Management practices in the institutions of higher education of EU countries for increasing their ratings

Prácticas de gestión en las instituciones de educación superior de los países de la UE para aumentar sus calificaciones

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Abstract

The article reveals that there is a trend in the current conditions of globalization and economic development of the world. This tendency determines the development of integration processes between the leading countries of the world. It is pointed out that significant changes are taking place in the higher education systems of European countries. It is proved that each of the educational processes that take place in the educational institution is aimed at achieving a certain kind of result. This result aims to provide quality educational services for all applicants. The main points of view of the scientists concerning studying the experience of management of higher education institutions in Great Britain and France are considered. Methods of comparative analysis, abstract and logical method are used. They were chosen for better analysis of the main indicators that characterize the educational component of the educational process and the effective development of higher education in the characterized countries. The academic rating of world universities of the above-mentioned countries during 2017-2019, the Education Index United Kingdom and

France 2016-2018, as well as the index of inclusive development of Great Britain and France during 2017-2018 are analyzed.

Keywords: Management, Inclusiveness, Public Policy, Higher Education System, Innovative Technologies.

Resumen

El artículo revela que hay una tendencia en las condiciones actuales de globalización y desarrollo económico del mundo. Esta tendencia determina el desarrollo de los procesos de integración entre los países líderes del mundo. Se señala que se están produciendo cambios significativos en los sistemas de educación superior de los países europeos. Está comprobado que cada uno de los procesos educativos que se desarrollan en la institución educativa tiene como objetivo lograr un determinado tipo de resultado. Este resultado tiene como objetivo proporcionar servicios educativos de calidad para todos los solicitantes. Se consideran los principales puntos de vista de los científicos sobre el estudio de la experiencia de gestión de instituciones de educación superior en Gran Bretaña y Francia. Se utilizan métodos de análisis comparativo, método abstracto y lógico. Fueron elegidos para un mejor análisis de los principales indicadores que caracterizan el componente educativo del proceso educativo y el desarrollo efectivo de la educación superior en los países caracterizados. Se analiza la calificación académica de las universidades mundiales de los países mencionados durante 2017-2019, el Índice de Educación Reino Unido y Francia 2016-2018, así como el índice de desarrollo inclusivo de Gran Bretaña y Francia durante 2017-2018.

Palabras clave: Gestión, Inclusividad, Políticas Públicas, Sistema de Educación Superior, Tecnologías Innovadoras.

Introduction

In the current conditions of globalization and economic development of the world there is a tendency that determines the development of integration processes between the leading countries of the world. Significant changes are currently taking place in the higher education systems of European countries. In addition, there are factors that affect the development of higher education. The main ones are: the development of globalization and migration processes; informatization and digitalization of public life; the process of student exchanges to study the culture of other countries.

Ukraine is no exception among other countries. Government is interested in strengthening the quality of educational services by improving the cultural and spiritual life of society, which has a significant impact on the European heritage, thereby forming a common European educational space. Taking into account all positions and conditions above, it is worth studying the foreign experience of leading countries - the UK and France, as their higher education systems are known as the best among other countries in the process of providing quality educational services and study the development of the education system as a whole.

Literature review

Each of the educational processes that take place in the educational institution is aimed at achieving a certain kind of result. All of these processes aim to provide quality educational services for applicants. The above result can be achieved through the competence of management. In particular, the competence of management aimed at the activation, formation and implementation of management decisions, the correct organization of pedagogical and educational component, in particular the focus on achieving a positive result.

The existing structure that provides management of the educational process in universities includes: departments, colleges, faculties, schools-laboratories, institutes, which help to create an effective system of organization of the educational process, which in turn is aimed at interdisciplinary training, taking into consideration demand in the labor labor. The university is mainly an institution that provides appropriate conditions for the development of a multilevel system of higher education.

The main advantage of a multilevel system of higher education is that it meets the needs not only of the education system but also of the labor market

and students. It is multidisciplinary and multifaceted during the study of theory. In future it will lead to the application of acquired knowledge and skills (Pukhovska, 1999).

The UK outlines its conditions and requirements when identifying areas for improvement in the country's higher education system, taking into account its own priorities, as well as socio-economic needs for development. This country is also taking into account today's challenges (Ogienko, 2014).

The management of the universities of the United Kingdom checks the quality of specialists who graduate from this institution of higher education. These institutions carry out internal and external control of students' knowledge. Internal control is understood as a test of students' knowledge with the help of the following types of tests: exams, tests, control of practical skills and abilities of the future specialist, etc. External control is understood as the process of passing exams with the participation of expert teachers from other institutions of higher education, the possibility of defending a thesis by students in other educational institutions that have a single profile (Vinnikova, 2014).

The issue of quality provision of educational services remains a priority in the British public policy for the last ten years. The British Parliament and government make important decisions that have a promising completion during the development of the educational component. An important aspect is that a possible change of political power in the country does not change the vector of development. Despite the change of government, the primary vector of development is still education (Tupychak, 2012).

The educational process in France includes multi-vector. It means that schools, colleges and universities are multi-sectoral. There is multidisciplinary in universities, here you can get specialized education at different levels. Training takes place through the applicant's completion of three specific educational cycles. Public universities accept people who have already had a bachelor's degree or a certain document that can be equated to it without passing additional exams (Khmil, 2010).

In France higher education can be obtained at both universities and colleges (Grandes écoles). These institutions of higher education have significant differences. The main difference is that the applicant can be admitted to the university without passing the exams, but only on the basis of a bachelor's degree, which was obtained in high school. While enrollment in higher education requires passing competitive tests, which are

sometimes too difficult and require a significant level of knowledge, skills and creative thinking (Smuzhanytsia, 2013).

Despite the significant amount of research in this sphere, it is still relevant to study the experience in managing higher education institutions in the UK and France, because the quality of educational services in these countries is the best.

Aims

The main goal of the study is to examine the existing experience in the management of educational institutions in the UK and France, taking into account such components as management, innovation and application of innovative technologies in the study of education. In particular, it is very important for us to study inclusiveness and access the level of convenience for disabled people who are obtaining an educational level.

Methods

Academic Ranking of World Universities (2019), UN Development Programme (2018), World Economic Forum (2017, 2018) were used to study the main indicators of economic activity of countries. We used the following methods: the method of generalization in order to identify the features of the approaches of scientists to characterize the features of higher education systems in Great Britain and France; method of comparative analysis of indicators: academic ranking of world universities of Great Britain and France during 2017-2019, education index United Kingdom and France 2016-2018, index of inclusive development of Great Britain and France during 2017-2018; abstract-logical method - for analytical generalization and formulation of conclusions.

Results

In modern world there is a tendency that causes competition between the world's leading countries. This competition can be seen in various aspects: technology, sales, resources (labor, material). There are countries in the world in which all the above aspects are present, therefore they are monopolists, i.e. they have significant advantages among other countries.

Highly skilled workers are also an important indicator of economic growth in a country, because they form the educational potential. If the country has a weak educational component, then graduates of higher education institutions do not have the information in full amount to help form the basis for development of productive and creative thinking. If the country has a weak educational

component, this country cannot help in finding people with non-standard solutions who are able to solve certain types of problems.

The population of the country must have a certain set of skills and abilities, because these indicators are directly reflected in the social development of the state. The educational process must be built on important principles: informatization, humanism, democracy. In addition, it should aim to support and protect key aspects of national identity. We are convinced that the analysis of the main indicators of formation, development and effective implementation of the higher education system of Great Britain and France will allow characterizing the mechanism of management of higher education institutions with the help of systems: management, innovation and inclusiveness.

If we compare the number of higher education institutions in the UK and France, we will see that the UK has more universities and colleges than France, but this does not affect the quality of education services and the recognition of universities as the top ten leading countries. So, there are 850 higher education institutions in the United Kingdom, including 159 pedagogical colleges, 43 universities and about 30 polytechnics. In particular, there are about 70 public universities in France, as well as private ones, which are considered even more prestigious because they offer various higher education programs.

It is well known that England's higher education system is extremely very old and has a long history. The education system up to the 20th century was represented by a dozen universities, which had an extremely small number of students. Since the 20th century, 30 universities and 800 institutions of higher education of various orientations (colleges, polytechnics, etc.) have been opened with the possibility of commercial education. In England students receive benefits and subventions from local authorities. UK universities are independent from the executive branch and report only to parliament. The university is headed by the Chancellor, who intends to take part in the ceremonies. The central government of the United Kingdom does not manage schools, colleges, does not hire teachers and does not provide guidance on the choice of textbooks or programs.

The central government sets "minimum standards" for the activities of educational institutions, as well as controls financial affairs. Local authorities manage cases. Educational institutions are accountable to the Secretary of State. In addition, higher education institutions in the UK can be inspected by royal inspectors, who report directly to the Secretary of State.

The term of study is three years, regardless of whether it is a university or a specialized college. The length of the school year, as well as the number of students in classrooms and working load (should not exceed 16 hours per week) are defined by the institutions. It is also allowed to attend lectures freely. The term of study at universities in the UK is three years and in this short period of time it cannot be said that the university will be able to train a quality specialist in proper field. In addition, the university has no industrial practice. Still, there is a list of free choice disciplines.

The system of academic degrees in the UK is based on the use of the English system (bachelor, master, doctor). The following moments are allowed when a student (listener) has taken a course in one educational institution and then pass the bachelor's degree exam at another university. UK universities do not have a single algorithm for admitting applicants, in particular for setting admission rules. When a student receives secondary education and intends to enter a higher education institution, he/she should undergo an interview, only after its successful completion this person can count on passing exams, which include 3-4 subjects.

With the help of an interview they reveal the talent and motivation of the entrant, determine his/her system of values. The main types of classes include lectures and seminars. In addition, teachers use technical means, use innovative techniques and technologies in the learning process. Classes of students and teachers personally assigned to them are considered important. Psychologists and university management believe that classes lead to strong contact between student and teacher with the help of such technologies.

Universities in France are not at the top of the so-called educational pyramid. The main "educational players" in this market of services are the universities of Great Britain and the USA. The overall governance process in France is carried out through the involvement of the Minister of National Education, as well as the mediation of the French Council for Higher Education and Research. The university is headed by a President and an elective term is five years. Basically, all higher education institutions in France are public institutions. They have the opportunity to receive public funding. In addition to universities (about 70 universities) in France there are also academies (about 26 academies) and university centers that operate as universities. These centers are available in Paris, Toulouse and Strasbourg.

The main administrative unit in France is a teaching and research association. It is autonomous and

created to address issues that arise during the formation of the educational process and research. French universities study a wide range of graduates. In order to enter the university, the entrant must have a bachelor's degree. It might be a graduate of a lyceum or comprehensive school who has passed the exam in accordance with the existing profile: humanities, natural sciences, technology is a bachelor in France. The exam, which is taken by graduates of schools or lyceums for obtaining a bachelor's degree, is also an entrance exam to the university.

The main feature of French higher education is that universities are not the first higher education institutions to obtain educational qualifications. The main institutions where French education is provided are the Big Schools, which train specialists in the field of public administration, business and engineering. These Big Schools provide a fairly high level of education. Only those who have successfully completed the first educational course at the university can be admitted to the entrance exams to these institutions (Boot, 2012).

France became one of the first countries in Europe to incorporate the ideas of the Bologna Process into its higher education system. The changes, which were carried out in accordance with the principles of the Bologna Process, led to a number of processes concerning the adoption and implementation of a number of legislative acts. One of the most famous is the Decree "On Adapting the French Education System to the European Higher Education" (April 8, 2002). The reforms that were carried out were called LMD (license-master-doctorat). They were significant without changes in legislation. They are regulated by a government decree and a ministerial decree.

The government has given university autonomy in certain pieces of legislation. Since then, all the changes and transformations that have taken place in France have had a different stage of development, although these changes have taken place centrally. Some institutions of higher education accept innovations simultaneously, while others - by reorganizing the number of specialized projects (Smuzhanytsia, 2013).

The United Kingdom has always been at the forefront of academic science and invention and its strategic goal has always been to ensure the commercialization of scientific developments. Much attention was paid to basic research in universities, which became part of the country's innovation system. This country has always played an important role as a catalyst for the process in

terms of creating a favorable environment for innovation (Chernomorova, 2013).

The UK higher education system is structured in such a way that the main task for the institution's management is to encourage pupils and students to develop projects in which innovative approaches to different tasks can be applied. The UK's education authorities aim to create the learning environment so that innovation and innovative technologies become a way of thinking and lead to the creation of an innovative product in the future, not just the use of technological devices. The country has an Inclusion Department, which deals with inclusive education, as the management of each school and university is interested in affordable education.

The first innovative development for children and students with disabilities is the use of special pens that reproduce what is written. It allows people with visual impairments to understand what is written. Schools and universities in the UK educate pupils and students who have difficulty understanding and reading a particular task, and in order to overcome the gap between ordinary learners and students with special needs in the learning process, they use certain devices that help to cope the task. Only when the student hears and understands the task, he/she will be able to perform it perfectly. For better knowledge of the world, schools and universities use goggles of virtual reality. With the help of these goggles people who have problems with the muscular-skeletal system have the opportunity to climb to the top of the mountain and explore the ocean while scuba diving.

If we consider higher education in France, it should be noted that teachers work as teachers on a competitive basis. In French universities, the teaching staff can be divided into three categories: professor, lecturer, assistant. Working in the field of educational services in France is extremely prestigious and promising, which can be explained by the fact that there is a moderate workload and academic freedom, despite the fact that wages are lower than in other fields.

French law states that a teacher's working week, in particular its duration, should not exceed 39 hours. During the year, a teacher has 128 hours of lectures or 192 hours of seminars, or 228 hours of laboratory work management (Korsak, 1997).

If we consider the organizational and innovative component of the development of the French higher education system, it should be noted that there are certain programs that make more professional existing educational and research programs. These programs, in particular, are used in the field of business education, biotechnology and information technology. The use of these programs allows to overcome the gap between theory and practice in the field of research, which will significantly improve the quality of services provided (Gerasimenko & Mazaraki, 2018).

Today, France has Joint Public-Private Research Institutions, as well as Technological Development Networks, which bring together specific innovation actors to accelerate the implementation of research results and industrial developments. The main source of funding for the technological development network in the country are regional councils, as well as the country (50% through OSEO) (Salikhova, 2011).

If we consider the approaches to inclusive education in France, this type of education was developed during the emergence of major processes, such as: decentralization of governance, university autonomy, as well as the adoption of various laws. The legal framework was formed during 1982-2003. The main provisions were: increasing the competence of local communities and the Department of Local Education, which is based on the principle of subsidiary funding. There was a redistribution of an important function for the development and regulation of the education management process between the state and the regions. In accordance with the redistribution, the state develops and implements the basic concept of tasks and defines effective development goals, which in turn will relate not only to education but also to the educational process. Regions in cooperation with communities will aim to create effective cooperation between educational institutions (schools, universities).

Since the mid-2000s, the French Ministry of National Education are involving about 250,000 children with special needs in the general education process each year - 70% are in regular classes or in other classes with learning difficulties. France takes into account the principle "Individual school education" (scolarisation "individuelle") (Ministry of Education of France, 2019).

Most of these children are pupils or students with mental disorders, musculoskeletal disorders, visual and hearing impairments. The inclusion of these children in the general educational process is carried out through special means of so-called involvement, such as: the usage of projects that are implemented in conjunction with healthy children; implementation of collective work; focus on the perception of pupils and students with disabilities as healthy people, without focusing on certain psychophysical disabilities.

There are different methodologies and approaches to the process of managing a higher education institution in the UK and France, taking into account such components as management, innovation and inclusiveness. To understand better the issues and outline the study, it is necessary to analyze the main indicators that can be used to determine the level of the educational component of these countries. To begin with, we think it is necessary to consider the academic ranking of world universities in the UK and France for 2017-2019 (Figure 1).
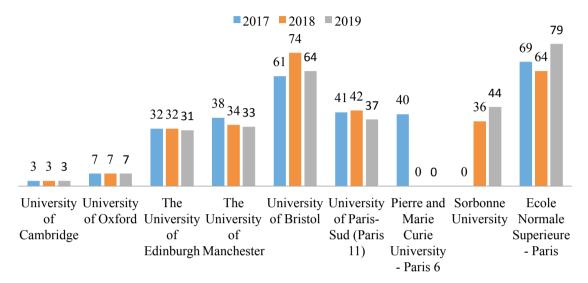

Figure 1. Academic Ranking of Universities of UK and France 2017-2019 (source: Academic Ranking of World Universities, 2019)

The study shows that universities in the UK such as the University of Cambridge and the University of Oxford took 3rd and 7th place. The University of Edinburgh, The University of Manchester and the University of Bristol their positions are variable. They move within 1-10 steps. There is a stable development policy in French universities. University of Paris-Sud (Paris 11) in 2019 improved its position compared to 2017 by 4 points, Pierre and Marie Curie University - Paris 6 in 2017 was in 40th place in the ranking, Sorbonne University leveled 8 positions, Ecole Normale Superieure - Paris worsened its position in 2019 compared to 2017 by approximately 10 positions and is currently in 79th place.

An important index is the index of education. It is possible with its help to determine such basic positions as: the level of literacy of the population in adulthood, the total share of students. When using this index, you can trace the dynamics in percentage. It is possible to determine what part of the current population of the state mastered writing and reading, in contrast, the total share of students, including their percentage (Table 1).

Table 1. Education Index United Kingdom and France 2016-2018 (United Nations Development Programme, 2018)

Countries	Years		
	2016	2017	2018
United Kingdom	0,914	0,914	0,916
France	0,809	0,811	0,811

From the analysis we see that during 2016-2018 the education index of the United Kingdom and France became stabilizing. In 2018 the indicators led to the occupation of 4th and 26th place in the ranking. In 2019, the improvement in the quality of educational services led to the fact that the UK added two positions and is now in 2nd place and France has improved its performance by 21 positions and is now in 5th place.

An important component of the study is the study of the inclusion of education. We propose to consider the index of inclusive development of the United Kingdom and France during 2017-2018

(Table 2). With the help of the above index you can understand the condition of development of the efficiency of countries in the eleven dimensions of economic progress, not including gross domestic product. This index began to be calculated in 2017.

Table 2. Inclusive Development Index United Kingdom and France 2017-2018 (World Economic Forum, 2017, 2018)

Country	Year Rate				5 year trend IDI overall (%)
	2017		2018		
United Kingdom	4,69	21	4,89	21	0.42
France	4,83	18	5,05	18	-0.55

From the table above we can see that during 2016-2018 the index of inclusive development was stable for both the UK and France. In 2017, the UK index was 4.69, and in 2018 4.89, which in turn gave the country the ability to maintain its position and be in 21st place. In 2017, in France, this index was 4.83, and in 2018 5.05, which in turn gave the country the ability to maintain its position and be in 18th place. The overall change over the years in the UK as a percentage is 0.42%, and in France (-0.55%).

We agree with the researchers. In the UK and France an educational base has been created and is functioning effectively. Very comfortable educational and economic conditions have been created to attract a significant number of foreign students to choose their universities, while the management of higher education institutions offers affordable tuition. In addition, these states are trying to create the most comfortable conditions for education and people with disabilities.

Discussion

The analysis of the experience of foreign countries in the management of higher education institutions has many common features. The main ones are: the introduction of innovative technologies based on the usage of innovative technologies to develop new devices that would be aimed at cleaning rivers, oceans, raw materials and etc. In addition, the management of schools and universities is focused on increasing the number of pupils and students. Moreover, they create appropriate conditions for people with disabilities for affordable learning.

Relevant departments and structural units have been established in the countries to study and improve the quality of the educational process and to implement inclusive education as an important component of the educational system. The authorities in charge of the development of education in the UK and France aim to create the conditions for the learning process so that innovation and innovative technologies become a way of thinking and lead to the creation of an innovative product in the future, not just the use of technological devices.

We agree with Tupychak (2012) and Khmil (2010) that the priority areas in British public policy are issues of quality educational services and in France the educational process includes multi-vector. Schools, colleges and universities have multidisciplinary and create optimal conditions for quality provision and receipt of educational services.

It should be noted that the management of educational institutions of the above countries is focused on effective and professional selection of teaching staff. This is due to the competitive selection for a position. Universities and schools are interested in the assimilation of a certain amount of information by pupils and students, in order to control this process, periodic tests of applicants' knowledge are carried out using a test system, exams and tests.

Conclusions

From the study it should be noted that the experience of Great Britain and France in the management of higher education institutions has a strong educational component and the involvement of an effective mechanism for planning and organizing the educational process using modern techniques of management, innovation and inclusiveness. The British higher education system was formed during the introduction of university traditions, which in turn led to the reform of the higher education system. This process led to the usage of innovations in the organization of the educational process, which is based on principles: consistency, moderation, gradualness. In addition, education in the UK aims to integrate into the global European space, as well as maintaining a balance between tradition and innovation. The effective legal framework in the country is aimed at the best development of the higher education system.

The French higher education system is quite effective and serves as a great example to follow given certain indicators of the development of the education system. Higher education in this country is transparent, affordable and professional. The country has a successful mechanism, which is characterized by successful application of internal and external control, as well as a focus on creating conditions for people with disabilities with the mandatory use of innovative technologies and technological products that improve the process of providing educational services, which in turn increase their quality. The new education system, which was introduced in France, expanded the powers of university management and simplified the process of creating research units. In addition, foreign teachers have been invited to work in higher education institutions to share experiences and a report on the activities of universities is required.

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