

THE PROBLEM OF EMPLOYMENT OF GRADUATES OF AGRARIAN UNIVERSITIES: THE EXPERIENCE OF KAZAN STATE AGRARIAN UNIVERSITY

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Abstract

The main objective of this research is to determine the most successful approaches to staffing of the agrarian economy. The Republic of Tatarstan is an economically successful region of Russia. A significant area of national economy is agriculture, providing a population of primary food products of own production. However, agriculture in Tatarstan is really facing problems of human and labor capacities required for maintenance of innovative development of the agrarian sector, improving the quality of life of citizens in rural areas. In agriculture, representing one of the most important strategic directions of activity of the Russian companies annually go to work no more than 30% of graduates of agricultural universities. Unfortunately, of which 14% not having worked for a year, leaving this sector, as practice shows, to the less skilled but better paid job. On the basis of the complex analysis and system approach investigated the positive experience of the Kazan state agrarian University in shaping the careers of the rural youth in agriculture, formulated the key role of employers and emphasized the need to support the government in employment of graduates of agricultural educational institutions.

Keywords: education, workforce, cluster, agro-industrial complex, Republic of Tatarstan (RT), Kazan state agrarian University

JEL classification: J21, Q10, R23

1 Introduction

The Republic of Tatarstan is an economically successful region of Russia. A significant area of national economy is agriculture, providing a population of primary food products of own production. Tatarstan took the first place in the official ranking of the subjects of the Russian Federation on the implementation of the State program of development of agriculture. In the Republic conducted a large-scale involvement in agriculture, private strategic investors, private companies, which currently processes half of the Republican arable land and contains half of the livestock. However, agriculture in Tatarstan is really facing problems of human and labor capacities required for maintenance of innovative development of the agrarian sector, improving the quality of life of citizens in rural areas.

The formation of life trajectory and professional career of the young agribusiness professionals occurs in the context of the economic and social transformations of the present Russian society (Abankina T. V., Krasilov, A. N., Yastrebov G. A., 2012). In agriculture, representing one of the most important strategic directions of activity of the Russian companies annually go to work no more than 30% of graduates of agricultural universities. Unfortunately, of which 14% not having worked for a year, leaving this sector, as practice shows, to the less skilled but better paid job.

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1.1 Specific features of professional adaptation of graduates of agricultural universities

Common to all novice workers the circumstance in the village has its own specific features in professional adaptation of graduates of agricultural universities (Sillaste, G. G., 2004). Among them are negatively influencing their choice of work, namely:

- Features of rural labour.
- Low incomes in rural areas and housing.
- A narrow range of jobs for professionals in rural areas.
- Financial instability of agriculture.
- Features of the image and style of rural life, "rural mentality", a special interpersonal relations between villagers.

In view of the backwardness of rural life and labor among young people:

- Low level of development of socio-cultural and medical infrastructure, consumer services in rural areas.
- Lack of agriculture graduate specialty work in the city.

The prestige of any profession is influenced by its relevance in society as the most desired type of work (Mikheev P. A., 2005). In our opinion, there is another important factor that seriously affects the popularity among young people for agrarian professions. In research and the public opinion of inhabitants of Russia, including Tatarstan, got the idea of the backwardness of rural life and labour. Today's youth, looking to the future, does not want to associate them with the past. A large number of technologies in agricultural production and life in the village change much more slowly than it does in the urban environment. The pace of life in rural areas, reliance on tradition and continuity in contradiction with the values of innovation and information space of the city, its infrastructure. This coincides with the fact that social support or the prestige of working in the agricultural sector, the majority finds no support in the community and the parents of graduates of rural schools.

How to make an attractive life in rural areas and choice of future professional career in the agricultural sector by high school graduates, primarily from rural areas? What life strategies they choose and why? What factors influence this choice? These questions we need to ask in the first place.

Problems of education of youth or rural oriented agricultural professions are the least popular and studied in the scientific literature. This pattern is observed mainly in the industrialized countries, which with some degree of conditionality can be attributed to Russia. According to published materials, for example in the US, despite the fact that the development of the related problems involved practically a professional body, for the reform period 1950-1980-ies of the gap in urban and rural education has become essentially insurmountable. This probably led to the excessive concentration of specialists working on the development of higher education, concentrated mainly in cities (Fedoriaka.And., 2012)., despite the fact that in the U.S. today, more than a third of the total number of schools belong to a rural location.

Their problems and it is not more than 6% of the content of leading journals (Abankina T. V., Krasilov, A. N., Yastrebov G. A., 2012). It can list only some of the most interesting papers relevant to the topic of our project, which determine the main tendencies in this area of research reveal the factors influencing the life strategies of rural students. For example, in one of the works of S. Bian and colleagues (Nezhmetdinova F. T., L. R. Shagivaliev, 2014), where was analyzed the chances of urban and rural students for successful higher education, it was found that traditionally a higher level of social capital in rural communities has a positive effect on the chances in life of people from rural families. American sociologists P. Carr and M. Kefalas (Nezhmetdinova F. T., L. R. Shagivaliev 2014) in their research distinguish four groups of rural students according to their aspirations

and values. The researchers conducted an analysis of the problems each group due to the prevailing in rural America the school system. As a result, they came to the contradictory conclusion that maximum efforts and resources invested in those students who clearly aimed to leave the villages, thereby significantly impoverishing them in the cultural, intellectual, and professional.

Some researchers believe that it is impossible to cope with the problem of "brain drain" from villages to cities. They believe that any investment in development of rural education in the end lead to the fact that the beneficiaries are those of the city, which of these villages seeks the most motivated, educated and skilled young people (Nezhmetdinova F. T. L. R. Shagivaliev, 2014).

There is a perception that the future of the Russian village depends on the goals and values that guide the youth of today, especially in rural areas. While scientists admit that there is a vicious circle: the development of agriculture will be only when will create normal conditions of social life. At the same time, only the progress in agricultural production can ensure the growth of the social sphere of the village.

2 Data and Methods

However, since the beginning of the two thousandth developed countries of the world are actively making the transition to the Bioeconomy, which is characterized by the introduction of breakthrough technologies in agriculture (FAO. 2017). In the agricultural sector rapidly get spread technological innovation: robotics and self-driving farm equipment (Fayzrakhmanov, D.I., Valiyev, A.R., Nezhmetdinova, F.T., & Hamidullin N.N., 2012)., artificial intelligence and information technology (Schwab K. 2015)., the creation of artificial anthropogenic ecosystems, genetic engineering and much more (Nezhmetdinova, F.T. and al., 2015).

All this has set the professional education of agricultural profile the need to develop effective mechanisms to attract, motivate and employment in agriculture for their graduates. Successful experience of solving these problems demonstrates the Kazan state agrarian University of the Republic of Tatarstan occupies a Central place as head of the University scientific-educational cluster of the agro-industrial complex of RT, which also includes 9 institutions of secondary and primary professional education.

Currently Kazan state agrarian university is one of the most stable and dynamically developing universities of the Republic of Tatarstan, providing training of highly qualified personnel agriculture and forestry on more than 20 programs. Kazan state agrarian university actively conducts preparation of students on task order - more than 80% of high school students from rural areas. Vocational

guidance work of the University includes professional education, study and monitoring of the needs in the professions and experts, professional advice, professional selection. This involved the active participation of the Centre for pre-University education and graduate employment (here and after – the Centre) and the Centre for corporate-cluster training. With the aim of popularization of working professions and to engage in agricultural production on the basis of agricultural colleges and agricultural colleges annual national events: competition of youth combine of Tatarstan "Glorify the working man", intellectual game "Beginning farmer" and much more.

To study the experience of employment of graduates of the Kazan state agrarian university was used a comparative approach and a comprehensive analysis of the practice of cooperation with employers, cooperation with state administration bodies and agribusiness.

3 Results and Discussion

At the Kazan state agrarian university, one of the highest rates of employment of graduates majoring in the Russian Federation exceeds 70%. The centre organizes a variety of meetings and events with future employers, to which they invited representatives of the relevant ministries. There come students not only graduate, but 3-4 of the course. Collect information on regions that are communicated to the alumni. Unlike other universities is the so-called "distribution". It usually takes place in April. By this time the majority of graduates know where to work, and provide applications.

In 2013, on the website www.kazgau.com became active the automated information system of employment of graduates of the Kazan state agrarian university. Work is underway to increase the number of direct employers. In order to increase the level of adaptation to the labour market and acquire skills in effective search, the Centre provides individual consultations with students and graduates on employment. In the process of these activities is the promotion of employment, methodological, psychological and organizational support. Collected and analyzed information about the graduates of the Kazan state agrarian university, employed in the organizations and enterprises of agro industrial complex. The analysis reviews the results of the survey of heads of enterprises and institutions shows that University graduates have a high level of theoretical knowledge and practical skills in order to adapt to the conditions of market economy.

Motivation in learning in 2015 on the initiative of the Kazan state agrarian university, in collaboration with the Ministry of agriculture and food of the Republic of Tatarstan, the region has launched a new program of targeted training

of personnel for agriculture. Such training is carried out on the basis of bilateral contracts: enterprise APC is a student.

Agribusiness companies have contracts with the students during the period of their training in the University under which the student is paid a stipend of not less than 10 000 rubles a month, during the entire period of study. The student, after graduation, will work the farm for at least 3 years or in case of refusal to compensate expenses for training. The Ministry of agriculture and food of the Republic on the basis of the decision of the Government of the Republic of Tatarstan on measures of state support of agriculture compensates 50% of the costs for the scholarship students and includes them in the state program of providing housing to young specialists. In addition, according to the agreement, the company is actively involved in the preparation of the student, takes him to practice, assigns a mentor from among the chief specialists of economy, provide after graduation employment with a salary not less than the average in the economy of the region.

This scheme is targeted training is motivated, attractive to young people, and at the same time, greatly increases the liability of each party for decision.

Currently, the program has found interest from businesses and students. So, today, scholars from a variety of agricultural enterprises of the Republic are more than 100 students of Kazan state agrarian university and their number is growing every year.

4 Conclusion

Currently, in the Russian Federation, the Republic of Tatarstan is actively the implementation of national projects in the field of agricultural development and education. However, in the agrarian sector of economy of Tatarstan in recent years there have been major investors (Ziganshin B.G., G.S.Klychova, A.R. Zakirova, G.R. Valieva, A.S.Klychova, 2017). They quite successfully introducing new resource-saving technologies of cultivation of crops with modern high-performance equipment, using the latest technology and highly productive cattle effectively develop livestock farming, erecting a powerful cattle-breeding complexes, renew material-technical base. In the near future it will allow developing agriculture in the Republic of industrial basis. Today agriculture is becoming a high-tech industry of national economy.

However, experience shows that direct investments in the village will not give full value without highly qualified personnel, able to initiate the use of modern technologies. The gap between education and the economy, between education and science, lack of mutual integration of science, higher education and agricultural business to hamper the effective and timely updating the content of

educational programs. Outdated material and technical base of agricultural universities and the high cost of modernization does not allow them to establish a modern database of innovative educational technologies at the expense of own means. Under these conditions, a big problem is the lag of the level of training of the development rate of production.

The present stage staffing formed in the agricultural sector of the economy a contradictory situation. On the one hand, in rural areas fixed a severe shortage of jobs compounded by unemployment. On the other hand, there is acute lack of qualified workers and specialists who can manage the advanced high-tech projects with a progressive style of thinking and doing business.

However, it appears that the enhancement of the prestige and quality of agricultural education needs to strengthen social and corporate interaction with all stakeholders. This requires the following actions:

- diagnosis and comprehensive monitoring of labour market needs in agriculture and rural areas, life strategies of graduates of schools and professional trajectories of the graduates of agricultural educational institutions of services oriented to customers of educational services and scientific results, positions in the agricultural technology and commodity markets, the development of feedback mechanisms stakeholders;
- career planning of students in rural schools and colleges through the organization of career guidance, development and implementation of career planning at all stages of the multi-level agricultural education;
- dissemination and promotion of modern knowledge among residents of rural areas primarily for organization of continuous education of children, youth, and adult population, sustainable development of rural territories and preservation of cultural traditions.
- formation of the state target program of support of young scientists, teachers and graduates of agricultural universities enrolled in self oscillatory short supply who want to work in rural areas (affordable housing; exemption from military service; a decent salary, etc.);
- formation of positive image and prestige of agricultural universities, their employees and trainees, workers in agriculture, generalization and dissemination of advanced experience of agricultural universities, the formation of a Bank of progressive pedagogical technologies, breakthrough scientific research.

The above requires the solution of a broad range of problems. First and foremost, problems associated with improving the framework and mechanisms of training for the youth of rural territories.

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