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## CONCEPTUAL MODEL OF PROJECT-ORIENTED MANAGEMENT OF EDUCATIONAL ACTIVITIES OF HIGHER EDUCATION INSTITUTIONS

The **subject matter** of the article is the methods, models and mechanisms of project-oriented management of the educational activities of higher education institutions. The **goal** of the work is to develop a conceptual model for managing the educational activities of higher education institutions on the basis of a project-oriented approach. The following **tasks** were solved in the article: analysis of the educational activity management model of higher education institutions, the study of modern methods of managing university educational projects portfolios, the development of a mechanism for the formation of a conceptual model of project-oriented management of educational activities of higher education institutions. The following **methods** are used – project and portfolio management methods, systems theory and systems analysis, risk management methods. The following **results** were obtained – the main stages of the life cycle, their products and the mission of the project "Introductory Campaign of Higher Education Institutions" were identified, the concept of "educational product", "product of an educational project", "educational project", "educational activity project" was defined, a model for determining introductory campaign project values and effectiveness, a conceptual model of project-oriented management of educational activities of higher education institutions has been developed taking into account the value of the project "Introductory Campaign of Higher Education Institutions". **Conclusions:** ensuring the effectiveness of the implementation of the project approach in the ongoing activities of higher education institutions should be based on a clear identification of the attributes of these projects, including products, values and effectiveness, which will allow not only to clearly understand the result of project activities, but also to control its receipt. The implementation of the concept of project-oriented institutions of higher education will increase the efficiency of the current activities of universities and their development by using the advantages of project management technologies. The definition "Mission of the project "Introductory Campaign of Higher Education Institutions" is proposed, which is understood as the achievement of the maximum possible enrollment of students in the current conditions on the educational services market. The value of the "Introductory Campaign of the Higher Education Institution" project has been established, which determines the usefulness of the project product for stakeholders. The proposed conceptual model of a project-oriented approach to the management of educational activities of higher education institutions will allow to extend the project approach to the development and functioning of various blocks of the university's activities based on the introduced concept of "product portfolio of higher education institutions". Such an approach in the future will make it possible to clearly identify the totality of university projects as part of educational activities and turn its current activities into a portfolio of projects.

**Keywords:** educational project; institution of higher education; project-oriented management; product of an educational project; value.

### Introduction

The concept of project management has successfully proven itself in various fields of activity. Taking into account that higher education institutions must meet the strict requirements set by the educational services market and the labor market, one of the ways to achieve high results of higher education institutions and better adapt them to the dynamics and turbulence of the external environment is to use the project management methodology to implement changes of any nature [1, 2]. Most research related to project-oriented institutions of higher education, aimed at using project methodology and appropriate tools for the development of universities, as well as to consider specific projects, for example, related to the introduction of new technologies (distance learning), ensuring the quality of education, etc. [3, 4].

Ensuring effective implementation of the project approach in the day-to-day activities of the higher education institution should be based on a clear identification of the attributes of these projects, including products, values and performance, which will allow not only to clearly understand the result of the project activity, but also to control its receipt.

### Analysis of recent research and publications

Note that according to the theory of systems, any

object can be in one of two States: functioning or development [5-8]. Therefore, any of the activities of higher education institutions can be considered in two modes—a functioning object and a developing object. Therefore, projects can be linked to two States of the respective activities:

- development of any type of activity (or their combination), which determines the corresponding project (program, portfolio) for the development of higher education institutions;

- functioning of the University in each area of activity, presented in the form of projects within the project-oriented approach, which is typical for project-oriented management (for example, the allocation of a group of students enrolled in the program of specialization – "educational program", can be an example of such a project in the framework of educational activities) [9-12].

In [13, 14] it is stated that higher level of project-oriented management is to carry out management activity in higher education institution in the form of projects, clearly defining terms, project success rates, project resources and budget, managing risks and quality. In this case, the project management is combined as a complex of works and the project management of the university as a management activity in the project format.

In [15-18] it is stated that project-oriented management implies managing not the enterprise as such, but its project portfolio, with all activities being broken

down into programs aimed at achieving the specific goals of the enterprise, and separate projects are already carried out within the programs.

Projects form the corresponding portfolio of higher education institutions, which can be represented as the following combination of portfolios [19, 20]:

- the portfolio of development projects;
- the portfolio of current activities;
- student's project portfolio.

Thus, to date, the theoretical basis for the organization of a project-oriented institution of higher education is presented only in a fragmentary way and practically does not cover the basic - educational activities of universities, which determines the relevance of addressing this issue.

The dissemination of the project management concept in the activity of a higher education institution can be carried out in various aspects, covering all types of activities, and above all, the basic – educational, which will allow to use the rich experience of development in the field of project management to improve the functioning and development of a higher education institution.

**The purpose of this article** is to develop a conceptual model for managing the educational activities of higher education institutions based on a project-oriented approach.

#### **Presentation of the main material**

Despite the fact that projects that correspond to the current activity of the higher education institution aimed at improving the efficiency of the university, the implementation of a project-oriented approach is part of the strategic development and, therefore, aimed at improving the competitiveness of the higher education institution.

According to the authors [21, 22] competitiveness is a general indicator of the viability of an enterprise, its ability to effectively use its financial, production, scientific, technical and labor potential. The competitiveness of a higher education institution means its ability to prepare competitive professionals in the internal and external labor markets, to create competitive innovations and to pursue a successful policy in each area of its activity; the mechanism of competitor-management includes the mission and connection of higher education institution with the external environment, application of tools of innovative economy, methods, principles and functions of management [23, 24]. The competitiveness of a university is its ability to train professionals who can withstand competition in a specific external or internal labor market; develop competitive innovations in their field; conduct effective reproductive policies in all areas of its activities [25-27].

According to most experts, the main factors of competitiveness of the institution of higher education are: the image of the university, the price of educational services, the quality of educational services, their range and the quality of providing processes. By analogy with manufacturing and commercial enterprises, the cost of

services should be added to this list. The formation of the effect of implementing a project-oriented approach to enhance the attractiveness of the university - its image - is mediated by improving the quality of services and efficiency of management. In this case, the effectiveness of management has a direct impact on competitiveness, for example, by reducing costs [28]. It implies that the time spent by the staff of a higher education institution to carry out activities as a project in the proper organization of management processes will be less than in the functional (traditional) approach. Therefore, the total cost of paying for the work, including the hourly rate, will be lower; and employees' time off can be spent on other projects [29]. Similarly, with the quality of educational services. Their high level ensures the attractiveness of higher education institutions, while directly affecting the competitiveness.

We formulate the main provisions of the concept of a project-oriented institution of higher education, which include:

- decomposition of university activities;
- the selection of projects that fall into two categories - projects related to the development of a higher education institution or its separate areas of activity; projects that are relevant to the current activity (project-oriented approach to production activity management);
- classification of the main types of university projects in content; hierarchy of portfolios of higher education institution projects;
- structural and logical scheme of effect formation from implementation of project-oriented approach to university management.

The implementation of the concept of a project-oriented institution of higher education will increase the efficiency of the current activities of universities and their development, by taking advantage of the technologies of project management. Proper organization of project-oriented management provides, above all, adequate structuring of the management object. Therefore, the next step in the development of the concept of creating a project-oriented institution of higher education in the main – educational activities, is the identification of relevant projects.

It should also be noted that under the Law on Higher Education, the number of specialties has been reduced, but universities are given the freedom to be creative in developing educational programs that allow them to respond more flexibly to changing demand in the educational services market [30]. Distance learning becomes an integral element of educational activity, gradually replacing the distance learning and supplementing the in-service, as well as allowing to obtain education at anytime, anywhere [31].

Thus, in the framework of educational activities of higher education institutions, a "flow" of projects is formed. Projects of each category for a particular institution of higher education form a specific portfolio, which is a logically isolated part of the university's project portfolio. Taking into account the individual part (variant part) in each educational program for each student forms his project – "Individual educational program of the

student", managed by the respective administrative body - the dean, the administration of the institute (within the university) with the participation of the student (in the formation part) variable part, work schedule) [32]. In turn, each educational program generates two projects – development and licensing, training. These projects are managed by an appropriate team, whose participants are without fail the so-called project team leader and the teaching staff that serves the program. If the project "Individual Student Educational Program" is of a largely organizational nature, then the licensing and training projects are related, to a greater extent, to the content of the training and the process of providing the educational service. This explains the different composition of the entities that manage these projects.

Note that one of the basic concepts of project management is "project product". In this case, "educational product" and "product of educational project" are different concepts. An educational product is a product, the essence of which is a set of educational services corresponding to that product. The result of consuming educational services is a set of competencies, knowledge, skills and competences acquired by the university graduates. Therefore, it can be argued that the specific set of individual acquired competencies, knowledge, skills and skills is the product of an educational project. "Educational project" and "educational product" are not identical concepts. The educational project corresponds directly to the learning process, and the project within the educational activity is any project related to educational services. Yes, the Educational Program Development and Licensing project is not an educational project, but is related to the provision of educational services.

Development of educational activities of higher education institutions involves changes in the set of specialties, specializations, educational programs, educational levels, forms of training, ie changes in the product portfolio; increasing the number of students in existing educational products. The implementation of a project-oriented approach to the management of higher education institutions, including educational activities, requires appropriate tools for organizing the implementation of works on various projects throughout the university, including their distribution and coordination. In this case, each unit can participate in several projects – both development and ongoing activities. The absence of this toolkit will not provide the effect of implementing a project-oriented approach and may, moreover, make it negative, that is, lead to worse results than in the traditional management of a higher education institution.

The main issues that require coordination are: terms, resources, "products" of each project work. It is known that any project can be decomposed at the level of work (tasks), the logical sequence of which forms a network model. Network Planning is a traditional project management tool that allows you to schedule deadlines in resource constraints.

According to the proposed concept, in a project-oriented approach, the task is a structural unit of logical

consistency (network model), not a separate event with unreasonable (in most cases in practice) terms and poorly structured interrelation with other tasks. In this case, employees of the unit do not just perform a set of operations in the form of a clearly structured process, but have a specific purpose, timing, interconnection for each of them, which, of course, has a positive impact on the quality of the tasks and provides greater likelihood of achieving project goals. Having a clearly defined goal and performance (value) indicators will allow you to evaluate the success of the project as a whole, rather than performing a specific task. For example, for the Admissions Office, many tasks are created related to projects within the portfolio of a higher education institution, both development projects and projects that correspond to the current activity.

Let's consider the product, value and effectiveness of the project "Entrance campaign" as one of the most important projects for higher education institutions. This project can be considered in several ways that differ in the scope of educational activities:

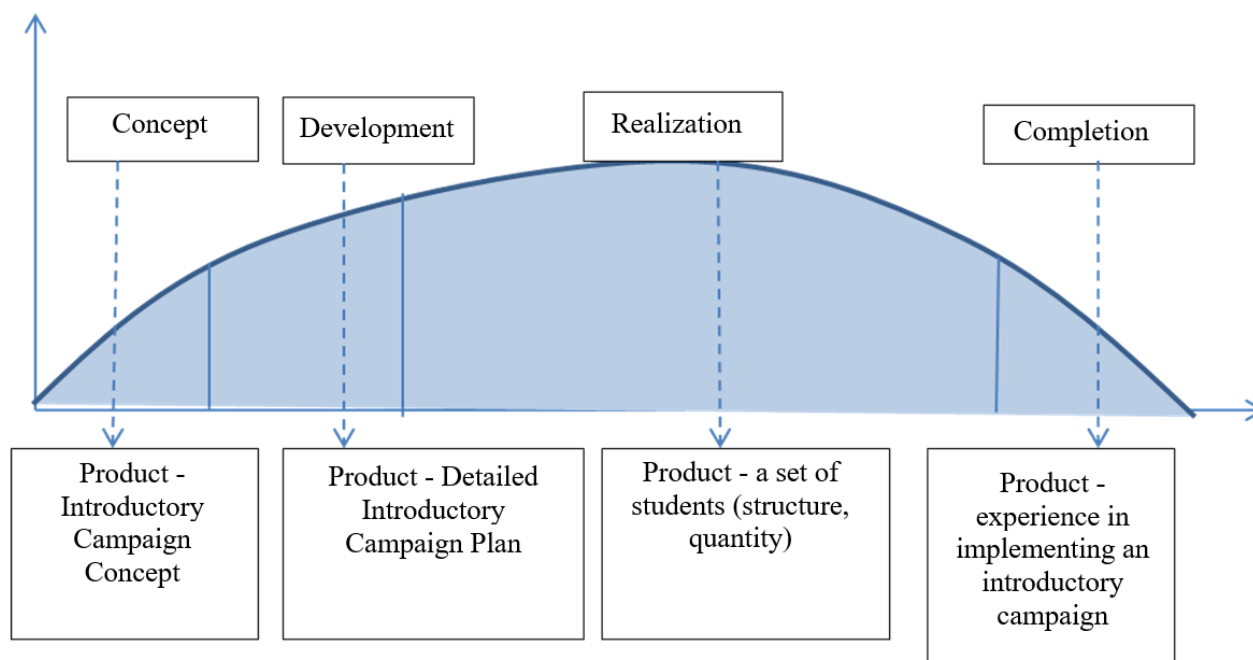
- recruitment of students by a higher education institution in General for the entire product portfolio-the project "University entrance campaign";
- recruitment of students for a specific educational product.

In this case, we will be talking about the project "Introductory Education Product Campaign"; enrollment of students by a certain faculty, institute – project "Introductory campaign of the faculty (institute, etc.)". Therefore, following a project-oriented approach, an institution of higher education can also be considered an introductory campaign.

Note that this event - an introductory campaign - has all the necessary properties of the project: is a temporary event, has a unique product, provides for consistent development. Indeed, the inaugural campaign has clear timeframes of one year. The product of the introductory campaign is a set of students for the specialties, educational programs and forms of study (depending on the scope of the project).

The uniqueness of the product – the recruitment of students – is that it is formed each time in new environmental conditions – the market of educational services, and also provides annually a new ratio of "budget contract" for each specialty. And, as practice shows, the structure of the recruitment of students in specialties and forms of study over the past few years has varied greatly. It is expected that this trend will continue in the near future, which is determined by the dynamics of markets, the country's economy, the world economy and the fierce competition of higher education institutions.

A specific product is formed not only as a result of the project implementation, but also as a result of the completion of each stage of the project life cycle. We identify the main stages of the life cycle and their products for the project "Introductory Campaign of Higher Education" (fig. 1).



**Fig. 1.** Life cycle of the project "Introductory Campaign of Higher Education Institutions"

At the "Concept" stage, the conceptual framework of the introductory campaign is developed, taking into account the experience of the past periods, the possibilities of the higher education institution and the state of the environment. It is at this stage that the project "Introductory Campaign of Higher Education" acquires its distinctive features (uniqueness) in comparison with the previous projects in this area.

At the stage of "Development" in accordance with the adopted concept is formed plan of the introductory campaign, within which must be formulated all activities, deadlines, responsible contractors, as well as determine the budget of the project.

"Implementation" involves the implementation of work in accordance with the plan and those adjustments that are necessary taking into account the features of the current situation. "Completion" is a short but important stage in which to analyze the success of an introductory campaign, with the main criterion being the effectiveness, that is, the compliance of the results achieved with the planned.

Summarizing the introductory campaign allows you to supplement the knowledge base in the field in the light of new experience. According to leading experts in the field of project management [33], a project is an obligation to create value based on the mission of the project, which must be completed over a period of time, within agreed times, resources and conditions; the mission defines the fundamental goals for which the project is designed and which must be achieved as a result of its implementation.

Under the mission of the project "Introductory Campaign of Higher Education" we will understand the achievement of the maximum possible enrollment of students in the conditions prevailing in the market of educational services.

The structure of this set of students should be consistent with the strategic goals and current goals of the higher education institution.

It should be noted that the purpose of the introductory campaign should be specified in conjunction with the development strategy in the areas of "Educational activity" and "International activity", as well as with current educational and international activities. Project resources - specialists; knowledge and experience of implementing such projects; information (for example, on the actions of competing higher education institutions); cash (directed to project marketing); the image of a higher education institution that can play both a positive and a negative role in the process of launching an introductory campaign. The value of the project "Introductory Campaign of Higher Education" is to reflect the usefulness of the project product for stakeholders (fig. 2).

The main stakeholder is the institution of higher education itself. Despite the specificity of this project, we consider it possible to use an economic indicator to evaluate its value. Yes, the value of an introductory campaign can be determined by the money that a higher education institution will earn by educating students in this set. The effectiveness of the project is an assessment of the achievement of the planned results, that is, an analysis of the conformity of the product obtained and its value of what was expected to be obtained as a result of the project implementation. Thus, at the stage of the development life cycle, the planned indicators characterizing the product and the value of the project are formed, at the stage of "Realization" actual indicators of the product and value are formed, and at the stage of "Completion" the project's performance is evaluated.

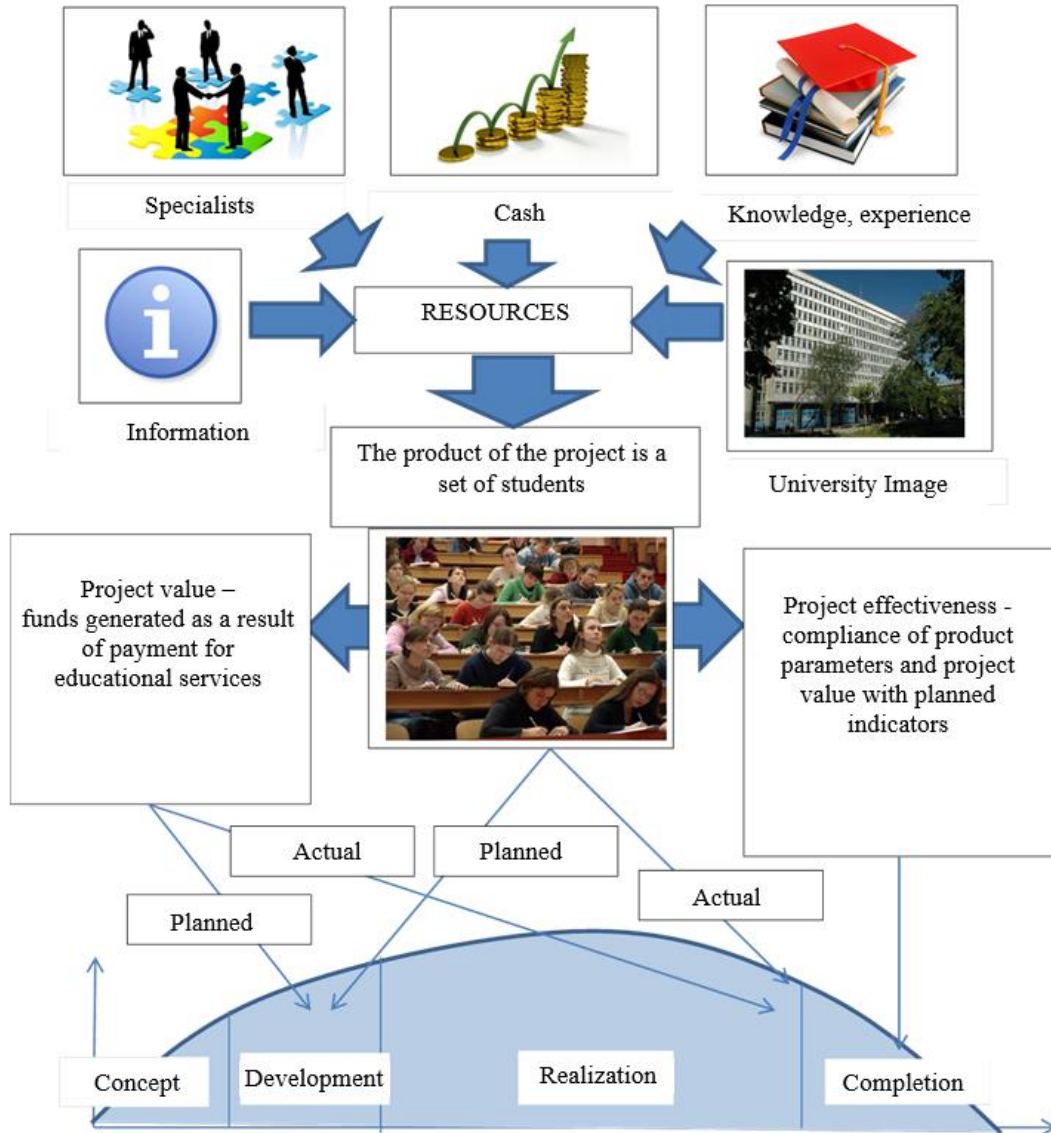


Fig. 2. The value and effectiveness of the Introductory Campaign project

To evaluate the value, we suggest using an expression that takes into account the cash inflows from providing educational services to the current student enrollment, as well as the cost of marketing an admission campaign:

$$\begin{aligned}
 K = & \sum_{s=1}^S \sum_{f=1}^F (G_s^{UA,f} Q_s^{UA,f} + G_{master,s}^{UA,f} Q_{master,s}^{UA,f}) + \\
 & + \sum_{s=1}^S \sum_{f=1}^F (G_s^{EU,f} Q_s^{EU,f} + G_{master,s}^{EU,f} Q_{master,s}^{EU,f}) + \\
 & + \sum_{s=1}^S \sum_{f=1}^F (H_s^f Q_s^f + H_{master,s}^f Q_{master,s}^f) - D^{IC},
 \end{aligned} \tag{1}$$

where  $s, f$  – specialty and form of education (inpatient, distance, distance, advanced training), respectively  $S, F$  – the number of specialties and forms of education in a higher education institution;  $G_s^{UA,f} Q_s^{UA,f}$ ,  $G_s^{EU,f} Q_s^{EU,f}$ ,  $H_s^f Q_s^f$  – accordingly, the cost of education and the amount received at the level of bachelor of citizens of

Ukraine (under the terms of the contract), foreigners and citizens of Ukraine at the expense of budgetary funds;  $G_{master,s}^{UA,f} Q_{master,s}^{UA,f}$ ,  $G_{master,s}^{EU,f} Q_{master,s}^{EU,f}$ ,  $H_{master,s}^f Q_{master,s}^f$  – accordingly, the cost of education and the amount received at the level of the Master of citizens of Ukraine (under the terms of the contract), foreigners and citizens of Ukraine at the expense of budgetary funds;  $D^{IC}$  – the cost of the institution of higher education for the introductory campaign (advertising, PR events, extra pay, etc.).

It should be noted that expression (1) does not take into account the costs of providing higher education institutions with educational services, as these costs reflect the efficiency of the organization of functioning of higher education institutions, and are not subject to management in this project. Thus, according to the proposed approach, it is possible to estimate the planned  $K^{Plan}$  and actual  $v$  value based on the planned (2) and actual (3) student enrollment.

$$V^{Plan} = \{Q_s^{Plan,UA,f}; Q_s^{Plan,EU,f}; Q_s^{Plan,f}; Q_{master,s}^{Plan,UA,f}; Q_{master,s}^{Plan,EU,f}; Q_{master,s}^{Plan,f}\}; \tag{2}$$

$$V^{Fact} = \{Q_s^{UA,f}; Q_s^{EU,f}; Q_s^f; Q_{master,s}^{UA,f}; Q_{master,s}^{EU,f}; Q_{master,s}^f\}. \quad (3)$$

It is suggested to evaluate the performance of the introductory campaign using the integral indicator, which is the sum of relative indicators (individual indices). Thus, it is proposed to form the final assessment (5) on the basis of individual indicators (4):

$$K_{master,s}^{f(UA,EU)} = \frac{Q_s^{f(UA,EU)}}{Q_{master,s}^{Plan,f}}; \quad (4)$$

$$K^{IC} = \frac{\sum_{s=1}^S \sum_{f=1}^F K_{master,s}^{f(UA,EU)}}{2SF}. \quad (5)$$

The use of the divider in (5) allows to obtain the value of the integral performance index in a form convenient for drawing conclusions: thus, at  $K^{IC} < 1$  the goals of the introductory campaign were not achieved, at  $K^{IC} \approx 1$  the result of the introductory campaign is at the planned level, at  $K^{IC} > 1$  the result exceeded the expectations of the institution of higher education.

Note that this indicator is based on the equivalence of all specialties, levels and forms of study at the university. If, on the basis of strategic considerations, different specialties, forms and levels are not equivalent (for example, some specialties are priorities for higher education institution, more closely match its profile, uniqueness, etc.), then (4) can be to enter the balance  $\lambda_{master,s}^{f(UA,EU)}$  for which (5) are fulfilled, which are determined by the expert way and allow to take into account this condition in (6):

$$\sum_{s=1}^S \sum_{f=1}^F \lambda_{master,s}^{f(UA,EU)} = 1; \quad (6)$$

$$K^{IC} = \frac{\sum_{s=1}^S \sum_{f=1}^F \lambda_{master,s}^{f(UA,EU)} K_{master,s}^{f(UA,EU)}}{2SF}. \quad (7)$$

The mismatch of the planned and actual results of the project implementation is the main type of risk that can be estimated by the value of the project's "undelivered" value:

$$\Delta K^{Forecast} = K^{Plan} - K^{Fact,Forecast}. \quad (8)$$

This value is estimated, as it is estimated at the stage of development within the project risk management.

The experience of previous introductory campaigns on the discrepancy between actual and planned values can be used to form it, for example, by specifying a percentage of deviation of actual project product parameters from planned ones. Note that the magnitude of

the risk is a dynamic value: its initial value is formed at the stage of development and specified in the implementation process, taking into account the factual information about the project environment and its results. To assess the value, it is suggested to use the University's cash inflows from the current student enrollment educational services to reflect the cost of admission. At the same time, the performance evaluation, that is, the achievement of the goals of the introductory campaign, is based on an integral indicator, which is formed from individual indices, taking into account the importance for higher education institutions of different specialties and forms of education.

## Conclusions

The conceptual model of the project-oriented institution of higher education is formulated, according to which the management of the university is reduced to managing the hierarchy of portfolios, which is identified by the example of educational activity of the institution of higher education. The project-oriented management of the higher education institution's educational activities envisages the extension of the project approach to the development and functioning of different units of the university's activity on the basis of the introduced concept of the product portfolio of the higher education institution. This approach makes it possible to clearly identify the totality of the university's projects within the framework of educational activities and to transform its current activities into the implementation of a project portfolio.

The proposed conceptual model of project-oriented management of educational activity of institutions of higher education allows to organize the fulfillment of tasks in such a way that more clear structuring of goals, time constraints and necessary results for each task is ensured by systematic consideration of tasks within network models of projects, networking models relevant higher education institution portfolio projects.

An indicator of the prevalence of a project-oriented approach based on the quantitative characterization of specific tasks performed in a higher education institution is introduced. The division of tasks into units of a project-oriented higher education institution in accordance with the proposed approach provides for the formation of a system of evaluation of the results of these projects (product, value, performance), which is performed on the example of the project "Introductory campaign of higher education institution", the results of which is the basis for the implementation of most projects within the framework of educational activities.

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## КОНЦЕПТУАЛЬНА МОДЕЛЬ ПРОЕКТНО-ОРІЄНТОВАНОГО УПРАВЛІННЯ ОСВІТНЬОЮ ДІЯЛЬНІСТЮ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

**Предметом** дослідження в статті є методи, моделі і механізми проектно-орієнтованого управління освітньою діяльністю закладів вищої освіти. **Мета** роботи – розробка концептуальної моделі управління освітньою діяльністю закладів вищої освіти на основі проектно-орієнтованого підходу. В статті вирішуються наступні **завдання**: аналіз моделі управління освітньою діяльністю закладів вищої освіти, дослідження сучасних методів управління портфелями проектів освітньої діяльності університетів, розробка механізму формування концептуальної моделі проектно-орієнтованого управління освітньою діяльністю закладів вищої освіти. Використовуються такі **методи**: методи управління проектами і портфелями, теорія систем і системного аналізу, методи управління ризиками. Отримано наступні **результати**: ідентифіковано основні етапи життєвого циклу, їх продукти та місію проекту "Вступна кампанія закладу вищої освіти", визначено поняття "освітній продукт", "продукт освітнього проекту", "освітній проект", "проект освітньої діяльності", запропоновано модель визначення цінності і результативності проекту "Вступна кампанія", розроблено концептуальну модель проектно-орієнтованого управління освітньою діяльністю закладів вищої освіти з урахуванням цінності проекту "Вступна кампанія закладу вищої освіти". **Висновки**: Забезпечення ефективності впровадження проектного підходу в поточну діяльність закладу вищої освіти має базуватися на чіткій ідентифікації атрибутів даних проектів, в тому числі, продуктів, цінностей і результативності, що дозволить не тільки чітко усвідомлювати результат проектною діяльністю, а й здійснювати контроль його отримання. Реалізація концепції проектно-орієнтованого закладу вищої освіти дозволить підвищити ефективність поточної діяльності університетів і їх розвитку, шляхом використання переваг технологій проектного менеджменту. Запропоновано визначення "Місія проекту "Вступна кампанія закладу вищої освіти"", під яким розуміється досягнення максимально можливого набору студентів в умовах, що склалися на ринку освітніх послуг. Встановлено цінність проекту "Вступна кампанія закладу вищої освіти", яка визначає корисність продукту проекту для зацікавлених сторін. Запропонована концептуальна модель проектно-орієнтованого підходу до управління освітньою діяльністю закладу вищої освіти дозволить поширити проектний підхід на розвиток і функціонування різних блоків діяльності університету на базі введеного поняття "продуктовий портфель закладу вищої освіти". Такий підхід у подальшому дозволить чітко ідентифікувати сукупність проектів університету в рамках освітньої діяльності і перетворить його поточну діяльність в реалізацію портфеля проектів.

**Ключові слова**: освітній проект; заклад вищої освіти; проектно-орієнтоване управління; продукт освітнього проекту; цінність.

## КОНЦЕПТУАЛЬНАЯ МОДЕЛЬ ПРОЕКТНО-ОРИЕНТИРОВАННОГО УПРАВЛЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТЬЮ ЗАВЕДЕНИЙ ВЫСШЕГО ОБРАЗОВАНИЯ

**Предметом** исследования в статье являются методы, модели и механизмы проектно-ориентированного управления образовательной деятельностью заведений высшего образования. **Цель** работы – разработка концептуальной модели управления образовательной деятельностью заведений высшего образования на основе проектно-ориентированного подхода.



В статье решаются следующие **задачи**: анализ модели управления образовательной деятельностью заведений высшего образования, исследование современных методов управления портфелями проектов образовательной деятельности университетов, разработка механизма формирования концептуальной модели проектно-ориентированного управления образовательной деятельностью заведений высшего образования. Используются следующие **методы**: методы управления проектами и портфелями, теория систем и системного анализа, методы управления рисками. Получены следующие **результаты**: идентифицировано основные этапы жизненного цикла, их продукты и миссию проекта "Вступительная кампания заведений высшего образования", определено понятие "образовательный продукт", "продукт образовательного проекта", "образовательный проект", "проект образовательной деятельности", предложена модель определения ценности и результативности проекта "Вступительная кампания", разработана концептуальная модель проектно-ориентированного управления образовательной деятельностью заведений высшего образования с учетом ценности проекта "Вступительная кампания заведения высшего образования". **Выводы**: Обеспечение эффективности внедрения проектного подхода в текущую деятельность заведений высшего образования должна базироваться на четкой идентификации атрибутов данных проектов, в том числе, продуктов, ценностей и результативности, что позволит не только четко осознавать результат проектной деятельности, но и осуществлять контроль его получения. Реализация концепции проектно-ориентированного заведения высшего образования позволит повысить эффективность текущей деятельности университетов и их развития путем использования преимуществ технологий проектного менеджмента. Предложено определение "Миссия проекта "Вступительная кампания учреждения высшего образования"", под которым понимается достижение максимально возможного набора студентов в условиях, сложившихся на рынке образовательных услуг. Установлена ценность проекта "Вступительная кампания учреждения высшего образования", которая определяет полезность продукта проекта для заинтересованных сторон. Предложенная концептуальная модель проектно-ориентированного подхода к управлению образовательной деятельностью учреждения высшего образования позволит распространить проектный подход на развитие и функционирование различных блоков деятельности университета на базе введенного понятия "продуктовый портфель учреждения высшего образования". Такой подход в дальнейшем позволит четко идентифицировать совокупность проектов университета в рамках образовательной деятельности и превратит его текущую деятельность в реализацию портфеля проектов.

**Ключевые слова**: образовательный проект; заведение высшего образования; проектно-ориентированное управление; продукт образовательного проекта; ценность.

#### *Бібліографічні описи / Bibliographic descriptions*

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