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UKRAINIAN UNIVERSITIES AS CLUSTERS OF REGIONAL SOCIOECONOMIC DEVELOPMENT: INSPIRATIONS FROM EUROPEAN EXPERIENCE

ABSTRACT

The experience of regional cooperation of certain European universities, which occupy leading positions in ARWU, is analyzed. Based on the understanding of the experience and best practices, directions of the possible influence of Ukrainian universities on the socioeconomic development of the country's regions are substantiated.

In European science and practice, the following areas of cooperation between universities and regions are developed: the role of universities in accelerating innovative regional development, the social mission of universities in regional development, strategic management of the university in the context of regional development, management of regional development partnerships. Measurable indicators of the effectiveness of regional engagement are the share of university graduates employed in the region, the share of regional sources in financing the university, students' internships carried out in the region, and joint publications. Analysis of strategic documents of Ukrainian universities included in the international economic engagement ranking UMultirank proved the practical absence of a vision of the value of cooperation of these universities with regional stakeholders and limited practice of interaction with them.

The regional engagement policy of European universities is a key element of strategies. One of the most significant strategic goals of EU universities is to increase cultural, societal and economic impact at both local and regional levels. It was determined that universities are recognized as a leading force in society that contributes to democracy and sustainable development. Their impact on regional economic development is embodied by the support of qualified jobs, improvement of the supply of trained professionals, competence provision on the regional level, fostering a knowledge-based economy. Impact on solving regional societal problems is embodied by reaching out to non-traditional learners from the community, contributing to the resolution of societal problems, and offering programs for vulnerable groups. Universities also contribute to a wider spread of innovative and management culture, decision-making processes and policy advice in sector reforms.

Keywords: university, regional engagement, regional development, cooperation, partnership, management

JEL Classification: I25

INTRODUCTION

In the Strategy for the Development of Higher Education in Ukraine for 2021-2031 (Strategy for the Development of Higher Education..., 2020) was identified key systemic problems: insufficient cooperation between universities and business entities, local self-government bodies, local communities as customers of educational and scientific services; a gap between the system of higher education and the labour market (inconsistency of the educational content with the requirements of employers, insufficient participation of interested parties in competencies development, development of educational programs, conducting practical training, etc.); insufficient readiness of the civic society to participate in the development of educational standards and training programs; low attractiveness of higher education in society. Proper emphasis on the mentioned problems, however, did not lead to the development of a structured action for

their solution (except for declaring among the principles of the development of higher education in Ukraine the following: collegiality and engagement, distributed responsibility, partnership, preservation of intellectual human potential in the regions). The proposed architecture of the higher education system of Ukraine (based on the cybernetic principle of necessary diversity), includes research universities (which provide in-depth thorough theoretical training, the acquisition of competencies necessary for research and practical activity), specialized universities (which provide training in several related specialities) and virtual universities (focused on expanding access to higher education for various categories of the population, including non-traditional contingents, improving qualifications, mastering additional skills, updating knowledge and skills, spreading the best educational practices) does not lead to using the potential of universities as possible catalysts of regional development. Instead, the idea of the development of a university as a powerful cluster that contributes to regional socio-economic development, focused primarily on meeting regional needs, is widespread in foreign practice. The study and implementation of this practice are especially relevant in the conditions of large-scale aggression of the Russian Federation and the country's post-war recovery (Borodiyenko, Malykhina, Protopopova, Kim, Malykhina, 2022).

LITERATURE REVIEW

The scientific research of foreign scientists is focused on rethinking the role of modern universities in the aspect of regional engagement, understanding the models of interaction between the university and regional partners, implementing appropriate cultural and corporate changes, as well as rethinking the strategic vectors of university development in the context of regional engagement (Kuznyetsova et al., 2021). Among the leading ideas of foreign scientists, the following can be singled out. Regarding the new role («third mission») of universities: «universities are designed to create the leaders for all sectors by strengthening community relationships» (Suswati, 2022); «it is crucial to include in an assessment of universities' performance a measure of their collaboration and partnership with all sectors in the community» (Suswati, 2022); «universities are no longer just a place to study; universities should build partnerships and contribute to improving... communities' vocational education, eco-friendly industry, management training, local innovations, entrepreneurship and local leadership» (Suswati, 2022); regions «are not likely to develop sustainable innovation economy competency without a long-term university partnership» (Franklin, 2009); «universities have to «build up» local demand for their knowledge. But this is longterm, costly and volatile, and so partnership and collaborative models of capacity building may be one way for universities to maximise the benefits whilst minimising the risks» (Sanderson, Bennenworth, 2009); «higher education institutions are recognized as important anchor institutions within a city and a region where they are located and as key assets that retain and attract knowledge-based enterprises» (Puukka, 2015).

Regarding leadership in the context of regional engagement of universities: «the leadership need to focus on cultivating a culture that balances the academic norms and practices with public engagement and enterprising mindsets» (Misra, 2019); «the leadership of such HEIs need to focus on creating a unified vision and role of the HEI that includes the region and emphasises academic ideals with a strong regional context» (Misra, 2019); «considering the extensive emphasis in developing infrastructure, launching programmes and maintaining relationships with government and regional stakeholders to start operations at the earliest, it is thus important to consider various possible motivations of the leaders—a new type of an institution will require an academic entrepreneur» (Misra, 2019); «a critical need in regions as well as in universities is the emergence of leaders who understand the value of partnering with the other entity (universities with regions, regions with universities) and the relationship between assets each can contribute and needs each can meet through the partnership» (Franklin, 2009).

Regarding the strategic management of the university in the context of regional engagement: «if universities are going to be involved externally with communities, through research, public service, and student service-learning, there is an opportunity to align the goals of the university faculty and staff capable of delivering these programs and services with the needs of a region rather than just pursuing a scattershot approach» (Franklin, 2009); «a breadth of engagement activities reflected in each of the partnerships studied was possible because long-standing relationships were established between the universities and their respective regions, allowing many projects and players to be a part of the engagement over time» (Franklin, 2009); «in order to take full advantage of the partnerships at the local and regional level, universities and other higher education institutions need to become more entrepreneurial and strategic by identifying challenges and opportunities in the development of their cities and regions» (Puukka, 2015); «strategic planning in an increasingly competitive situation requires careful examination of the local market and community demand for university «products and services», a mapping of regional and other external linkages in teaching and learning, RDI and service to the community, and scaling up isolated examples of good practice into a system» (Puukka, 2015).

Regarding the development of partnership between the university and the region: possible common challenges, which arise between the university and the region, can be conflicts between institutional priorities and regional priorities, opportunity costs of collaboration or non-collaboration, credit to be shared between universities for joint endeavours, winners and losers from collaboration and a regional hierarchy of institutions emerge, the collaboration between three or more institutions versus bi-lateral relations (Goddard, Asheim, Cronberg, & Virtanen, 2003).

The issue of regional engagement of universities is partly studied in the domestic scientific space. The research team (I. Vlasova, S. Kalashnikova, O. Orzhel, V. Riabchenko, K. Tryma, L. Chervona) studied the theoretical foundations of the implementation of social responsibility of universities, and key areas and dimensions of social responsibility (cognitive, ecological, ethical, legal, financial, economic, managerial, etc.) (Vlasova et al., 2021). The issues of strategic development of universities in the context of strategic partnerships were studied by O. Borodiyenko, N. Nychkalo, Ya. Malykhina, O. Kuz, D. Korotkov (Borodiyenko, 2020; Borodiyenko, Nychkalo, Malykhina, Kuz, Korotkov, 2021).

Implementation of the idea of social responsibility and regional engagement of universities is one of the leading in foreign practice. One of the criteria in international rankings is the «regional engagement» criteria, which combines such indicators as income from regional sources, bachelor and master graduates working in the region, student internships in the region, and regional joint publications. Sixteen Ukrainian universities were included in this ranking in 2022 (Table 1). However, the values of the indicators are relatively low. The highest values are by the indicators «Bachelor and Master's graduates working in the region» and «Regional joint publications», the lowest – by the indicator «Income from regional sources».

Table 1. Ranking of universities by the criteria "regional engagement". Note: A (Very good); B (Good); C (Average); D (Below average); E (Weak); - (N/A). (Source: *Economic Engagement Ranking, 2023*)

University	Criteria of regional engagement				
	Income from regional sources	Bachelor graduates working in the region	Master graduates working in the region	Student internships in the region	Regional joint publications
National University of Pharmacy	-	-	-	B	A
Odessa National Academy of Food Technologies	-	A	A	B	B
Sumy State University	-	A	A	B	C
Ternopil Ivan Puluž National Technical University	-	A	B	C	D
Vasyl` Stus Donetsk National University	E	A	B	B	C
Ivan Franko National University of Lviv	D	A	A	C	A
Kharkiv National University of Radioelectronics	A	A	A	B	A
National University of Kharkiv	E	A	B	C	A
Igor Sikorsky Kyiv Polytechnic Institute	-	A	A	B	A
Lviv Polytechnic National University	-	A	A	C	A
Kharkiv Polytechnic Institute	B	B	B	C	A
National Aviation University	-	B	B	C	A
Uzhhorod National University	-	B	B	C	D
Vasyl Stefanyk Precarpathian National University	-	B	A	D	D
Zaporizhzhia National Technical University	-	B	B	D	D
Ukrainian State University of Chemical Technology	-	C	C	-	D

In the strategic documents of the universities included in the U-Multirank International Ranking by the criteria «regional engagement», there is, however, no clear vision of the strategies regarding their regional engagement. The idea of social responsibility and regional engagement is reflected in the Corporate Code of the Odessa National Academy of Food Technologies («The main goal of external policy is the popularization of scientific achievements and the dissemination of reliable knowledge in society about the problems of food quality and the possibilities of new technologies») (Corporate Code, 2022); in the Strategic Plan of Sumy State University («The vision of the university is to develop a university..., responsible at the same time to the state, region and society»; «the strategic goal of the university is to simultaneously implement the relevant functions of innovative development at the regional, national and global levels»; «Deepening the philosophy of the institution of an open type, implementing a multifaceted social mission, performing the function of a regional center of culture and sports») (Strategic plan..., 2019); in the Development Strategy of Ivan Franko National University of Lviv («Promoting the social and economic development of society, generating changes that the city, region, country and the world need») (Development Strategy of Lviv National University, 2019).

The spectrum of forms and methods of social responsibility and regional engagement of Ukrainian universities included in the mentioned ranking still remains insignificant and includes: assistance to institutions by a university profile (the National University of Pharmacy provides assistance to the Kharkiv Special School No. 8 of the Kharkiv Regional Council, where students care and assist to about 320 children with special needs, including cerebral palsy, Down's syndrome and autism, orphans, children deprived of parental care) (Shefska dopomoga, 2023); creation of joint institutions with regional companies (branches of departments, educational and production complexes at enterprises and clinical bases, where leading specialists-practitioners are involved in the educational process, provide guidance and mentorship for students, lead their practical training and diploma projects, conduct laboratory classes) (Strategic plan, 2019); creation of an employers' council for each specialty, which includes representatives of regional enterprises (Strategic Plan, 2019); the activity of the student social service, which works with inmates of social and psychological rehabilitation institutions, conducts trainings on the first aid, promotes the donation of blood and its components, provides social assistance to city residents (Strategic Plan, 2019).

The potential of Ukrainian universities as clusters of regional socioeconomic development remains insignificant. The strategic plans of most of them lack the vision to ensure or promote sustainable regional development. Regional engagement is not an element of strategic vision and corporate culture. In this regard, it is necessary to study the leading foreign experience of positioning universities as clusters of regional socioeconomic development and the experience of operationalizing this idea.

AIMS AND OBJECTIVES

The purpose of the article is to analyze the experience of leading European universities in the context of developing their regional engagement, cooperation and regional development.

METHODS

The validity of the obtained scientific results is determined by the methods used at the theoretical level of research. It used such methods as theoretical analysis (in particular, such techniques as an analogy, grouping, structuring, generalization, abstraction, and comparative analysis).

The sources of the study of social responsibility and regional engagement of universities were: scientific-theoretical and empirical studies (domestic and foreign); strategic documents of universities (strategies, codes, programs, etc.), which are in open access, other information from university websites, dedicated to social responsibility and regional engagement of universities. The following Ukrainian universities, included in the UMultirank international ranking in 2022, were selected for analysis: the National University of Pharmacy, Odesa National Academy of Food Technologies, Sumy State University, Ternopil Ivan Puluj National Technical University, Vasyl` Stus Donetsk National University, Ivan Franko National University of Lviv, Kharkiv National University of Radioelectronics, National University of Kharkiv, Igor Sikorsky Kyiv Polytechnic Institute, Lviv Polytechnic National University, Kharkiv Polytechnic Institute, National Aviation University, Uzhhorod National University, Vasyl Stefanyk Precarpathian National University, Zaporizhzhia National Technical University, Ukrainian State University of Chemical Technology). It analyzed the European universities, which possess the leading positions in the Shanghai Academic International Ranking of Universities (L'Université Paris-Saclay, Ludwig-Maximilians-Universität München, Oxford University, Sorbonne University, Stockholm University, The Karolinska Institutet, TUM, University of Oxford, University of Warsaw). The analysis shows the scope of this phenomenon in European practice, the diversity, and the multiplicity of methods and forms of social responsibility and regional engagement.

RESULTS AND DISCUSSION

For the analysis of the best European practices of universities' regional engagement, it was chosen universities that occupy leading positions in the Shanghai Academic International Ranking of Universities and represent such countries as France (which is one of the leading countries in the EU with a high level of university education), Great Britain (as a country with a unique model of university education), Norway (a country characterized by a high level of incorporation of regional engagement) and Poland (as a former post-communist country with a transformational model of university education similar to Ukraine). These universities are L'Université Paris-Saclay, Ludwig-Maximilians-Universität München, Oxford University, Sorbonne University, Stockholm University, The Karolinska Institutet, TUM, University of Oxford, University of Warsaw.

The Oxford University Strategic Plan (The University of Oxford Strategic Plan 2018-2024, 2018) sets out a framework of priorities for the University (Education, Research, People, Resources, Engagement and Partnerships). Regional engagement policy aims «to ensure that our research and education benefit wider publics in the Oxford region» and based on the belief that «it is vitally important that the University benefits local citizens» and increase «cultural, societal and economic impact at both local and regional levels» (The University of Oxford Strategic Plan 2018-2024, 2018). The regional engagement policy of Oxford University includes: increasing the scale of innovation, provide gateways for public engagement (via exhibitions, public education, schools and outreach programmes, including through the University Botanic Garden and Arboretum, Museums and Libraries, and the Oxford Research Centre in the Humanities), reach out to non-traditional learners from the community (offering them flexible and blended (digital and traditional) learning), ongoing support of local projects and active engagement with local concerns (Shared Past, Shared Future: University and City, 2023).

The University has a substantial economic and social impact on the region. The total economic impact of the University during a pre-pandemic year was estimated at £15.7 billion (Shared Past, Shared Future: University and City, 2023). Besides, it supports more than 28,000 jobs. In partnerships with local NHS Oxford University leads research into challenging health problems (heart disease, dementia and cancer, the Oxford/AstraZeneca COVID vaccine) (Shared Past, Shared Future: University and City, 2023). The social impact is represented by millions of people visiting yearly the University museums, libraries and collections. Besides university staff are engaged with the decision-making processes of the city and county on a daily basis. Students volunteer for local organisations and schools to support secondary education. Both university staff and students work together with the local community to strengthen an existing complex fabric of interwoven interests (Low Carbon Oxford, cultural partnerships, creation of open spaces etc.) (Shared Past, Shared Future: University and City, 2023).

The Karolinska Institutet Strategy till 2030 sets key objectives («An ethical approach, academic freedom, critical reflection, high quality, and high ambitions shall pervade and support everything we do», «Education and research shall be tightly coupled and synergies explored», «Interprofessional learning, lifelong learning, and internationalisation shall characterise our educational activities», «Curiosity-driven knowledge acquisition about life processes and disease mechanisms, reproducibility, state-of-the-art methodology, and scientific breakthroughs of the highest international standards shall characterise our research» and «A deep global, national, and local commitment to human health shall characterise our education and research») (The Karolinska Institutet University Board (Konsistoriet) adopted Strategy 2030, 2019). The core regional mission of the university is a reflection on how new powerful techniques and therapies meet and interact with individuals and society in order to improve public health and the regional healthcare sector. The social impact is reached by strong collaboration with regional healthcare actors, and key success factors were defined as follows: «a joint commitment to trust, leadership, patient and data access, integrated teams, and ... the efficient implementation of new knowledge» (The Karolinska Institutet University Board (Konsistoriet) adopted Strategy 2030, 2019). The social impact on the region is implemented throughout policy advice in Region Stockholm's healthcare sector reforms, support of systematic collaborative processes, joint development of clinical research, and joint review of respective organisations to ensure that they are well tailored to the needs of the regional collaboration, creation of a cohesive information structure (between care providers, Region Stockholm and the University), creation of common systems for handling research data, improve the supply of trained medical professionals and competence provision on the regional level (The Karolinska Institutet University Board (Konsistoriet) adopted Strategy 2030, 2019).

On the regional level, the Karolinska Institutet collaborates with other institutions, such as Region Stockholm, Karolinska University Hospital, Danderyd Hospital, Stockholm South General (Söder) Hospital, Stockholm Science City Foundation and Flemingsberg Science. Collaboration with Region Stockholm aims at the improvement of public health and the regional healthcare sector and is organised by the regional ALF agreement. It has three levels: senior management level (the management group KI-Region Stockholm with its preparatory bodies - the Research Advisory Committee and the Education Advisory Committee), hospital (RD&E committees) and operational level (RD&E groups under the respective RD&E committee) (Collaborative organization KI-Region Stockholm, 2023). All these authorities are organized on result-based principles and have specific responsibilities. Management Group.

KI-Region Stockholm is responsible for «strategic considerations and decisions that are needed for the construction and development of university healthcare» and takes decisions about evaluation and follow-up of initiatives within university healthcare; overall budget for the joint ALF and RD&E funds that Region Stockholm allocates to clinical research and education, infrastructure for clinical research and education and for the development of healthcare; where work-based training is to be conducted; about long-term investments in infrastructure (Collaborative organization KI-Region Stockholm, 2023). Research Advisory Committee has responsibilities for the development of clinical research and healthcare; it prepares calls for competitive funding for clinical research; coordinates efforts for the development of research environments and research infrastructures; prepares proposals for criteria and forms for evaluation of USV units as well as monitors the

development of USV units (Collaborative organization KI-Region Stockholm, 2023). Education Advisory Committee is mainly responsible for the development of work-based education and learning environments. It proposes which care units will conduct work-based training and how the budget for work-based education should be distributed (Collaborative organization KI-Region Stockholm, 2023).

The strategic goals of Stockholm University cover the following areas: research (the University's research is internationally leading and a driving force in the development of new knowledge); education (the University's education is broad, research-based and of high international quality for the development of individuals and society); management (University have a well-functioning organization with strong academic environments, which work strategically with recruitment and skills provision); engagement (University is a force in society that contributes to democracy and sustainable development) (Strategies for Stockholm University, 2022). Being a resilient bearer of academic values, the university contributes to such societal issues as the promotion of open academic discourse, consolidation of knowledge and development of critical thinking, research communication to further highlight and disseminate research results to increase public understanding and confidence in scientific practices and approaches (Strategies for Stockholm University, 2022). Besides Stockholm University contributes to sustainable development and the spread of a culture of low environmental and climate footprint among the community residents. As a part of the Climate Roadmap and Stockholm University's climate work, it is committed to being carbon neutral by 2040. As an institution with a unique societal mission, the university works with a large number of regional partners to create an environment in which «flows of ideas, problems, knowledge and resources between the university and external actors lead to mutual development» (Strategies for Stockholm University, 2022). It benefits the local community through the education of students and doctoral students, adjunct teachers, research communication, contract research, expert assignments, statements of opinion, centres and institutes, and through innovation and support for ideas in the early stages of development (Strategies for Stockholm University, 2022). The university is a member of a regional initiative - Stockholm Trio – which aims at the development of a creative hub for innovation (in such areas as medicine, humanities, social science, technology and engineering) to reinforce regional development (Stockholm Trio, 2023). A strong regional impact has a collaboration between Stockholm University and the Stockholm Region concerning research, development, innovation and education. It covers such areas as Life Science, Mental Health, Digitization, Sustainable Societal Development, Medical Radiation Physics, and Culture (Cooperation between Stockholm University and Region Stockholm, 2023). Within the framework of the agreement, the region allocates resources annually for joint projects, which should clearly link to needs and societal challenges that exist in the Stockholm region (Cooperation between Stockholm University and Region Stockholm, 2023). Such projects cover research, development, innovation and education, as well as the «development of new working methods, new ways of relating to known conditions, new processes and new terminology, but also developing common research environments and test beds» (Cooperation between Stockholm University and Region Stockholm, 2023).

Being an «open marketplace of knowledge», the Technical University of Munich (TUM) supports «talented individuals in all their diversity, at all levels and across substantive subject boundaries» (TUM Agenda 2030, 2022). In the Excellence Strategy the guiding principles for activities are presented: the progress of innovation for people, nature and society; measurement of scientific, structural and organizational performance according to the highest international standards; unity of globally oriented network with respect for the self-understanding of people from all cultures and regions of the world; development of innovative strength from the diverse interests, talents and world experiences of its students, employees, alumni, and the numerous individuals; promotion the social and professional competence, flexibility, communication and team competencies; offering students with future-oriented higher education with disciplinary depth, while fostering their creativity, drive and individual talents; keeping faculty and alumni, as well as professionals and leaders in industry, politics and society, at the forefront of the latest developments with on-going, research-based continuing education programs; promotion an «entrepreneurial spirit» in all areas of the university; in awareness of its social, economic and cultural responsibility for our country and its citizens, the university promotes a culture of transparency and open dialogue with the public (TUM Agenda 2030, 2022).

TUM has a substantial regional engagement. In 2015 it became a part of OneMunich – an innovation ecosystem, that «brings together cutting-edge research, start-ups and world market leaders to make Bavaria's capital city one of Europe's strongest metropolitan drivers» (Innovation in Munich, 2022). Within the framework of this initiative TUM works together with Ludwig-Maximilians University to develop several Excellence Clusters – ONE Munich Strategy Forum (aiming to «consolidate scientific potentials to strengthen Munich as an attractive location in the international scene» (Innovation in Munich, 2022); Munich BioFab (with the aim to «build functional bioinspired structures from biological and non-biological components, which are structured in three dimensions with nanometer precision up to the macroscopic scale» (Munich Multiscale Biofabrication Network, 2022); EQAP (aiming at development «innovative and practical applications in quantum communication and imaging technologies and to network the associated expertise on a long-term basis» (Innovation in

Munich, 2022); HCR (aiming at cutting-edge «research into the scalable, transparent, secure and robust learning and decision-making processes for robots as well as solutions for multi-modal Human Robot Interaction» (Innovation in Munich, 2022).

Among the University of Warsaw's strategy assumptions, along with «strong research teams that count on the international level» and «comprehensive educational offer for the students represent a large number of well-thought studies and research work, which meet the demand on the job market, goals of the innovation economy and civil society» there is an assumption representing strong regional engagement: «strong and well-developed relationship with the region, which allows the University to influence society and respond to all needs expressed by it» (Strategy of the University of Warsaw, 2008). It was stated that the University of Warsaw should not only meet the expectations from the outside environment (professional associations, public authorities, public services and administration, job market and graduates) but also «provide services to its closest environment – people of the Capital City of Warsaw and the Mazovia Voivodeship» making «science and knowledge common and public, and provide access to its information and librarian resources» (Strategy of the University of Warsaw, 2008). Enhancement of the University regional liaison is among the key strategic priorities of the university. Serving the community is represented by several areas, such as policy making (giving its standpoint on important issues for the region and society); maintaining its socially important role in Warsaw and Mazovia voivodship, expanding it on national and European forum; involving both students and academic teachers to react to challenges and problems appearing in the economy and public matters in the region (Strategy of the University of Warsaw, 2008).

The community outreach of the Sorbonne University covers several initiatives aiming at influencing social development within the community: professional development programs for primary and secondary school teachers in Paris, bringing them closer to science and technologies («The Science House» project) - «Climate and me», «Teaching biodiversity in the city» or «Food and health»; integrating graduate chronic patients into university degree courses («The Patients' University» project) which enables patients to become more professional but also to reduce their social isolation and improve their self-esteem; driving interactions between science and society (within a framework of «Participatory Science Portal» project); Project «My Life as a Researcher» aimed at 1st and 12th-year high school students in the Paris Region for fun hands-on work based on the concepts of molecular biology and genetics (The Strategic Plan, 2022; Community Outreach, 2022).

The Ludwig-Maximilians University (LMU) as a socially responsible institution is also incorporated into community affairs, and «closely intertwined in many ways with society, the economy, as well as its environment» (Societal impact, 2023). It works together with cooperation partners from science, business and society to «make significant contributions to tackling some of today's grand challenges and... to create spaces for public engagement, promote economic, social and technological innovations, and active dialogue with the broader public (Societal impact, 2023). Thus, in cooperation with other institutions (TUM, Max Planck Society, Fraunhofer Society, global enterprises, a vibrant start-up scene and prestigious libraries) it forms an integral part of the «exceptionally broad-based network of research institutions, universities, foundations, and corporations based in Munich» (LMU & Munich, 2023). It serves as a partner to make the greater Munich area a hub of innovation and entrepreneurial spirit. Besides it provides several services to the community members (providing space for a dialogue about the role of science in our present-day society within the framework of Public Lecture Series; offering a combination of lectures covering general interest and interfaculty topics (within a framework of Studium Generale); offering anyone from the community a comprehensive educational portfolio to promote and encourage life-long learning (within the framework of Zentrum Seniorenstudium activities); developing and supporting gender-specific projects (Gender Difference & Literature, 100 Jahre akademische Bildung von Frauen in Bayern) (A university for everyone, 2023). The idea of an engagement of community members is being realized through activities of the Knowledge Transfer Fund, which provides seed funding for projects aimed at the further development of basic research into technological, social or economic innovations (Societal impact, 2023). LMU is also engaged in the promotion of entrepreneurial and innovation culture within the community, supporting start-ups within the framework of the LMU Innovation & Entrepreneurship Center.

CONCLUSIONS

The analysis of the regional engagement of EU universities, which occupy leading positions in The Academic Ranking of World Universities (ARWU) makes it possible to single out some ideas which can be valuable for Ukrainian universities. Regional engagement policy is a key element of universities' strategies. Among core values and beliefs is the idea that universities should serve the community, and research and education should benefit the wider public. One of the most significant strategic goals of EU universities is to increase cultural, societal and economic impact at both local and regional levels.

Universities are recognized as a leading force in society that contributes to democracy and sustainable development. Their impact on regional economic development is embodied by: support of qualified jobs (teaching, non-teaching and scientific staff); improvement of the supply of trained professionals (by high-quality education of students and doctoral students, adjunct teachers); competence provision on the regional level; fostering knowledge-based economy (by promotion of open academic discourse, consolidation of knowledge and development of critical thinking, communication with community members to increase public understanding and confidence in scientific practices and approaches). Impact on solving regional societal problems is embodied by: reaching out to non-traditional learners from the community (offering them flexible and blended (digital and traditional) learning); contribution to the resolution of societal problems (spread of a culture of sustainable development and low environmental and climate footprint among the community residents; research into challenging health problems); offering programs for vulnerable groups aiming to reduce their social isolation and improve their self-esteem (offering anyone from the community a comprehensive educational portfolio to promote and encourage life-long learning). Universities also contribute to a wider spread of innovative and management culture (by the creation of an innovative environment in which «flows of ideas, problems, knowledge and resources between the university and external actors lead to mutual development» (through the support for ideas in the early stages of development; development of creative hubs for innovation; development of common research environments and testbeds; creation of innovation ecosystem that brings together cutting-edge research, start-ups and world market leaders); providing gateways for public engagement (via exhibitions, public education, schools and outreach programs); creation of common governance bodies (which are combined both with university representatives and community members) aiming at solving regional issues; increasing the scale of innovation (by supporting start-ups and seed funding for projects aimed at the further development of basic research into technological, social or economic innovations). Universities also contribute to decision-making processes and policy advice in sector reforms (giving their standpoint on important issues for the region and society).

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УНІВЕРСИТЕТИ ЯК ОСЕРЕДКИ РЕГІОНАЛЬНОГО СОЦІАЛЬНО-ЕКОНОМІЧНОГО РОЗВИТКУ: ПРОГРЕСИВНІ ІДЕЇ ЄВРОПЕЙСЬКОГО ДОСВІДУ

Проаналізовано прогресивний досвід регіонального співробітництва окремих європейських університетів, які посідають провідні позиції в Шанхайському академічному міжнародному рейтингу університетів. На основі осмислення досвіду та найкращих практик обґрунтовано напрями можливого впливу університетів України на соціально-економічний розвиток регіонів країни.

Визначено, що в європейській науці та практиці функціонування університетів визначають такі зрізи співробітництва університетів із регіонами: роль університетів у прискоренні інноваційних напрямів регіонального розвитку; соціальна місія університетів у регіональному розвитку; інноваційне лідерство; стратегічне управління університетом у контексті регіонального розвитку; управління партнерствами з регіонального розвитку. Вимірними показниками результативності регіональних партнерств є питома вага випускників університету (бакалаврів та магістрів), працевлаштованих у регіоні; питома вага регіональних джерел у фінансуванні університету; практична підготовка студентів, які здійснюється в регіоні; спільні публікації.

Аналіз стратегічних документів (стратегій, стратегічних планів, концепцій розвитку) українських університетів, які внесені до міжнародного рейтингу Economic engagement ranking UMultirank, засвідчив практичну відсутність бачення цінності співпраці цих університетів із регіональними стейкхолдерами та обмежену практику взаємодії з ними. Натомість, провідні європейські університети приділяють значну увагу розбудові взаємодії з різними категоріями регіональних стейкхолдерів. На рівні візії та цінностей університетів декларується необхідність соціального служіння та користі від освітнього процесу й результатів наукової діяльності університетів для громади. Однією з найважливіших стратегічних цілей університетів ЄС є посилення культурного, соціального та економічного впливу й на місцевому, і на регіональному рівнях.

Визначено, що вплив університетів на регіональний соціально-економічний розвиток утілюється в створенні кваліфікованих робочих місць, забезпеченні регіональних потреб висококваліфікованими кадрами, забезпеченні розвитку компетенцій на регіональному рівні, розвитку економіки, заснованої на знаннях. Уплив на вирішення регіональних соціально-економічних проблем утілюється в: широкому охопленні процесом навчання представників громади; внескові у вирішення суспільних проблем, реалізації програм для вразливих груп населення, спрямованих на зменшення їхньої соціальної ізоляції та підвищення самооцінки. Університети також сприяють більшому поширенню інноваційної та управлінської культури, розвитку центрів інновацій та спільних дослідницьких середовищ, створенню інноваційної екосистеми.

Ключові слова: університети, регіональне залучення, регіональний розвиток, співпраця, партнерство, управління

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