



EXPERIENCE OF ADMINISTRATION HIGHER EDUCATIONAL INSTITUTIONS IN THE UNITED KINGDOM AND FRANCE (MANAGEMENT, INNOVATION, INCLUSIVENESS)

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ABSTRACT

Currently, the existing structure, which is available at universities in the leading countries of the world, including colleges, departments, faculties, institutes, school-laboratories, helps create a flexible system of educational activities, which will be aimed at interdisciplinary training of a professional, taking into account modern labor and the world's market challenges. The researches of scientists on the experience of

administering universities in the UK and France have been highlighted. The basic functions of the state authorities of the United Kingdom and France in the process of ensuring educational standards have been identified. The academic ranking of world universities of the above mentioned states during 2017-2019, as well as the Education Index United Kingdom and France 2016-2018 have been analyzed. The basic indicators of education and innovation in the United Kingdom and France in 2019 have been studied. It has been revealed that the analyzed countries create comfortable learning conditions to people with disabilities, which in turn makes it possible for universities to attract a significant number of students to the educational process. It has been proved that the British educational system has a powerful educational base, while at the same time, the national character and personal identity significantly dominate in the higher educational system of France. It has been substantiated that foreign experience is extremely important and valuable for reforming the higher education system of Ukraine.

Keywords: Management, Innovation, Inclusiveness, Technological expertise, Experience, Administering

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1. INTRODUCTION

In modern conditions of present time there is a certain tendency in Europe that demonstrates the integration of the higher educational system in different countries of the world. This feature can be explained by the substantive changes that are currently taking place in the European education system. In addition, there are significant factors that have a direct impact on the development of education in the world, namely: globalization, an increase in migration processes, the development of the information society, as well as the implementation of intercultural exchanges. Ukraine seeks to occupy an important niche among European countries by improving and enriching the spiritual and cultural life, which in turn is a significant component of the European heritage; it leads to an improvement of educational services' quality, which in the future will make it possible an integration into the European educational space. Taking into consideration these challenges, the need arises to study the foreign experience of leading countries such as the UK and France, as their higher education systems are recognized as one of the best in the world.

2. LITERATURE REVIEW

Achieving success during the educational process at a higher educational institution depends on the managerial characteristics of administration, namely the focus of its activities on the formation and implementation of the decision, the organization of educational and pedagogical component, as well as the outcome orientation on the planned result. Currently, the existing structure, which is available at universities in the leading countries of the world, including colleges, departments, faculties, institutes, school-laboratories helps create a flexible system of educational activities, which will be aimed at interdisciplinary training of a professional, taking into account modern labor and the world's market challenges. The university is such a higher educational institution that is able to provide optimal conditions for creating a multilevel system of higher education.

The basic advantage of the above mentioned system is that it aims to meet the needs of the education system, labor market, students, that is, it is not uniform in the process of studying the theory and application of acquired knowledge [1].

In a study, conducted by in article [2], it has been noted that education remains the highest priority direction of public policy in the UK over the past ten years. It is the parliament or government of a particular country that makes key decisions, which are further promising in the development of this industry; herewith, the change of political force in the state does not change the vector of its development.

In addition, [3] notes that the higher educational institution in the United Kingdom has an autonomous right; that is, it outlines the following requirements, namely: admission rules, teaching methods, awarding academic degrees according to existing experience, traditions and the existing structure of the academic teaching staff, as well as taking into account other indicators provided to universities by Acts of Parliament or the Royal Charter.

In her research [4], asserts that UK higher educational institutions work with the highest levels of autonomy in both the educational process and financial issues.

In her studies [5], notes that the United Kingdom sets its conditions and requirements for identifying areas in order to improve higher education in the country, taking into account its own priorities and social-economic development needs in accordance with modern challenges.

The investigations of for example, [6] assure that the basic feature of the educational process in the UK is the study and understanding of foreign communication in the professional field as the main component of foreign language education, which has certain rules that can be implemented through reforming the content of education as well as changing the technology of its functional directions.

In particular, in article [7] in her research notes that currently there are three vectors in France by which one can obtain higher education. Universities are one of them. The latter are public institutions, which are characterized by multidisciplinary; the specialized education is obtained at various levels. In turn, training includes three consecutive cycles. These universities can accept people with a bachelor's degree or a document equivalent to it without additional entrance exams.

According to point of view of in article [8] French higher educational institutions are of a great demand for studying in this country for a number of factors: a rich cultural heritage, quality of life, equality among students, as well as a wide range of curricula offered. All the specialties are available at universities that the applicant wants to study. In article [9] in her study notes that the French education system has been decentralized and administratively monotonous over the past two centuries; that is, it has been a classic example of a country with a conventional education system.

3. DATA AND METHODOLOGY

Academic Ranking of World Universities, Human Development Reports, U.S. News & World Report have been used to study the basic indicators of economic activity of countries. The following methods have been used and applied, namely: a comparative analysis of indicators: the academic ranking of world universities in the UK and France during 2017-2019, the Education Index of the United Kingdom and France 2016-2018, the basic indicators of education and innovation in the UK and France in 2019; abstract-logical method - for analytical generalization and formulation of conclusions.

4. RESULTS AND DISCUSSION

A tendency has been observed in the world for a long period of time, which consists in the emergence of competition between countries of the world in terms of technology, resources, and potential sales markets. Countries that are monopolists in this area, have an important advantage over other countries in the world, as the latter have a weak education system, and therefore their graduates may not have enough information for creative and productive thinking. In other words, they cannot find non-standard solutions to solve an issue or a problem that has arisen.

It should also be noted that European Union pursues a policy of regional cohesion. The essence of this policy is to ensure harmonization of the development of EU regions. Features of cohesion policy's implementation are enshrined in the Strategy "Europe 2020". At the same time, the basic goals of the Strategy "Europe 2020" are as follows:

- to promote the growth of regions by increasing their competitiveness, in particular, those regions that are less developed;
- to promote inclusive growth by increasing employment and improving the well-being and the population's life quality;
- to ensure protection and quality renewal of the environment [10].

In addition, it is worth noting that the population should have an appropriate level in order to help in the social development of the country. The existing range of problems determines the importance and need to rethink and revise the approach to the formation and achievement of such a level of education, which would be created on the principles of informatization, humanism, democracy, and at the same time aimed at maintaining and protecting national identity. We believe that an analysis of the basic indicators of the higher education system's formation and development in the UK and France will identify a certain mechanism for administering universities with the help of a management system, innovation and inclusiveness.

As of today, there are more than 850 higher educational institutions in the United Kingdom, including 159 pedagogical colleges, 43 universities, and about 30 polytechnic institutes.

Considering the number of higher educational institutions in France, it should be noted that currently there are 70 public and numerous private universities in France that can be considered even more prestigious due to the fact they can offer various higher education programs.

In order to begin consideration of the process of higher education institutions' administering, it is first of all necessary to identify public administration authorities that are directly involved in the educational process, as well as to define their functions (Figure 1).

While considering the higher education system of the United Kingdom, it should be noted that it is based on universities and polytechnic colleges. Currently, there are three levels of education at universities in this country, namely:

- Undergraduate, basic higher education for 3-4 years with a bachelor's degree (Degree of Bachelor);
- Graduate, that is, complete higher education within 1-2 years and obtaining a master's degree (Degree of Master);
- Postgraduate means training at the end of which there is an opportunity to obtain a PhD degree.

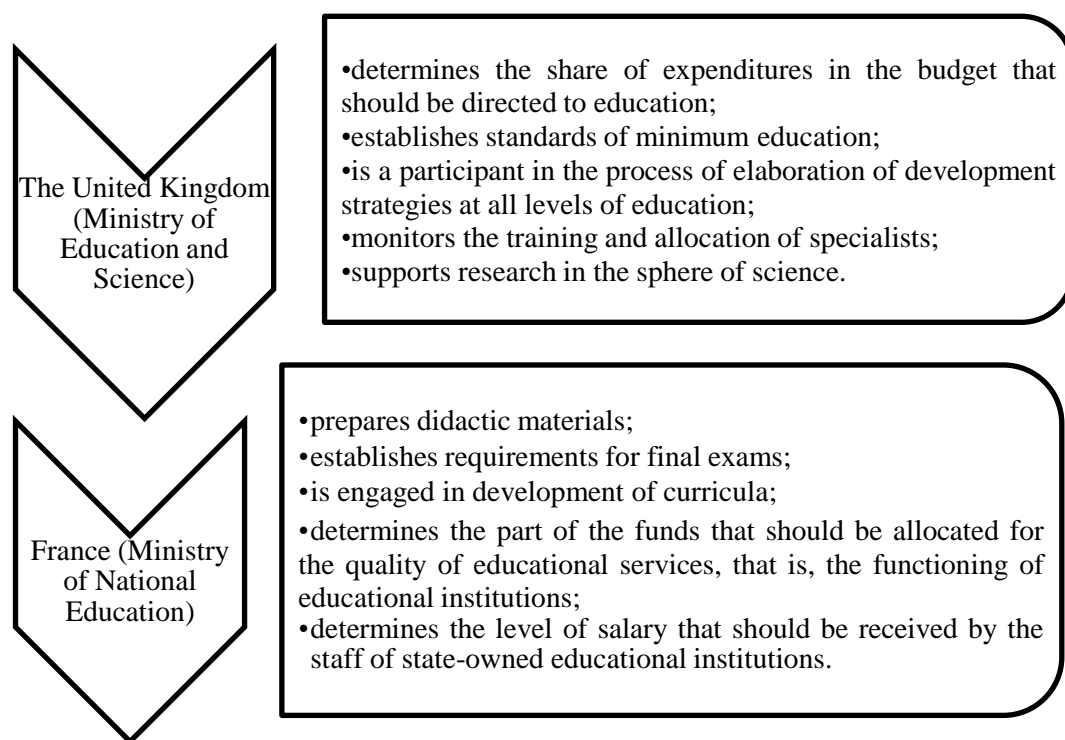


Figure 1 The basic functions of government authorities in the UK and France in the process of ensuring educational standards [11]

The Master's degree is not common in the UK, it is obtained mainly by those who have not completed a doctoral course [12].

The institution of higher education in the UK carries out the assessment of a specialist, that is, it combines two in one: internal and external control of the knowledge acquired by the student. Internal control includes: modalities of the examinations, monitoring the acquisition of practical skills and abilities of the specialist in the future, conducting tests, writing diplomas and essays. If the examinations are held with the participation of expert educators from other higher educational institutions, or diploma theses are protected at other institutions, then all these procedures constitute an external control [13].

The activities of universities in the UK are monitored with the help of the Quality and Monitoring Agency, but some higher educational institutions do not agree with the conclusions of this institution; therefore, they turn to independent expert evaluation, that is, they apply to public councils of experts, conducting an independent audit. Typically, those higher educational institutions, in which three or more graduates have taken place, are subject to accreditation. In addition, internal university audits are conducted in the country by structural units of the university, which aim to increase the self-assessment of the British University.

It should be noted that the most famous and most recognized international national organizations that monitor the quality of education in the UK are as follows:

- Quality Assurance Agency (QAA), it systematically certifies all English higher educational institutions, as well as accredits all international programs;
- Accredited Master: Business Administration (AMBA). In particular, this agency accredits master's programs, MBA administration of English and foreign higher

education institutions. It is the most prestigious accreditation system in the world regarding MBA programs [14].

In the United Kingdom, schoolchildren and students are encouraged to develop projects that would be aimed at using and applying innovative technologies in order to design new devices that would be aimed at cleaning rivers, oceans, processing raw materials, etc..It should be noted that the mission of the UK educational authorities is to teach perceiving innovation as a way of thinking, and not just use technology gadgets.While considering the issue of the inclusiveness in education, the attention should be paid to the fact that every school and university is under the patronage of the Inclusion Department.With the help of this institution, children and students have the opportunity to equally participate in the educational process.Schools and universities in the UK use special pens with which one can hear what he or she is writing.In addition, it should be noted that there are people with dyslexia, that is, the latter are difficult to understand and read the task; taking this into consideration, small devices are used in the educational process, which sound tasks for schoolchildren or students.When the latter hears the task, he will have no problems in order to complete it perfectly.The use of virtual reality glasses in the educational process is a successful combination of innovation and access to inclusive education; it helps people, who have problems with the musculoskeletal system, to learn about the world.It is extremely difficult for people with disabilities to take important steps in real time, such as scuba diving or climbing to the top of a mountain, and this problem simply disappears with the help of innovations and modern technologies.

In France, educators can only hold scholastic positions after passing the competition.The teaching staff in France is divided into 3 categories: professors, lecturers and assistants.The average salary of educators is lower than, for example, colleagues who work in other fields, but working in education is more attractive because there are moderate workloads, which in turn are combined with academic freedom and social security.

According to the legislation, the working week, namely its duration is not more than 39 hours. During the year, the employee should have 128 hours of lectures or 192 hours of seminar classes, or 228 hours of laboratory work management [15].

Educational processes, or rather their administrating, are handled by the Ministry of National Education, Research and Higher Education.Considerable attention is paid to the introduction of innovations in the educational process; curricula, which have been formed for the year, can be replaced by cyclical, that is, about 25% of the additional time is introduced, which is aimed at helping students;in accordance with this, the assessment system for students and remuneration for teachers may be changed.In addition, there is state control over the quality of educational services in France, as well as the use of innovative teaching methods and modern techniques.The above mentioned control is carried out through two national inspections [16].

The first inspection is the National General Inspectorate of Education, which consists of 150 civil servants.It monitors the educational process, that is, the completeness of curricula, the use of innovative technologies and pedagogical methods, the fairness of assessment, at the same time, it participates in the development of curricula and their support.

The second inspection is the National General Inspectorate of Education Management and Scientific Research; it carries out control and supervision in the education system in all fields and at all levels, that is, it monitors the implementation and accomplishment of educational policies by institutions in the state.Approximately 60% of the inspections, carried out by this commission, fall on the higher education system.IGAENR inspectors are divided into 6 groups, that is, each of them is responsible for its educational district, which includes 3-5 such districts in a certain area.

Prior to the start of the academic year, the Minister of Education sends letters to the abovementioned inspections, in which the missions for this academic year are indicated,

according to which higher educational institutions form their work schedules. These plans may be changed during the academic year, depending on the situation. In addition, IGEN and IGAENR are involved in “inter-ministerial missions” approved by the Prime Minister. After the existing inspections have carried out verification, reports are made to the Minister, who should make a decision on the disclosure of these documents. At the present stage of the development of higher education in France, inspections are considering the transition from a monitoring function to a “function of providing advice and assessment”.

It should be noted that SIER, an international center for pedagogical research, established in 1945, plays the leading role in creating an effective system of higher education. The basic activities of this center include: organization and cooperation in the education system, as well as vocational training; support of the mission, which lies in spreading the French language in the world, that is, training of managers and academic staff of educational institutions in order to issue certificates.

Joint Public-Private Research Institutions as well as Technological Development Networks have been established in France, which aim to combine certain subjects of innovation in order to accelerate the implementation of research and development results in industry. The regional councils and the state (50% through OSEO) are the source of funding for the technology development network in France [17].

Inclusive education in France was developed with the emergence of decentralized governance processes, the autonomy of universities, and the adoption of laws. The latter were adopted during 1982-2003, that is, the key provisions were as follows: expanding the competence of the local community and local education departments, which will be further based on the principle of subsidiary funding. In addition, the functions have been redistributed between the state and regions in the process of education administering, in accordance with which the state carries out elaboration of a common concept of tasks and development goals relating to education and the educational process. At the same time, regions and communities will create effective cooperation between educational institutions.

With the introduction of laws, starting from the mid-2000s, the Ministry of National Education annually involves more than 250000 children with special needs in the general education process, 70% of whom study in ordinary classes or classes with specific learning difficulties, taking into account the principle of “individual school education” (scolarisation «individuelle») [18].

According to point of view of Klimenyuk, N.V., these are students with mental illnesses, disorders of the musculoskeletal system, hearing and vision, included in the general educational process by special means of involvement, such as: a) projects together with healthy children; b) participation in the same tasks with the expectation of different results to compare with healthy children, c) perception of disabled children on a par with others, d) collective forms of activities [19].

In particular, the main part of these children constitute pupils or students who have mental disorders, disorders of the musculoskeletal system, hearing and vision; they are included in the general educational process through special means of involvement, such as: projects that take place in conjunction with healthy children; team work; perception of pupils and students with disabilities as ordinary healthy people.

Taking into consideration the different specifics of approaches to administering higher educational institutions in the UK and France, we consider it necessary to analyze the basic indicators that best demonstrate the level of the educational component in these countries. We propose to consider the academic ranking of world universities of the above mentioned countries during 2017-2019 (Table 1).

Table 1 Academic Ranking of World Universities 2017-2019 [20]

University	Years		
	2017	2018	2019
The United Kingdom			
The University of Cambridge	3	3	3
The University of Oxford	7	7	7
The University of Edinburgh	32	32	31
The University of Manchester	38	34	33
The University of Bristol	61	74	64
France			
The University of Paris-Sud (Paris 11)	41	42	37
Pierre and Marie Curie University - Paris 6	40	-	-
Sorbonne University	-	36	44
Ecole Normale Superieure - Paris	69	64	79

The conducted study has revealed that the British universities, such as: the University of Cambridge and the University of Oxford during the analyzed period ranked the 3rd and the 7th place, respectively. The University of Edinburgh, the University of Manchester, the University of Bristol have a variable nature of development, mainly their movement is within the 1-10 places. French universities generally have stable development policies. The 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 on the 40th place, Sorbonne University worsened the dynamics and lost 8 positions, Ecole Normale Superieure - Paris worsened the situation in 2019 compared to 2017 by 10 positions and is on the 79th place. There is no information available concerning Sorbonne University Pierre and Marie Curie University - Paris 6 in 2017, because in 2018 there was a merger of two universities: Pierre and Marie Curie University - Paris 6 and University - Paris 4; consequently, one university was formed.

One of the important indicators that should be considered in this study is the education index, due to the fact that it demonstrates the adult literacy rate, which constitutes two-thirds of the value, as well as a combined indicator such as the total share of students, which constitutes one-third of the value. With the help of this indicator it is possible to find out in percentage what part of the country's current population has mastered writing and reading, in contrast to which the total share of students is considered, namely their percentage, which can be determined starting from kindergarten and ending with university education (Figure 2).

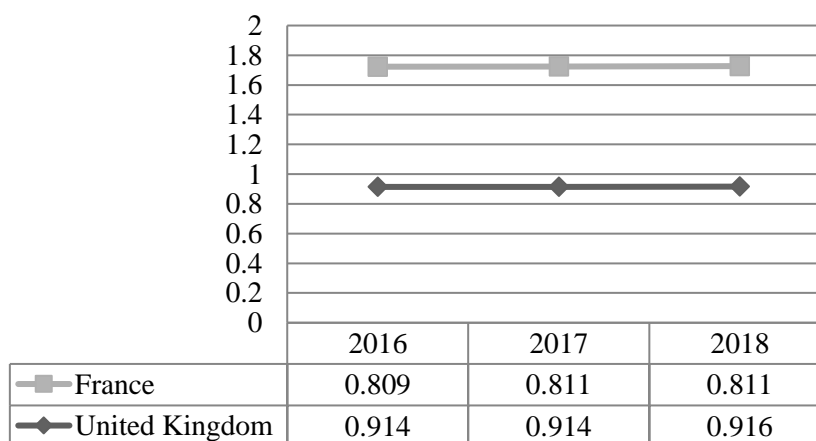


Figure 2 Education Index United Kingdom and France 2016-2018 [21]

From the above mentioned analysis we can observe that during 2016-2018 the education index of the UK and France was stable, in 2018 these countries ranked the 4th and the 26th place respectively. The trend has changed in 2019 and the countries are in the following places in the ranking of education: the UK has risen two positions up and is now on the 2nd place, and France has improved its performance by twenty-one position and now occupies the 5th place. This trend may be due to improved quality of educational services.

The use of innovative and modern teaching methods that make it possible to diversify the educational process and make it accessible to different categories of the population is an important component in creating an effective system of higher education. Based on the foregoing, the basic indicators of education and innovation in the UK and France in 2019 should be considered (Figure 3).

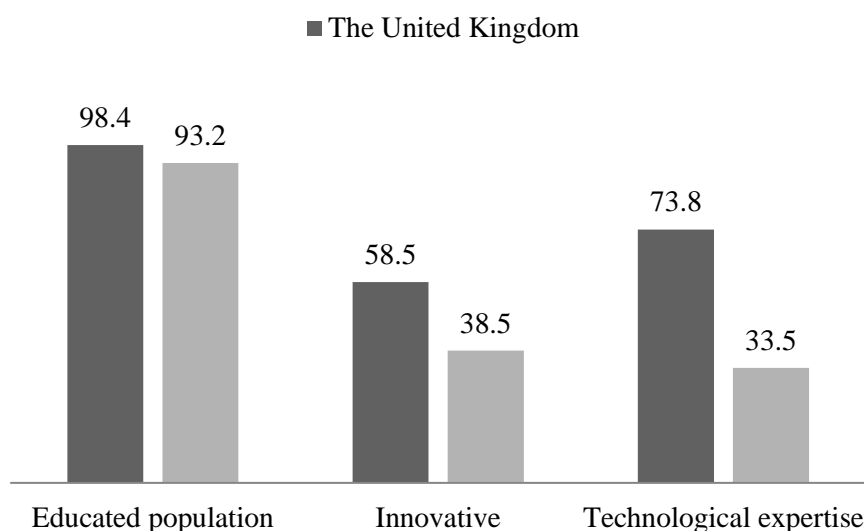


Figure 3 Basic indicators of education and innovation in the UK and France in 2019 [22, 23]

According to the study conducted, the basic indicators, such as: “educated population, innovative, technological expertise”, were better in the UK than in France. The indicator “educated population” in the UK was by 5,20 points higher, while the indicator “innovative” was by 20,0 points higher, and “technological expertise” in the UK was by 40,30 points higher to compare with France. This trend can be explained by the best level of educational and innovative component of the UK. It should be noted that the above mentioned indicators are included in the structure of calculating the indicator of entrepreneurship and, in accordance with it, the UK takes the 4th place in the world, and France the 15th place from a sample of 80 countries.

It is worth agreeing with the researchers that the UK and France have a powerful educational base, create comfortable both educational and economic conditions for attracting foreign students to their universities, offer an acceptable pricing policy for studying at higher educational institutions of these countries, and also use innovative approaches for development of educational process. In addition, the abovementioned countries create comfortable learning conditions to people with disabilities, which in turn allows universities to attract a significant number of students to the educational process.

5. CONCLUSION

In the framework of studying the world experience of administrating higher educational institutions in the United Kingdom and France, it is possible to outline with confidence the professional standards of the higher education system. Thus, so far as concern the British

system, the latter has a powerful educational base, as well as a fairly effective system of control over the provision of education quality, because during the development of higher education in this country the emphasis is directed on monitoring the quality of the latter. The French higher education system was conditionally divided into six stages, which have achieved their success. In general, the educational system of France keeps at the cutting edge and is of particular effectiveness, and the national character and personal identity significantly dominate in this educational system. It should be noted that there is a system of lifetime education in these countries; it helps to adapt higher educational institutions to the possibility of reducing the program of public funding, which in turn will reduce the number of students to 25 years.

An important characteristic of educational systems in these countries is the use of financing mechanisms for adults, who aims to obtain an education; loans and use of tax benefits are offered for the latter. Another important feature of provision higher education in the UK and France is the application of innovative teaching methods, as well as the creation of innovative products that will help people with special needs to obtain education without obstruction. This experience is extremely important and valuable for reforming the higher education system of Ukraine due to the fact that reforms are currently underway in our country; foreign experience will help public authorities and local governments take into account all the intricacies of this process and create an effective higher education system.

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