

THE CHANGING LANDSCAPE OF INTERNATIONAL HIGHER EDUCATION

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The development of international higher education in leading countries of the world is undergoing an influence of global tendencies. One of them is the massification of higher education.

On average, 27% of young people in OECD countries receive higher education. Only in the period from 2008 to 2010, the number of students has increased in the U.S. by 10%, Australia - by 8%, Switzerland and Malaysia - by 5%, China - by 4%, UK and Sweden - by 3%. In Kazakhstan, during the last 10 years the number of students in higher education, in contrast, declined by 3%.

Massification of higher education, in its turn, has led to the rapid development in Australia, the UK, Norway and other countries of the so-called "*non-university*" sector - colleges, polytechnic schools and institutes. They are distinguished by the applied nature of courses taught, the applicability of knowledge after graduation, the relatively low cost of training. A society based on knowledge requires, along with the development of science, the rate of introduction of new technologies, which is achieved due to the ability of employees to quickly learn and apply new knowledge in practice.

Therefore, there is a constant adaptation of educational programs to current and future needs. The quality of education in the modern world is inextricably linked, first of all, with fundamentalization of education, involving preparing cadre for universal activity rather than acquisition of a narrow specialty.

Internationalization of higher education develops a global nature. The number of international students is rapidly increasing. According to UNESCO, over 10 years, from 2000 to 2010, the number of international students has risen to 80% (from 2 to 3.6 million). Most attractive countries for incoming students are the US, UK and Australia. Universities of Kazakhstan have only 1% of international students.

An integral part of the internationalization of higher education are academic programs of transnational higher education. Students are educated not in the home country of the university but in its branch institution. Although this phenomenon has become quite commonplace in the educational space, the extent of its spread in the world is becoming truly global.

Higher education experts also point out the trend of the development of life-long Learning programs. This is due to the increased dynamics of the development of society and technology.

On average, six out of ten adults in OECD countries receive higher education. The leader in the age group of 25 to 34 years is Korea, where more than 60% of the population receives higher education, followed by Japan, Canada and Russia, where more than 50% of the population in this age group are enrolled in higher education. Leaders in the age group of 55 to 64 years are Russia, Canada and Israel, where more than 40% of adults are enrolled in higher education. At the same time there is a general liberalization of the administrative management of education by the state, giving autonomy to universities at all levels.

What is the way for universities to participate more effectively in increasingly competitive environment? Improvement of the efficiency of higher education is important not only to the leaders, faculty, staff and students, but also to external interested parties (stakeholders), and the main ones of them are:

State and society: the state represented by the Ministry of Education and Science; the state represented the budget owner.

Individual consumers of educational services: applicants; undergraduate, master and doctoral students; further education students; parents.

Employers: organizations of relevant sector of industry; regional organizations; state organizations; employers providing higher education for their employees.

Strategic partners: institutions of secondary and vocational education; HEIs, research centers and communities, including international ones; professional associations and communities; suppliers of goods and services; sponsors and funders.

The main obstacles/factors impeding the efficient functioning and full-fledged development of strategic partnerships include:

- high transaction costs for participants of strategic partnerships for making joint decisions;
- lack of financial resources / lack of equipment;
- poor / inadequate planning of joint activities;
- complications with commercialization of the results of joint research;
- regulatory and bureaucratic barriers;
- divergent purposes for participation in the strategic partnership;
- differences in corporate cultures.

Considering the large number of external stakeholders, development and implementation of managerial decisions contributing to effective functioning and development of the university should be based on the principle of partnership, which implies:

- determination of priorities for the university on the basis of integration of interests, goals and business processes of the strategic partners;
- development of strategic alliances, partnerships with business entities, professional associations, etc. in the sphere of research and scientific elaborations, production of educational services and goods with foreign and domestic organizations.

An analysis of foreign practice suggests that the most significant progress in ensuring the synergy of education and business was made by the U.K. (along with Ireland). In this country, the "*Statement on the requirements for higher education qualifications*" is published annually, which is developed jointly by the academic community, representatives of employers and professional organizations and relevant government agencies. In this document, the changing demands of the labor market are considered the highest. The "*Statement*" is a guide for HEIs in developing and implementing strategies of applicability of their graduates.

In accordance with the global experience the main forms of public-private partnership are institutional and project-programmatic. The financial mechanisms ensuring the development of the institutional form are endowment funds, leasing, tax credits, education vouchers, etc.

The financial mechanisms developing of the project-programmatic form include education credits, state guarantees, grants, loans and scholarship programs.

Organizational and administrative mechanisms enabling the development of PPP are: institutes for public participation, accreditation of study programs and other instruments of independent assessment of the quality of educational services, research and field practices, etc.

It is necessary that PPP should be normatively supported. This will provide for the employers' liabilities or economic incentives to participate in PPP.

Interestingly, British and German colleagues are concerned with the tendency of the business community to evaluate education merely through the prism of economic interests. It can cause temptation to neglect not only individual disciplines, but even entire education areas. Those without a distinct market orientation, but significantly contributing to science and culture. Therefore the list of business entities engaged into cooperation should be as broad as possible, from structures of public sector to medium and small businesses.

Coordinating Council for public-private partnership was established under the government of the Republic of Kazakhstan. Relevant resolution of the government of the Republic of Kazakhstan № 1633 *"On the creation of Coordinating Council for Public-Private Partnership under the Government of the Republic of Kazakhstan"* was signed by the Prime Minister Serik Akhmetov on December 20, 2012. The Council is an advisory body to the government of the Republic of Kazakhstan, established to coordinate activities in the field of public-private partnership in the Republic of Kazakhstan.

The bill of the Republic of Kazakhstan *"On the Introduction of Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on adoption of new forms of public-private partnership and expansion of their application areas"* will expand the range of PPP contracts, facilitate implementation of concession projects based on private ownership objects, and enhance the state support to increase the attractiveness of PPP for investors.

Further successful development of higher education requires creation of a system harmonizing the process of cadre training and the demands of labor market. Creative application of the experience of countries that have achieved successful synergies of HEIs and employers is crucial.

Encouraging HEIs to prepare cadre in line with the practical needs will inevitably require strengthening focus on the criteria for the quality of education and the final results/outcomes.

Who is able to and who should execute strategic leadership in the field and what are the characteristics of successful strategic leadership?

Proper strategic planning and management are now a key to successful development of the university.

Strategic management is executed by the top managing staff - the rector and vice-rectors.

There is no doubt that the involvement of internal and external stakeholders is a prerequisite for the strategic planning and leadership. The internal stakeholders include faculty and staff, and external - strategic partners, employers, research organizations.

Six basic planning principles are known: principles of flexibility, continuity, independence, consistency, participation and efficiency. Inability to predict future development of our society and the whole educational system is a characteristic of today's executives. Many of them have not yet learned to look into the future of organization, and do not have a strategic vision.

The fundamental rules for the executive's policy are:

- principle of the competent use of individual undivided authority and collegiality in management (collegiality implies working out collegiate or collective solutions based on the opinions of the managers at various levels, as well as the executives of particular decisions);
- principle of scientific validity / reasonableness of management, i.e. all managerial actions should be based on scientific methods and approaches;
- principle of planning, i.e. determining main trends, objectives, plans for the development of organization in the long run. And then, in these terms, personnel policy planning and development of HR management strategy;
- principle of combining the rights, duties and responsibilities, i.e. everyone in organization is charged with a concrete mission and is responsible for the fulfillment of assigned tasks;
- principle of motivation, i.e. the more carefully managers pursue the policy of rewards and punishments, the more effectively the program will motivate and stimulate people to work and achieve the organizational as well as the individual goals;
- principle of democratization of management implies participation of all employees in management of the organization.

Today's leaders need to know:

- concepts and approaches to modern general and strategic management in relation to higher education institutions;
- approaches to implementation of the main processes of university management.
- today's leaders should have the following skills:
- analysis and elaboration of managerial decisions, strategic analysis applying to HEIs and higher education, development of strategies and plans;
- formulation and solving managerial tasks in groups and teams;
- expert and analytical skills to work with information and data sources;
- designing of management processes, programs and projects in higher education;
- using the models and methods of evaluation the efficiency of higher education institutions, projects and programs in higher education.

According to Taylor, there can be distinguished the following "*Leadership qualities/skills*": intelligence, education, special or creative knowledge, physical agility and strength, tact, energy, determination, honesty, prudence and common sense, good health.

Bennis, W.G., one of the experts in leadership studies in the U.S., suggests the following list of qualities a leader should possess: technical competence, propensity for strategic thinking, ability to achieve results, communication, motivation and delegation skills, ability to identify and cultivate talents, ability to make complex solutions under time pressure and the lack of reliable information, character.