

Influence of Economic Clustering on the Development of Education

Annotation: The influence of clusterization tendencies of national economies on the development of education system is defined in this article. Also need to change the government activities in circumstances of a clusterization of education is considered. The research used an empirical method for comparing trends in the development of clusters in the global economy in Ukraine, as well as a theoretical method for the analysis of educational clusters.

Key Words: cluster, clustering, education, competition, development

Introduction: Clusters are geographic concentrations of interconnected companies, specialized suppliers, service providers, and associated institutions in a particular field that are present in a country or a region. Clusters arise because they are increasing the productivity that allows companies to compete.

Clusters in education are a system of interconnected educational institutions, educational organizations and the importance of them as a whole is greater than the sum of parts. Education Clusters are more a capacious concept, in terms of the education market, compared to other forms of inter-sectoral integration as a vertically integrated holding structures, associations, strategic alliances, joint enterprises, technology parks, business incubators, industrial parks, special economic zones etc. Education Clusters allow the concept of information society [6].

The authors of this concept (R. Barnett, J. Bell, Z. Brzezinski, Galbraith, M. Castells, I. Masuda, D. Riesman, A. Toffler) reasonably believed that education, especially higher education, would become a defining Humanities and Social Institute, therefore the nation that would create the most efficient system of continuing education – «long life education» – would lead.

Materials and methods: The research used an empirical method for comparing trends in the development of clusters in the global economy and in Ukraine, as well as a theoretical method of analysis of educational clusters.

“Clustering” firstly appeared in the 50's of the last century in the industrial sector and at the end of the twentieth century, it dawned in the area of social purpose, which includes education. EU experience shows that clustering is a prerequisite for improving the competitiveness of the regional economy and states. About 60 international, regional, national, non-governmental organizations joined the European Cluster Alliance, which function on the basis of the European Cluster Memorandum. Experiences of clustering in the EU argue that this process is a prerequisite for increasing the competitiveness of the regional economy and the state as a whole [5].

Using a cluster approach in Ukraine is a prerequisite for recovering the domestic production, increasing efficiency of innovative regional development, a high level of economic development and competitiveness. Clustering, in particular in the field of education and research activities, gives great expectations for the improvement of technological situation in Ukraine.

A prerequisite for the emergence of educational clusters can be considered competition in this area. According to Michael E. Porter: «Competition has also spread to all sectors of society, including fields like the arts, education, health care, and philanthropy, where there are growing needs but scarce resources» [3].

Worldwide educational institutions are transforming from ordinary schools to the technology and new companies generator. Usually community colleges become educational and social centers of local clusters in the U.S. In Germany Fachschule (specialized vocational and technical schools) plays the same role. Clustering results in the elimination of fragmentation of public services provided by various government agencies, and the transition to the principle of “one window” [7].

Educational institutions that provides education in a cluster environment, prepare workers more productive, better informed about labor markets and better connected with employers. Educators are developing curricula related to jobs and business firms in the local cluster, the employees better understand the regional

environment, and perhaps more inclined to pursue careers in the cluster than to labor migration.

Results: Most European countries have chosen for themselves a particular cluster strategy. According to the European Cluster Observatory, for example, in Germany, there is a program of creating biotech clusters in Finland timber Industry and a cluster of telecommunications and information technologies are the most advanced.

In Ukraine there are only a few examples of practical establishment and functioning of clusters that are mostly initiated by producers and based on experience, borrowed from the international practice of cluster development.

Cluster initiatives can be implemented in the framework of international projects [4].

In Ukraine in 2008 the concept of the clusters was developed, but not approved. Problems of clustering of Economy of Ukraine are primarily institutional in nature.

One of the threats to cluster development in Ukraine is “isolation” of science and education from the production: the company did not act on customer research and innovative products, and the products of research institutions do not find a buyer among producers.

The trend of clustering economy appears in various spheres of public life.

For example, in the field of education the process began with the creation of educational districts that at the initial stage combined general education, especially in rural areas, and were aimed at the sharing of human and material resources to implement the concept of profiling high school and improving accessibility of high-quality education.

Actual problem of modern education system is the shift from industry to the cluster organization of educational services and they imply the need for new public policy in the educational market and the labor market.

Expressions of clustering economic influence on the development of education are presented in Figure 1.

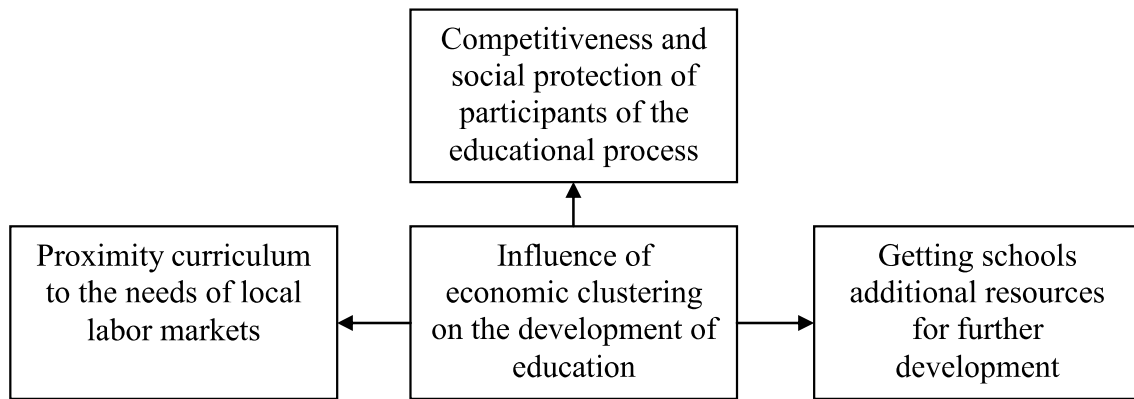


Figure 1: Influence of economic clustering on the development of education

In the last decade, clusters and regional policy based on them, serve as the most successful tool for economic development in the West. The process of clustering is the evolution of national economies by creating networking organizations at the local level to create clusters within the country. The highest stage of clustering evolution is creating global clusters.

Global Education Cluster was established in 2007 as part of the cluster approach and has been involved since then in all large-scale emergencies across many different countries. The goal of the Education Cluster is to enable a predictable, well-coordinated response that addresses the education concerns of populations affected by humanitarian crises. The Education Cluster envisions a world in which everyone affected by humanitarian crises has equitable access to education in a safe and protective environment [1], [2].

Discussion and Conclusions: In the process of clustering, there is a defined role of education infrastructure, i.e. the subsystem that provides the basic functioning of the economy. At the same time, education makes undeniable impact on the strategic development of each region and country. Clustering of Education also requires a reorientation of government agencies from activities targeted on solving independent problems, to ones targeted at interrelated problems.

Local governments must be prepared to manage educational institutions, that are in municipal community's ownership, in condition of their integration into educational districts and joining the cluster associations. Clustering of education

assumes creating conditions for mutual beneficial cooperation of business and government, social partnership, social responsibility towards educational institutions, should strengthen logistics, network optimization, profiling high school.

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