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THEORETICAL MODELS AND INSTITUTIONAL MECHANISMS, FORMS AND STRUCTURES OF COOPERATION BETWEEN EDUCATION AND MANUFACTURE

TA'LIM VA ISHLAB CHIQARISH O'RTASIDAGI HAMKORLIKNING NAZARIY MODELLARI VA INSTITUTSIONAL MEKANIZMLARI, SHAKLLARI VA TARKIBI

ТЕОРЕТИЧЕСКИЕ МОДЕЛИ И ИНСТИТУЦИОНАЛЬНЫЕ МЕХАНИЗМЫ, ФОРМЫ И СТРУКТУРЫ СОТРУДНИЧЕСТВА МЕЖДУ ОБРАЗОВАНИЕМ И ПРОИЗВОДСТВОМ

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Abstract

The integration of higher education and production constitutes one of the central problems of contemporary education economics, innovation studies, and science-and-technology policy. This article reviews and systematizes the principal approaches developed by leading international scholars to the forms and structures through which universities and the productive sector are linked. Four comparative tables classify the dominant theoretical models, the principal forms of integration, the intermediary structures that sustain them, and the major national models of the United States, Germany, Japan, the Nordic countries, and the East Asian developmental states. The analysis shows that no single model is universally superior; rather, effective integration depends on the alignment between the chosen form, the governing structure, and the surrounding institutional context.

Keywords: higher education; industry; university-industry collaboration; Triple Helix; national innovation systems; entrepreneurial university; technology transfer; dual education.

Oliy ta'lim va ishlab chiqarishning integratsiyasi zamonaviy ta'lim iqtisodiyoti, innovatsion tadqiqotlar va fan-texnika siyosatining markaziy muammolaridan birini tashkil etadi. Ushbu maqolada nufuzli xalqaro olimlar tomonidan universitetlar va ishlab chiqarish sektori bog'langan shakl va tuzilmalarga oid asosiy yondashuvlar ko'rib chiqiladi va tizimlashtiriladi. To'rtta qiyosiy jadvalda dominant nazariy modellar, integratsiyaning asosiy shakllari, ularni qo'llab-quvvatlovchi vositachi tuzilmalar hamda AQSh, Germaniya, Yaponiya, Shimoliy va Sharqiy Osiyo rivojlanish davlatlarining asosiy milliy modellari tasniflanadi. Tahlil shuni ko'rsatadiki, hech bir model universal darajada ustun emas; aksincha, samarali integratsiya tanlangan shakl, boshqaruv tuzilmasi va uning atrofidagi institutsional kontekst o'rtasidagi uyg'unlikka bog'liq.

Kalit so'zlar: oliy ta'lim; sanoat; universitet-sanoat hamkorligi; Uch tomonlama spiral; milliy innovatsion tizimlar; tadbirkorlik universiteti; texnologiyalarni uzatish; dual ta'lim.

Интеграция высшего образования и производства является одной из центральных проблем современной экономики образования, исследований инноваций и политики в области науки и техники. В данной статье рассматриваются и систематизируются основные подходы,

разработанные ведущими международными учеными, к формам и структурам, посредством которых университеты и производственный сектор связаны между собой. Четыре сравнительные таблицы классифицируют доминирующие теоретические модели, основные формы интеграции, посреднические структуры, которые их поддерживают, и основные национальные модели США, Германии, Японии, скандинавских стран и восточноазиатских развивающихся государств. Анализ показывает, что ни одна модель не является универсально превосходной; скорее, эффективная интеграция зависит от согласованности между выбранной формой, структурой управления и окружающим институциональным контекстом.

Ключевые слова: высшее образование; промышленность; сотрудничество университета и промышленности; Тройная спираль; национальные инновационные системы; предпринимательский университет; трансфер технологий; дуальное образование.

The relationship between higher education and the productive sector has moved, over the past half-century, from the periphery to the centre of policy and academic debate. Whereas the classical Humboldtian university was conceived primarily as a site for the disinterested pursuit of knowledge and the cultivation of the individual, the contemporary university is increasingly expected to contribute directly to economic competitiveness, regional development, and technological renewal. This expectation is captured by the notion of the “third mission” of higher education, which complements the traditional missions of teaching and research with an explicit commitment to engagement with industry and society.

The reasons for this shift are well documented in the literature. The acceleration of technological change has shortened the distance between scientific discovery and commercial application, making the boundary between “basic” and “applied” research increasingly porous. At the same time, the rise of the knowledge economy has made human capital and innovative capacity the principal sources of competitive advantage, placing universities at the heart of value creation. Governments, facing fiscal constraints and rising expectations, have come to view universities as instruments of innovation policy and have introduced funding mechanisms, legal reforms, and incentive structures designed to strengthen the links between academia and industry.

This article pursues three objectives. First, it reviews and compares the principal theoretical approaches that international scholars have advanced to conceptualize higher-education-production integration. Second, it constructs a typology of the concrete forms that such integration takes and of the organizational structures that govern them. Third, it situates these forms and structures within the major national models, drawing comparative lessons. The argument is organized around the claim that forms and structures are analytically separable: the same functional form (for example, collaborative research) can be embedded in very different structures (a bilateral contract, a consortium, or an open platform), and the choice among these structures has significant consequences for the durability and scope of the linkage.

The scholarly literature on the integration of higher education and production is organized around a small number of influential paradigms. Although they overlap and have cross-fertilized one another, each emphasizes a distinct logic of interaction. This section reviews the six approaches that have exerted the greatest influence on both research and policy.

Table 1. Principal theoretical approaches to the integration of higher education and production

Approach	Key scholars	Unit of analysis / central logic	Implication for integration
National Innovation Systems	Freeman; Lundvall; Nelson	The national system of institutions and their linkages	Integration is a systemic property shaped by the institutional environment

Approach	Key scholars	Unit of analysis / central logic	Implication for integration
Triple Helix	Etzkowitz; Leydesdorff	Overlapping relations among university, industry, government	Innovation emerges in hybrid organizations at the spheres' overlap
Mode 2 Knowledge Production	Gibbons et al.	Transient, application-oriented, transdisciplinary networks	The collaboration, not the institution, is the relevant unit
Entrepreneurial University	Clark; Etzkowitz	Internal governance and capabilities of the university	Integration is driven by the university's strategic transformation
Open Innovation	Chesbrough	The firm's management of inbound and outbound knowledge flows	Universities are deliberate sources and recipients of knowledge
Quadruple / Quintuple Helix	Carayannis; Campbell	University-industry-government plus society and environment	Integration must serve social and ecological as well as economic goals

They differ chiefly in their unit of analysis: the NIS and helix models adopt a systemic perspective, the entrepreneurial-university approach is institution-centred, the open-innovation paradigm is firm-centred, and the Mode 2 thesis is collaboration-centred. Together they provide the conceptual vocabulary used in the subsequent classification of forms and structures

Whereas the previous section classified integration by its functional form, this section classifies it by the organizational structure that governs the relationship. The same form—say, collaborative research—may be organized very differently, and the structure determines the durability, the scale, and the governance of the linkage. Three principal structures can be distinguished, increasing in their degree of openness and the number of participants.

Bilateral structures link a single university (or department or laboratory) with a single firm through a direct relationship governed by a contract or memorandum. Contract research, consultancy, sponsored chairs, and licensing agreements typically take this form. Bilateral structures offer clarity of ownership and confidentiality but are limited in scope and vulnerable to the loss of a single partner.

Network structures connect several universities and several firms, often together with public agencies, in a more or less durable consortium. Competence centres, cooperative research centres, public-private research programmes, and industry-association partnerships exemplify this structure. Networks distribute risk and cost, assemble complementary capabilities, and create the hybrid “overlap” organizations central to the Triple Helix; their challenge is the governance of shared intellectual property and the alignment of heterogeneous partners.

The forms and structures described above are combined in distinctive ways in different national contexts, reflecting variations in institutional history, the structure of the economy, and the role of the state. Comparative scholarship has identified several archetypal models, each associated with a characteristic balance of forms and structures.

This article has reviewed the principal approaches of international scholars to the forms and structures of integration between higher education and production. It has shown that the field is organized around six influential theoretical frameworks—national innovation systems, the Triple Helix, Mode 2 knowledge production, the entrepreneurial university, open innovation, and the Quadruple and Quintuple Helix—which together supply a multi-level conceptual vocabulary. Building on these frameworks, the article proposed a typology that distinguishes the functional forms of integration (educational, research-related, entrepreneurial, and infrastructural) from the

organizational structures that govern them (bilateral, network, and platform), and it located both within the major national models.

The central conclusion is that the design of effective integration is a problem of alignment. Effective integration requires consistency among the chosen form, the governing structure, the capacity of intermediary organizations, the incentives facing academic actors, and the surrounding institutional context. Because these elements are configured differently across countries, the international experience offers not a single template to be copied but a repertoire of options to be combined judiciously in light of national conditions. For policymakers and university leaders, the practical implication is to begin from a clear strategic objective, to select the form and structure that fit that objective, and to invest in the intermediary capacity and incentive alignment that allow the chosen arrangement to endure.

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