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## ВЕСТНИК

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## **RISKS OF THE EDUCATION**

**Abstract.** The article justifies for the need to identify and to keep track, in practice, of different groups of risks inherent in educational institutions under current conditions of pandemic and post-pandemic transformation of education under the influence of modern world uncertainty. Transformation of education functions in the epoch of digital economy changes the content and types of risks concomitant to the activities carried out by schools. Schools belong to the most conservative types of organizations. However, the environment in which schools operate is constantly changing. An educational institution, as any enterprise, has to engage in the activity aimed at risk management. Manifestation of the risk is, on the one hand, fraught with threats and damage, on the other hand, with opportunities. Assessment of possible threats and risks allows timely projection of undesirable results, creation of a system for situational response to unforeseen circumstances and, in the final analysis, formulation of a strategy for development of the university which would allow achievement of modern high quality education, its fundamentality and conformity to important topical requirements of the personality, society and state. Causes of developing risks characteristic of educational institutions are disclosed. External and internal risks characteristic of educational institutions, sources generating them and the importance of managing them are analyzed.

The analysis of risks made reveals multi-varied threats and opportunities in the external and internal environment of the institution and their ability to have a significant effect on educational, organizational and financial activities of the schools.

**Keywords:** risk, education, modernization of education, challenges.

**Introduction.** Transformation of the modern Russian society is proceeding under the conditions of general all embracing globalization. Influence exerted by global tendencies on all the spheres of life is inevitable. Underlying it are not only the full scale economic factors, among which is the tendency gravitating to one single currency and monetary system, conquest of trade markets in many countries by transnational corporations, putting in place common trading rules but also the social causes [1-2]. Classified as such can be intensification of informational exchanges, high mobility of people, stepping up migration flows, unification of human behavior models. These factors are mirrored in many aspects of life, while education is one of the public institutes capable of changing both the present day and future perception of global processes [3]. Changes which have been taking place now at all the stages of Russian enlightenment set themselves the key task of both improving the quality of education acquired by bringing it in line with the societal requirements, time and achievements of science and eradication of those negative tendencies which have massively emerged during the recent decades. The main problems of education in Russia which have triggered the need for modernizations can be considered to be the following ones:

1) Difficulties with implementing innovations in the educational process of universities. This manifests itself in preponderance of the subject – object paradigm both in the conscience of the teachers and students and in the teaching methods, forms and tools used. Despite equipping the schools with multi-

media training tools, the strength of imperative pedagogics is obvious. Commitment to lessons system contradicts the requirements of practice-orientation of professional education and impedes implementation of respective training technologies. Organization of speciality based corps of students in the same year combined with group of students organization impairs academic mobility of students and provides limited opportunities for individual and/or customized training.

2) Lack of coherent government policy aimed at developing and supporting research staff. This results in the ageing of research and teaching staff. Low level of salaries and the requirements which are impossible to meet for a teacher's publishing activities make a teacher's job unattractive in the labor market.

3) Imperfection or inadequacy of the utilized system of grading knowledge and the quality of the teaching process. This manifests itself in subjectivity of the assessment system which often incorporates assessment of the student's motivation rather than maturity of the student's competencies. The currently practiced four point scale of assessment in Russia is insensitive and does not allow accurate differentiation of students according to the levels of knowledge acquisition[4].

These problems, to a great extent, are caused by non-conformity of the fundamental principles underlying Russian education which were shaped under the conditions of planned economy, to the requirements of the modern society and the global tendencies in the economy. The Federal law adopted at the end of 2012 "On Education" allows resolution of most of the foregoing contradictions by establishing by means of normative method the new fundamentals for shaping the education system[5].

The activities of the Russian schools have been proceeding against the backdrop of toughening requirements for education quality on the part of the society, renewal of utilized teaching technologies, highly competitive market for educational services, change in the government's attitude to educational system. There arises a need for change in the system of managing an educational institution, which would make it possible not only to assess the market for educational services and role in this market, but also to use the methods of forecasting of risks, to develop alternative strategies of behavior in the market subject to changes in the external environment [6].

**Analysis of publications.** There exist several main general science approaches to understanding the category of risk. One can consider risk as a situation whose outcome is undesirable. On the other hand, risk is the possibility of an unfavorable situation developing or an unfortunate outcome of an industrial (production) / business or some other situation. A number of studies view the risk as uncertainty associated with a certain event [7]. Since manifestation of risk in education needs to be considered not just through quantitative damage but in qualitative dimensions, too, the concept of risk in an educational institution is expressed as probability of undesirable consequences setting in educational and financial as well as business activities. Generation of favorable events characterizes a safe condition which can be treated as risk free. However, as practice shows, activities of the majority of enterprises which are operational in the marketplace, are fraught with significant risks, many of which lie in the very nature of entrepreneurship. Under the Civil Code of the Russian Federation "entrepreneurial activities" constitute an independent activities pursued at one's own risk, aimed at systematic gain of profit from use of property, sale of goods, doing work and rendering services" [8]. Underlying entrepreneurship is dedication to the idea of systemic gain of profit, independence of activities, responsibility for assumed obligations and pursuit of activity at one's own risk. Therefore, educational services, being a form of entrepreneurship, are now fraught with a whole range of new risks.

For the majority of schools, the sources of risks lie in the external and internal environment, which determines corresponding groups of risks. T.P. Kostyukova, as grounds for her qualifications, consider levels of training, beginning from risks of supporting sub-system level, and ending up with the risks of the user professionals' level [9]. Among the risks of the schools, the authors define the risk of insufficient funding for the school's educational activities, risk of budgetary financing deficit, risk of shortage of qualified teaching staff, risk of insufficient informational support of the scientific and educational process and others. In the opinion of N.D. Sorokina, one ought to identify, first of all, threats and challenges with which education is confronted [10]. The research refers to them the transition to "knowledge based" society, rapid obsolescence of translated knowledge, still greater spread of the Internet as a global network, information based nature of virtually all the aspects of life, etc. Therefore, identification of risk factors must presuppose the ascertaining of the risk sources and knowledge of their origin nature.

**The results of the research.** An educational institution is an open system which experiences and learns the hard way all the changes in the world around. It finds itself in active interaction with external environment which manifests itself in forming a contingent of students, selecting staff, informational exchange, orientation to social order and labor market. Typical of most of these processes is uncertainty [11]. There emerges a likelihood of such situations appearing which do not have a presumed unambiguous outcome. Such uncertainty is connected with influence exercised by external and internal factors.

External factors are of objective nature and the only possibility of managing these risks for schools is adaptation or denial. These factors can be subdivided into the following groups:

1. Risks of political level. Such risks, without exercising influence on the operations of the schools, pre-determine strategically important decisions taken by the management. Among them, we shall isolate political risks: probability of change in the normative and legal framework of education, and the consequences which this process will have, the inability to engage in one's activities by the schools due to loss of control over the educational institution, bureaucracy, protectionism, general global tendencies (for example, transition to two tier system of higher professional education).

2. Other risks of societal level are the socio-economic risks. These are the risks of change in the budgetary policy in the area of education, form of ownership at the school, inability or insufficiency of carrying on business based contractual jobs, restructuring of the market for educational services, deterioration of tax burden for private schools.

3. Local risk factors include socio-demographic risks, regional tax risks, entrepreneurial risks, situation in the local labor market, environmental risks, competition of private schools in the region. These factors have a direct impact on the educational institution since they actually shape its business environment at the regional level [12].

Internal risk factors are predicated by the micro-environment of the schools and are directly linked with its structure, material and technical facilities, financial resources, scientific and teaching staff and technological equipment availability. The following risks can be referred to this group.

1. Organizational risk factors are predicated by the salient features of educational institution management, its organizational chart, HR policy, the management's governance culture, unattractive image of the school, ineffective marketing, decline in training quality as a result of increase in the number of branches.

2. Educational risks are related to the special features of implementing educational process. These are the risks related to implementation of innovations, utilization of new teaching technologies, low level of students' and teachers' motivation, high rates of informatization, implementation of competence based approach, lack of facilities for students to undergo hands-on practical studies, lack of reliable means for assessment of competences, low quality of graduates training [13].

3. Staff risks are related to teacher competency, teacher motivation, willingness to innovate, the possibility of advanced training.

4. Risks of digitalization are predicated by DDoS-attack, phishing, ransomware, hacking.

5. Other risks. Development of the material and technical facilities of the schools, acquisition of facilities for multi-media technologies pose a threat in the form of various criminal risks. Informational risks can also be referred to this group.

**Conclusion.** Analysis of risks is the key to effective risk management of the schools. Research of this activity is of great practical significance for the educational institutions. That may give schools a spectrum of tools which would enable them, at the stage of planning their activities, to identify unfavourable factors and to mitigate the unfavourable impact of financial and management risks in decision making.

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### БІЛІМ БЕРУДЕГІ ТӘУЕКЕЛДЕР

**Аннотация.** Мақалада қазіргі әлемнің белгісіздігінің әсерінен білім берудің пандемиялық және пандемиядан кейінгі трансформациясы жағдайында білім беру мекемелеріне тән әртүрлі қауіп-қатер топтарын іс жүзінде анықтау және бақылау қажеттілігі негізделген. Сандық экономика дәуірінде білім беру функцияларын трансформациялау мектептердің ілеспелі қызметінің мазмұны мен тәуекелдердің түрлерін өзгертеді. Мектептер ұйымдардың ең консервативті түрлеріне жатады. Алайда, мектептер жұмыс істейтін орта үнемі өзгеріп отырады. Білім беру мекемесі, кез келген басқа кәсіпорын сияқты, тәуекелдерді басқаруға бағытталған қызметпен айналысуы тиіс. Тәуекелдің көрінісі, бір жағынан, қауіп – қатерлер мен зияндарға, екінші жағынан-білім беру мекемесін дамыту үшін қажетті жаңа жағдайлар туғызуы мүмкін.

Мүмкін болатын қауіп-қатерлер мен тәуекелдерді бағалау жоспарланған білім беру траекториясынан жағымсыз нәтижелерді немесе ауытқуларды уақтылы болжауға, күтпеген жағдайлардың жағдайлық әрекет ету және тұрақты мониторинг жүйесін құруға және сайып келгенде, заманауи сапалы білімге қол жеткізуге мүмкіндік беретін білім беру мекемесінің даму стратегиясын тұжырымдауға мүмкіндік беретіні сөзсіз. Мақалада қазіргі білім берудің тенденциялары, білім беру мекемелеріне тән тәуекелдердің пайда болу себептері ашылады. Білім беру мекемелерінің жұмысында көрініс тапқан нормативтік актілер қарастырылады.

Тәуекелдерге жүргізілген талдау мекеменің сыртқы және ішкі ортасындағы әртүрлі қауіп-қатерлер мен мүмкіндіктерді және олардың мектептердің білім беру, ұйымдастыру және қаржылық қызметіне елеулі ықпал ету қабілетін анықтайды.

**Түйін сөздер:** тәуекел, білім беру, мектеп, ішкі тәуекелдер, сыртқы тәуекелдер.

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### РИСКИ ОБРАЗОВАНИЯ

**Аннотация.** В статье обосновывается необходимость выявления и отслеживания на практике различных групп рисков, присущих образовательным учреждениям в современных условиях пандемической и постпандемической трансформации образования под влиянием неопределенности современного мира. Трансформация функций образования в эпоху цифровой экономики меняет содержание и виды рисков, сопутствующих деятельности школ. Школы относятся к наиболее консервативным типам организаций. Однако среда, в которой работают школы, постоянно меняется. Образовательное учреждение, как и любое предприятие, должно заниматься деятельностью, направленной на управление рисками. Проявление риска, с одной стороны, чревато угрозами и ущербом, с другой – возможностями. Оценка возможных угроз и рисков позволяет своевременно спрогнозировать нежелательные результаты, создать систему ситуационного реагирования на непредвиденные обстоятельства и, в конечном счете, сформулировать стратегию развития вуза, которая позволила бы достичь современного высокого качества образования, его фундаментальности и соответствия важным актуальным требованиям личности, общества и государства. Раскрыты причины развития рисков, характерных для образовательных учреждений. Анализируются внешние и внутренние риски, характерные для образовательных учреждений, источники их порождения и важность управления ими.

Проведенный анализ рисков выявляет многообразие угроз и возможностей во внешней и внутренней среде учреждения и их способность оказывать существенное влияние на образовательную, организационную и финансовую деятельность школ.

**Ключевые слова:** риск, образование, школа, внутренние риски, внешние риски.

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