area, determined the strategy for the development of science and education and specific ways of its implementation.

So, for example, only within the framework of funding from the Ministry of Education and Science of the SR for 1994-1995; 64 and 169 research projects were selected, respectively. Also noteworthy is the fact that initially, the development of Slovak science was accompanied by the expansion of the international relations of Slovakia with various countries in this area. It is no coincidence that the government adopted two fundamental documents on August 2, 1994: the Concept of State Scientific and Technical Policy and the Project for Ensuring International Scientific and Technical Cooperation of the Slovak Republic [11].

In the early 2000s, under the government of M. Dzurinda, a more general approach to science and the development of universities prevailed. However, since then, the documents of the Cabinet of Ministers have become more abstract, comprehensive, but less revealing both the individual nuances of Slovak education and the prospects for the specific direction of introducing the achievements of Slovak scientists into the common European space [13].

European education is a good base for graduates and their parents. A European-style diploma opens up good prospects for future life: it can count on official work and residence in the EU countries. The opportunity to develop and reach new heights of career development begins with a small one – the right choice of a university. State universities in Slovakia with a worldwide reputation are ready to offer training to students at an affordable cost or free [19].

3 Materials and Methods

Within the framework of this work, a method is undertaken based on the theoretical structure of domestic and foreign researchers to describe the organizational design and the organizational configurations caused by it. The article's authors seek to assess the vectors of modernization of university management at the present stage [27, 28]. The empirical basis of the article is the materials of proactive comparative studies of organizational culture and management systems of universities.

The system of higher education in Ukraine is made up of higher educational institutions of all forms of ownership, legal entities that provide educational services in higher education, and bodies that exercise management in higher education [30-32, 34]. In Ukraine, there are 823 universities in which they study in all forms (day, evening, correspondence). The overwhelming

majority of higher education institutions are state and municipal property.

In an organization, a system of individuals that ensures a particular product, there are no dependent and independent parameters; they are all interconnected both vertically and horizontally [36, 37]. According to their functional responsibilities and functional aspirations, the elements of the organization are grouped into five main divisions: the operational core, the middle line, the strategic peak, technostructure, and support personnel.

The organization's effectiveness is determined by the content of the coordination mechanism that provides production and information (management) interactions of joint activities of the elements of the organization [39-42]. Applying the presented theoretical structure to universities, let us single out two intra-university communities for further research: the teaching staff (teaching staff) – employees of the operational core (departments) and administrative staff – workers of the middle line (deans of faculties, directorates of institutes), technostructures (functional departments and departments of university management), support personnel (administrative services and divisions), a strategic peak (administration) [38].

Let's highlight five main coordination mechanisms. The dominance of one of them in the organization's activities generates a specific type of structural configuration – the gestalt of rigidly dependent relationships between the main divisions [44, 45, 48, 51]. In this regard, five main types of structural design are possible: simple structure, mechanistic bureaucracy, professional bureaucracy, divisional form, and adhocracy, the choice and implementation of which is determined by the objectives and results of the organization (Table 1) [38].

Table 1: A coordinating mechanism applied to universities in organizing the management of their activities

Structural configuration	Main coordination mechanism	A key part of the organization	Decentralization Type
Simple structure	Direct control	Strategic apex	Vertical and horizontal centralization
Mechanical bureaucracy	Standardization of work processes	Technostructure	Limited horizontal decentralization
Professional bureaucracy	Standardization of skills and knowledge (qualifications)	Operating core	Vertical and horizontal decentralization
Divisional form	Release standardization	Median line	Limited vertical decentralization
Adhocracy	Mutual agreement	Support staff	Electoral decentralization

The coordination mechanism is not a declaration; its implementation is based on its legal framework correlated with the legal field of the external environment [56, 58]. Changing the coordination mechanism, therefore, the type of organizational configuration is possible only by changing the organization's legal framework. This circumstance was noted earlier [38] in the study of the general patterns of organizational culture.

The systemic phenomenon (organizational culture) in this case is a reflection of the activities of the existing coordination mechanism, and the state of the organizational culture is a reflection of the effectiveness of its activities [63]. The closeness and correlation of the structural configuration with a specific type of organizational culture is a fairly obvious fact.

The typology of organizational culture, developed by Cameron and Quinn based on highlighting competing values, fixes the fundamental organizational cultures – clan, adhocratic, market, hierarchical, as possible ultimate ideas about the combinations of competing values used [59, 62, 65]. Other characteristics of the management system, the ways of making management decisions, movement of information flows, social distance, are also transformed in the context of one or another type of coordination mechanism [38, 61].

Concluding the review of key attitudes in the analysis of management systems conditioned by this approach, we note that the typology of structural configuration can also be considered as a typology of the maturity of organizational forms since it reflects the process of movement from simpler forms of organization and management mechanisms to more complex ones [68-70]. This allows it to be used as a diagnostic tool for assessing the current state of university management systems and determining organizational development goals.

Another important direction in the analysis of university management systems can be establishing a general trend in the transformation of management in universities. The movement towards more complex structural configurations of university management systems allows us to talk about the direction of their development and the opposite situation – about the trend of degradation or stagnation of management systems in the absence of changes.

4 Results and Discussion

Taking this brief overview, let us designate that the starting point of modern transformations was the management model of higher education, which was characterized by a high degree of centralization, which makes it possible to classify it as a simple structure dominated by direct control under conditions of vertical and horizontal centralization with the leading role of hierarchical management structures [55]. Obviously, such an assessment captures only the key most general characteristics and does not reflect the real picture of managerial relations in universities, of course, relations are much more complex and ambiguous.

In Ukraine, the main role in the implementation of public administration of higher education belongs to governing bodies of different levels, which have an internal organization, are endowed with appropriate powers, are associated with higher educational institutions and other government bodies. At the same time, we note that the activities of state governing bodies should be regulated by a clear regulatory and legal framework. Thus, the state administration of higher education in Ukraine is carried out in accordance with laws and regulations. The main ones are: the Constitution of Ukraine (1996); laws of Ukraine "On Education" (1991), "On Higher Education" (2002); National Program "Education" (Ukraine XXI century) "(1993) and the National Doctrine of Education Development (2002), as well as decrees of the President of Ukraine, resolutions of the Verkhovna Rada of Ukraine and the Cabinet of Ministers of Ukraine, which are aimed at regulating the sphere of higher education and regulations on the activities of specific government bodies of higher education in Ukraine [57].

The structure of state management of the higher education system in Ukraine was introduced by the Law of Ukraine "On Education" of May 23, 1991, which established the need for state control over the activities of educational institutions, regardless of ownership in order to ensure the implementation of a unified state policy in the field of education [43]. These functions were assigned to the central and local education authorities and the State Inspectorate of Educational Institutions under the Ministry of Education of Ukraine. Initially, her main responsibility was to inspect and certify educational institutions, regardless of their affiliation. During its existence, this body has been renamed and reorganized several times. Thus, the range of her duties was expanded to study the work of state bodies that have educational institutions under their authority, regarding their implementation of state policy in the field of education; implementation of control over universities for their observance of laws and other normative legal acts; participation in the development and improvement of the regulatory framework for state control over the work of educational institutions, etc.

The leading role in the development of measures for public administration of higher education and their implementation belongs to the President of Ukraine, the Verkhovna Rada of Ukraine and the Cabinet of Ministers of Ukraine. The President of Ukraine exerts his influence on the sphere of higher education

by appointing and terminating the powers of the head of the relevant ministry for education, heads of central executive bodies, heads of state administrations. In addition, the President of Ukraine forms, reorganizes and liquidates ministries and other central executive bodies; signs or prohibits laws adopted by the Verkhovna Rada of Ukraine, approves and repeals acts of the Cabinet of Ministers of Ukraine. Under the President of Ukraine, the Public Humanitarian Council operates as an advisory and advisory body, one of the activities of which is to analyze the state of public administration of higher education in Ukraine [52].

The mission of the Verkhovna Rada of Ukraine in the public administration of higher education is to adopt relevant laws and regulations that regulate the field of higher education. At the same time, it approves programs of scientific and technical, social, national and cultural development, in which the sphere of higher education takes the main place [53].

The role of the Cabinet of Ministers of Ukraine in the process of public administration of higher education lies in the fact that it is this body that ensures the implementation of policy in the field of education; initiates and develops draft laws related to the field of higher education; develops national programs of scientific, technical, social and cultural development, which are then approved by the Verkhovna Rada of Ukraine; directs and coordinates the work of the line ministry for education [52].

Therefore, it can be argued that the President of Ukraine, the Verkhovna Rada of Ukraine, and the Cabinet of Ministers of Ukraine carry out nationwide management of higher education, defining its main directions and priorities development. They develop, adopt, or veto bills and programs related to higher education, in the same way establishing the conditions for its growth and management of this area [64].

In accordance with the current Law of Ukraine "On Higher Education", management in the field of higher education is carried out by the central executive authority, which ensures the formation of state policy in the field of education; the main administrative body that implements the state policy in the field of education; the central executive authorities, which are subordinate to higher educational institutions; local government bodies; owners of universities and public authorities [43].

The central executive body ensures the formation of state policy in education; the main administrative body that implements the state policy in education is the line ministry, which functions as part of the Cabinet of Ministers of Ukraine. Initially, in December 1991, the Ministry of Education of Ukraine was created, which united the state administration of all levels of education. It became the central body of state executive power, which provided leadership in education. The authorities of the Ministry of Education of Ukraine were as follows: participation in the definition of state policy in the education sector; implementation of state educational policy, control over its performance and compliance with acts of legislation on education; control over compliance with state academic standards; accreditation of higher educational institutions; formation and placement of state order for the training of specialists with higher education, etc. [54]. The Ministry of Education of Ukraine (as of January 1, 1997) was carried out by a minister, two first deputy ministers, and three deputy ministers. Its structure included more than 12 departments, including the General Directorate of Higher Education.

In 2000, thanks to the merger of the Ministry of Education of Ukraine and the State Committee of Ukraine on Science and Intellectual Property, the Ministry of Education and Science of Ukraine was created. It was established that the Ministry of Education and Science of Ukraine is the central body of executive power, which is directed and coordinated by the Cabinet of Ministers of Ukraine. Concerning the sphere of higher education, the Ministry was entrusted with the following tasks: submitting proposals to the Cabinet of Ministers of Ukraine regarding the streamlining of the network of State higher educational institutions; implementation of licensing,

certification, and accreditation of higher educational institutions, maintaining the State Register of educational institutions; development and decision-making regarding experimental working curricula, new educational programs, pedagogical innovations, and technologies; implementation of measures regarding material and moral incentives for workers in education and science, etc. [13]. The structure of the Ministry was also transformed – a new position of the first deputy minister for relations with the Verkhovna Rada of Ukraine was introduced, and instead of three deputy ministers, only two were envisaged; management received the name of departments.

Another improvement in the structure of the Ministry of Education and Science of Ukraine was carried out in 2002, which led to the fact that organizational, expert-analytical, legal, informational, material-technical, and other support for the activities of the Ministry of Education and Science of Ukraine, its current work, as well as support for the activities of the Minister, had to be carried out by the State secretary, and not the first deputy minister – the head of the apparatus of the Ministry of Education and Science of Ukraine. The Secretary of State had a first deputy and deputies [9]. In 2006, the post of Secretary of State was abolished. As of December 2010, the Ministry of Education and Science of Ukraine had one first deputy minister and five deputy ministers.

In December 2010, the Ministry of Education and Science and the Ministry of Family, Youth, and Sports were reorganized, and on their basis, the Ministry of Education and Science, Youth and Sports of Ukraine was created. In accordance with the Regulation "On the Ministry of Education and Science, Youth and Sports of Ukraine" (after this, the Ministry of Education and Science) [12], some more were added to its tasks that relate to the implementation of public administration in the field of higher education: organization of elections (competition), appointment and dismissal from the posts of heads of higher educational institutions subordinate to him; approval of the statutes of universities; consideration of the proposal for granting the status of national and research higher education institutions, as well as the status of a scientific center to scientific research (scientific and technical) institutions; determination of a strategy for monitoring the quality of education and ensuring its implementation, etc. Furthermore, since the Higher Attestation Commission was liquidated, the MESMS also took over the management of the work on awarding scientific degrees and academic titles [57].

This ministry was headed by a minister who had a first deputy and a deputy chief of staff. In the Ministry of Education and Science, Youth and Sports, the Department of Higher Education was created, which was engaged in the analysis of the state of the sphere of higher education, the development and implementation of the organizational and legal mechanisms of its functioning.

In February 2013, the institutional structure of public administration of higher education underwent another change, which the division marked after two years of the existence of the Ministry of Education and Science, Youth and Sports of Ukraine into two ministries – the Ministry of Education and Science and the Ministry of Youth and Sports. At the same time, we note that the functions of the new ministry have also changed. In particular, its main tasks have been expanded by giving it the duty to exercise state control over the activities of educational institutions, regardless of their subordination and form of ownership. In addition, per its tasks, the Ministry of Education and Science of Ukraine now approves the appointment of heads of state-owned universities, subordinate to other central executive authorities. Furthermore, it adopts the statutes of private institutions of higher education. However, the management structure of the Ministry of Education and Science has not changed [14].

Throughout the profile ministry for education, a collegium functioned under it for the coordinated solution of issues related to its competence. Orders of the Ministry implement the

collegium's decisions, and its members are appointed and dismissed by the Cabinet of Ministers of Ukraine on the minister's recommendation. The head of the collegium is the Minister of Education and Science. It includes the First Deputy Minister, Deputy Minister, Deputy Minister – Chief of Staff, Head of the State Inspection of Educational Institutions, a representative of the National Security and Defense Council, people's deputies, heads of leading educational institutions, senior officials of the Ministry education and science [57].

Thus, the analysis of the transformation process of the central body of public administration of higher education in Ukraine (the profile ministry) made it possible to study precisely how its structure, powers, and features of influence on the sphere of higher education have changed since independence. It should be noted that the regulation of higher education has always been a priority area of activity for the ministry. This is evidenced even by the fact that the department for higher education has always existed despite the constantly changing number of offices, departments, and deputy ministers (which, as a rule, was justified).

At the regional level, the state administration of higher education is carried out by the Main Departments of Education and Science of the regional state administrations. They are subordinate to the Ministry of Education and Science and in the regions – to the regional state administration. As for the management of the sphere of higher education, its main task is to implement the state policy in the field of education, taking into account the peculiarities of the region's socio-cultural environment and monitoring compliance with legislation in the field of education. Furthermore, the Main Department of Education and Science creates conditions for the realization of the right of citizens to receive higher education; predicts the region's need for specialists and forms a regional order for their training; organizes and controls the work of state and communal higher educational institutions under the powers delegated by the Ministry of Education and Science; prepares proposals for the appointment and dismissal of the heads of research institutions and research departments of universities.

Regarding the authorities of the Autonomous Republic of Crimea and local self-government bodies, which are subordinate to universities, their powers are as follows: ensuring the implementation of state programs in the field of higher education; determination of the need for specialists in the area and the formation of proposals for the volume of state orders for training, retraining and advanced training of specialists; development of suggestions for optimizing the network of universities; attraction of enterprises and organizations to solve the problems of higher education, etc. [2].

Recently, the changes taking place in the structure of public administration bodies for higher education testify to the tightening of control over higher educational institutions by the central government bodies represented by the Ministry of Education and Science and the centralization of administration. At the same time, we note that these features of public administration of higher education are largely due to an outdated regulatory framework and blind copying of Western experience without taking into account national characteristics.

Thus, the existing legal and regulatory framework for the sphere of higher education is characterized by an insufficient level of elaboration, contradictoriness, and inconsistency with the realities of modern life. In particular, the Law "On Higher Education" was adopted back in 2002. In 2005, Ukraine joined the Bologna Process, thereby declaring its European integration aspirations in the educational sphere. This, in turn, required the Ukrainian state to make changes in higher education itself and its management. It should be noted that attempts to develop a new law have been carried out for at least the last three years, but all of them have ended in failure so far. Now the Verkhovna Rada of Ukraine is considering three draft laws, "On Higher Education", but which of them and when will be adopted is still unknown, since

Acts and regulations almost never receive priority status, as a result, they are considered and worked out for a long time before approval.

In the Slovak Republic, through the availability of objective information and data, the Ministry seeks to increase public confidence in the higher education system. More accessible data on public HEI spending on specific activities provide a basis for a qualified discussion of higher education funding and a more targeted allocation of public funds to meet the needs of society and individuals. Furthermore, the Ministry intends to strengthen the international dimension of the university environment, eliminate the demotivating elements associated with academic careers, and support healthy and open competition among the best students/workers [26].

The Ministry is interested in removing barriers to higher education. At the student level, it is about making full use of the capabilities of the credit system, such as student mobility within the university itself, as well as between universities, both vertically and horizontally.

In the case of employees, the Ministry's goal is to remove barriers that prevent more flexible career paths between the academic and other sectors (public, private, and non-profit). Associated with this is the system of assessments of personal support for the implementation of educational programs and the creative activity of universities, in which it is necessary to take into account the fact that the work of specialists with a reduced work schedule in a particular situation can become a greater contribution to education than in the case of the established weekly teaching activity [33].

A feature of the open higher education system is the use of the possibilities of the international academic environment. At this stage in the development of the Slovak university environment, internationalization is an independent goal, which will gradually become an integral part of certain areas of university life to improve the quality of university performance or increase readiness for activities on a global scale level [60]. A systematic approach requires the development of a strategic document that specifies individual goals and measures in this area. It should define the goals of academic mobility, a support system for the presentation of the Slovak university space as an integral part of the pan-European space in the field of higher education and research, the development of existing programs, such as the National Scholarship Program, as well as programs to support the return or acquisition of experts and specialists from abroad. It will be equally important to analyze the existing barriers to the internationalization of the university environment and identify ways to eliminate them (visa policy, language barrier, the impact of the social security system on the employment of foreigners, etc.). It is also essential to focus on creating an integrated environment for students and staff so that there is no isolation of students studying in academic mobility. Still, there would be both interactions between students and contacts of separate cultures [49]. In cooperation with the academic community, the Ministry intends to prepare a primary document in this area and create a mechanism to support the activities of individual universities in it.

In order to facilitate international cooperation of higher education institutions in the field of education, a simplified way of creating joint curricula will be created. Furthermore, the Ministry intends to introduce into Slovak legislation a European approach to ensure the quality of joint programs. These changes will include adjusting the position of so-called free-mover students who decide to take part in their studies at a Slovak university and then complete their studies in another country [50].

5 Conclusion

In most European countries, as well as in Ukraine, responsibility for higher education is vested in a line ministry or central governing body (for example, the Department for Higher

Education, Innovation and the Arts in the UK; Ministry of Education and Science in Norway, Finland; Ministry of Higher Education and Research in France, etc.). At the same time, many functions of the management of higher education institutions are delegated to the regional level, to intermediary agencies, public authorities, and the universities themselves, which have significant autonomy.

An analysis of the Ukrainian experience in public administration of higher education cannot yet boast of such a state of affairs. In Ukraine, the postulate of the autonomy of higher education institutions, which is enshrined in legislation, does not find expression in real life. In order to take into account socially significant interests in resolving the problems of the sphere of higher education, public advisory bodies function under state authorities – the Public Humanitarian Council under the President of Ukraine, the Public Council under the Ministry of Education and Science. The top place in the structure of public bodies that influence the sphere of higher education is occupied by the Union of Rectors of Higher Education Institutions. The activity of these bodies is characterized by structure, but at the same time, it is essential to note that it is not yet very effective since their recommendations do not find practical implementation in the public administration of the higher education system.

Thus, the analysis of the institutional structure of public administration of higher education has revealed two levels – national and regional. Moreover, the study shows that significant changes have taken place in the public administration system in the sphere of higher education in recent years.

The long-term strategy of the Ministry of the Slovak Republic is formed by a comprehensive framework for the activities and tasks of the Ministry in a particular area in the coming years.

The current institutional structure of public administration of higher education in Ukraine corresponds to the experience of most European countries, which have also entrusted the public administration of higher education to a specialized ministry. However, there are still significant reserves for improving this system, particularly the weakening of directive management, the delegation of management powers to lower levels of management, and the introduction of absolute autonomy for higher education institutions. Subsequent developments will be devoted to the study of these problems.

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