

GR-TECHNOLOGIES AS AN INSTRUMENT FOR THE DEVELOPMENT OF SYSTEM OF SUPPLEMENTARY CHILDREN EDUCATION AS A PROBLEM OF THE HUMAN RESOURCES

Marina Chernoskutova – Natalia Menshenina

Abstract

Modern Russian science notes the systematic crisis in the sphere of supplementary children education. GR-technologies are gaining importance in this context as a way to achieve optimum results in further education sector development through public investment, taking into account the interests of the business.

Authors of the article present the results of sociological research of the supplementary children education system in Yekaterinburg. The research describes the effectiveness of GR-technologies in the sphere of providing supplementary education for children. The study was conducted by the method of expert survey. We surveyed entrepreneurs, public servants, leaders of children organizations of supplementary education in Yekaterinburg.

Hypothesis-ground of research supports the following goal: on the one hand, only one third of experts is familiar and implements the GR-technologies in its activities (менять местами) and on the other hand, improving the quality of the application of GR technologies used by public organizations and business provides high levels of creating favorable conditions for the development of the supplementary children education system.

Key words: GR-technologies, business, supplementary education of children, expert survey

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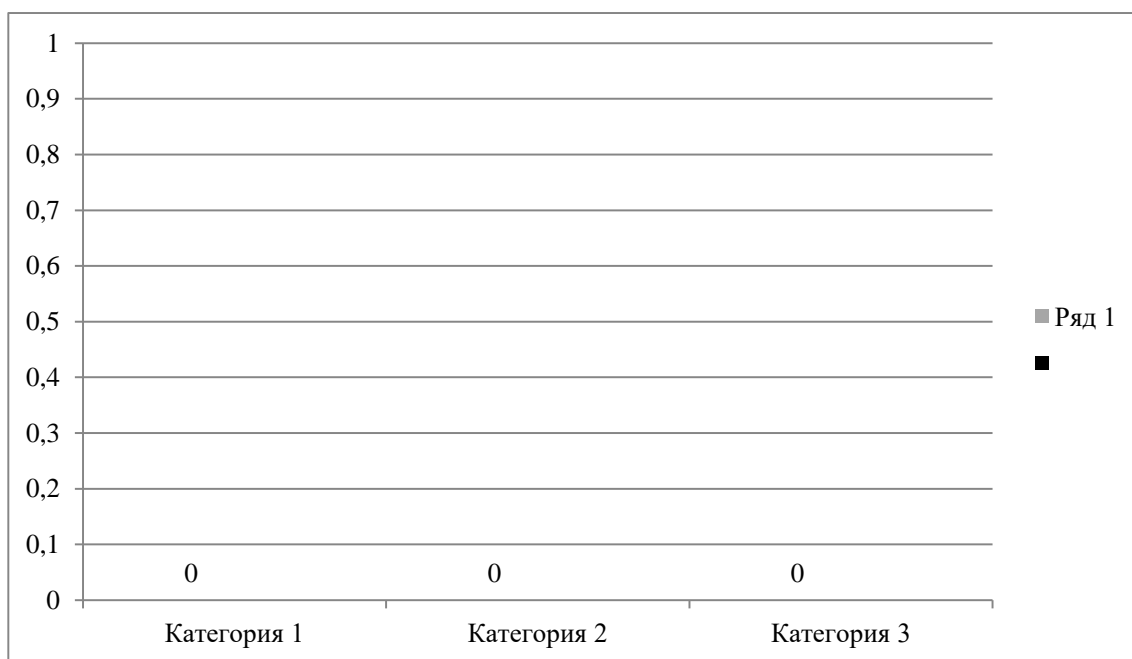
Introduction

Currently, as the Russian science and the state government of the Russian Federation fixed meaningful and systemic crisis of the scope of supplementary education of children: the existing inter-departmental barriers do not contribute to its effective development and reduce the effectiveness of the activities of supplementary education institutions. Particular importance should be attached to creating favorable conditions by the authorities for the effective use of business resources for the formation, establishment and improvement of the

organization of supplementary education of children. In overcoming the crisis of supplementary children education the Russian government needs the business support.

The following fact confirms this situation: the funding of educational institutions of supplementary education of children in the period from 2012 to 2014 in the Russian Federation grew by almost 2 times (2014 - 187.5 billion rubles); and growth is observed both in the state (municipal) and in the non-governmental educational institutions of supplementary education of children (Fig. 1).

Fig.1. Financing supplementary educational institutions, implementing supplementary educational programs for children (mln. rubles).



Source: data from the form № 1-TO (summary) "Information about supplementary education institutions."

On this basis, GR-technology is getting fundamental importance in this process as a way of achieving an effective development of the sphere of supplementary education through business investment. So, in today's realities the priority of building mutually beneficial cooperation between business and government in this area is confirmed by the GR-technologies (Remington, Thomas F., 2016; Frye, Timothy M. & Iwasaki, Ichiro, 2011).

In this regard, we define GR-activity as an interaction of business with public authorities aimed at mutually beneficial cooperation. GR-activity embodies a set of technologies, determining its nature and character (Chernoskutova, Marina & Menshenina, Natalia, 2015).

Russian and foreign scientists have attempted to determine the concept of GR-activities, GR-technologies both in the overall context and in the connection with the

interpretation of the GR in the development of supplementary education of children (Khayyat, Nabaz T. & Lee, Jeong-Dong, 2015; Wilson, Ross, 2016; Chernoskutova, Marina & Menshenina, Natalia, 2015). Waymer Damion L. and Smorgunov L., Timofeeva L. refer to GR-technology "all activities that contain certain ways of influencing the process of decision-making in government, including methods, modes of operation, operation and procedures" (Waymer, Damion L., 2013; Smorgunov, Leonid & Timofeeva, Lidia, 2012). In the work devoted to the GR typology and technology, S. Chimarov describes in details the technological segments of GR-activity (Chimarov, Sergey, 2011). Also, the study of GR-activity category is being considered by the modern Russian researchers (Tolstoy, Pavel, 2015; Menshenina, Natalia & Panteleyeva, Marina, 2015; Mintusov, Igor, 2014). Great attention is paid to the research of the quality of education issues in public schools and participation of business in this process (Ozcelik, Ali Onur, 2011; Sarin, Meera Nath, 2015), supplementary education in the field of financial education for children (Sosenski, Susana, 2014). Gofen Anat and Blomqvist Paula regard to their scientific works business interests in the public education system (Gofen, Anat & Blomqvist, Paula, 2014; Remington, Thomas F., 2016).

We consider the GR-technologies in the development of supplementary education of children as a set of tools, mechanisms, methods used in the interaction of business and government bodies, aimed at establishing relations between them to optimize investment processes in the development of the supplementary children education system (Chernoskutova, Marina & Menshenina, Natalia, 2015)

1. Data and Methods

Analysis of the current situation in the market of municipal and non-governmental institutions of supplementary children education in Yekaterinburg showed that at the moment the city has 40 (23%) municipal institutions of supplementary education, created and developed with the participation of business investment. Furthermore, 132 non-governmental supplementary children institutions operates in Yekaterinburg. Non-government institutions amount 77% of the total number of the institutions of supplementary children education in Yekaterinburg. This participation of business under the financing of various institutions and programs of supplementary children education in modern Russia is the source of creation of effective conditions for its development.

This situation does not meet the demand of Yekaterinburg in regard to the development of supplementary children education, and in our opinion, the effective use of

GR-technologies can attract business to solve such important social problem of human resources, as the development of the system of supplementary children education.

In view of the identified problem we carried out the empirical study to: identify opportunities for the use of GR-technologies in the sphere of supplementary children education and identify the main GR-Technologies, which act as a tool to improve this field. In the process of the study the particular aspect is taken into account - the analysis of the system of supplementary children education in Yekaterinburg. The study was conducted by the expert survey. The expert survey is conducted among of 3 groups of respondents:

The 1st team of experts are the heads of organizations of supplementary children education; employees who have professional experience in state and municipal authorities (13 people, 2015-2016, Yekaterinburg);

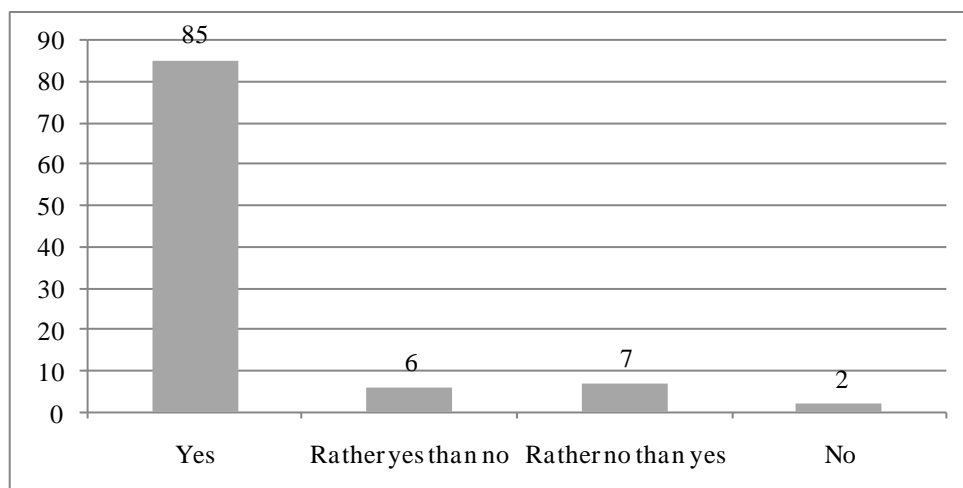
The 2nd group of experts are parents (60 people, 2014, Yekaterinburg);

The 3rd of experts are children, the leaders of children`s organizations of additional education (120 people, 2014, Yekaterinburg).

The basic hypothesis of the research is the following statement: on the one hand the experts survey showed that only a third of them knows GR technology and implements them in their activities, on the other hand - improving the quality of the use of GR-technologies in the system of supplementary children education causes a high level of creation favorable conditions for the development of supplementary children education.

As a result of the research we found that 85% of parents are interested in development of the sphere of supplementary children education, 6% - are interested in a greater degree, 7% - to a lesser extent, and 2% of parents are not interested at all. It means that parents care about the future of their children, which contributes to the well-being of the personal self improvement and they are willing to support the development of the sphere of supplementary children education (Fig. 2).

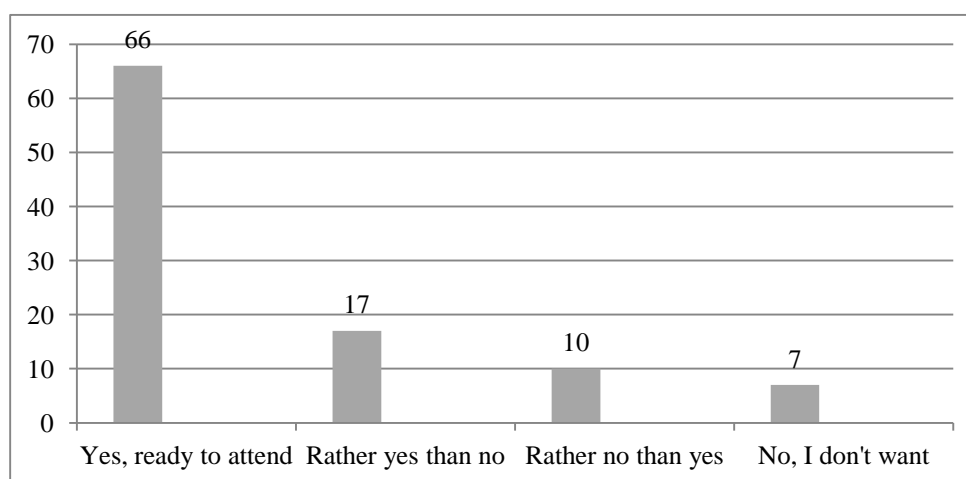
Fig. 2. The interest of parents in the development of the sphere of supplementary children education (% of respondents)



Source: Developed by authors

Among the leaders of children's organizations, the interest in attending courses of supplementary children education is quite high - 66% of children are interested in it. In turn, 17% are ready to be engaged in supplementary education to a greater extent, 10% - to a less extent, and 7% of children have no desire to visit the institutions of supplementary children education. So, the leaders of children's organizations consciously are willing to be engaged in the sphere of supplementary children education.

Fig. 3. The level of readiness of children to attend courses of supplementary children education (% of respondents)



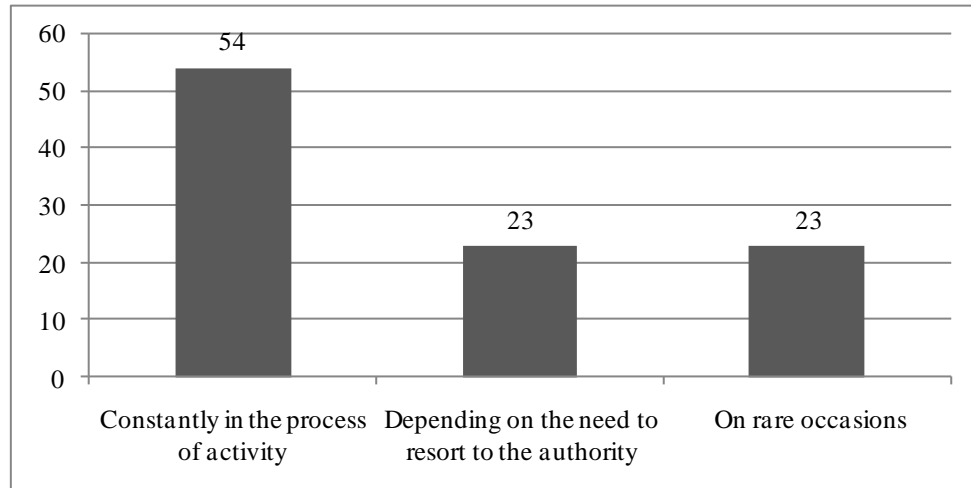
Source: Developed by authors

children and parents are both interested in The creation of favorable conditions aimed at developing the child's personality. So there is a need to create conditions for the development of supplementary children education in Yekaterinburg.

In the course of the expert survey among the heads of institutions of supplementary children education of Yekaterinburg there was found that 54% of heads constantly applies

GR-technologies in the process of interaction with public authorities; 23% - depending on the appeal to public authorities and 23% - very rare (Fig. 4).

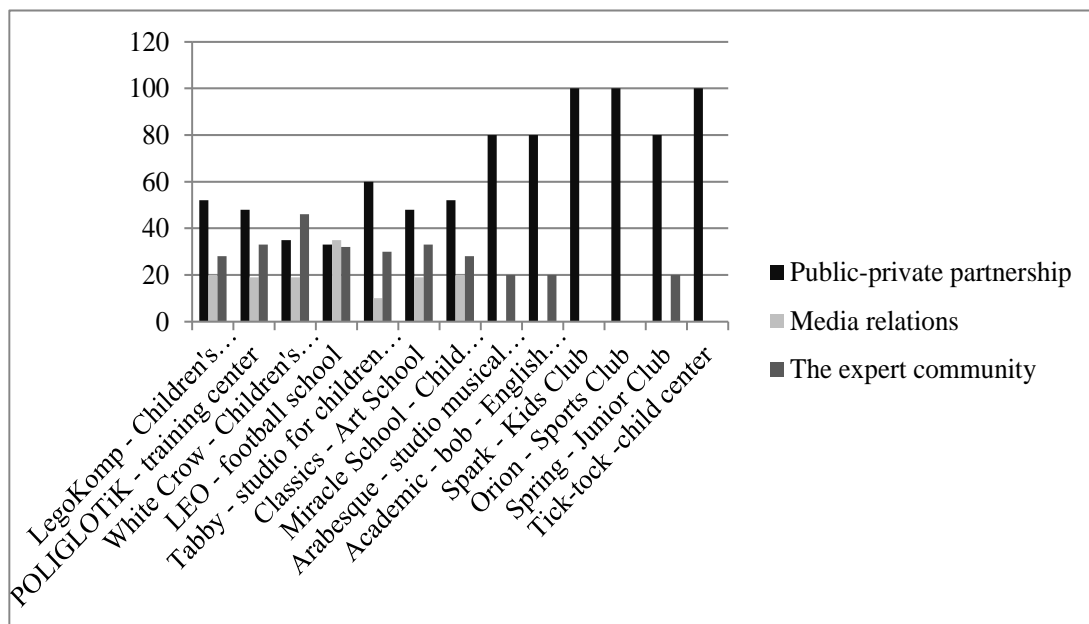
Fig. 4. How often the institutions of supplementary children education apply the GR-technologies in the process of interaction with public authorities (% of respondents)



Source: Developed by authors

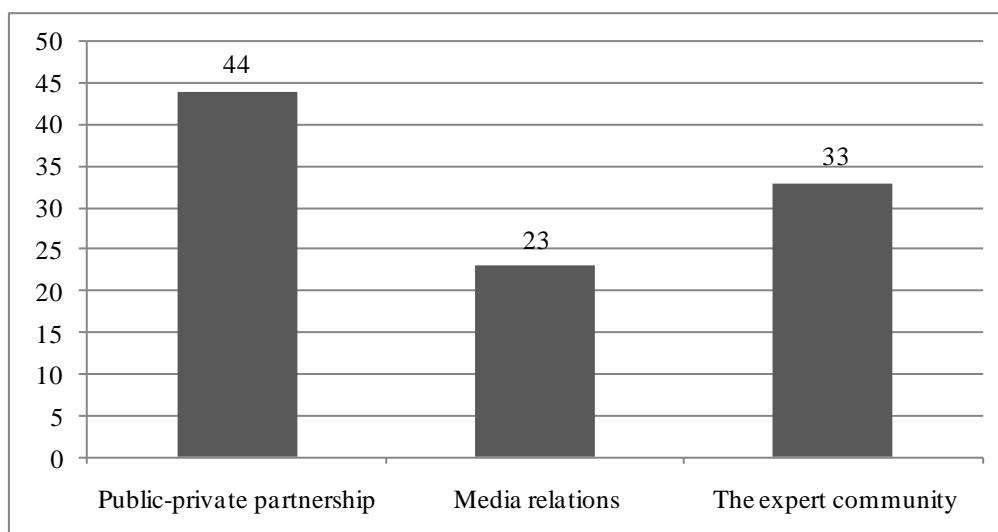
Furthermore, the expert survey showed that the main institutions of supplementary children education GR-technologies such as public-private partnerships, media relations and the expert community are implemented (Fig. 5, 6).

Fig. 5. GR-technology implemented additional children education by the institutions of Yekaterinburg in the process of interaction with public authorities (%)



Source: Developed by authors

Fig. 6. The most common and effectively used GR-technologies in the development of supplementary education of children (%)



Source: Developed by authors

2. Results

According to the study, we identified that GR-technology is the most frequently used by the institutions of supplementary children education, aimed at the development of supplementary education, as well as the most effective GR-technology, based on the practices of institutions of supplementary children education.

Almost all institutions of supplementary children education (77%) use the GR-technologies in the process of interaction with public authorities. The non-profit educational organization the most frequently interacts with the government about the grants and competitions with the aim of state support. In other words, in this case the study showed that expert's opinion considers the public-private partnership as one of the most effective GR-technologies. However, it should be noted that there are paternal instead of partner arrangements of such interaction partner on the part of the educational institutions (49% of respondents). Communication is often built only as a function of the need to appeal to the public authority and is not of a permanent nature, making it difficult to track the dynamics used in ways and methods of the GR-communications and their impact (80% of respondents).

Among the technologies which are traditionally used in the GR-communications experts highlighted media relations, the expert community, lobbying, public-private partnership. Our study showed that the public-private partnership is the most frequently used method of the institutions of supplementary children education (44%).

However, it should be noted that all interviewed representatives of educational institutions - entities GR-point communication a positive impact GR-use of technology in the process of interaction of these institutions with public authorities on the development of an supplementary education of children. Despite this, almost all respondents (75% of respondents) noted the lack of ownership of applications, practices that allow to effectively organize the process of communication with the authorities which raises the need for further theoretical and practical research of this type of communications as well as the need to develop projects, strategies and individual mechanisms and instruments that make the GR-meaningful and productive activities.

Conclusion

The study revealed the possibility of the use of GR-tech activities and the basic, most effective, GR-technology, acting as an instrument of development of supplementary children education (for example, in Yekaterinburg). In particular, we prove the hypothesis: on the one hand of experts survey found that only a third of them know and implement GR-technologies in their activities, on the other hand - this improves the quality of the use of GR-technologies in the system of supplementary children education and causes a high level of creation favorable conditions for the development of supplementary children education.

In particular, it is revealed that now the most effective GR-technologies are technologies such as public-private partnerships, media relations and the expert community.

Public-private partnership involves the state providing the opportunity for businesses to participate in the implementation of various supplementary education in the field of projects. For private-public partnership in the practice of interaction between organizations of supplementary children education with public authorities mainly include grants, subsidies, public investment, the provision of premises by the government, benefits, etc. Thus, the use of technology public-private partnership can achieve results, obtain investments from the state, including property. This technology selects 44% of the experts surveyed.

The role of media in building relations is mutually beneficial communications with the media. Media Relations ensures the establishment of a stable interaction with the media, forming a positive image of the organization of supplementary education of children. For media relations in the sphere of supplementary education there are press-events which are related to issues of development of the sphere of education, conferences, forums, including children's activities, where the media is invited to the city of Yekaterinburg. For instance media relations accelerate the development of a positive image of the organization of

supplementary education of children. Technology media relations in the activity use 23% of the heads of organizations of supplementary education of children.

The result of the expert community impact is to support management in making decisions regarding the development of a supplementary education of children, allocation of funds from the state budget for the needs of institutions of further education, obtaining investment for the possibility of taking legal act concerning the improvement of supplementary education of children. In addition, the expert community helps to develop the competence sphere of supplementary education of children through the joint development of supplementary education programs. Expert community plays a significant role in the activities of 33% of the executives surveyed.

Thus, the role of GR-technologies is very important for the establishment of supplementary education of children of Yekaterinburg, such as public-private partnerships, media relations and the expert community in the development of supplementary education, due to the fact that these technologies are, in the experts` opinion, an effective driving force in the creation of favorable conditions for realization of supplementary education of children; in promoting and supporting projects, initiatives, organizations of this sector, representing a significant role in the development of society and the city.

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Contacts

Marina Chernoskutova

Ural Federal University

Mira st., 19. Ekaterinburg, Russia 620002

marina5-92@inbox.ru

Natalia Menshenina

Ural Federal University

Mira st., 19. Ekaterinburg, Russia 620002

N.N.Menshenina@urfu.ru