

Foreign Experiences of Organizing Financial Independence of Higher Education Institutions

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Abstract: The article describes the experiences of financing higher education in developed foreign countries today.

Keywords: financial independence, state grants, state budget, endowment funds, development fund.

Today, in order to develop higher education in an innovative direction and to increase the efficiency of the sector, it is important to develop mixed models using market mechanisms in the state regulation of financial relations.

Therefore, it is important to refer to the experience of educational institutions of foreign countries, which have extensive experience in combining budgetary and non-budgetary financing, in developing promising means of financing higher education institutions in our republic under market conditions.

The following sources of funding for higher education in developed foreign countries can be indicated:

- state grants;
- funds received from students for education;
- funds received from the commercial activities of educational institutions;
- endowment fund funds;
- other funds.

The principles of management and financing of higher education institutions, including the share of public funds in total expenses, differ in different countries. In particular, this figure is 50-55% in the USA, 50-65% in Canada, and 75-80% in Germany. 20-30% of our Republic's higher education institutions.

In the American educational system, higher education institutions have a high level of independence in determining the essence of educational content. In this process, state management bodies are almost not involved. The US higher education system is large and diverse, with nearly 4,600 degree-granting institutions.¹

Unlike most countries, the United States does not have a department of education or other central agency responsible for higher education in the country. The role of the federal government is limited. Echoing

¹ UniCEN. Central Asia University Partners Program. Access to the US higher education system

other US government structures, the country's higher education system is largely decentralized. State universities and colleges are controlled by the state, not the federal government. Educational institutions have many rights of self-governance and there are many types of institutions. Student intakes vary widely, and unlike most systems around the world, several private, non-public institutions are among the most prestigious.

In Great Britain, the central government manages the education system in three areas:

- determining the role of politics in the field of education and promoting specific issues (Ministry of Education, Culture, Science and Technology);
- financing of higher education institutions (Funding Council of Higher Education Institutions);
- quality control of higher education.²

In France and Germany, in order to prevent higher education from becoming dependent on the market, the majority of higher education costs are covered by the state budget. The state controls the educational process from all sides.

Research Council provides huge grants for universities every year. Grants allocated by public or private funds, the European Union, industry, state and municipal agencies finance the main part of the university's research work.³

Higher education in Norway is free for all, but students have to pay for housing and membership of social welfare organizations that take on similar responsibilities. Financial aid to students is based on scholarships and educational assistance (loans) provided by the State Bank.

There are different opinions about the participation of the state in the management and financing of the education sector.

The participation of the state in the field of education, the financing of the educational system is considered to be a comprehensive development of the society, and at the same time, the market economy cannot implement this financing alone. The theory of human capital has fundamentally changed the understanding of the nature of education costs, reflecting the changing use of society's resources, the growing role of the human factor.⁴

They are not considered as consumption expenditures, one-time, unspent expenditure of society's resources during the education process, but as one of the directions of human capital investment that helps to increase the future income of the person, society and society, and "equal" in the choice of justice, jobs and stable income. It helps to establish "legal opportunities".

The state pursues several goals by financing higher education:

- 1) Providing the higher education system with the "necessary" demand and achieving macro effectiveness in this;
- 2) Distribution of material resources among higher education institutions in accordance with state interests, students' and employers' requirements and achieving micro-efficiency in this;

² Lomakina T. Yu. Sovremennyy principle razvitiya nepreryvnogo obrazovaniya. - M.: "Nauka", 2006. -S. 10-44

³ Strom g.A. National system of financial institutions of Norway. // "Universitetskoe upravlenie: practice and analysis", 2000, #4. -S. 28-3

⁴ Kadochnikov S.M. Osobennosti vyshego obrazovaniya kak ekonomicheskogo blag i nekotorye prakticheskie sledstviya etikh osobennostey. // "Universitetskoe upravlenie: practice and analysis", 2001, #2. -S. 48-49.

3) Providing educational opportunities for all socio-economic strata, that is, achieving equality of educational opportunities.

The above-mentioned three reasons and the resulting approaches have led the governments of many countries to keep the education system under their control.

The following conclusions can be made based on the study of the experiences of foreign countries in financing higher education institutions:

1. Maintaining and improving state management and control in the educational system (in state and non-state educational institutions) to ensure the quality of higher education;
2. Gradually increasing the state share in financing higher education. Increasing the independence of educational institutions in the use of allocated budget funds;
3. Improving the system of financial assistance to students in need of social protection who are studying on the basis of a payment contract (covering a part of the payment from the budget, various funds)
4. Establishment of endowment or other purpose investment funds in higher education institutions and adoption of relevant normative documents on their activities.

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