

# Features of models of higher education-business-regional development (by the example of the ASUE Yeghegnadzor branch)

*Khachatryan Mariam G.*

*Armenian State University of Economics,  
postgraduate student of the Chair of Macroeconomics (Yerevan, RA)  
mararm1991@gmail.com*

UDC 330.5

**Keywords:** Higher education, university-business cooperation model, regional universities, proportional development of territories, development of the education system, employment, living standards of the population

## **Բարձրագույն կրթություն-ձեռնարկատիրություն-տարածաշրջանների զարգացում մոդելի առանձնահատկությունները (ՀՊՏՀ Եղեգնաձորի մասնաճյուղի օրինակով)**

*Խաչատրյան Մարիամ Գ.*

*Հայաստանի պետական տնտեսագիտական համալսարանի  
Մակրոէկոնոմիկայի ամբիոնի ասպիրանտ (Երևան, ՀՀ)  
mararm1991@gmail.com*

**Անփոփագիր.** Ժամանակակից համաշխարհային տնտեսության զարգացած երկրները այժի են ընկնում բարձրագույն կրթության կայուն համակարգով: Այդպիսի համակարգի առկայությունը հնարավորություն է տալիս համալսարանների և ձեռնարկությունների միջև ստեղծել փոխադարձ կապ մակրո և միկրո մակարդակներում: Բարձրագույն կրթություն-ձեռնարկատիրություն համագործակցություն մոդելի արդյունավետ կիրառումը թույլ է տալիս լուծել այնպիսի հիմնախնդիրներ, ինչպիսիք են գործազրկության կրճատումը, բնակչության կենսամակարդակի բարձրացումը, կրթության հասանելիության ապահովումը, առանձին տարածաշրջանների զարգացումը:

Հետազոտությունների արդյունքում պարզ է դառնում, որ Հայաստանի Հանրապետությունը նույնպես ունի բարձրագույն կրթություն-ձեռնարկատիրություն մոդելի արդյունավետ կիրառման բոլոր հնարավորությունները՝ հիմնվելով մարզային բուհերի գործունեության ակտիվացման, կրթական ծրագրերի արդիականացման, կազմակերպությունների գործունեության արդյունավետության բարձրացման, համայնքի և տեղական ինքնակառավարման մարմինների հետ համագործակցության վրա, ինչը կհանգեցնի մակրոտնտեսական խնդիրների լուծմանը ոչ միայն կոնկրետ տարածաշրջանում, այլև ողջ հանրապետությունում:

**Հանգուցաբառեր՝** բարձրագույն կրթություն, բուհ-ձեռնարկատիրություն համագործակցության մոդել, մարզային բուհեր, տարածքների համաչափ զարգացում, կրթական համակարգի զարգացում, զբաղվածության ապահովում, բնակչության կենսամակարդակ

## **Особенности модели высшего образование-бизнес-региональное развитие (по примеру Егегнадзорского филиала АГЭУ)**

*Хачатрян Мариам Г.*

*Армянский государственный экономический университет,  
аспирант кафедры макроэкономики (Ереван, РА)  
mararm1991@gmail.com*

**Аннотация.** Практически все развитые страны современной мировой экономики отличаются стабильной развитой системой высшего образования. Наличие данной системы позволяет обеспечить постоянную связь между университетами и предприятиями разных секторов экономики как на микроуровне, так и на макроуровне. Эффективное применение модели сотрудничества университет-бизнес позволяет решать такие макроэкономические задачи, как снижение уровня безработицы, повышение уровня жизни населения, обеспечение доступа к образованию, развитие отдельных территорий или регионов страны

В результате некоторых исследований и анализа становится ясно, что Республика Армения также имеет все возможности для эффективного применения модели университет-бизнес, основываясь на деятельности региональных университетов, образовательных программах, организациях в различных сферах сообщества и сотрудничестве с органами местного самоуправления и это приведет к решению макроэкономических проблем не только данной территории, но и всей страны.

**Ключевые слова:** Высшее образование, модель сотрудничества университет-бизнес, региональные университеты, пропорциональное развитие территорий, развитие системы образования, обеспечение занятости, уровень жизни населения.

At present, in the global market, capital and technology are no longer the main sources of competitive advantage for individual firms and the whole country. Human resources are gradually becoming the key to economic success. Knowledge and technology are very mobile: they can move from one country to another with great speed, and labor is the most important factor of production, it currently has the least mobility in the world market. A highly qualified and motivated workforce is the competitive advantage for many countries and individual firms and country development in general. Due to the flow of educated and motivated workers, Thailand, Indonesia, Singapore, Hong Kong, Taiwan, and Malaysia have higher production volumes than companies operating in North America, Japan, and Europe [1].

To have a highly qualified and educated workforce, it is necessary to create a strong professional education system. The development of this system is necessary not only for the state and potential learners but also for companies that want to have highly qualified and educated employees.

At present the cooperation between commercial organizations and universities is becoming relevant. Thus, "The Bonn Declaration on Universities-Enterprise Cooperation" states that the contribution of higher education institutions in the formation of a "knowledge society" is very important, but not sufficient. In this regard, they should be joined by other stakeholders, where the Declaration first of all mentions, business organizations [2].

The system of higher education, as a social institution, provides training of highly qualified specialists for various enterprises and sectors of the economy, contributes to scientific and technological progress. The existence of a strong education system allows to solve socio-economic problems in the region, contributes to the improvement of the living standards of the population.

Regional development is one of the major trends in each country. Many developed countries are already implementing the improvement of the higher education system along with the main political priorities. The development strategy of higher education aims to create an innovative economy or "knowledge economy", where the main factors of development are knowledge - human capital. To satisfy the demand of the world market, companies strive to produce more high-tech products and services. The competitiveness of the economy is becoming increasingly dependent on the discovery of the potential of the regions. It is necessary to create "knowledge regions" and develop innovative systems in them, as the central areas are already sufficiently developed, they are gradually consuming their development potential [3].

The creation of innovative systems can't be without a scientific base and highly qualified specialists. Therefore, the higher education system needs some changes in order to match the pace of development. Most of the member countries of the Organization for Economic Cooperation and Development (OECD) use Education for the socio-economic development of the region [4]. The OECD is an international economic organization of developed countries that recognizes the principles, representative democracy, and freedom of countries with market economies. According to these principles, the regions represent the long-term development potential of the country, as they have additional resources. It is possible to create new innovative enterprises in certain regions of the country, which will give an opportunity to enter the world market with innovative products and increase the welfare of the population.

The modern models of partnership development between higher education institutions and enterprises are based on the establishment of economic relations, taking into account the interests of both parties. Higher education institutions have a chance to become the main opportunity for the economic development of the regions if they can ensure the development of the high-tech industry. During such integration in the region, the universities themselves see a number of key advantages, such as the following: the localization of business and higher education institutions in the same region promotes their cooperation, increases business interest in the activities of universities [5].

The demand for university services is determined by the ability to respond to the changes in the macro-micro environment and to assess the economic situation in the region. The university should train highly qualified specialists in the necessary fields for the region, who will have the opportunity to get a job in specialized enterprises, and in terms of knowledge, they will have a basis for applying innovative R&D developments in the production of goods and services, will be integrated into the cluster system development process. The formation of the regional cluster is assessed as a potential competitive advantage of the modern economy, which ensures the development of the region. In order to carry out their activities properly, the universities must develop a clear strategy, which will define their main mission. The university's mission is usually to provide graduates with professional skills that allow them to adapt to the ever-changing demands of the environment. As an example, the following functions can describe the main mission of the university [6].

- ✓ To provide new knowledge

- ✓ To provide high-quality education to the society
- ✓ To satisfy the demands of the regional labor market
- ✓ To ensure the competitiveness of the national economy
- ✓ To train prospective personnel in order to modernize the economy

The social function of modern universities is aimed at the needs of the population and higher education services, the strengthening of the higher education system-labor relations, and developing local self-government bodies and community relations.

In addition to the training of highly qualified personnel, we can mention "several functions" of the universities for the regional development.

- ✓ To create a varied supply of educational programs, which are taking into account the needs of students, employers, local or regional communities with a variety of available resources,
- ✓ To increase the volume of educational services,
- ✓ To enhance access to higher education, especially for socially vulnerable groups,
- ✓ To ensure greater involvement of the population in the higher education system,
- ✓ To organize regular retraining courses for employees of specialized enterprises,
- ✓ To promote the creation of mentally intensive jobs, in order to employ graduates so that they do not leave the regions,
- ✓ To develop and implement various research programs for communities that can improve the socio-economic level of communities.

However, some circumstances hinder the integration of universities into regional development. In the early stages, cooperation between the state and universities at the regional level is carried out from the bottom up and is relatively weak. The early stage is characterized by small-scale individual initiatives. The limitation of the implementation of larger-scale initiatives is due to the state policy, insufficient funding, and the limitation of the independence of universities. In addition, traditional academic values do not contribute to the development of the region, as they do not take into account the needs and demands. These obstacles must be overcome gradually. There are two main ways to develop regional universities: to increase the role of higher education in national innovation systems and to promote the participation of universities in the cluster system. On the one hand, the state is always interested in the

development of high technologies, on the other hand, it tries to support social entrepreneurship and innovations, especially for people living in rural and small urban communities. At the same time, the experience of developed countries shows how the state can contribute to the development of the region by financing science in universities. Regional innovation centers were established in those countries [7].

The cooperation of universities with commercial organizations allows solving at least three problems that exist today in the system of higher education: the imbalance between the professional knowledge of university graduates and their employment rates, insufficient funding for higher education, decreased level of scientific activities of universities. Cooperation between universities and commercial organizations solves the problem of the demand for professional education received by students. It is well known that today a large percentage of university graduates work in non-professional spheres and lose the knowledge and skills acquired during education meaning that some of the invested means and costs in higher education are not optimal. Surely, higher education includes not only the professional training of the student, but also provides his social, intellectual, and cultural development (for which the student pays), which creates a positive external impact on society, but it is not enough to maximize the knowledge gained during education. However, the financing of special education courses, in this case, means an irreversible loss of cash for society. The imbalance between the professional knowledge gained by university graduates and their employment rates is explained both by the inconsistency of the curriculum structure offered by educational institutions with the labor force requirements of enterprises and by students' unwillingness to work in their professional fields.

The cooperation of universities with commercial organizations provides an opportunity to increase the modernity of higher education. In developing countries, there is usually a low level of development of the regions, which is due to the high level of concentration of almost all infrastructures in the center. Proportional development of territories presupposes specialization of regions in the process of development and improvement of different branches of the economy, which is considered a priority in the country. An example of this is the cluster development models, which have already been used by the developed countries of the world and have shown positive results.

In the Republic of Armenia, the role of regional universities as a key factor in the development of the region is explained by the fact that economies

are currently trying to choose less resource-based areas of development, but mainly based on human resources (services, education, information technologies, engineering, etc.). If the regional universities will develop a clear strategy, and carry out effective activities, they can provide the solution to the socio-economic problems of the region, solve the issue of job requirements and specialists' compatibility, and they can make a development plan for individual communities (only when it would be possible to implement a university-local government cooperation model), models of inter-community cooperation, scientific research on different spheres of the region, training of employees of organizations operating in the region and many other functions.

Within the framework of the study of the university-enterprise cooperation models, reference was made to the ASUE Yeghegnadzor branch, as the only state university operating in the region. The Yeghegnadzor branch of the Armenian State University of Economics was established in 2007 based on the RA Government Decision N1510-N. The university is located in Yeghegnadzor, Vayots Dzor region, RA. In 2014 the Board of Directors of the branch approved the 2015-2020 strategic development plan of the ASUE Yeghegnadzor

branch. The mission of the ASUE Yeghegnadzor branch is to become a regional educational-scientific research center, where community and regional development programs will have clear connections with the educational programs of the university. The scientific, research, and professional potential will be used for territorial and community development. The ASUE Yeghegnadzor branch has external beneficiaries: employers, regional structures, graduates, and internal beneficiaries: students, teaching-administrative staff. The staff of the branch has regular meetings with the state college, school principals of the region to discuss a number of issues related to the education sector of the region and the quality of education. The branch plans to establish new relations, activate existing relations with the region's external stakeholders, identify problems, and involve internal and external stakeholders in program development. The university provides educational services with bachelor's and master's educational programs. Currently, about 230 students study at the university, mainly from different communities of the Vayots Dzor region. The organizational chart of the ASUE Yeghegnadzor branch is presented in the chart below.

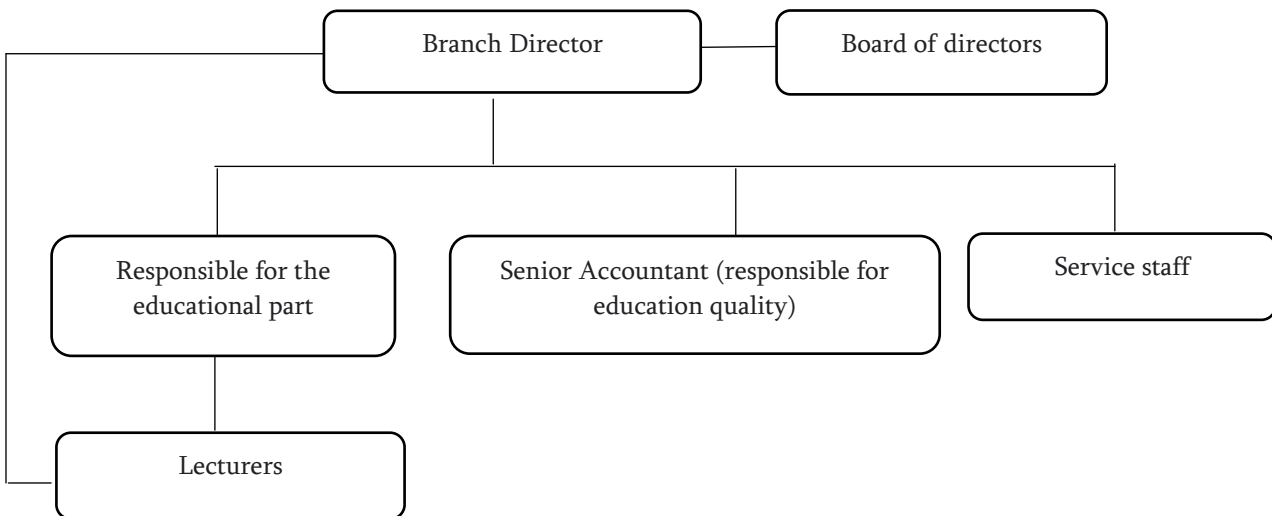


Figure 1. Organizational chart of ASUE Yeghegnadzor branch

During the research, the number of graduates and the number of employed graduates of the last three years were studied. These indicators are presented according to those sectors of the economy where the graduates mainly work. The table shows that analyzing the number of graduates of the ASUE Yeghegnadzor branch for the last 3 years we can come to the conclusion that if in 3 years the branch gave 184 graduates from the "bachelor's" and "master's" in total, it can be seen that 17-93% of graduates work in the branches of different banks operating in the region in managerial positions and in lower positions, 10-86% work in credit

organizations, 2.71% in the municipalities, 0.54% in the Vayots Dzor Regional Administration of the Republic of Armenia, 10.32% of graduates established their own organization as an entrepreneur, 2.17% work in schools of different communities of the region, 2.71% are involved in public works but are not officially registered employees, 10.86% work in tourism facilities in the region, 12.5% are military servicemen, 20.65% graduates work in various organizations in and outside of the region (accounting, transport companies, shops, service sector, etc.), and 10-32% did not have a job at the time of the survey.

The analysis of these data makes it possible to conclude that the ASUE Yeghegnadzor branch in Vayots Dzor provides training of specialists corresponding to the jobs available in different communities of the region (the main structures operating in the region are banks, credit-financial organizations, tourism organizations, hotels, guest houses, etc.). It can also be stated that according to the data for the last three years, only 10% of the graduates of the branch are currently unemployed. As a practical application of the model of university-enterprise cooperation, the branch constantly cooperates with various state-private structures operating in the region, by organizing various events, scientific researches (there is a research center in the branch), discussions, seminars, retraining, and extracurricular classes with the students of the branch with different educational organizations, provides the organizations with a graduate base, etc.

Based on the above, it can be stated that the branch also has certain obstacles for development, such as

- ✓ The population of the region is quite small (47,659 people) [8].
- ✓ Demand for higher education services has been declining recently
- ✓ The professions offered by the university do not always match the demand of potential applicants
- ✓ Prices of educational services in some cases have positive and in some cases have negative consequences
- ✓ There is a need for regular retraining of the branch teaching staff
- ✓ It is necessary to activate the scope of scientific activity.

In conclusion, in case of developing an effective model, regional universities have all the

opportunities not only to provide a high level of education in the area, to train qualified specialists but also to expand the scope of educational and scientific services (education export, online university) worldwide.

#### List of literature

1. **Майталь Ш.** Экономика для менеджеров: десять важных инструментов для руководителей / Пер. с англ. – М.: Дело. 1996. – 416 с.
2. Bonn Declaration «University-Enterprise cooperation: building on new challenges from past experiences». [www.eua.be/fi\\_leadadmin/user\\_upload/files/newsletter/Bonn\\_Declaration.pdf](http://www.eua.be/fi_leadadmin/user_upload/files/newsletter/Bonn_Declaration.pdf)
3. Education at a Glance. Paris: OECD, 2007 // [http://www.oecd.org/education/higher\\_education\\_and\\_adult\\_learning/39313\\_286.pdf](http://www.oecd.org/education/higher_education_and_adult_learning/39313_286.pdf).
4. The Organisation for Economic Co-operation and Development (OECD) // <http://www.oecd.org/about/>
5. **Оленев А. А.** Влияние регионального вуза на социально-экономическое развитие территории. Стр. 48-53. // Научно-практический журнал «Креативная экономика» №4, 2013. ISSN 1994-6929
6. **Кранзеева Е. А.** Новые модели университетов: вклад в региональное развитие. Стр. 64-73. // *Университетское управление: практика и анализ.* Кемеровский государственный университет. 2017; № 21(5).
7. **Савицкая Е. В.** Модернизация образования: сотрудничество университетов и корпораций. Стр. 10-20. // Научный, информационно-аналитический журнал «Образование и общество» 2013, №2. ISSN 2071-6710.
8. <https://armstat.am/file/doc/99483938.pdf>

*Сдана/Հանձնվել է՝ 10.12.2021*

*Рецензирована/Գրախոսվել է՝ 17.12.2021*

*Принята/Ընդունվել է՝ 24.12.2021*