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## **FEATURES OF APPLICATION OF THE PROJECT MANAGEMENT IN THE FIELD OF THE HIGHER EDUCATION**

The article considers the peculiarities of the use of project management in the field of higher education. The essence of the concepts "project", "project management", "program" for higher education is analyzed.

In general, the Project Management Institute (USA) describes a "project" as a specific, time-limited activity aimed at creating a unique product or service, using limited resources. The main features that define the project are its uniqueness, uniqueness, limited resources for its implementation, and limited time.

About higher education, the following general definition of a higher education project is a unique set of coordinated actions to transform an information resource into an information product of a university management system, aimed at achieving a focused useful result of the required quality in limited resources.

The general definition of "project management" is given by the Project Management Institute (USA) as the art of managing and coordinating human and material resources throughout the project life cycle by applying a system of modern management methods and techniques to achieve project results in terms of composition and scope of work, cost, quality, and satisfaction of the needs of project participants.

Project management in the field of higher education has its peculiarities related to the specifics of functioning: a significant accumulation of information and intellectual resources, small stocks of own material resources, intangible content of the final product, and so on. At the same time, project management for the education sector is seen as a temporary activity aimed at implementing the project with maximum efficiency with given constraints (time, resources, quality) of the final results of the project, as well as the process of human, financial and material resources management.

Along with the project, such a concept as "program" is considered. In the field of higher education, international programs are of special importance, which is aimed at developing partnerships and cooperation between higher education institutions of different countries, as well as to support the professional and personal development of the population.

The specifics of project management for the educational sphere are highlighted: the existence of a regulatory framework for the activities of higher education institutions implementing projects; if we estimate the number of funds raised, then in the educational sphere is implemented mainly small projects; in the field of higher education are implemented mainly short- (up to 3 years) and medium-term projects (3-5 years), taking into account the duration of strategic programs; projects of the following types are mainly implemented in higher educational institutions: research and development projects; organizational projects; social projects; as for the structure of the project, in the field of education are implemented mainly mono-projects, ie individual projects of a certain type and size; according to the level of participants, both international and domestic projects are implemented in the field of higher education, although due to the reduction of the already low level of education funding, considerable attention is paid to attracting grant funds; projects implemented in the field of higher education are mostly simple in terms of complexity and are rarely complex and extremely complex.

**Key words:** project, project management, the sphere of higher education, program, project management, an institution of higher education.

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## **ОСОБЛИВОСТІ ЗАСТОСУВАННЯ ПРОЕКТНОГО МЕНЕДЖМЕНТУ У СФЕРІ ВИЩОЇ ОСВІТИ**

У статті розглянуто особливості використання проектного менеджменту у сфері вищої освіти. Проаналізовано сутність понять «проект», «управління проектами», «програма» для сфери вищої освіти. Виділено специфіку проектного менеджменту для освітньої сфери.

**Ключові слова:** проект, управління проектами, сфера вищої освіти, програма, проектний менеджмент, заклад вищої освіти.

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## **ОСОБЕННОСТИ ПРИМЕНЕНИЯ ПРОЕКТНОГО МЕНЕДЖМЕНТА В СФЕРЕ ВЫСШЕГО ОБРАЗОВАНИЯ**

В статье рассмотрены особенности использования проектного менеджмента в сфере высшего образования. Проанализирована сущность понятий «проект», «управление проектами», «программа» для сферы высшего образования. Выделена специфика проектного менеджмента для образовательной сферы.

**Ключевые слова:** проект, управление проектами, сфера высшего образования, программа, проектный менеджмент, заведение высшего образования.

**Problem statement in general and its connection with important scientific and practical tasks.** The main tasks of the modern sphere of higher education concern the rapid adaptation to the requirements of a dynamic global educational environment, which is characterized by rapid innovation processes, powerful information flows, the global labor market, etc. [1]. Successful implementation of projects using modern methods of project management is of great importance for solving these problems and ensuring the high competitiveness of the national education system.

Until recently, project management tools were used mainly in the manufacturing sector of the economy in the implementation of innovation and investment projects. Active implementation of projects and project activities for higher education institutions requires a detailed study of the application of project management tools in this area.

With the recognition of project activities as one of the areas of scientific and pedagogical activities of higher education institutions, there is a need to expand the system of knowledge about the conceptual framework and methodology of project management in educational projects [2].

**Analysis of recent research that has begun to address the problem.** The issues of the peculiarities of the application of project management in projects in the field of higher education are complex and diverse. They relate to the clarification of theoretical concepts, testing the application of existing and introduction of new methods

of project management for the successful implementation of projects in the field of higher education. Therefore, domestic and foreign researchers, such as Vashchenko L., Zholud A., Kerzner G., Novikov D., Oliynyk R., Tsyutsyura M., Chernov S. and others, paid great attention to the coverage of these issues. However, given the global nature, as well as the complexity and dynamism of the educational sphere, many issues related to project management in the higher education system remain unresolved.

**Objectives of the article.** The purpose of the scientific publication is to highlight the results of the study of the peculiarities of the application of project management tools in the field of education.

**Presentation of the main material of the study with a full justification of the obtained scientific results.** "Today, projects, programs, and development strategies are recognized as the most important elements in achieving the strategic goals of the organization both in the business environment and in the public sector" [3, p.148]. Thus, project activities, including project management, have become commonplace in modern higher education institutions, the main purpose of which is to provide quality educational services, develop science and technology and ensure close ties with business.

Of particular importance is the disclosure of the essence of such concepts as "project", "project management" and "program" for higher education. Many different definitions of "project" and "project management" are given in the modern scientific literature. They differ in wording depending on the area in which the project activity is carried out. In general, the Project Management Institute (USA) describes a "project" as a specific, time-limited activity aimed at creating a unique product or service, using limited resources [4]. The main features that define the project are its uniqueness, limited resources for its implementation, and limited time. Of course, the definition of a project is somewhat transformed depending on the scope of the project activity.

With regard to higher education, the following general definition of the project of higher education is "a unique set of

coordinated actions to transform the information resource into an information product of the university management system, aimed at achieving a focused useful result of the required quality in limited resources" [5; 6, p. 43].

The general definition of "project management" is given by the Project Management Institute (USA) as "the art of managing and coordinating human and material resources throughout the project life cycle by applying a system of modern management methods and techniques to achieve project results in composition and scope, works, cost, quality and satisfaction of the needs of project participants" [7, p. 21-22].

Project management in the field of higher education has its peculiarities related to the specifics of functioning: a significant accumulation of information and intellectual resources, small stocks of own material resources, intangible content of the final product, and so on. However, project management for the education sector is seen as a temporary activity aimed at "project implementation with the maximum possible efficiency with given constraints (time, resources, quality) of the final results of the project, as well as the process of human, financial and material resources management" [8, p. 58].

Along with the project, such a concept as "program" is considered. Programs differ significantly from projects in that, firstly, it is a set of projects and other activities that form the program, and secondly, programs are developed for much longer periods of time, which are often extended, while projects are implemented over shorter and fixed periods. Thus, the program is a set of measures and a set of coordinated projects, which are united by a strategic goal to achieve a result that cannot be achieved through the implementation of individual projects [9]. In the field of higher education, international programs are of special importance, which is aimed at developing partnerships and cooperation between higher education institutions of different countries, as well as to support the professional and personal development of the population. One of the most well-known international programs for higher education is the European Union's Erasmus + Program, the main objectives of which

are to modernize education by improving the quality of teaching, learning, and employment [10]. Also, among other programs in the field of higher education, the Poland-Belarus-Ukraine Cross-Border Cooperation Program is well-known and long-lasting. [11].

The set of measures, projects, and project programs that are combined for the strategic purposes of the organization and to ensure more effective management is called a portfolio of projects [12, p. 55-58]. Note that this term is rarely used in relation to individual institutions of higher education, due to insufficient development of project activities.

Having analyzed the features of terminology, we highlight the specifics of project management in the field of education:

1) availability of regulatory framework for higher education institutions implementing projects. Regulations in the field of education are more detailed than regulations governing the manufacturing sector. And, given the autonomy of universities, the regulatory framework of a particular university may slightly differ from others;

2) if we estimate the number of funds raised, then in the educational sphere are implemented mainly small projects (according to the American classification: 10-15 million US dollars with labor costs of 40-50 thousand man-hours) [6, p. 44];

3) in the field of higher education are implemented mainly short- (up to 3 years) and medium-term projects (3-5 years), taking into account the duration of strategic programs;

4) projects of the following types are mainly implemented in higher educational institutions: research and development projects - projects based on research activities; organizational projects - projects aimed at reforming the system of organization and management of the university, the creation of a new structural unit, conferences, seminars, round tables, etc.; social projects - projects designed to solve the problems of the social component of the educational process. It should be noted that often the customers of educational projects can be the participants themselves;

5) as for the structure of the project, in the field of education are implemented mainly mono projects (individual projects of a

certain type and size);

6) according to the level of participants, both international and domestic projects are implemented in the field of higher education, although due to the reduction of the already low level of education funding (from 1.6% of GDP in 2015 to 1.2% in 2019) [13, p. 17], much attention is paid to attracting grant funds. This task is formulated in the Draft Strategy for the Development of Higher Education in Ukraine for 2021–2031 [13, p. 48];

7) projects implemented in the field of higher education are mostly simple in terms of complexity, and are almost never complex and extremely complex.

**Conclusions.** One of the important tasks facing Ukraine on the path to European integration is to bring the domestic education system closer to the European one in accordance with its standards, goals, and objectives. Effective project activities of higher education institutions with the involvement of grant funds are important for this task, which will allow implementing best European and world experience, improve the quality of education and employment indicators, intensify research and strengthen the connection between academic and business environment.

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## ГЛОБАЛЬНІ РИЗИКИ ЯК ВИКЛИКИ СУЧАСНІЙ СОЦІАЛЬНІЙ РОБОТИ

У статті проаналізовано ризики сучасного світу, які безпосередньо впливають на специфіку, форми і методи соціальної роботи на початку XXI століття. Звернено увагу, що з поширенням пандемії COVID-19 ризики поглибилися та вимагають від соціальних працівників більшої гнучкості у наданні допомоги.

Розглянуто ініціативу Американської академії соціальної роботи та соціального забезпечення «Великі виклики соціальній роботі» та охарактеризовано її основні положення.

**Ключові слова:** ризик, «суспільство добробуту», «суспільство ризику», «Великі виклики соціальній роботі».