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PRIORITY AREAS FOR IMPROVING PUBLIC ADMINISTRATION OF POSTGRADUATE TEACHER TRAINING

The article highlights current issues and priority areas for improving public and community management of postgraduate teacher education in the context of social transformations and the digitalization of the educational space. It shows that effective management of this sphere is a necessary prerequisite for the continuous professional development of teachers, their readiness to implement innovations, and increasing the competitiveness of Ukraine's educational system. It is argued that the combination of state and public mechanisms ensures transparency, accountability, and democracy in decision-making processes and expands the opportunities for involving the pedagogical community, professional associations, and civil society institutions in the formation of educational policy. Key problems in the practical implementation of public-private governance have been identified: formalization of participation, limited resources in the public sector, insufficient transparency, and low effectiveness of feedback mechanisms. Promising areas of development have been analyzed: institutionalization of consultative and advisory bodies, digitization of management processes, introduction of innovative communication and e-democracy tools, expansion of public-private partnerships, and support for public initiatives through grants and social procurement. Particular attention is paid to micro-qualifications as an

innovative tool for developing the digital competencies of educators. International experience in digital governance has been summarized and its adaptability to Ukrainian realities has been confirmed. It has been concluded that the modernization of public administration requires a comprehensive approach that includes updating the regulatory framework, strengthening financial and economic mechanisms, developing partnership networks, and activating public participation. The implementation of these areas will contribute to the formation of a flexible, open, and innovative system of postgraduate teacher education capable of effectively responding to contemporary challenges and ensuring high-quality training.

Keywords: *postgraduate teacher education, public-private governance, digital transformation, professional development of teachers, micro-qualifications, innovative mechanisms.*

Introduction. In the context of global challenges and dynamic changes in Ukrainian society, the education system, in particular postgraduate teacher education, requires continuous updating and adaptation. It is an important tool for ensuring the professional competence of teachers, their ability to implement innovations, and to shape individuals who are ready for life and work in an information society. The development of the education system in Ukraine is impossible without effective management of postgraduate teacher education, which ensures the continuity of professional development for teachers and school administrators. In the current context of democratization of society and the expansion of the role of civil society, the importance of public-private governance as an innovative model of interaction between government structures and the educational community is growing.

Public-private governance is the cornerstone of an effective and democratic education system, allowing for the combination of state responsibility with broad public participation. Public-private governance is based on the principles of democracy, collegiality, transparency, accountability, and partnership. It involves the participation in decision-making not only of state education authorities, but also of representatives of the teaching community, public organizations, parent associations, and experts.

Analysis of literary data and formulation of the problem. The issue of public-private governance has been studied by V. Bekh, O. Belyaeva, V. Bakumenko, L. Gaevskaya, Ya. Grechka, G. Yelnikova, O. Zaychenko, L. Kalinina, M. Komarnytsky, V. Knyazev, V. Lugovoy, V. Mayboroda, N. Nizhnik, O. Onats, L. Prokopenko, O. Ryabeka, O. Tyagusheva, I. Shorobura, and

other Ukrainian and foreign scholars.

The essence, structure, and other aspects of public administration in the field of education in the works of foreign scholars: N. Borzelli, V. Braith, I. Austin, S. Arnstein, A. Asunta, A. Brygger, D. Buckley, M. Crozier, B. Cook, E. Erickson, L. Edvinson, M. Chan, and others.

In the educational space of Ukraine, public-private governance is seen as a way to balance centralised management and the autonomy of educational institutions, which is especially important for the postgraduate teacher education system. Theoretical models of this approach are presented in the works of Ukrainian scholars (O. Anufriyeva, V. Kremen, L. Danilenko, V. Maslov), who emphasise the need to integrate public and state resources in education management.

The purpose and objectives of the study. The purpose of the article is to provide scientific justification and analysis of the features of improving the mechanisms of state and public management of postgraduate teacher education in the context of modern social transformations, as well as to determine their impact on improving the effectiveness of the education system. To achieve this goal, it is necessary to analyze theoretical approaches to understanding the essence of public-private management in the field of postgraduate teacher education, to study the current state and trends in the development of this system in Ukraine, to determine the specifics of the interaction between state institutions and public structures in the management process, to substantiate effective mechanisms that meet the needs and challenges of today, and to propose directions for improving the practice of public-private management of postgraduate teacher education.

Presentation of the main research material. Despite noticeable progress in the establishment of public-private governance in Ukraine, the mechanisms for its implementation in the system of postgraduate teacher education remain underdeveloped and require further improvement. Formalism, lack of transparency, limited effectiveness of feedback, and insufficient use of the potential of the public sector are hindering the development of the system.

Currently, Ukraine has the legislative prerequisites for public-private governance, in particular through the functioning of public councils, the possibility of public discussions of draft regulations, and the participation of public representatives in working groups. However, despite all the theoretical advantages and aspirations for effective public-private governance,

in practice we face a number of significant challenges that complicate its full implementation.

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One of the key problems is the formalization of participation: public councils often act more as advisory bodies, and their recommendations are not always effectively implemented.

Public participation may be limited to familiarization with ready-made decisions rather than their joint formation, which reduces their real impact. This is compounded by a lack of transparency and accountability: insufficient information disclosure regarding decisions made, the results of their implementation, and mechanisms for taking public proposals into account reduces the level of trust and motivation for participation on the part of civil society [2].

In addition, limited resources are a significant challenge: the public sector often lacks sufficient financial, organizational, and human resources for comprehensive analysis, expertise, and effective participation in management processes. Added to this is a lack of consistency: the absence of a unified, coordinated system of interaction leads to fragmented efforts and the inability to take into account the full range of requests and proposals. Finally, the qualifications of participants can be a barrier: public representatives do not always have sufficient expertise in specific issues, particularly in the field of postgraduate teacher education, which sometimes hinders constructive dialogue and mutual understanding.

Improving public administration in the field of postgraduate teacher education requires a comprehensive approach that includes institutional, regulatory, informational, and methodological transformations.

First, it is important to strengthen the role and effectiveness of consultative and advisory bodies. This involves not only expanding the powers of public councils, moving from a purely advisory status to that of consultative and supervisory bodies, but also mandatory consideration and public argumentation of decisions on proposals from the public. At the legislative level, effective mechanisms should be provided for public councils to influence the setting of priorities in postgraduate teacher education, participate in the development of curricula, and monitor their implementation. To this end, it is extremely important to professionalise and train council members by organising regular training sessions on educational legislation, financial literacy, project management and public control mechanisms, which will increase their competence and ability to conduct high-quality analysis and expertise. In addition, it is necessary to ensure broad representation by introducing clear criteria for selecting representatives to public councils, which will guarantee their competence, independence, and the involvement of various stakeholders—from teachers' associations and parent committees to associations of education institution administrators, representatives of the IT sector, and

business. Within public councils or education management bodies, it is also advisable to create thematic working groups on specific issues, involving narrow specialists from the public sector.

Second, the introduction of modern innovative mechanisms for public consultation and effective communication is no less important for development. This includes the digitization of consultation processes through the active use of modern online platforms for public discussions and the collection of proposals, such as specialized government platforms (the “Dія. Digital Education” portal or similar), electronic petition systems, interactive surveys, and online focus groups. It is also important to systematize feedback, which requires the development of unified methods for collecting, analyzing, and systematizing proposals received from the public, with subsequent mandatory public reporting on their consideration or justified rejection. In addition to virtual platforms, it is effective to hold regional and thematic forums, hackathons, or conferences with the participation of representatives of the authorities, the teaching community, and the public. This will allow identifying the specific needs of regions and creating local cooperation networks. Access to information should be as open as possible: publishing aggregated data on the need for professional development, the results of monitoring and evaluations of postgraduate teacher education in an open data format will allow the public to conduct their own analytical research and make more informed proposals.

Thirdly, it is necessary to actively work on developing partnerships and financial support for public initiatives. This involves grant support and social procurement through the creation of transparent mechanisms for state grant support for public organizations implementing projects in the field of postgraduate teacher education (e.g., program development, training, quality monitoring). It is also advisable to introduce a mechanism for social procurement of educational services for teachers through public organizations. In addition, it is important to expand public-private partnership mechanisms by involving businesses and IT companies in the development of postgraduate teacher education, in particular through joint educational projects, the provision of expertise, and resources. This may include the development of programs for the development of digital competencies, entrepreneurial literacy, etc. In general, joint projects and initiatives between postgraduate teacher education institutions and civil society organizations aimed at developing innovative methodologies, conducting research,

pilot projects, and disseminating best practices should be encouraged and supported.

Fourth, an integral part of improvement is increasing the transparency and accountability of the postgraduate teacher education system. To this end, public reporting on the consideration of proposals should be introduced, whereby education authorities and postgraduate teacher education institutions are required to publicly report on which proposals from the public have been taken into account and which have been rejected, providing justification for their decisions. This will significantly strengthen trust and demonstrate the real influence of the public. Another important step is to legislate the possibility of conducting independent public expertise of educational programs, standards, and the quality of educational services in the field of postgraduate teacher education, with the results of such expertise being mandatory for consideration. Finally, for a systematic assessment of interaction with the public, it is advisable to develop and implement an Index of Openness and Accountability of Education Management Bodies and Postgraduate Teacher Training Institutions [3].

Improving and modernizing public-private governance mechanisms in the field of postgraduate teacher education is a pressing need and one of Ukraine's strategic objectives. This requires not only updating the regulatory framework, but also developing a new model of interaction based on the principles of partnership, openness, and shared responsibility. Such a comprehensive approach will require considerable effort, including legislative changes, financial investments, and, equally important, a change in the mindset of both government officials and the public sector itself. It is extremely important to overcome inertia, formalism, and mistrust, which often hinder progress.

The active involvement of the public sector in all stages of the management process—from the development of educational policy to the analysis of its effectiveness—is a key factor in the effective development of the postgraduate teacher education system. Strengthening public-private governance opens up broad opportunities for transforming this system, making it more adaptive, open to innovation, and capable of self-regulation. This approach ensures a rapid response to the needs of teachers, students, and society as a whole, which, in turn, will contribute to improving the quality of educational services and the establishment of a modern, competitive professional community. This will form the basis for the sustainable professional growth of Ukrainian teachers in response to today's challenges.

The current stage of social development requires the postgraduate teacher education

system to be able to adapt flexibly to the conditions of digital reality. Digital transformation in education is a complex process that involves significant changes in all its aspects: from teaching methods and the organization of the educational process to management approaches and strategies for the development of educational institutions. One of the key factors in this transformation is the rapid development of technologies, in particular artificial intelligence, Big Data technologies, and cloud platforms, which are radically changing the requirements for the professional competencies of educators and stimulating a rethinking of traditional approaches to professional training and continuing education [11].

In this regard, public-private governance in the field of education is undergoing a process of evolution, gradually moving away from classical hierarchical models and transitioning to networked forms of interaction. Under the new conditions, state bodies act as coordinators and catalysts of digital change, creating conditions for more dynamic and effective interaction with educational institutions and the public. An important component of this process is the concepts of digital democracy and e-governance, which enable the public to actively participate in education management, contributing to greater transparency in decision-making and more effective management processes.

In the context of rapid technological change, the introduction of micro-qualifications is of particular importance. Micro-qualifications are small-scale, targeted educational programs that confirm the acquisition of specific knowledge, skills, and abilities. They are highly flexible, quick to master, and enable a rapid response to the current needs of the labor market. Micro-qualifications are a key element of the concept of “lifelong learning” as they allow for the creation of flexible educational trajectories and the adaptation of the educational process to changes in professional requirements. At the same time, they play an important role in the development of teachers' digital competences, enabling them to quickly master the latest digital tools and methodologies, which contributes to the effectiveness of educational activities.

International experience in the use of micro-qualifications, particularly in the European Union, Germany, New Zealand, and South Korea, demonstrates their high effectiveness. In particular, many countries use digital badges and blockchain technologies to record and verify acquired competencies, ensuring the transparency and reliability of the certification system. In Ukraine, the development of micro-qualifications is carried out within the framework of the

National Qualifications System, where the National Agency for Qualifications and postgraduate teacher training institutions play a key role. This approach not only allows for the improvement of teachers' professional level, but also for the formation of an adaptive training system capable of responding quickly to the challenges of digital transformation and ensuring high-quality management of the educational process in modern conditions [12].

The results of the research prove that there is a deep understanding of the essence of digital transformation and the potential of micro-qualifications as tools for adaptive public-private management in postgraduate teacher education. The research focuses on the effective use of digital technologies and flexible educational formats for the development of teachers, as well as on the role of civil servants in managing these changes. The main tasks are to analyze the challenges and opportunities of digital transformation, the role of public-private governance in facilitating these changes, unlocking the potential of micro-qualifications for the formation of digital competencies and the adaptation of teachers, assessing the impact of digital technologies on management and interaction processes, and studying international experience and its application in the Ukrainian context.

In the digital dimension, the concept of public-private governance is evolving from traditional hierarchical models to networked interaction, where civil servants act as catalysts and coordinators of digital change. Digital democracy and e-governance are becoming new tools for involving the public in education management, promoting transparency and efficiency. An analysis of successful examples of digital transformation in educational systems, both international and Ukrainian, allows us to identify key challenges for postgraduate teacher education in the context of digitalization, in particular the need for continuous updating of teachers' knowledge and skills.

Effective change management is extremely important for successful digital transformation. Innovative management serves as a key tool for the implementation of public-private governance, ensuring the systematization of processes for the introduction of new solutions. Managing digital transformation projects in the education sector requires a clear definition of stages, risk analysis, and the development of strategies to achieve successful results [7].

From the perspective of modern science, it is reasonable to conclude that the priority task is the development of information mechanisms, among which the creation of a unified

national digital platform for postgraduate education is of particular importance. It will ensure the accumulation of educational programs, the formation of unified databases, and the organization of a feedback system with teachers. It has been proven that the effectiveness of management processes is significantly increased by the introduction of electronic monitoring of professional development results and the use of big data analytics technologies to predict training needs.

The development of organizational mechanisms in the field of postgraduate teacher education requires systematic and consistent improvement aimed at increasing the effectiveness of coordination between government agencies, public structures, and educational institutions. One of the priority areas is the formation of coordination councils under education management bodies, which must include representatives of public organizations, professional associations, and postgraduate education institutions. This approach ensures multi-vector expertise in decision-making, increases the transparency of management processes, and promotes more effective interaction between all participants in the educational space.

At the same time, it is advisable to expand the practice of creating educational clusters and partnership networks, which allow for flexible distribution of functions between management entities and optimize the use of resources. Educational clusters, which bring together educational institutions, research institutions, professional associations, and public organizations, create a platform for knowledge sharing, coordination of educational programs, and joint implementation of innovative educational projects. Such network structures contribute to increasing the adaptability of the system to the rapidly changing conditions of the educational environment and ensure more effective use of the potential of each entity.

An important factor in increasing confidence in the postgraduate education system is the development of comprehensive internal and external quality control of educational programs with the involvement of the public. Internal control involves the continuous evaluation of educational processes and outcomes in educational institutions, monitoring the compliance of programs with current standards and labor market needs, while external control is ensured through the participation of independent experts, professional associations, and representatives of the public. Such an integrated control system contributes to increasing the level of openness and transparency of educational processes, building trust among all stakeholders, and stimulating the continuous improvement of educational programs [10].

In the current environment, it is particularly important to improve the regulatory and legal mechanisms in the field of postgraduate teacher education. This involves a systematic update of the current legislative framework, taking into account the principles of academic autonomy, democratic governance, and public control. Contemporary challenges in the field of education, in particular digital transformation and the integration of international standards, require legislators to create conditions for more flexible regulation, which simultaneously ensures the quality of educational services and supports the innovative development of educational institutions.

A necessary step in this improvement is the development and implementation of modern quality standards for postgraduate teacher education. Such standards should cover comprehensive criteria for evaluating educational programs, including the relevance of the content of training to the professional competencies of teachers, the effectiveness of teaching methods, the use of innovative educational technologies, and the effectiveness of formative assessment of knowledge and skills. The standards should become a tool for systematic quality monitoring and ensure the transparency of educational program evaluation processes for both government agencies and the public.

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An important aspect of modernizing the regulatory framework is formally establishing the participation of professional associations of teachers in shaping state education policy. This approach ensures the involvement of the expert community in the decision-making process, promotes the integration of teachers' practical experience into state regulatory documents, and increases the legitimacy and effectiveness of educational reforms. The participation of professional associations also creates a feedback mechanism that allows for timely responses to changes in professional requirements, updates to educational programs, and their adaptation to the needs of the labor market.

The development of social and communication mechanisms is a prerequisite for effective management. It is considered expedient to create permanent dialogue platforms (expert councils, public hearings, consultative forums) that ensure coordination between government agencies and public institutions. It has been proven that active feedback from the teaching community increases the level of trust in management decisions and promotes their transparency.

At the same time, the development and improvement of the postgraduate teacher education system is impossible without strengthening the financial and economic management mechanisms that ensure its stability, sustainability, and ability to respond quickly to changes in professional requirements. One promising direction is the introduction of mixed financing, which involves the integration of state, local, grant, and public sources of funding. This approach not only ensures the stable functioning of educational institutions but also stimulates their active participation in the development and implementation of innovative professional development programs.

Given the current challenges in the labor market and the needs of the teaching community, it is advisable to use educational vouchers and certificates, which guarantee equal access for teachers to high-quality professional development programs. The use of such financial support mechanisms contributes to the democratisation of access to educational resources, motivates teachers to engage in continuous professional development, and encourages their active participation in shaping their own educational trajectories.

The effectiveness of postgraduate education system management also increases significantly when innovative projects are actively encouraged through grant competitions and

targeted programs. Grant funding allows for the support of promising pedagogical initiatives aimed at introducing modern technologies, digital tools, and new teaching methods. In addition, targeted programs encourage educational institutions to develop effective models for professional development and integrate research findings into postgraduate education practices [11].

Current trends in the development of the education system show that postgraduate teacher training should focus on new approaches to management that combine the effectiveness of state mechanisms with the flexibility of public initiative. This is particularly relevant in the context of education reform, military challenges, and globalization. Let us identify the priority areas for improving public-private governance in the field of postgraduate teacher education, namely

- expanding public participation in governance, which requires the democratization of governance only if active interaction between educational institutions and civil society is established. Public councils and supervisory bodies at postgraduate education institutions should not only advise but also influence management decisions. It is important to institutionalize the role of professional pedagogical associations, which can initiate changes in professional development programs. E-democracy mechanisms (online surveys, e-petitions, open discussion platforms) make it possible to involve a wide range of educators in management processes;
- the digitization of management processes through digital tools is becoming a key factor in increasing transparency and management efficiency. Unified digital databases should provide records of teachers, their individual educational trajectories, and learning outcomes. It is important to introduce electronic classrooms for teachers, where they can create their own professional development programs, obtain certificates, and undergo online monitoring. Analytics and artificial intelligence systems can be used to predict educational needs and effectively plan postgraduate teacher training programs;
- decentralization and development of the autonomy of postgraduate teacher education institutions – strengthening management capacity at the local level allows for better consideration of the needs of teachers in specific regions. It is necessary to ensure the financial and academic autonomy of regional postgraduate teacher edu-

cation institutions so that they can respond flexibly to the challenges of the times. Regional institutions should be given the right to independently develop curricula, taking into account local educational needs. It is advisable to develop a cluster approach – the creation of partnerships between postgraduate teacher training institutions, universities, communities, and employers;

- partnerships with international and public organizations. Improving the management of postgraduate teacher education requires a new level of cooperation. International projects and grant programs create additional opportunities for developing material and technical resources and improving teacher qualifications. It is important to implement academic mobility programs that facilitate the exchange of experience between teachers from different countries. Cooperation with public organizations allows for the development of educational programs in line with current social demands (inclusive education, digital competencies, psychological support).
- focus on the needs of teachers and society through effective postgraduate teacher education, which is only possible when development programs meet real needs. Regular sociological surveys of teachers should form the basis for updating professional development programs. It is important to introduce modular and individual educational trajectories that allow each teacher to develop their own professional growth program. Postgraduate teacher education should take into account not only the professional needs of teachers, but also the demands of communities, students, and parents, which will contribute to increasing the social responsibility of the education system;

Quality assurance in management and educational services is achieved through the development of a modern system of postgraduate teacher education, which requires constant monitoring and improvement. The creation of independent agencies for quality assurance in postgraduate education will contribute to the formation of European standards. It is necessary to introduce external monitoring of the quality of educational programs with the involvement of experts and the public. The use of internal audit systems in postgraduate teacher education institutions will allow for the rapid identification of shortcomings and correction of the educational process.

Conclusions. The study showed that improving the mechanisms of public-private

management of postgraduate teacher education is a key condition for increasing the effectiveness of the education system and its relevance to contemporary social challenges. It has been established that the combination of state and public management practices ensures greater openness, transparency, and democracy in management processes and contributes to expanding opportunities for the pedagogical community, local self-government bodies, and public organizations to participate in the formation of educational policy.

It has been established that an important task is to ensure a balance between centralized state regulation and decentralized public initiatives, which allows not only to maintain uniform educational standards, but also to take into account the regional and professional needs of teachers. Particular attention should be paid to the development of innovative management technologies, digital tools, and partnership models that expand opportunities for effective communication and joint decision-making.

Thus, improving the system of public-private governance in the field of postgraduate teacher education requires a comprehensive approach that includes updating the regulatory framework, introducing mixed financial and economic mechanisms, improving the management culture of educational stakeholders, and increasing public participation. The implementation of these measures will contribute to the formation of a sustainable, flexible, and innovation-oriented system of postgraduate teacher education capable of responding effectively to contemporary challenges.

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