

SCHOOL AS A SUBJECT OF CORPORATE GOVERNANCE

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Abstract: in their article the authors view the school as a corporate entity that unites all members of the educational process to achieve educational goals. The concept of “corporate governance” is disclosed from the position of the economy and from the position of the education system. Analyzing the principles of corporate governance and comparing them with the characteristics of the education system, the principles of corporate governance of an educational institution are highlighted.

Keywords: school, education system, corporate governance, corporate management, corporate governance of education, principles of corporate governance.

ШКОЛА КАК СУБЪЕКТ КОРПОРАТИВНОГО УПРАВЛЕНИЯ

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Аннотация: в статье авторы рассматривают школу как корпоративный субъект, который объединяет всех членов образовательного процесса для достижения образовательных целей. Раскрывается понятие «корпоративное управление» с позиции экономики и с позиции системы образования. Проанализировав принципы корпоративного управления и сопоставив их с особенностями системы образования, выделяются принципы корпоративного управления образовательным учреждением.

Ключевые слова: школа, система образования, корпоративное управление, корпоративный менеджмент, корпоративное управление образованием, принципы корпоративного управления.

The role of education at the present stage of development of Kazakhstan is determined by the tasks of its transition to a democratic and lawful state, to a market economy, the need to overcome the danger of the country lagging behind the world trends of economic and social development.

In the modern world, the importance of education as an important factor in the formation of a new quality of the economy and society increases with the growth of the influence of human capital. The Kazakhstan education system is able to compete with the education systems of advanced countries. At the same time, there is a need for broad public support for the current educational policy, restoring the responsibility and active role of the state in this sphere, deep and comprehensive modernization of education, allocating the necessary resources and creating mechanisms for their effective use.

The basic principles of educational policy in Kazakhstan are defined in the Law of the Republic of Kazakhstan “On Education” [1] and are disclosed in the State Program for the Development of Education for 2016-2019 [2].

In the modern world, the school is not only the subject of the educational process, which ensures the reproduction of knowledge for the formation of the productive forces of society, but also a corporate subject which build its activities on the principles of corporate association of members for the most effective achievement of educational goals.

In the newest approaches to the organization of the education system, more flexible models are beginning to dominate, oriented toward public-state partnership, humanization and democratization of management in educational institutions, which allows us to move towards the formation of a knowledge society as a result of the efforts of the whole society.

The synergetic effect, namely this positive result of the joint action of a group of people working together, is possible if the educational institution creates prerequisites for active participation in governance, to develop a holistic development strategy as a concentrated idea formulated by all the functional links in governance. In

other words, if the educational institution is organized as a corporate subject, the operating links are the directorate (educational management), teacher's, parents' groups, students (in the form of student self-government), the board of trustees, the council of graduates, etc. [3].

In addition, corporate governance is the most organic production form of an open society in which it acts as an acting "mechanism for compliance, regulation and achieving a balance of interests" [4, p.25]. Obviously, the school is precisely the mechanism, first, ensuring the balance of interests of all participants in the educational process, and secondly, demonstrating for them the existing (teaching) model of organizing a society based on the balance of interests.

In the system of corporate governance, the functions of educational management look peculiar. The manager in education can be someone who is ready and able to initiate and non-standard management decisions, generate ideas. But in fact, its task is to create prerequisites and optimal conditions for initiatives at all levels of the educational process not only to become systemic, but also to be encouraged as corporate initiatives. In other words, the less "noticeable" the role of management, the more effective is its work. With corporate governance, the personal contribution to the achievement of common goals comes to the fore. This norm acquires special significance in the sphere, which has traditionally been considered as a sphere of administrative management.

Thus, corporate management and corporate governance are not identical concepts. The first concept refers to the activity of professional school managers in the process of organizing management activities within an educational institution. In other words, management focuses on the mechanisms of interaction with its subordinates, namely the pedagogical collective.

Naturally, you cannot cancel administration as a management tool. However, its implementation involves a number of serious limitations, and should not be used when it can be replaced by a corporate solution. Especially, when it comes to controversial issues, issues of relationships between participants in the educational process and parties that have interest in it. In such cases, the corporate decision becomes an important moral factor in the education process.

It is possible to achieve a synergistic effect if the management's efforts are aimed at creating and constantly improving the system of interaction and mutuality of all participants in the educational process. This approach creates the basis for the development of spontaneous partnership between the teacher and the student, the management of the institution and the parents' collective into an open educational system in which the responsibility of all partners becomes a common form of value orientations.

In April 1999, the following definition of corporate governance was formulated in a special document approved by the Organization for Economic Cooperation and Development (it unites 29 countries with developed market economies), which, with certain amendments to specifics, can be applied in educational institutions: "Corporate governance refers to internal means of ensuring the activities of corporations and controlling them ... One of the key elements to improve economic efficiency is the corporate governance which including the complex of relations between the management (management, administration) of the company, its board of directors (supervisory board), shareholders and other interested parties (stakeholders). Corporate governance also defines the mechanisms by which the goals of the company are formulated, the means of their achievement and control over its activities are determined" [5].

The same document described in detail the five main principles of good corporate governance:

- 1) shareholders' rights (the corporate governance system should protect the rights of shareholders);
- 2) equal treatment of shareholders (the corporate governance system should ensure equal treatment of all shareholders, including small and foreign shareholders);
- 3) the role of stakeholders in corporate governance (the corporate governance system should recognize the statutory rights of stakeholders and encourage active cooperation between the company and all stakeholders in order to multiply public wealth, create new jobs and achieve financial sustainability of the corporate sector);
- 4) disclosure of information and transparency (the corporate governance system should ensure timely disclosure of reliable information on all significant aspects of the corporation's functioning, including information on financial position, performance, ownership structure and management structure);
- 5) the duties of the board of directors (the board of directors ensures strategic management of the business, effective control over the work of managers and is accountable to the shareholders and the company as a whole) [5].

Having transferred the locus of control from the definition of the concept of corporate governance in the sphere of economy to the education system, one can consider corporate governance as a system of interaction between participants in the educational process (children-adult community), including the administration, students, parents, teachers, and other interested persons, with the help of, which realizes their rights and assigns responsibilities.

Analyzing the principles of corporate governance and comparing them with the characteristics of the education system, we can single out the following principles of corporate governance of an educational institution:

1. Ensuring the foundations of an effective corporate governance system.

This principle is addressed to state structures, which are under the burden of creating an enabling environment for the development of corporate governance. It is, first of all, the requirements for the legal system and the practice of the work of regulatory bodies.

2. Rights of participants in the educational system.

The corporate governance system should protect the rights of participants in the educational institution and facilitate their use. The main task is to create optimal conditions for the successful teaching and education of students, as well as the creation of human relations in the children-adult community.

3. Interaction between the participants of the children-adult community, the formation of the corporate culture of the school, equal treatment of all participants in the educational process.

The system of corporate governance should ensure the targeted interaction of participants in the educational process at all levels of government, as well as equal treatment of all participants in the educational process, including children, parents and other stakeholders.

4. The role of stakeholders in school management, social partnership and interaction.

The corporate governance system should encourage active cooperation between the school and socially important organizations within the framework of the organization of partnership and interaction.

5. Information transparency.

The corporate governance system should ensure timely and accurate disclosure of information on all significant issues related to the development of the school, including financial position, performance, ownership structure and management. Information distribution channels should be accessible to all users.

6. Obligations of the Administrative Council.

The corporate governance system should ensure strategic management of the school, effective control over the activities of deputy principals of the school, as well as their accountability to the participants in the educational process.

7. Effective control over the financial and economic activities of the company with a view to protecting the rights and legitimate interests of participants in the educational process.

Therefore, we can conclude that the practice of corporate governance is a process of gradual continuous change. International and national standards, codes of corporate governance are developed and applied taking into account the existing legal, political and economic features, established models of corporate governance. The education system is not exception. A purposeful and integrated approach to the organization of corporate governance of the school will ensure the implementation of the school development program at all its stages.

Thus, improving the management of the education system involves the introduction of corporate governance principles: collegial management, independence in the implementation of activities, accountability for performance, transparency of activities, responsibility. Readiness of teachers and administration of an educational institution to implement corporate governance becomes a condition for the success of the development of the educational system in Kazakhstan.

Applying of corporate governance in the school will help teachers understand modern problems and prospects for reforming the education system, and successfully solve professional problems in the interests of the educational organization, taking into account the current and future needs of the state.

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