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TRAINING OF HIGHER EDUCATION SPECIALISTS IN FIELD OF KNOWLEDGE D "BUSINESS, ADMINISTRATION AND LAW" IN SPECIALTY D4 "PUBLIC MANAGEMENT AND ADMINISTRATION" AT ZHYTOMYR IVAN FRANKO STATE UNIVERSITY

This article examines the comprehensive educational framework for Public Management and Administration at Zhytomyr Ivan Franko State University, spanning bachelor's, master's, and doctoral levels. The study focuses on the program's innovative approach to cultivating a new generation of public administrators equipped to address contemporary governance challenges. Particular emphasis is placed on the program's unique integration of academic expertise and practical governance experience through its faculty composition, which includes former senior government officials, parliamentary deputies, and distinguished scholars from the National Academy of Public Administration. The research details the implementation of progressive pedagogical methodologies, including innovative assessment techniques and experiential learning opportunities. A significant aspect of the program involves strategic partnerships with regional governance structures, facilitating student immersion in practical governance through internships and collaborative projects across Zhytomyr Oblast. The article argues that this integrated approach represents a significant advancement in public administration education, effectively bridging theoretical knowledge and practical application while addressing regional development needs.

The structural design of these educational-professional and educational-scientific programs demonstrates a clear alignment with contemporary labor market demands and the evolving needs of the public sector. The curriculum is strategically developed to cultivate a new generation of specialists equipped for multifaceted roles within executive bodies, local self-government institutions, and the non-governmental sector. Beyond preparing graduates for traditional administrative functions, the programs place significant emphasis on fostering research and innovation capabilities. This dual focus aims to develop professionals who can not only implement existing administrative procedures but also generate new, evidence-based knowledge and initiate transformative professional practices within public administration.

A central objective of the program is to equip graduates with the competencies necessary to ensure the delivery of administrative services that meet socially acceptable standards. This entails instilling a deep commitment to the core principles of modern governance: openness, transparency, accountability, and professionalism. The curriculum is designed to be resilient and forward-looking, preparing students to operate effectively both in the current, challenging conditions and in the complex environment of post-war recovery and reconstruction.

The program's content is characterized by its logical coherence and rigorous alignment with the subject area of specialty D4 "Public Management and Administration." It provides a balanced and robust foundation in both theoretical concepts and applied practical skills. This ensures that graduates are not merely executors of tasks, but are critical thinkers and capable managers, prepared to lead and administer public sector organizations effectively.

A defining feature of the educational framework is its commitment to flexibility through the implementation of individualized educational trajectories. This approach acknowledges the diverse career goals, prior experiences, and research interests of students. The mechanism for personalization is realized through several key instruments: Students are offered a wide selection of specialized courses and modules, allowing them to tailor their learning to specific areas of interest within public administration, such as healthcare management, regional development, or digital governance.

The program facilitates practical experiences in various types of institutions (state authorities, local councils, NGOs), enabling students to align their internships with their professional aspirations.

Provisions for individual schedules and the recognition of prior learning outcomes provide additional flexibility, catering to the needs of different student cohorts.

Opportunities for participation in national and international exchange programs further enrich the individual learning path, exposing students to diverse administrative practices and academic environments.

This learner-centered model empowers students to construct an educational experience that is directly relevant to their personal and professional ambitions, thereby enhancing the efficacy and relevance of their training.

This operational framework for individualized learning is underpinned by a systematic approach to choice architecture. Students exercise agency in selecting not only elective courses but also the specific pedagogical formats—such as project-based seminars, policy labs, or traditional lectures—that best align with their learning preferences. The diversity of educational components ranges from foundational theoretical modules to advanced specialized tracks, each calibrated for varying levels of complexity to accommodate both early-career professionals and seasoned practitioners.

The program's pedagogical design intentionally cultivates higher-order cognitive capabilities essential for public sector innovation. This includes structured training in heuristic problem-solving for ill-defined administrative challenges, methodologies for policy prototyping, and systematic approaches to organizational change management. A distinctive feature is the integration of research-led teaching, where students actively engage in applied policy analysis and develop evidence-based interventions for real-world public management issues.

Furthermore, the curriculum embeds rigorous training in academic research methodologies, positioning graduates to contribute meaningfully to the scholarly discourse on public administration. This research competence extends beyond technical skill acquisition to encompass the development of original conceptual frameworks and empirical studies that address substantive gaps in both theoretical understanding and professional practice. The emphasis on generating knowledge with demonstrable scientific novelty and practical impact ensures graduates can function effectively at the intersection of academic inquiry and administrative innovation.

Keywords: *educational-professional program, public management and administration, educational components, state power, local self-government bodies, European integration, public and international organizations.*

ПІДГОТОВКА ФАХІВЦІВ ВИЩОЇ ОСВІТИ ГАЛУЗІ ЗНАНЬ D БІЗНЕС, АДМІНІСТРУВАННЯ ТА ПРАВО СПЕЦІАЛЬНОСТІ D4 ПУБЛІЧНЕ УПРАВЛІННЯ ТА АДМІНІСТРУВАННЯ У ЖИТОМИРСЬКОМУ ДЕРЖАВНОМУ УНІВЕРСИТЕТІ ІМЕНІ ІВАНА ФРАНКА

У статті зазначено про підготовку здобувачів з публічного управління та адміністрування за програмами першого (бакалаврського) другого (магістерського) дві освітні програми та третього (освітньо-наукового) рівня вищої освіти у Житомирському державному університеті імені Івана Франка. Розкрито особливості освітньо-професійних програм які полягають в залученні викладачів з досвідом роботи на керівних посадах в органах державної влади та органах місцевого самоврядування, депутатів Верховної Ради України, депутатів місцевих рад, а також провідних експертів з великим досвідом викладацької діяльності в Національній академії державного управління при Президентові України (в часи її функціонування); здійсненні низки практичних заходів щодо використання інноваційних методик навчання та оцінювання студентів спеціальності D4 «Публічне управління та адміністрування»; співпраці з органами державної влади та органами місцевого самоврядування, що створює можливість для здобувачів проходити виробничу практику в органах державної влади та органах місцевого самоврядування, брати участь у місцевих проєктах, програмах та інших заходах насамперед на рівні Житомирської області.

На основі аналізу зазначено, що такі освітньо-професійні та освітньо-наукова програми передбачають підготовку фахівців для роботи в органах виконавчої влади і органах місцевого самоврядування, громадських організаціях, для роботи інноваційно-дослідницької діяльності державного управління зі створення нових цілісних знань та/або професійної практики, здатних забезпечити соціально прийнятний рівень надання адміністративних послуг на засадах відкритості, прозорості, підзвітності, професіоналізму тощо в сучасних умовах та післявоєнний період. Розкрито зміст освітньої програми та чітку структуру, що відповідає предметній області заявленої спеціальності D4 «Публічне управління та адміністрування», а також її спрямування на забезпечення фундаментальної теоретичної і практичної підготовки професіоналів в управлінні та адмініструванні організаціями (установами) публічного сектору. Окреслено можливість формування індивідуальної освітньої траєкторії яка реалізується, зокрема, через вільний вибір видів та форм здобуття освіти, закладів освіти і запропонованих ними освітніх програм, освітніх компонент та рівня їх складності, методів і засобів навчання. Здатність продукувати нові ідеї, розв'язувати комплексні проблеми в галузі публічного управління та адміністрування, професійної та/або дослідницько-інноваційної діяльності, застосовувати методологію наукової та педагогічної діяльності, а також проводити власне наукове дослідження, результати якого мають наукову новизну, теоретичне та практичне значення.

Ключові слова: *освітньо-професійна програма, публічне управління та адміністрування, освітні компоненти, державна влада, органи місцевого самоврядування, євроінтеграція, громадські та міжнародні організації.*

Statement of the problem. The transformation of professional paradigms in public governance and evidence-based policymaking necessitates corresponding innovation within higher education systems. This imperative is particularly acute in the development of comprehensive academic pathways for Specialty D4 "Public Management and Administration" across bachelor's, master's, and doctoral levels. Contemporary administrative reforms require managers who possess not only technical proficiency but also strategic adaptability to navigate complex governance landscapes.

These emergent professional demands create specific competency requirements for graduates. First, they must demonstrate operational resilience and contextual understanding to function effectively during national security crises while simultaneously advancing Ukraine's European integration agenda. Second, they require sophisticated research capabilities to conduct independent scholarly inquiry that addresses substantive challenges in public administration. Third, they must develop innovation literacy – the ability to generate transformative ideas and implement them through viable policy solutions.

The competency framework extends to multilevel problem-solving capacity, enabling graduates to address administrative challenges across diverse contexts: from international governance frameworks to local community needs. This necessitates training in comparative public administration, cross-border governance mechanisms, and adaptive leadership strategies suitable for different institutional environments. The educational model thus prioritizes the development of professionals who can synthesize theoretical knowledge with practical implementation across the entire spectrum of governmental activity.

The fundamental objective extends beyond conventional professional training to cultivate a comprehensively developed public servant who embodies both technical expertise and deep civic consciousness. This educational philosophy seeks to integrate professional competence with moral-ethical formation, developing

administrators who understand their role as stewards of public trust rather than merely technical executors of policy.

Such specialists are trained to ground their administrative practice in a robust constitutional framework that prioritizes human dignity, fundamental freedoms, and democratic governance principles. Their professional identity incorporates unwavering commitment to legal norms and patriotic responsibility, understood not as abstract concepts but as practical guides for daily decision-making in public service.

The developmental model acknowledges the extraordinary demands of contemporary public service in Ukraine, preparing graduates for dual responsibilities: contributing to national defense efforts during active conflict while simultaneously developing the expertise necessary for post-war reconstruction. This encompasses specialized training in crisis management, emergency governance, and recovery planning that enables effective participation in rebuilding economic systems, critical infrastructure, and social institutions following conflict resolution.

In response to these multifaceted challenges, Zhytomyr Ivan Franko State University has undertaken a comprehensive curricular reform, culminating in a suite of newly designed programs in "Public Management and Administration." This academic portfolio spans the full higher education spectrum, from bachelor's and master's to PhD levels, with development initiated in 2022 to meet the urgent demand for a new cadre of public servants. A significant milestone was reached on November 24, 2023, with the successful accreditation of one master's program by the National Agency for Higher Education Quality Assurance, granting it a certificate of validity until July 1, 2029. This accreditation underscores the program's alignment with national standards and its commitment to quality.

This reform is a direct response to a complex global landscape characterized by interconnected economic shifts, geopolitical realignments, environmental pressures, social transformations, and rapid technological advancement. These forces converge to create unprecedented demands on governance systems, placing the field of public management at the epicenter of societal adaptation.

Consequently, the university's educational-professional and educational-scientific programs are meticulously crafted with a dual purpose: to cultivate both expert practitioners and reflective scholars. The core objective is to develop individuals capable of diagnosing, analyzing, and solving intricate, multi-faceted problems that define contemporary public service.

The ultimate aim is to equip students with a transferable toolkit of competencies – blending analytical rigor, ethical reasoning, and practical skills – that prepares them for immediate and effective professional contribution. This targeted preparation is for impactful careers within a diverse ecosystem of public and public-serving institutions, including state and local government bodies, higher education establishments, and other organizations central to public welfare and governance.

Analysis of recent research and publications. The intellectual foundation for modern public administration education is being actively constructed by a community of scholars dedicated to advancing both its theoretical and historical dimensions. Contemporary academic inquiry extends beyond abstract governance models to critically examine the practical application of administrative principles in vital societal sectors such as education, scientific innovation, cultural policy, and healthcare systems. This research agenda is pursued by a distinguished cohort of academics, including V. Bakumenko, V. Ventsel, V. Holub, S. Dubenko, T. Zaporozhets, A. Klochko, V. Kniaziev, Yu. Kovbasiuk, V. Luhovyi, V. Maiboroda, I. Nadolnyi, P. Nadolishnii, N. Nyzhnyk, R. Nebozhuk, O. Obolenskyi, V. Oluiko, P. Petrovskyi, O. Petroie, I. Rozputenko, S. Serohin, P. Sytnyk, V. Skurativskyi, S. Siomin, V. Troshchynskyi, N. Yarosh, among others, whose collective work enriches the discipline's conceptual framework.

Parallel to this theoretical advancement, a distinct group of practitioner-scholars is making substantial contributions to the pedagogical and programmatic development of the field. These experts bridge the gap between academic knowledge and professional practice by actively designing and implementing contemporary educational curricula. Their work spans the entire higher education continuum, from designing foundational bachelor's programs and specialized master's tracks to

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supervising research at the Doctor of Philosophy level. This vital developmental work is spearheaded by specialists such as S. Vovk, A. Voitenko, L. Haievska, V. Karlova, M. Kravchenko, N. Kryzyna, I. Krynychna, L. Melnychuk, O. Pukhkal, Ya. Radysh, V. Yakobchuk, and their colleagues, who ensure that academic preparation remains responsive to the evolving demands of public service.

Purpose of the article. This comprehensive study examines the structural and pedagogical evolution of the D4 "Public Management and Administration" programs at Zhytomyr Ivan Franko State University. The investigation employs document analysis, curriculum mapping, and stakeholder feedback to identify distinctive characteristics and emerging trends in public administration education.

Presentation of the main material. The educational programs in "Public Management and Administration" at Zhytomyr Ivan Franko State University employ an integrated competency-based approach to develop qualified professionals capable of working across multiple sectors. The curriculum specifically prepares graduates for effective performance in governmental institutions at both state and local levels, higher education and scientific research organizations, as well as various public and international organizations.

These programs maintain strict compliance with national educational standards, having been developed in accordance with the Law of Ukraine "On Higher Education" and the standard programs approved by the Ministry of Education and Science of Ukraine. The structured curriculum is systematically organized to achieve clearly defined learning outcomes through a coherent educational pathway.

A distinctive characteristic of these programs lies in their implementation framework, particularly the interdisciplinary composition of the teaching faculty that integrates academic expertise with practical governance experience. This collaborative approach between theorists and practitioners in public administration ensures that students receive both theoretical knowledge and real-world insights, creating a comprehensive educational experience that bridges the gap between academic learning and professional practice.

The programs benefit from a unique fusion of academic excellence and practical governance expertise delivered by an accomplished faculty. This team includes distinguished scholars holding advanced degrees in Public Administration – notably Doctors of Sciences V. M. Kupriichuk, V. V. Karlova, O. H. Pukhkal, S. M. Vovk, I. P. Krynychna, and T. V. Zaporozhets, alongside PhD specialist A. A. Klochko. Beyond their academic credentials, these instructors bring substantial firsthand experience from holding senior positions in state authorities and local self-government bodies. The faculty's composition is further strengthened by the inclusion of former deputies from the Verkhovna Rada of Ukraine and local councils, complemented by leading experts who previously contributed to the National Academy of Public Administration under the President of Ukraine. This combination ensures the programs are grounded in both theoretical rigor and real-world administrative practice.

The development and continuous improvement of the programs are significantly enhanced through systematic engagement with an extensive network of external reviewers and stakeholders. This strategic collaboration incorporates esteemed academics such as Professor Milena Kravchenko from the National Aviation University and Professor Olga Petroie from the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine, both Doctors of Sciences in Public Administration who provide crucial scholarly oversight.

Concurrently, the programs maintain vital connections with practicing administrators including Viktor Ventsel as Director of the Finance Department at Zhytomyr Regional State Administration, and Vera Chmyha serving in the State Service of Ukraine for Ethnopolitics and Freedom of Conscience. The stakeholder network further incorporates elected officials like Volodymyr Shyrma from Zhytomyr Regional Council, policy specialists such as Roman Nebozhuk, and senior government executives including Vitalii Zahainyi as State Secretary of the Ministry of Veterans Affairs.

This comprehensive integration of academic expertise and practical governance experience ensures the programs maintain both theoretical rigor and professional relevance, effectively bridging the gap between scholarly knowledge and administrative practice while responding to contemporary public service challenges.

This integration of academic and professional expertise creates a dynamic learning ecosystem where theoretical knowledge is continuously validated and refined through practical application. The symbiotic relationship between university and government institutions transforms conventional educational paradigms by creating a seamless transition from classroom learning to real-world implementation.

The institutional partnerships extend beyond conventional internship placements to encompass collaborative governance projects where students work alongside practicing administrators on actual policy challenges. This immersion in professional environments enables learners to develop contextual understanding of administrative systems while cultivating essential networks within the public sector. The cooperation framework includes regional entities like the Zhytomyr Regional State Administration and municipal bodies such as the Zhytomyr City Council, providing diverse exposure to different levels of governance.

Through this practice-embedded approach, students gain firsthand experience in navigating bureaucratic structures, implementing public programs, and understanding the complex interplay between policy design and service delivery. This direct engagement with functioning government institutions ensures graduates possess not only theoretical knowledge but also the practical competencies and professional networks necessary for immediate impact in their public service careers.

This extensive network of partnerships provides students with unparalleled access to the inner workings of public administration across multiple levels and sectors. By engaging directly with core functional departments – from finance and social protection to education and administrative services – students develop a comprehensive understanding of how policy is translated into practice. The diversity of partner institutions, spanning regional state administrations, municipal councils,

and local territorial communities, exposes students to the full spectrum of governance challenges and approaches.

Through these structured immersion experiences, participants gain firsthand insight into the operational realities of public service delivery while developing professional competencies that extend beyond theoretical knowledge. The geographical range of partnerships, from regional centers to smaller communities across Zhytomyr Oblast and beyond, ensures exposure to diverse administrative contexts and community needs. This multifaceted practical engagement creates a robust foundation for developing adaptable public servants capable of navigating the complexities of modern governance.

The current context demands a fundamental reimagining of public service education, moving beyond theoretical concepts to cultivate a new generation of crisis-ready administrators. This imperative stems from the urgent requirement for personnel who can maintain governmental functions and deliver essential services under the extreme duress of wartime conditions.

These specialists must demonstrate exceptional competency in several critical areas. They require advanced management capabilities specifically tailored for operating within disrupted administrative systems, ensuring the continuity of public services when conventional governance structures face unprecedented challenges. A deep understanding of official protocols, ethical standards, and functional responsibilities within both state and local government frameworks remains essential, even as these systems adapt to emergency conditions.

Furthermore, these public managers must possess the leadership skills to mobilize and coordinate civil society resources effectively. This includes organizing volunteer networks, managing humanitarian initiatives, and implementing community-based projects that address both immediate military-related needs and broader social priorities. The ability to bridge institutional governance with grassroots efforts becomes particularly crucial when formal administrative capacities are stretched beyond their conventional limits.

This comprehensive skill set represents a significant evolution in public administration, blending traditional bureaucratic competencies with crisis leadership capabilities to address the complex challenges of governance during national emergencies.

The educational programs in "Public Management and Administration" at Zhytomyr Ivan Franko State University represent a strategic response to contemporary governance challenges through their targeted approach to professional formation. These programs specifically prepare candidates for multifaceted roles across Ukraine's governance landscape, encompassing executive and legislative bodies at various levels, local self-government institutions, and the expanding sphere of public organizations.

The curricular design emphasizes developing practitioners capable of maintaining essential administrative and scientific services that meet society's expectations during both current extraordinary circumstances and future reconstruction phases. This preparation centers on instilling governance principles that include operational transparency, procedural openness, institutional accountability, and uncompromising professionalism as fundamental to public trust.

The programs' architecture acknowledges the dynamic nature of public service requirements, particularly Ukraine's dual transition toward European integration standards while addressing immediate wartime and post-conflict governance challenges. This forward-looking perspective ensures graduates possess both the technical competencies and ethical foundations necessary for rebuilding administrative systems and strengthening democratic institutions [2].

The doctoral program "Public Management and Administration" represents the apex of academic and professional formation within the university's educational continuum. Developed through collaborative expertise, this program cultivates scholars and senior practitioners capable of generating transformative knowledge and leading innovation in public governance. Its core mission centers on developing exceptional competencies in addressing multifaceted challenges across socio-

economic and humanitarian domains through advanced conceptual thinking and methodological sophistication.

Graduates emerge as thought leaders equipped to pioneer new approaches in public administration, combining rigorous research capabilities with sophisticated pedagogical skills. The program emphasizes the integration of ethical reasoning throughout all aspects of professional practice, ensuring adherence to the highest standards of academic integrity and public service values. This comprehensive preparation enables doctoral candidates to contribute significantly to both theoretical advancement and practical improvement in governance systems, positioning them as change agents within academic institutions, government entities, and international organizations.

The doctoral program establishes scientific inquiry into the conceptual underpinnings and contemporary challenges of public governance as its central academic mission. This research-intensive approach facilitates critical examination of existing paradigms in public management, regional development, and local self-government systems. The program's intellectual orientation encourages profound reconceptualization of both professional practice and research-innovation processes within public administration, with the explicit objective of generating novel, integrative knowledge that directly advances professional practice.

Aligned with the institutional Development Strategy of Zhytomyr Ivan Franko State University, the program demonstrates a dual commitment to both individual professional development and broader institutional missions. This strategic alignment manifests through two primary objectives: enhancing graduate competitiveness within increasingly demanding labor markets, and cultivating high-quality scientific personnel capable of contributing to Ukraine's academic and administrative excellence. The program thus serves as a crucial bridge between theoretical advancement and practical improvement in governance systems.

The program's implementation is driven by a dual strategy of infrastructural enhancement and pedagogical innovation. Significant investment in modernizing the university's material and technical resources creates an environment conducive to

advanced research, while simultaneously, the curriculum undergoes continuous renewal to incorporate cutting-edge content and methodologies.

This renewal process specifically focuses on the systematic enhancement of both transversal and specialized competencies. The program deliberately bridges traditionally separate domains by integrating advanced training in socio-economic analysis, humanitarian perspectives, political structures, legal frameworks, and managerial techniques, thereby equipping candidates with a holistic understanding of public governance.

A defining characteristic is the program's commitment to experiential learning. Candidates gain direct exposure to administrative practice through structured internships within Ukraine's public institutions and, increasingly, with partner organizations in the European Union. This direct engagement ensures theoretical knowledge is constantly tested and refined against the realities of administrative practice.

Furthermore, the program recognizes advanced communication as a core competency for academic and managerial leadership. It provides dedicated training in rhetoric and public discourse, empowering graduates to articulate complex ideas effectively across scientific, pedagogical, and executive contexts.

Culminating in an original dissertation, the program requires candidates to demonstrate mastery of rigorous research methodologies. This scholarly component is not merely an academic exercise but is designed to generate substantive contributions to the field, cementing the candidate's role as a producer of new knowledge and a reflective practitioner [2].

2. The specialized master's program "Public Management and Administration of the Healthcare System" represents a targeted response to critical needs within Ukraine's public sector. Developed in strict compliance with national educational legislation and regulatory frameworks—including Law of Ukraine "On Higher Education" No. 1556-VII (2014), Cabinet Resolution No. 266 (2015) governing specialty classifications, and Ministry of Education Standard No. 1001 (2020) for the

discipline – this program addresses the urgent demand for administrators who can effectively lead healthcare institutions through contemporary challenges.

The program's establishment reflects recognition that healthcare management requires specialized competencies that blend general public administration principles with sector-specific knowledge. By creating this focused educational pathway, the university responds to the growing complexity of healthcare governance, particularly relevant during periods of systemic transformation and public health challenges. The curriculum design acknowledges that effective healthcare management necessitates understanding both bureaucratic processes and the unique operational realities of medical institutions.

This program specifically prepares graduates to bridge policy and practice in healthcare administration, enabling them to navigate the intersection of public service mandates and medical institutional needs. Through this specialized training, students develop the capacity to implement health policy, manage medical facilities, and coordinate healthcare services within the broader framework of public administration principles and Ukraine's ongoing governance reforms.

The creation of this specialized program responds to an urgent demand for a new generation of healthcare administrators who can navigate the complex intersection of public service, medical provision, and systemic reform. These managers must possess the unique capability to address multifaceted challenges within the healthcare systems of both central and local governments while adhering to contemporary principles of effective public governance.

The program's curriculum is strategically aligned with the 2030 Sustainable Development Agenda, particularly through its dedicated focus on Sustainable Development Goal 3 – "Good Health and Well-being." This alignment, grounded in Ukraine's formal commitment through Presidential Decree No. 722 (2019), transforms global objectives into actionable administrative competencies.

This theoretical commitment to SDG 3 is operationalized through a carefully designed sequence of courses that translate aspiration into practical skill development. The program moves beyond theoretical discussion by embedding

sustainable health governance throughout its core components. Students engage with practical methodologies in "Management of Medical Information and Digital Technologies in Healthcare," learning to leverage data for improved health outcomes. They develop analytical capabilities in "Management of State Health Programs: Monitoring and Evaluation" to assess program effectiveness and resource allocation. The curriculum further examines structural frameworks through "Public Administration and Civil Service in the Healthcare System," while "Anticipatory Governance in Healthcare" prepares administrators for proactive rather than reactive leadership.

Through this integrated approach, the program develops professionals who understand that effective healthcare administration requires both technical management skills and a commitment to equitable, sustainable health systems aligned with national priorities and global standards.

3. The Master's program in "Public Management and Administration" was designed in direct response to two key regional developments: the evolving demands of Zhytomyr Oblast's labor market and the nationwide process of decentralization. This transfer of power has significantly increased the responsibilities and importance of local territorial communities, creating a pressing need for a new type of public manager. Consequently, the program's primary objective is to meet this specific regional demand by training specialists equipped with the professional skills to provide effective management services to both state and local self-government bodies.

The curriculum is rigorously grounded in the core theoretical foundations of the discipline, encompassing the fundamental paradigms, principles, and historical evolution of management thought. It provides comprehensive coverage of modern governance concepts, including systemic, situational, adaptive, crisis-management, innovative, and project-based approaches. Furthermore, the program delves into the specific functions, methodologies, technologies, and decision-making processes that define professional practice within public and administrative institutions.

The program's core curriculum establishes a robust methodological foundation for analyzing and predicting trends in management development. This is achieved through required courses in "Research Methodology," "Philosophy of Science," "Fundamentals of Professional Communication in a Foreign Language," and "Introduction to the Specialty."

The mandatory components form a cohesive structure directly aligned with professional competencies. This comprehensive framework integrates all forms of practical training, thesis development, and the state qualification examination, ensuring all elements systematically build essential public administration capabilities.

In accordance with Article 53 of the Law of Ukraine "On Education" [3], the program implements the principle of individual educational trajectory, providing students with freedom to choose educational formats, institutions, specializations, complexity of components, and teaching methodologies. This personalized approach is regulated by the Temporary Provision on the Organization of the Educational Process [4], Provisions on the Procedure and Conditions for the Selection of Educational Components by Higher Education Students [5], Provisions on the Procedure for Realizing the Right to Academic Mobility [6], Provisions on Student Learning According to an Individual Schedule [7], and Provisions on the Procedure for Transferring Educational Components and Determining Academic Discrepancies [8].

The practical implementation of students' right to choose educational components is specifically ensured by the Provisions on the Procedure and Conditions for the Selection of Educational Components by Higher Education Students at Zhytomyr Ivan Franko State University [9], which guarantees academic autonomy within the program's structural framework while maintaining compliance with national educational standards.

The program's curriculum incorporates two distinct forms of practical training as mandatory components, collectively valued at 9 ECTS credits. These practicums are strategically designed to build essential professional competencies. Their administration follows the Regulation on Practical Training for Higher Education

Students of Zhytomyr Ivan Franko State University [10], while collaboration with host institutions is formalized through partnership and cooperation agreements [11].

A key focus of the program is the systematic development of soft skills, including communication, leadership, creativity, teamwork, responsibility, performance under pressure, conflict resolution, time management, negotiation, and persuasion. The curriculum further cultivates the capacity for logical and systemic thinking, enabling students to solve complex theoretical and practical problems. This comprehensive approach ensures graduates can operate effectively within the professional environment of public management and administration.

The program strategically develops these vital competencies through immersive, experiential learning opportunities. Students actively cultivate their professional skills by participating in scientific-practical conferences, specialized seminars, and roundtable discussions. This is further enhanced through collaborative work in problem-based groups and direct interaction with practicing public managers via initiatives like the "Invited Professors" project [12]. This multifaceted approach ensures the practical application and refinement of social skills within authentic professional contexts.

4. The bachelor's program in "Public Management and Administration" is designed to cultivate a new generation of public servants equipped with both professional expertise and strong civic engagement. The curriculum focuses on developing problem-solving capabilities for complex administrative challenges while instilling the principles of human-centered governance. This educational approach integrates contemporary methodologies and innovative technologies, ensuring alignment with international professional standards while preparing graduates for both immediate professional contribution and continued academic advancement.

The bachelor's program distinguishes itself through its provision of specialized, in-depth expertise in public governance. Designed to equip students with comprehensive capabilities for administrative, managerial, and information-analytical roles, it specifically fosters a forward-thinking, innovative mindset essential for modern public service leadership.

The program's ultimate objective is to develop graduates who transcend conventional administrative roles. They will be equipped not merely to implement existing procedures but to architect and institutionalize high-quality governance systems. This involves synthesizing modern methodological frameworks, integrating European public administration practices, and pioneering innovative, context-specific solutions to build effective and resilient public institutions.

Conclusions. The educational programs in "Public Management and Administration" demonstrate significant potential for strategic development through several key directions:

Strategic Development Priorities:

Enhanced Stakeholder Collaboration: Deepening engagement with public and private sector partners to ensure curriculum relevance and labor market alignment.

Project-Based Governance Initiatives: Establishing joint initiatives with executive authorities and local self-government bodies to address real-world administrative challenges.

Global Academic Integration: Systematically expanding international academic mobility, dual degree programs, and participation in global research initiatives.

Cross-Border Knowledge Exchange: Developing structured partnerships with international institutions to facilitate faculty and student exchange, joint research, and comparative policy studies.

Research-Practice Nexus: Strengthening the connection between academic research and administrative practice through collaborative projects that address contemporary governance issues.

Flexible Learning Pathways: Implementing micro-credentials, short-term certifications, and digital learning modules to support continuous professional development.

Quality Enhancement Mechanism: Establishing permanent feedback systems with employers and graduates for ongoing curriculum improvement and regional educational leadership.

These strategic directions position the programs to effectively respond to evolving societal needs while maintaining academic excellence and practical relevance in public administration education.

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