

ния этой цели решают ряд задач, которые сгруппированы по трем основным направлениям, это:

- обеспечение обоснованного графика поставок сырья;
- обеспечение точного соответствия объема необходимого сырья, поставляемого на предприятие;
- соблюдение требований производства по качеству поставляемого сырья.

Таким образом, основу экономически эффективной коммуникационной политики обеспечения перерабатывающих предприятий сырьем составляет поиск и закупка необходимого количества сырья удовлетворительного качества по приемлемым ценам.

По моему мнению, для обеспечения эффективной системы снабжения на рынке молочно-товарной продукции целесообразным будет создание внутриотраслевой и межотраслевой специализации, кооперации и интеграции сельскохозяйственных товаропроизводителей с предприятиями по переработке и сбыту готовой продукции, потому что интеграция субъектов, обеспечивающих движение молочно-товарной продукции, создает возможности для уменьшения транспортных расходов, сокращения количества производственных операций, уменьшения расходов на содержание запасов в результате организации широкого информационного обмена, позволяет четко координировать планы и графики поставок сырья, материалов и полуфабрикатов, их хранения, переработки, а также доставки готовой продукции потребителю. В результате создаются условия для более полной и стабильной загрузки производственных мощностей предприятий, занятых хранением и переработкой молочной продукции.

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### **THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN COOPERATION WITH THE LABOUR MARKET: CHALLENGES AND OPPORTUNITIES (LATVIA'S CASE)**

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The human resources are considered as a significant resource of the each country's national economy, as well as one of the company's assets providing its competitive advantage. The main difference between the concepts of "human

resources" and the "human capital" is the investment factor. The human capital can be interpreted as an economic concept in the case the investment in human capital is made, that is, contribution of the individual, business funds, or public expenditure, with the aim to increase their capital.

In Latvia, the system of higher education is currently facing new major challenges: decline in the number of local students, opportunities of attracting foreign students, as well as development of graduates' competencies that would correspond to the needs of the labour market. In this context, one of the aspects that needs to be improved in higher education institutions, for the sake of the long-term development, is cooperation with the labour market.

**The aim** of the research is to provide analytical assessment of the strategic documents and normative base on the opportunities and challenges of cooperation between higher education and labour market.

General **research methods** are used in the study, method of logical construction, qualitative research methods: monographic method, content analysis of special literature, political documents, legal regulations, and scientific publications.

Education is the foundation for the development of the human capital. The decision to invest in education means to connect the individual with society's values, rules of the social behaviour. Education contributes to education: the most educated employees are looking for new ways to learn and reinvest their education [1]. In the long term, it has a positive effect on the economy, culture and personal benefits. Investment in higher education promotes the preparation of professionals of a higher quality and an efficient work of highly qualified professionals is the most important factor in the economic growth [2]. The higher is the education level of the human resources, the easier it is for the human resources, in case of need, to train and retrain. This is due not only to the individual characteristics of the profession, such as persistence (it is necessary to obtain higher education as well), but it also provides a general qualification features, such as higher education gives the ability to analyse which in the job market is highly necessary. I.Lapina, D. Aramina believe that a permanent improvement of the educational process is one of the main ways to develop science, on the one hand, education prepares people to science (new scientists) who, in developing the science, encourage the development of new technologies, tools and equipment, which, in turn, improves productivity of certain economic sectors, and, on the other hand, the education system prepares professional people who know how to use these new achievements [3]. V.Bikse notes that the role of the education system is growing in preparing go-ahead people, who are willing to risk, make effective decisions and taking the job, become self-employed and creating businesses [4].

The higher education study programmes in Latvia are developed in compliance with the EU and Latvia's long-term and medium-term strategic planning

documents and legal regulations, where the cooperation with the employers is recommended and in some documents even mandatory, for example in the European Union Strategy "Europe 2020" in the issue of employment promotion are mentioned the following main activities: to raise the productivity of education system and facilitate integration of the youth in the labour market and create conditions for labour market modernisation to enhance the level of employment. Thus people are given the opportunities by acquiring new skills to adapt to the new circumstances and possible change of career the unemployment is diminished and efficiency of work is increased [5].

Sustainable development strategy of Latvia for 2030 [6] highlights an increasing importance of the technological competence, the ability to integrate skills and competences of various areas, creative skills, human management and risk management skills, as well as the openness to the international and intercultural cooperation. In the long-term development strategy of Latvia, the efficient use of the financial and human resources in the education system and the country in general, combining the requirements of global economy and pressure of demographic trends with the development of human capital, competences, creativity, social and emotional intelligence are emphasised as the major challenge in the field of education. That indicates that the competitiveness of Latvia will even more depend on the link between the education system and the labour market changes, and the ability to prepare a person for a work under changing circumstances throughout their lives.

It is emphasised that, taking into account the rapid changes in the world economy and development of technologies in the next 20 years, an efficient and flexible system of higher education will be a critical factor to maintain the competitiveness and human capital value in Latvia. At the same time, in the document "Latvia 2030", the necessity to avoid narrow specialisation in the professional programmes is emphasised, stating that, in the study programmes of higher and secondary professional education, in addition to the chosen specialty, the adequate knowledge about the related professions must be provided, thus creating a possibility to acquire another profession, requested by the labour market, in case it is needed. In the strategy, the topicality of cooperation between the market of education services and the labour market is highlighted: the education institutions in cooperation with the regional entrepreneurs should follow the local and global tendencies in the national economy to be able to predict and to offer the study content and format, which would contribute both to the promotion of the regional development, and individual and organizational competitiveness in the future. The following indicators shall be achieved in Latvia by 2030: the share of foreign students at the higher education institutions shall be more than 10 %; the share of people with higher education in the age group from 30 to 34 years shall be more than 40 %.

In the national concept for higher education and higher education institutions' development for 2013 – 2020 in Latvia [7], it is emphasized that the higher education institution of the 21<sup>th</sup> century is no longer regarded just as an isolated organization elaborating and transferring the education services to the customers – certain knowledge to the students, but, instead, shall be considered as a factor promoting change and as the agent of change. As well, higher education is no longer regarded as a personal benefit of the particular individuals, but as a common resource for development of the knowledge society, based on the public-private partnership.

As well, in several European Commission reports, it is proposed that the higher education shall pay a particular attention to providing the practical experience during the study process, thus linking education with the practice, since, at the working place, students establish the confidence that their skills are suitable and comply with the changing requirements of the labour market.

The planning document "Education Development Guidelines for 2014 – 2020" [8] covers all types and levels of education in order to ensure the qualitative and inclusive education for personality development, human wellbeing, and sustainable national development. One of the strategic priorities is to increase the involvement of employers in the improvement of the study process; as a result, the higher education will be balanced with the requirements of the labour market in the national and international context.

One of the four basic tasks of the higher education in Latvia is to meet the requirements of the labour market, that is, to prepare competitive and innovation-driven professionals who would fit within the national labour market, as well as into the European and global labour market in the circumstances of rapid globalisation. In the recent years, the employers' involvement in the higher education management has strengthened.

The law of the Republic of Latvia "Law on Professional Education" [9] defines the employers' competence in professional education, i.e., the employers shall participate in development of the professional standards and educational programmes, implementation of the professional education, providing necessary conditions for the practical placements for learners, as well as to participate in the professional education quality assurance and evaluation process; in addition, the employers have rights to participate in the work of the councils of the professional education institutions and in the organizations promoting professional education development.

Up to 2007 in Latvia, there was no common approach for the professional standards development, though, as the professional standards are essential for the acquisition of the professional education, including higher professional education, development and administration of the professional standards were coordinated by the education institutions.

To develop occupational standards in a high quality and in compliance with the labour market requirements, their development requires involvement of all parties – educators and employers, incorporating skills, knowledge, and competences necessary for the profession. In Latvia, this practice has been started just recently.

Professional standards development is impossible without the employers' involvement; this is one of the instruments that could be used to pass the information about the skills, competencies, and knowledge required in the particular sector and in the profession from the employers to the higher education institutions. Though, it should be noted that the involvement of the foreign experts and employers' in the development of the professional standards is not a compulsory requirement in Latvia.

The Cabinet regulations “Regulations on the National Standards on the First Level Higher Professional Education” [10] and “Regulations on the National Standards on the Second Level Higher Professional Education” [11] provides that the program ends with the state examinations, which are evaluated by the state examination commission that comprises the chair of commission and at least four members. The chair of the commission and at least half of the members have to be representatives of the professional organizations or employers of the relevant industry. That allows to conclude that the employers participate in the assessment of the students' knowledge, skills and competences and in awarding the professional degree and qualification. The employers' participation in the final examinations allows them to assess young professionals and to make proposals for the improvement of the study quality.

The Cabinet Regulations No. 668 “Rules for the accreditation of higher education institutions, colleges, and study directions” [12] stipulates that, in the assessment of the higher education institutions and the study directions, the experts use the results of the students, employers, and the graduates surveys in the case of the regular accreditation of study direction as one of the sources of information.

It can be concluded that cooperation between higher education institutions and labour market is a communication building process between the higher education institution, the employers, the graduates, and the students that needs to be strengthened and developed.

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## **МЕЖДУНАРОДНАЯ ДЕЯТЕЛЬНОСТЬ ЗАРУБЕЖНЫХ БАНКОВ В АЗЕРБАЙДЖАНЕ**

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Банки являются одними из самых многонациональных организаций. Чтобы диверсифицировать свои кредитные операции, привлечь новые депозиты и уйти от регулирования, банки охотно работают в международном масштабе. А так как и инвесторам, и менеджерам бизнеса часто приходится иметь дело с многонациональными банками, то знание того, как работают именно эти структуры и какие основные функции они выполняют, может оказаться полезным.

Международные операции банков способствуют движению капитала в форме платежей, инвестиций и внешних кредитов. Международная деятельность банков содействует также развитию внешнеэкономической торговли. Существуют две формы международной деятельности банков: