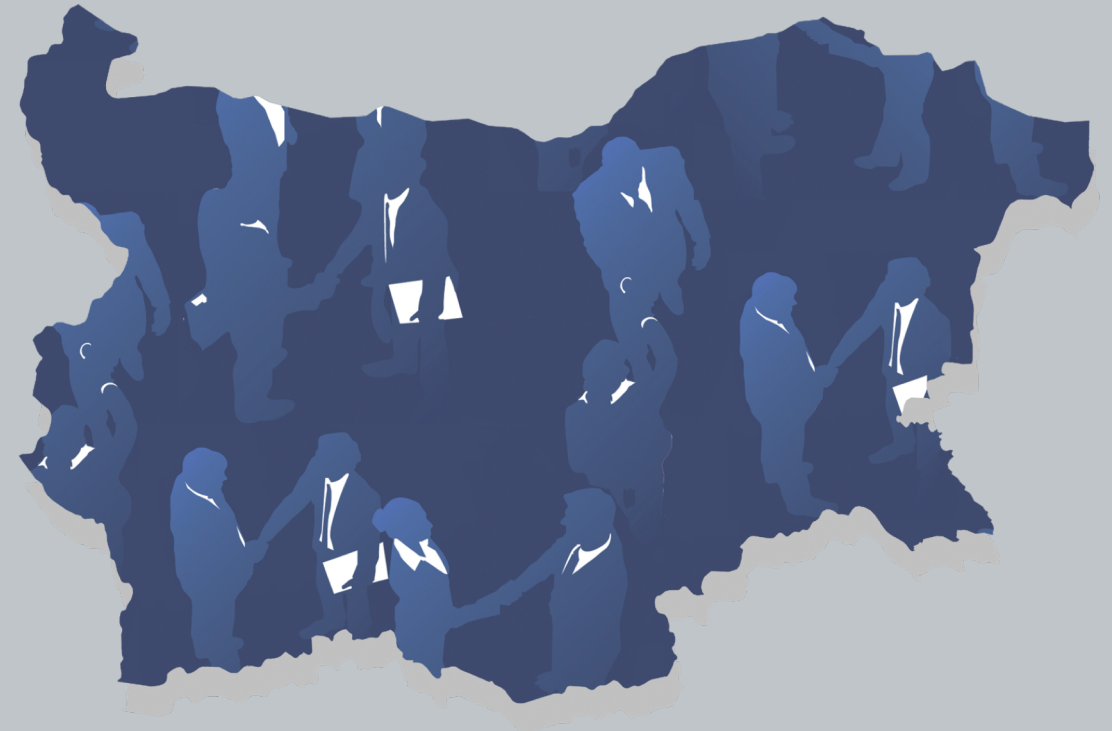


State of University- Business Cooperation **BULGARIA**

Business Perspective

Study on the cooperation between
higher education institutions and
public and private organisations



The State of Bulgarian University-Business Cooperation: the business perspective

Partners



Authors: Arno Meerman, Balzhan Orazbayeva, Vihra Andonova, Todd Davey, Victoria Galan-Muros and Alexandra Zinovyeva.

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Executive summary

Summary

Having analysed the perception of the representatives from a wide range of business fields, we observe a positive sign for the future. 100% of businesses that currently cooperate with higher education institutions (HEIs) plan to maintain or increase the intensity of their cooperation. Yet, more can be done, for example in supporting companies with the development mechanisms and activities that can foster their cooperation with universities, as well as in developing (actual and perceived) capabilities further.

About the study

The results presented in this national report are from the State of European University-Business Cooperation (UBC) study executed for the DG Education & Culture of the European Commission (EAC/10/2015) by a consortium led by the Science-to-Business Marketing Research Centre. The project investigates university-business cooperation (UBC) from the perspective of both university and business, seeking clarity on mechanisms supporting it, drivers, barriers and challenges. The results are part of two quantitative surveys (university and business perspectives) ran in 2016 that received 17,431 responses, making it the largest International study yet completed on the topic.

University-Business Cooperation

The level of development of cooperation activities between the Bulgarian businesses involved in this survey and universities is relatively low.

Bulgarian businesses engage mainly in research activities such as collaboration in consulting and R&D (45,3 % and 31,5% respectively) . As for UBC in education, Bulgarian businesses undertake joint activities with universities in mobility of students. The main drivers for the three areas of collaboration are the existing EU Funds and support programs. In addition, the research-related activities meet the needs of SMEs for new product and/or service development to remain competitive.

There is a noticeable lack of development of other joint activities, specifically in management and valorisation. On average, more than 50% of businesses do not engage in them. However, Bulgarian businesses see themselves as the most active UBC initiators. In a highly competitive environment the business is most proactive in seeking solutions for success. Industries with competitive advantage – ICT, engineering, mechatronics, pharmaceuticals are among those where active collaboration with HEIs is demanded.

Differences in cultures and bureaucracy limit Bulgarian UBC

Bulgarian businesses see their differences in culture with HEI, such as differing motivations, time horizons, as well as lack of academics with business knowledge as the conditions that inhibit UBC the most. Bulgarian business representatives also note that the bureaucracy related to UBC in HEIs hinders the intensity or quality of joint activities.

NOTE: This report aims at contributing to our understanding of the business perspective on university-business cooperation (UBC) in Bulgaria, drawing on a survey of European higher education institutions, academics and businesses. While acknowledging limitations relating to the generalisability of the results due to the non-random nature of the sample, the results provide positive signs both of the present and for the future, while also providing an indication as to areas that require future development.

Executive summary

The majority of barriers to UBC as seen by Bulgarian businesses differ from those indicated by European businesses. When comparing their perspectives, notably the Bulgarian businesses perceive most of the limiting factors to be relatively stronger.

Relationships enable UBC

Bulgarian businesses find the relationship-related factors, such as existence of mutual trust, commitment and a shared goal as the most promising drivers that stimulate UBC. Bulgarian business representatives reported that the potential interest of the universities to access the business knowledge is one important facilitator of UBC.

Interestingly, for European businesses the existence of funding is the strongest driver to engage in UBC, whilst in Bulgaria businesses do not assign such importance to this factor. Obtaining funding is perceived as a time-consuming process, and the businesses are oriented towards faster results.

Benefits for others

Bulgarian business representatives see UBC much less beneficial for themselves than for other stakeholders. They see students and academics as the major beneficiaries of UBC, with themselves, government and society receiving the fewest benefits. Then, what is the major motivation for Bulgarian businesses to undertake UBC?

Bulgarian businesses are primarily driven to collaboration with HEIs for accessing a better-qualified graduate. The Bulgarian businesses are constantly facing the lack of labour force with adequate skills for their needs. The opportunities to access cutting-edge technology, as well as to improve their reputation attract Bulgarian

businesses to interact with universities closely. To access the university facilities is the least present motivation for Bulgarian businesses. Currently, the Bulgarian HEI infrastructure is not always adequately equipped. The knowledge available in some fields is more valuable than equipment.

Lack of UBC supporting mechanisms

Bulgarian businesses are considerably committed to the organisation of networking sessions or meetings for their employees to interact with academics (43%). Bulgarian companies are found to adopt further supporting mechanisms in their cooperation with HEIs, with overall well-developed strategy for collaborating with universities (30%) and education participatory activities. Yet, other UBC supporting mechanisms are not as well developed compared to the European average.

Education is our responsibility too

Bulgarian businesses generally perceive themselves as reliable partners for HEIs, and believe that it is their responsibility to cooperate with universities in education. Interestingly, while European businesses believe they have a lot to offer to universities in research, Bulgarian companies clearly see themselves differently. They, on the other hand, generally perceive themselves as reliable partners for HEIs in E&T, and Bulgarian business representatives believe that it is their responsibility to cooperate with universities in education. This indicates a positive momentum for Bulgarian UBC in education, but there is room for development of businesses' capabilities towards joint UBC in research.

Introduction

About the study

The study focuses on the cooperation between higher education institutions (HEIs) and public and private organisations in the 28 European Union Member States and 5 associated countries.

The State of European university-business cooperation (UBC) study is executed for the DG Education and Culture at the European Commission (EAC/10/2015) by a consortium led by the Science-to-Business Marketing Research Centre (S2BMRC), in Germany from January 2016 until November 2017.

The aim of the study is to get a more profound, comprehensive and up to date understanding of the state of UBC in Europe: what is the state of play of a wide range of UBC activities in the different countries, what are the main drivers and barriers for the different stakeholders and at what levels; what is the regulatory framework and socio-economic conditions and what kind of measures/initiatives exist on a national level to support the development of UBC. The project investigates UBC from the perspective of both university and business.

Main activities

The main components of the project were a series of expert interviews with 23 recognised UBC experts, 52 good practice case studies, a UBC policy and indicators review as well as a major quantitative survey of stakeholders within both HEIs and business. The survey was translated into 25 languages and sent to all registered European HEIs (numbering over 3,000) in the 33 countries during

October-November 2016. Through this, a final sample of 17,410 representatives from within HEIs and business was achieved. This makes the study the largest international study into cooperation between HEIs and business yet completed.

Why care about university-business cooperation?

- UBC is considered to be the engine towards knowledge-based societies and economies
- UBC is specially needed in the European context, threatened by increased global competition, with ongoing economic and social problems and high levels of youth unemployment
- UBC helps to create a more connected and functioning relationship between government, business and HEIs, which is at the core of EU funding schemes, such as Horizon 2020 and Erasmus+.
- UBC direct outcomes include:
 - improving the competitiveness of business,
 - increasing the relevance and innovativeness of research and teaching in HEIs,
 - improving the future job prospects of students and graduates,which can in the longer term:
 - create jobs,
 - stimulate economic growth,
 - increase living standards,
 - reduce hindrances to good living.

Study Objectives

The specific objectives for the study are:

- Chart the current state of play and provide an in-depth analysis of UBC in the countries covered by this study, from the HE and business perspectives;
- Deliver 50 case studies of UBC (representative sample, balanced distribution among countries and organisations, balanced distribution of HEI and business led cases);
- Review indicators measuring UBC and propose possible scenarios for the implementations of UBC monitoring in Europe;
- Provide policy conclusions and recommendations for the furthering of UBC and the best approaches to take.



UNIVERSITY-BUSINESS
COOPERATION IN EUROPE

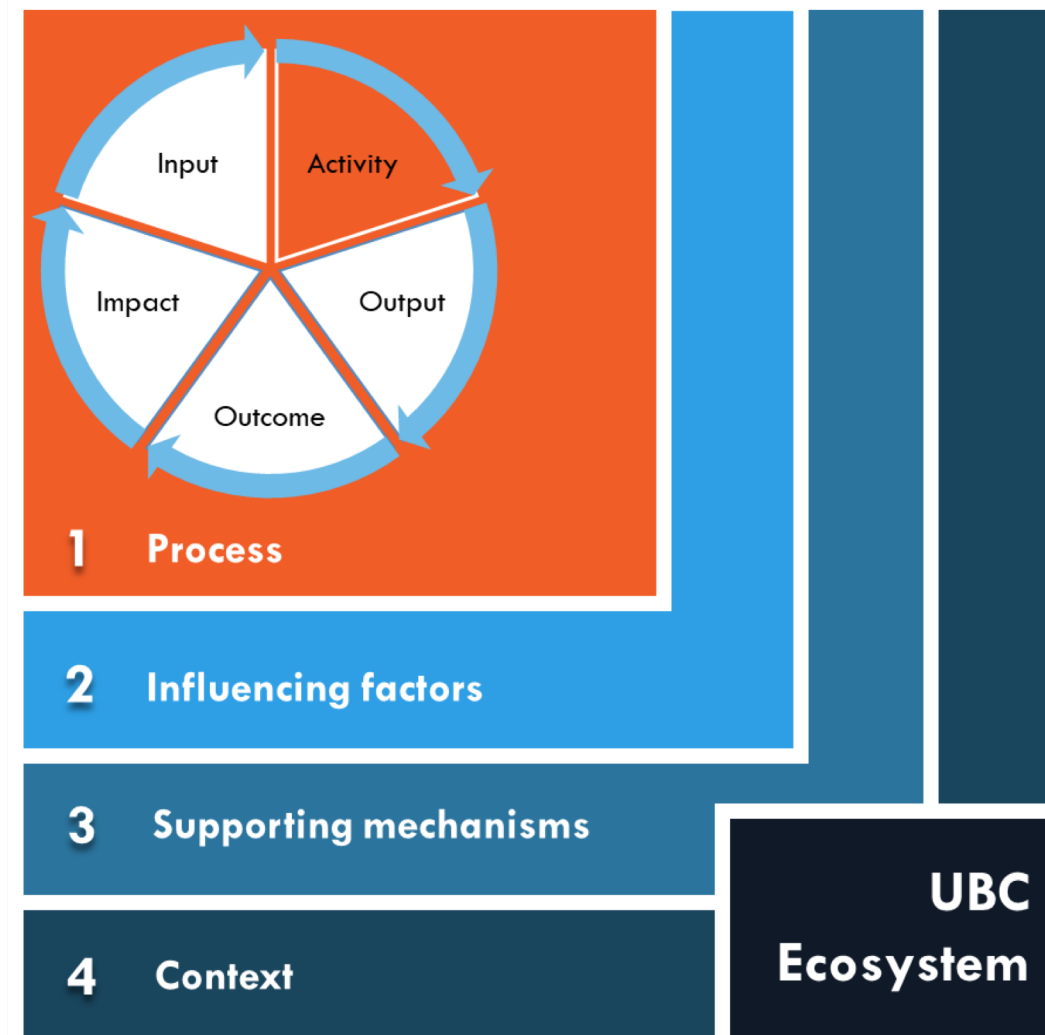
UBC activities

UBC Ecosystem Framework™

In order to best organise the project results, a project conceptual framework was chosen.

The UBC Ecosystem Framework possess a number of interrelated elements including the process of undertaking UBC, factors that are influencing UBC, mechanisms supporting UBC and finally the context in which UBC occurs.

The framework ties together the respective project activities, providing a common thread for reporting results and making recommendations.



Source: Galán-Muros, V.; Davey, T. (2017) *The UBC Ecosystem: Putting together a comprehensive framework for university-business cooperation*. *Journal of Technology Transfer*. <https://doi.org/10.1007/s10961-017-9562-3>

UBC activities

Fourteen UBC activities are recognised, commonly categorised into the areas of education, research, valorisation and management.

Area	Activities
Education	<ol style="list-style-type: none">1. curriculum co-design2. curriculum co-delivery (<i>e.g. guest lectures</i>)3. mobility of students (<i>i.e. student internships/placements</i>)4. dual education programmes (<i>i.e. part theory, part practical</i>)5. lifelong learning for people from business (<i>e.g. executive education, industry training and professional courses</i>)
Research	<ol style="list-style-type: none">6. joint R&D (<i>incl. joint funded research</i>)7. consulting to business (<i>incl. contract research</i>)8. mobility of professionals (<i>i.e. temporary mobility of academics to business and vice versa</i>)
Valorisation	<ol style="list-style-type: none">9. commercialisation of R&D results (<i>e.g. licencing/patenting</i>)10. academic entrepreneurship (<i>e.g. spin offs</i>)11. student entrepreneurship (<i>e.g. start-ups</i>)
Management	<ol style="list-style-type: none">12. governance (<i>e.g. participation of academics on business boards and businesspeople participation in university board</i>)13. shared resources (<i>e.g. infrastructure, personnel, equipment</i>)14. industry support (<i>e.g. endowments, sponsorship and scholarships</i>)

Development of UBC activities

The extent of Bulgarian UBC is presented in a range of diverse collaboration types, on four different levels of development: None, Low, Medium and High.

Research related activities including 'consulting' (4.4) and 'collaboration in R&D' (3.8) are the most developed types of UBC in Bulgaria. As for cooperation in education, it is 'mobility of students'. The main driver for the three areas of collaboration are the existing EU funds and support programs. In addition, the research related activities meet the needs of SMEs for new product and/or service development to remain competitive.

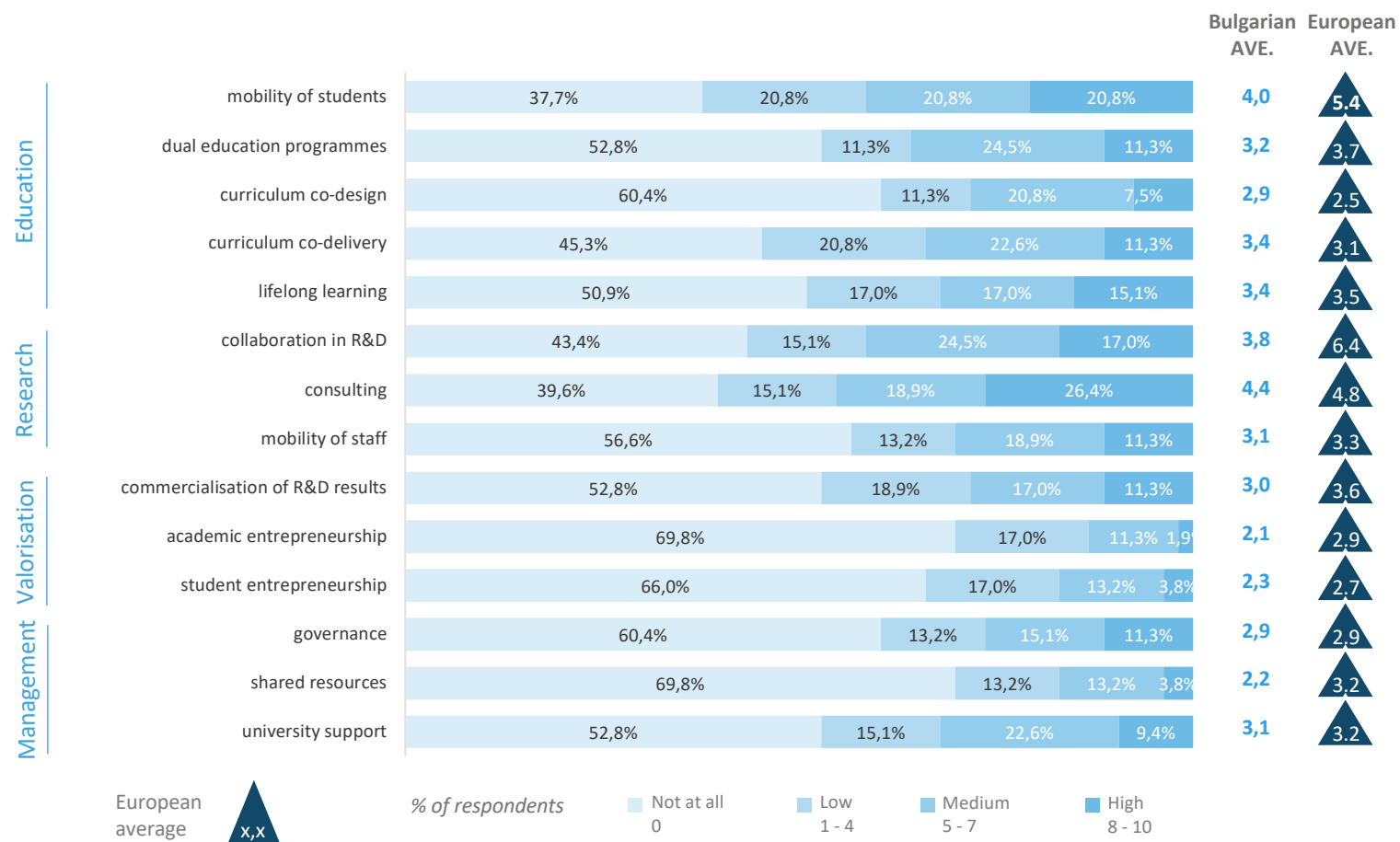
On average, more than 50% of businesses do not engage in the other UBC activities. In particular, the development of student and academic entrepreneurship activities considerably lags behind. "[...] In the early 1990s many universities and research organizations banned the commercialization of scientific results and withdrew from applied research".¹ There are barriers between science and economics, preventing scientists to easily create businesses or work as consultants and get back to science – with little mobility of staff.

Overall, the level of UBC development in Bulgaria is lower than the European average.

¹ Conclusions of Project "Science and Business" (2015). "Applied Practices in Academic Entrepreneurship", Sofia, Bulgaria

UBC activities development

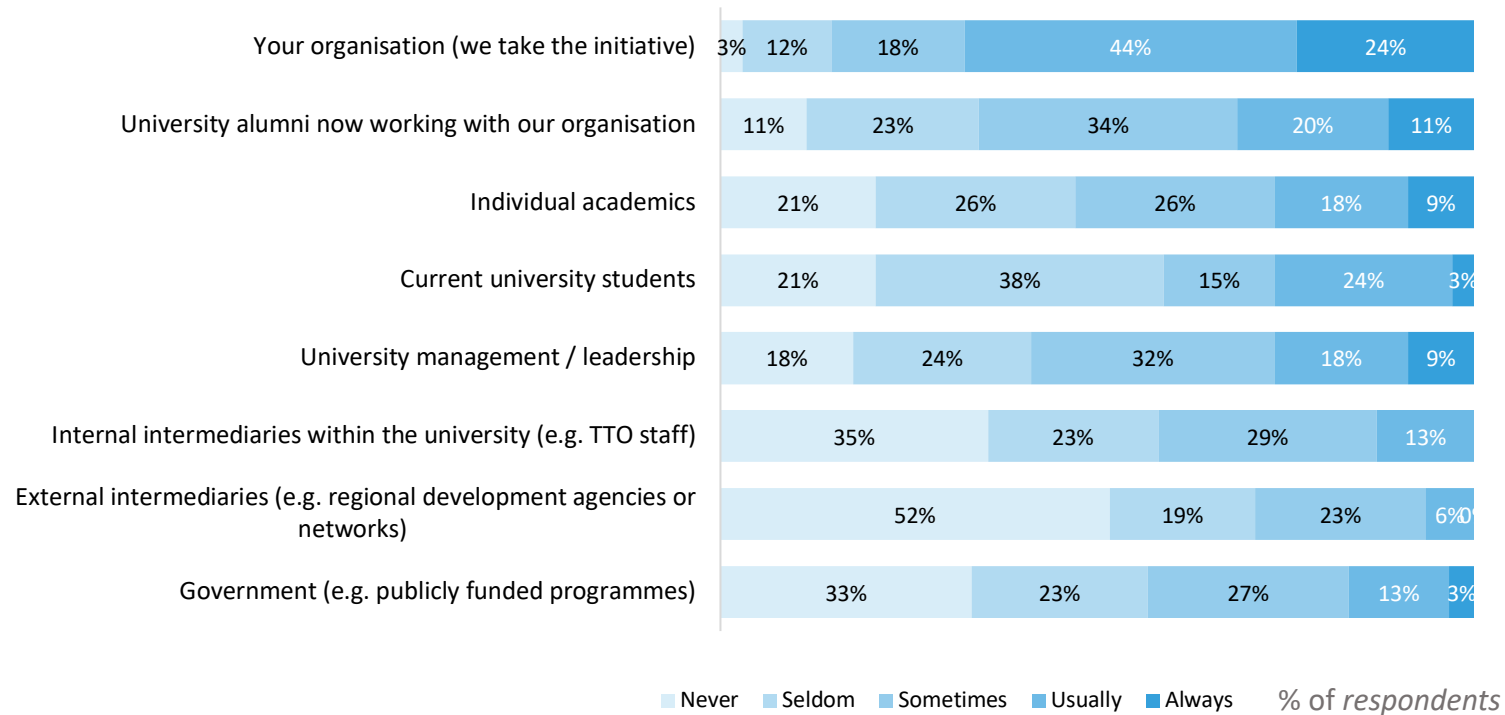
'Which UBC activities do you collaborate with universities in?'



Initiation of UBC

How UBC is initiated

'How often various stakeholders initiate UBC activities'



Bulgarian businesses see themselves as the most active UBC initiators, with 68% of them reporting that they always or usually initiate collaborative activities with universities. In a highly competitive environment the business is most proactive in seeking solutions for success. Industries with competitive advantage – ICT, engineering, mechatronics, pharmaceuticals are among businesses where active collaboration with university is demanded. As noted by the Confederation of Employers and Industrialists in Bulgaria, “[...] Employers are in contact with universities and help their career centers, while universities welcome suggestions for changes to curricula, invite business representatives to participate in examination boards and develop joint internships”.²

Other stakeholders are less active in respect to UBC initiation. In particular external intermediaries are found to be the most passive stakeholders. Development of all units in the complete UBC chain is lacking behind in the intermediary part. TTOs and TTCs have very little history behind – just a few years and a major driver for their establishment was EU funding under the operational program “Innovation and Competitiveness”, followed recently by the Operational Program “Science and Education for Intelligent Growth”.³

² Confederation of Employers and Industrialists in Bulgaria. (2015) *Business has to be more flexible and adaptive*. Strategic Management of Human resources in Bulgaria [Project Notes]. Bulgaria, Sofia.

³Ministry of Education of Bulgaria. (2016). *Technology transfer and dissemination of knowledge*. ARC Fund [National Science and Business Platform Notes]. Sofia, Bulgaria

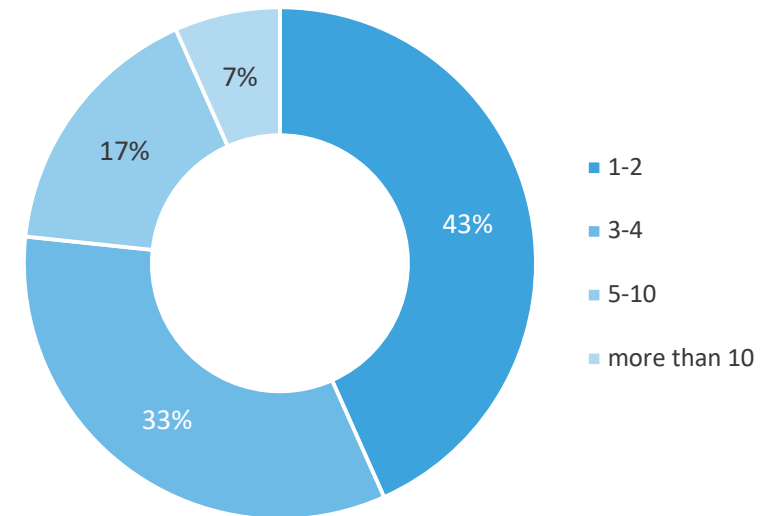
Geographical location still matters

Location of university partners

Percentage of cooperating businesses with...	
universities in their region	87%
universities in their country	97%
universities outside their country	55%

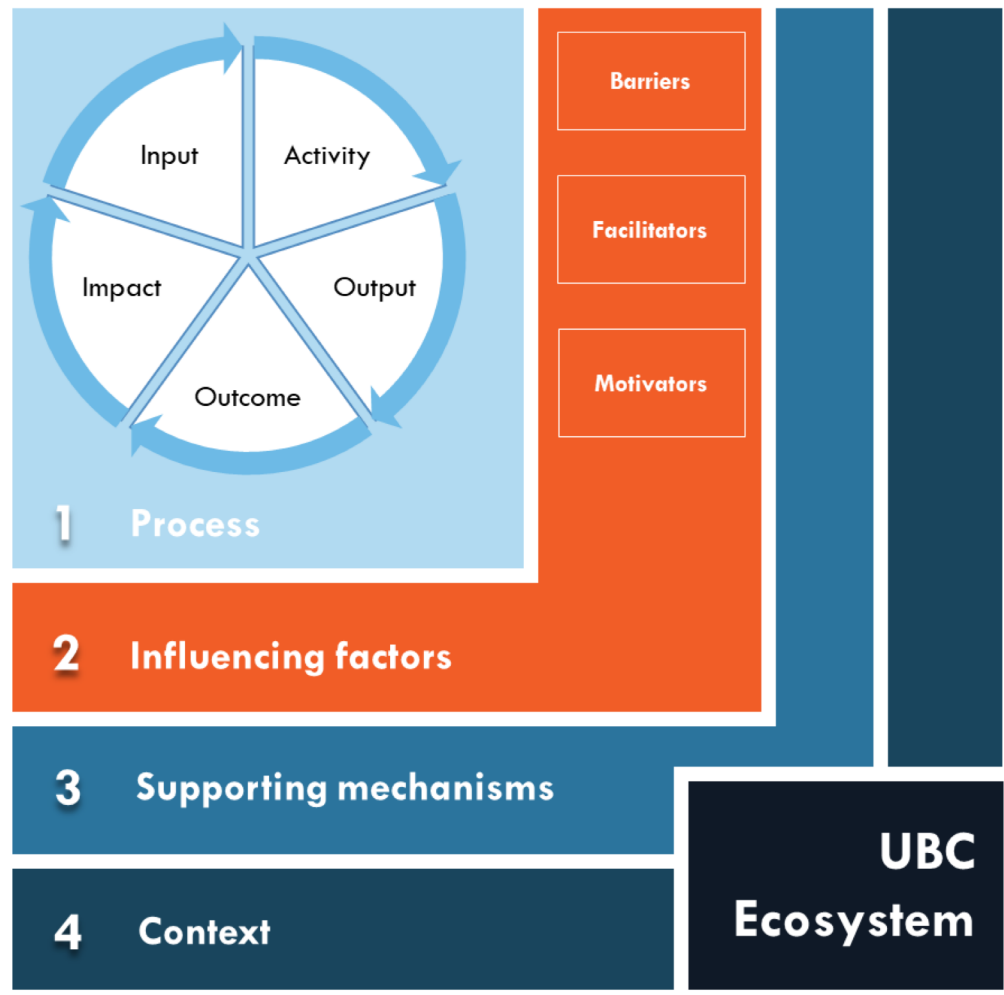
While most Bulgarian businesses cooperate with Bulgarian universities (97%), the results also show high percentages of cooperation with universities from the region (87%). Only 55% work with international HEIs. The Bulgarian business has several barriers while cooperating with international HEIs: language, limited knowledge of the system and self underestimation.

Number of university partners



43% of Bulgarian businesses cooperate with only 1 or 2 HEIs. 33% of businesses have 3 to 4 university partners. While 17% of businesses cooperate with 5 to 10 partners, only 7% have established relations with more than 10 universities.

Factors influencing UBC



This section outlines the extent to which various factors affect UBC.

Generally, a barrier provides a hindrance or obstacle to do something. Drivers comprise facilitators, which enable or ease the process, and the motivators, which triggers the starting of an activity and are often related to the expected outcome(s).

At the European level, this study has found that removing a barrier does not necessarily create UBC but rather it makes UBC possible. Instead, it is the facilitators and motivators (drivers) that initiate UBC.

For example, even when a lack of funds is often named as a major barrier to cooperation, the presence of funds may not be enough for cooperation to happen if the perceived facilitators or motivators are not sufficient.

Barriers hindering UBC

For Bulgarian businesses the top five barriers potentially inhibiting their cooperation with universities relate to the cultural and administrative issues.

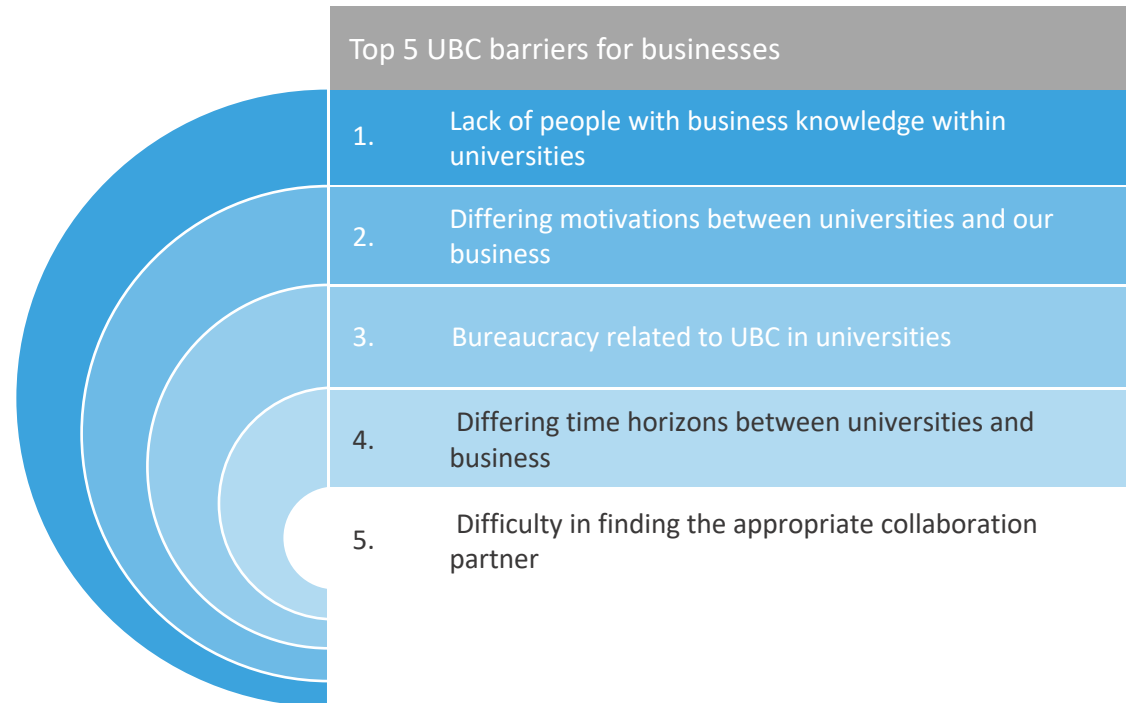
Lack of people with business knowledge within universities is the strongest barrier.

Differing motivations, bureaucracy related to UBC in universities, followed by differing time horizons between universities and business also emerge as the most prominent factors inhibiting UBC.

Difficulty in finding the appropriate collaboration partner' is further perceived barrier.

Barriers

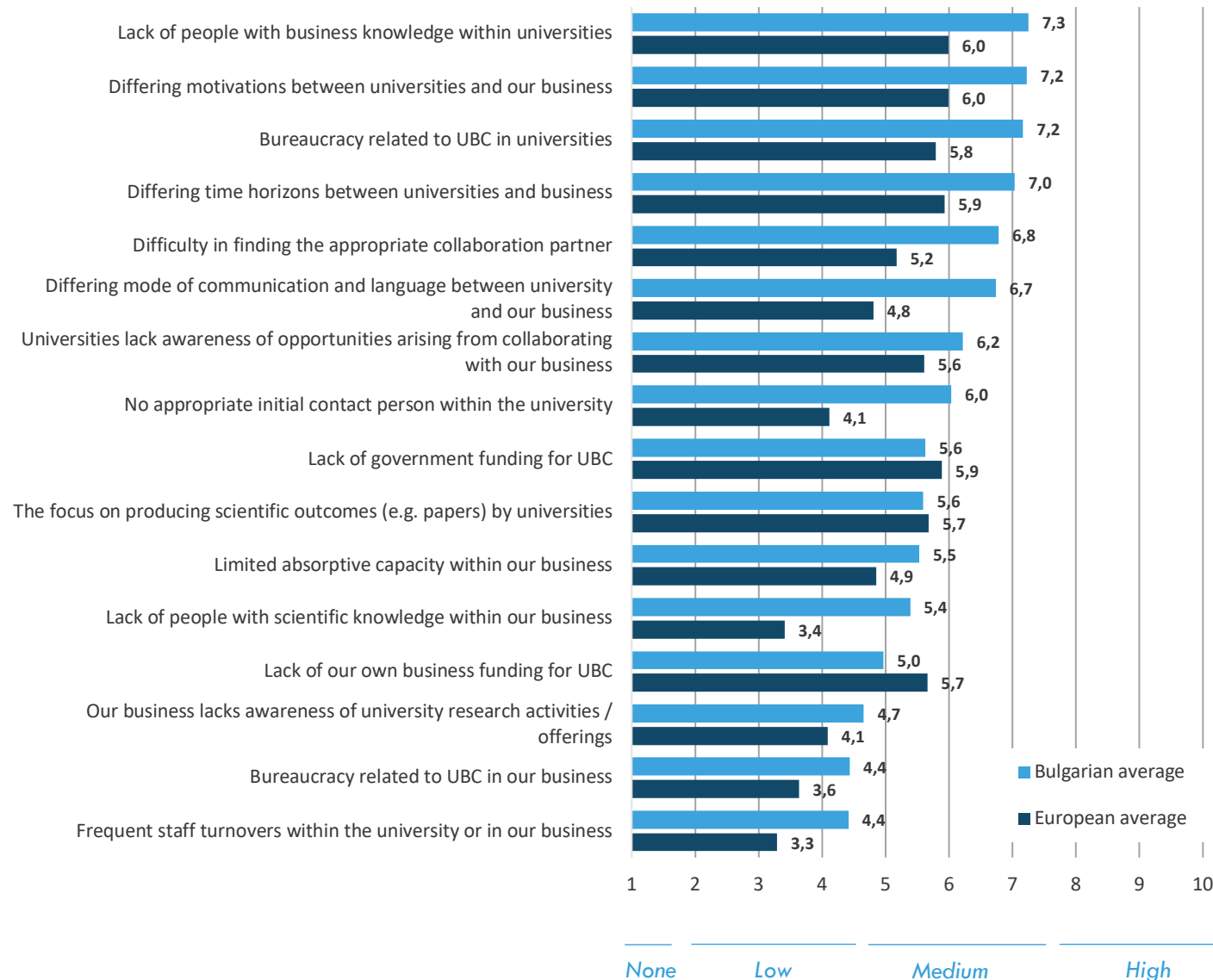
'What is inhibiting your cooperation with universities?'



Barriers hindering UBC

Barriers

‘What is inhibiting your cooperation with universities?’



For Bulgarian business respondents the strongest barriers are those related to the university, not their own organisation. The cultural characteristics play a major role also in this type of relations. According to Valchanov (2017), “[...] in most cases neither the business nor the academic institution knows what they can be of mutual benefit. [...] The word "help" is not always the equivalent of the word "money". Education first needs human capital, concentrated in business, and only second is the funding”.⁴

Interestingly, the majority of barriers to UBC in Bulgaria differ from those indicated by European businesses. However, when comparing their perspectives, notably, the Bulgarian businesses perceive most of the barriers relatively stronger.

Yet, both groups indicated the same barriers as the strongest ones, namely Lack of people with business knowledge within universities and differing motivations and differing time horizons. Business and universities have different time horizons and final goals. For the business this is a new product and cash flow in less than a year timeframe and for the university is publications and citations in the years to come.

‘Frequent staff turnovers within the university or in our business’ is the weakest barrier.

⁴ Valchanov N. (2017). Business needs to realise that the State is not the only one responsible for the education. *Newspaper Capital*. Sofia, Bulgaria.

Drivers stimulating UBC

The three out of five top UBC drivers as indicated by Bulgarian business representatives are connected with the relationship factors. Thus, the existence of mutual trust, a shared goal and mutual commitment are mentioned as the most prominent facilitators.

University-centred factors such as interest of the university in accessing out knowledge and flexibility of the university emerge as further drivers stimulating UBC. As Valchanov (2017) notes, “[...] there is a willingness from the universities to cooperate with business, but the initiative for this cooperation must be mutual. What is still lacking is a strategy for how this collaboration will happen in the future and to be optimal”.⁵

Drivers are those factors that encourage businesses, academics or HEIs to engage in UBC. Drivers of UBC are divided into two factors:

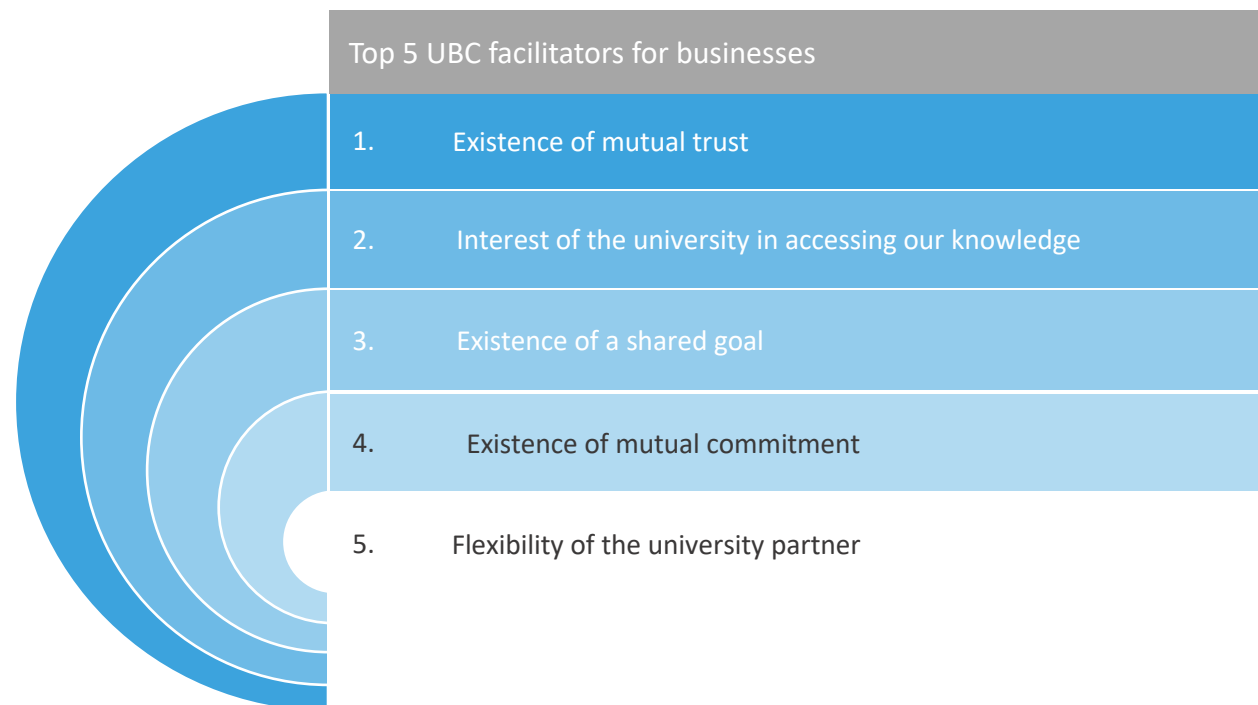
1. **Facilitators** – factors that enable or ease cooperation
2. **Motivators** – incentives or benefits that the respective stakeholders would like from the cooperation

Together, these two factors provide a comprehensive picture of what compels businesses to cooperate.

The 2010-11 State of European UBC study showed that for European universities the existence of strong UBC drivers can overcome the presence of barriers to UBC.

Facilitators enabling UBC

‘What is facilitating your cooperation with universities?’

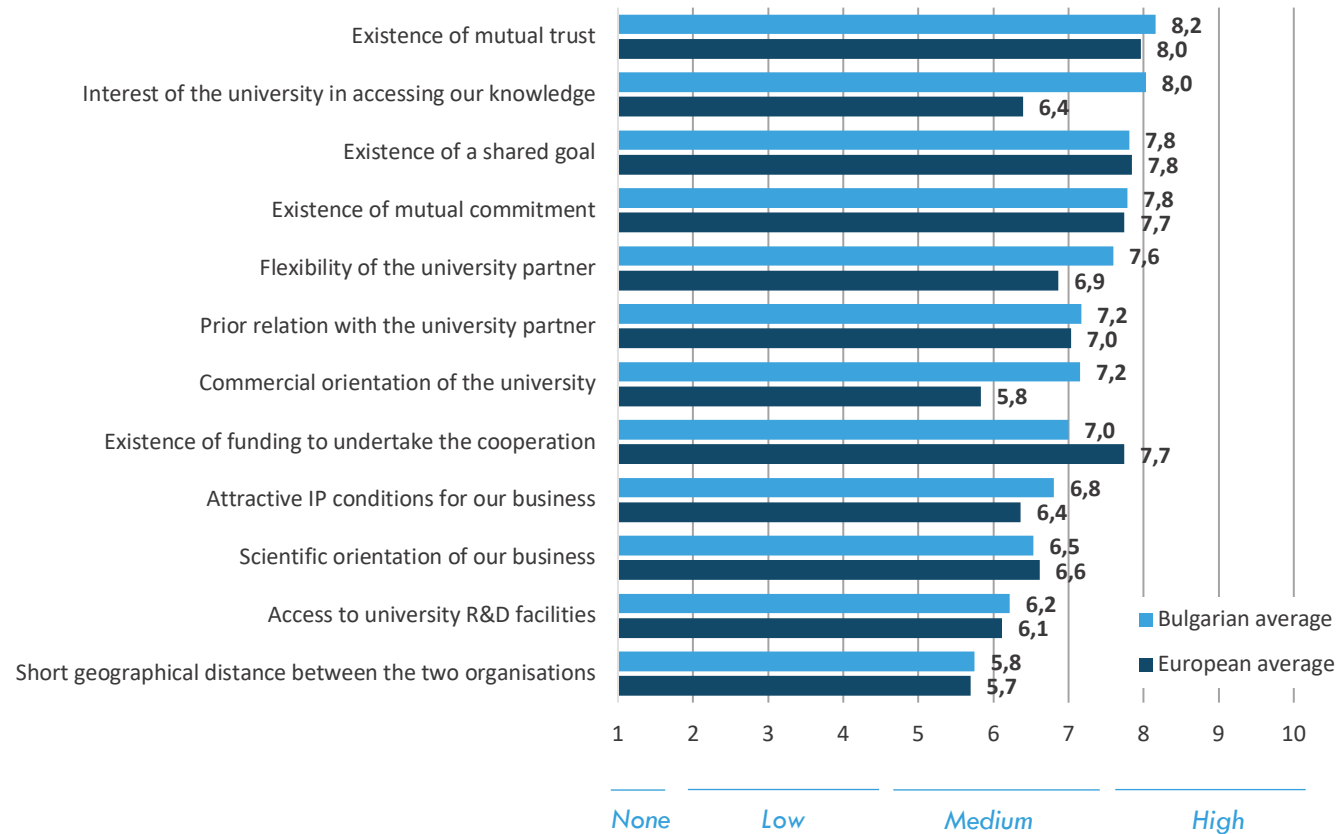


⁵ Valchanov N. (2017). Business needs to realise that the State is not the only one responsible for the education. *Newspaper Capital*. Sofia, Bulgaria.

Drivers stimulating UBC

Facilitators

'What is facilitating your cooperation with universities?'



Relationship-related factors are the most prominent drivers for UBC for businesses both in Bulgaria and Europe. In Bulgaria, relationships are the first step towards starting to do business together – cultural and sociological inheritance.

Yet, there are some differences in the perception of funding as the facilitator. For European businesses the existence of funding is the strongest driver, whilst in Bulgaria it is perceived as of medium importance. Obtaining funding is perceived as a time-consuming process, and the businesses are oriented towards faster results.

On the downside, both Bulgarian and European businesses see short geographical distance between the two organisations as the weakest UBC facilitator (with 5.8 and 5.7 respectively).

Drivers stimulating UBC

Overall, the top five UBC motivators can be classified into following meta-groups: innovation, competitiveness and society.

Businesses cooperate with universities primarily because they want to access better qualified graduates and improve their own reputation. The business in Bulgaria is facing lack of human resources. "The convergence of business and academic circles inevitably leads to a rethink of their individual and collective roles and responsibilities in building the future labor force".⁶

These two are followed by innovation related purposes, including willingness to get access to new technologies and knowledge' and improve innovation capacity. The willingness to positively impact society is a further motivation for Bulgarian businesses to collaborate with universities.

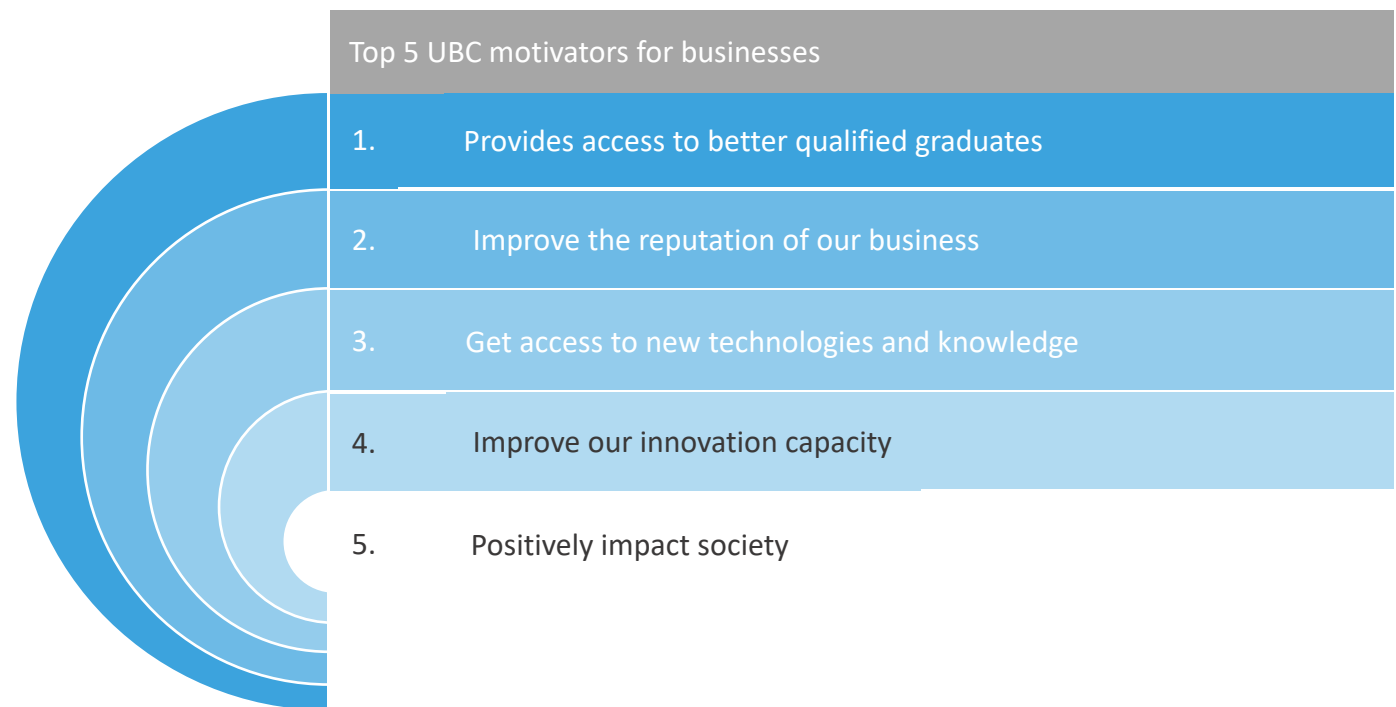
Motivations for UBC are the reasons why businesses collaborate with university.

They provide key information about the outcomes that the businesses seek from their collaborative activities relating to education, research, valorisation and management.

Motivators

'What motivates you to cooperate with universities?'

The ability of the collaboration to achieve these outcomes will have a substantial influence on the businesses' assessment of the success of their collaboration.

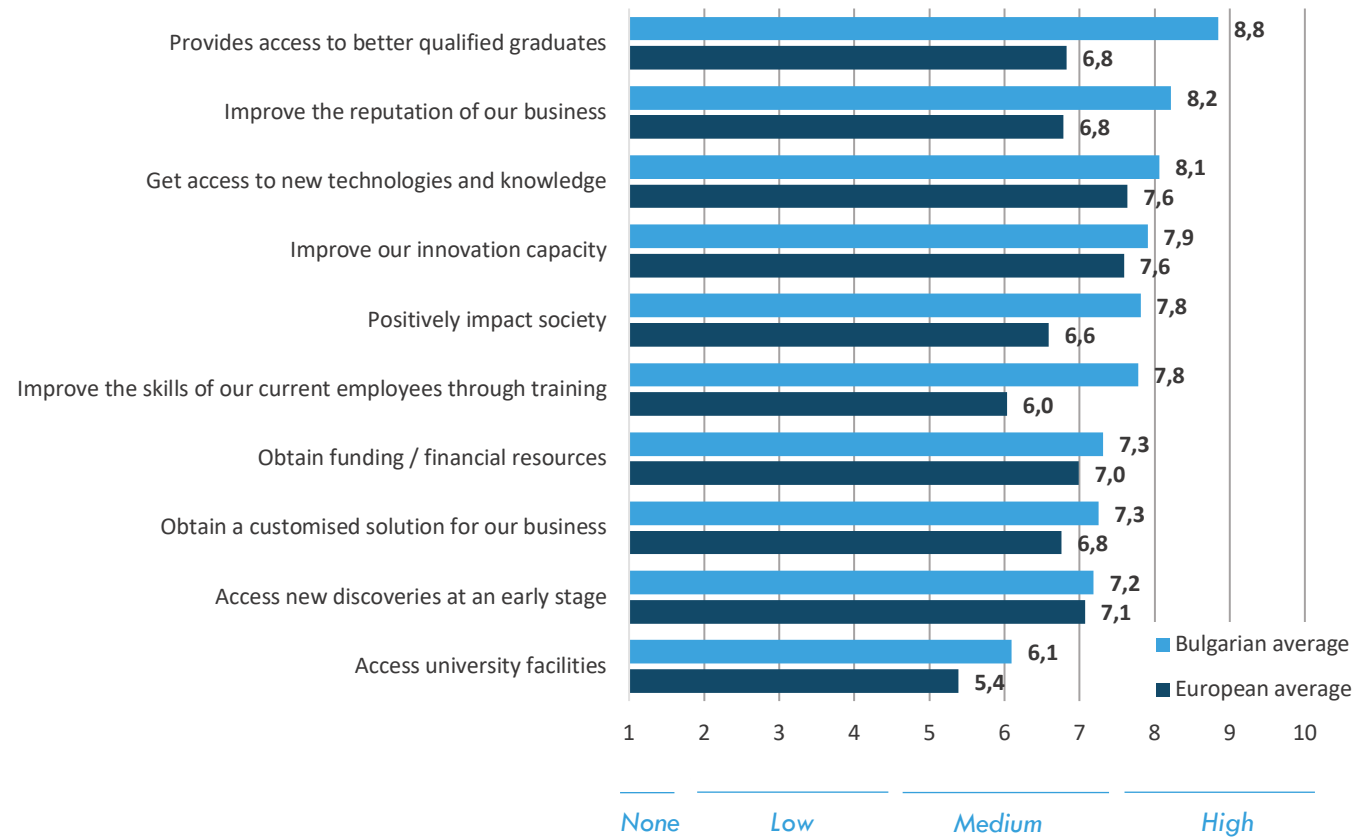


⁶ Confederation of Employers and Industrialists in Bulgaria. (2015) *Business has to be more flexible and adaptive*. Strategic Management of Human resources in Bulgaria [Project Notes]. Bulgaria, Sofia.

Drivers stimulating UBC

Motivators

'What motivates you to cooperate with universities?'



Bulgarian businesses are more motivated to collaborate with universities than their European counterparts. Overall, their perspectives differ in respect to UBC motivators.

While the willingness to access better qualified graduates is the strongest motive for Bulgarian businesses (8.8), in Europe it is of medium importance (6.8). Thus, European businesses are highly motivated by the desire to access new discoveries at an early stage and obtain funding, whereas in Bulgaria these motivators are of considerably lower importance. The Bulgarian businesses are constantly facing the lack of labour force with adequate skills for their needs.

Both groups do not perceive the opportunity to access the university facilities as a prominent motivator. Currently the Bulgarian HEI infrastructure is not always adequately equipped with the latest testing and research laboratories. The knowledge available in some fields is more valuable than equipment.⁷

⁷ Ministry of Education and Science Republic of Bulgaria. (2017). Bulgarian National roadmap for research infrastructure 2017-2023. *EU Publications*. Retrieved from https://ec.europa.eu/research/infrastructures/pdf/roadmaps/bulgaria_national_roadmap_2017_en.pdf

Benefits of UBC

Both Bulgarian and European respondents consider students to be the main UBC beneficiaries.

Bulgarian businesses as well as their European counterparts see more benefits for other HEI stakeholders than for themselves. Based on the main driver for UBC – EU funding, the business see the HEI stakeholders as beneficiaries and not so much contributing to the business development.

UBC is seen as less beneficial for the government and wider society.


Benefits are the perceived positive outcomes (financial and non-financial) from undertaking UBC as relevant for the different stakeholder groups that can potentially participate in UBC.

The perception regarding who benefits from such cooperation can influence the decision to increase or decrease their participation or

the involvement of other groups. For example, if academics perceive their own benefits to be low, they may refrain from engaging in UBC. Yet, if they perceive benefits for students to be high, they might undertake actions that contribute to students' involvement in UBC.

Benefits of UBC

'Who receives the benefits of UBC?'

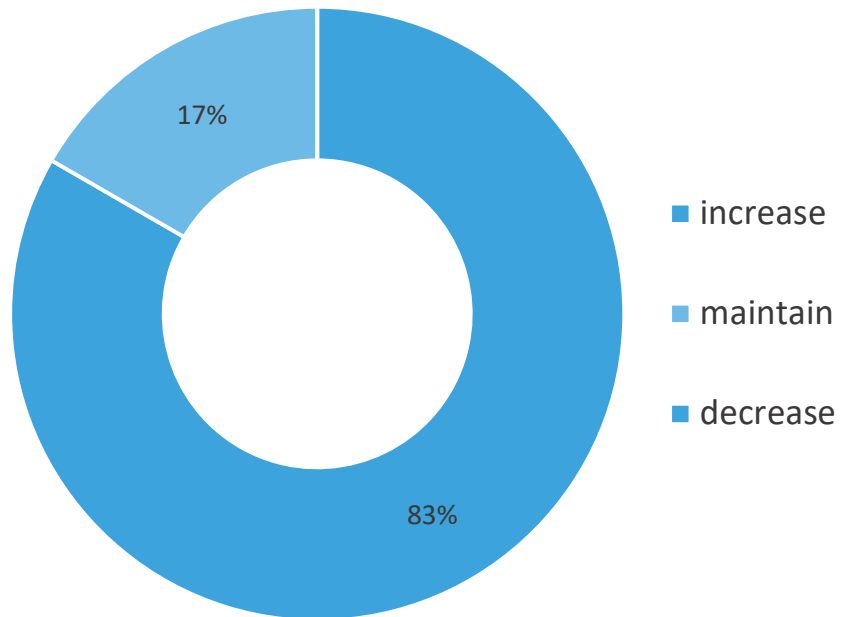


	Bulgarian businesses	European businesses
1.	Students	Students
2.	Academics	Universities
3.	Universities	Businesses
4.	Businesses	Academics
5.	Government/public authorities	Society
6.	Society	Government/ public authorities

Future intentions

Future UBC intentions – Bulgaria

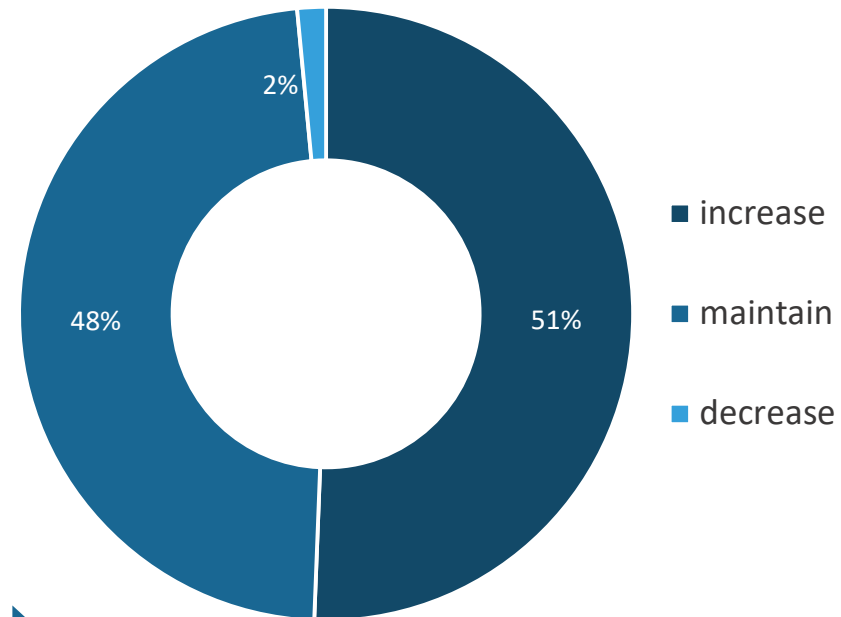
As answered by Bulgarian businesses



100% of Bulgarian businesses that already have cooperation experience plan to increase or maintain (17%) their cooperation with universities.

Future UBC intentions – EUROPE

As answered by European businesses



European businesses seem to be less confident in terms of their future intention towards UBC with only 51% (vs. 83% in Bulgaria) that plan to increase cooperation activities.

Willingness to recommend UBC

Bulgarian businesses express more support towards UBC in E&T (14%) than in R&D (0%).

While there are more R&D 'detractors' (41% vs. 28% in E&T) among Bulgarian businesses, the percentage of 'promoters' is the same for education and research (41%).

In terms of UBC recommendation, European businesses show different tendency, with considerably more support expressed for cooperation in R&D.

Respondents were asked how likely it would be that they recommend to a business colleague to engage in UBC in the areas of R&D and

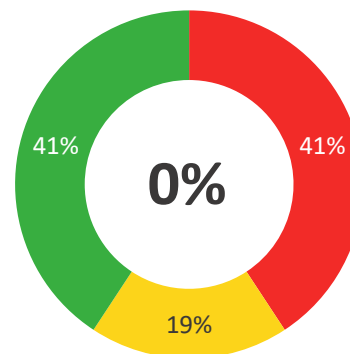
education and training (E&T). The *Net Promoter Score* metric offers a proxy for customer satisfaction.

Willingness to recommend cooperation with universities in R&D or E&T

	Detractors	Passives	Promoters	Net promotor score
Business cooperating with universities in R&D	41%	19%	41%	0%
Business cooperating with universities in E&T	28%	31%	41%	14%

Satisfaction with cooperation with universities (net promoter score)

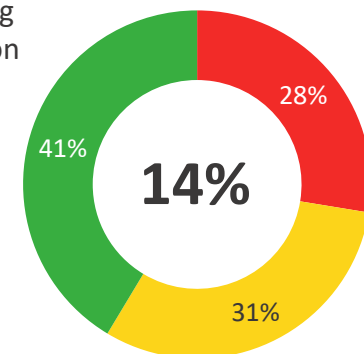
Business cooperating in research



■ Detractors ■ Passives ■ Promoters

European business NPS result: 28.2

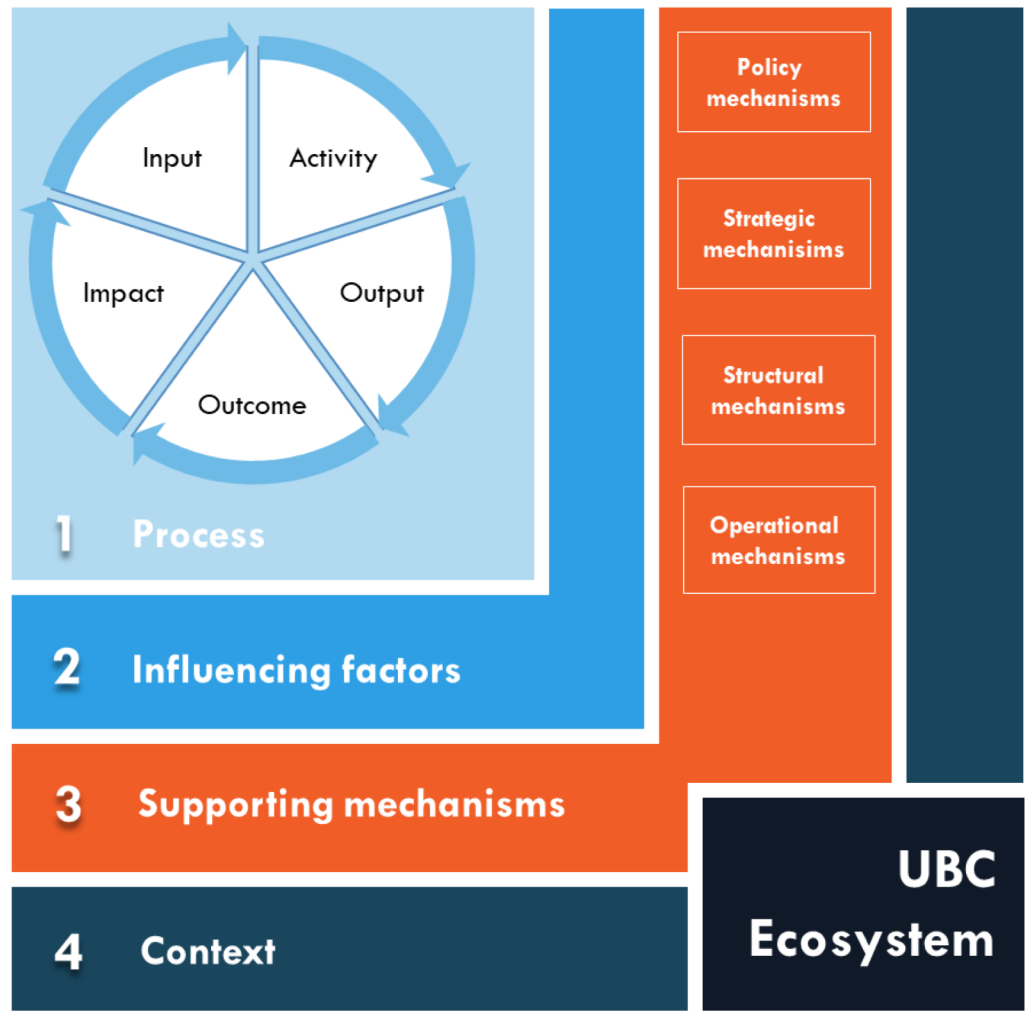
Business cooperating in education



■ Detractors ■ Passives ■ Promoters

European business NPS result: -2.1

Supporting mechanisms for UBC



Supporting mechanisms are interventions designed to support the development of cooperation between HEIs and business.

There are four types of supporting mechanisms:

- Policy
- Strategic
- Structural
- Operational

This section outlines the extent to which UBC supporting mechanisms are developed in this sample from the HEI perspective.

At the European level, the extent of development of all these mechanisms significantly influences the extent of cooperation.

Supporting mechanisms for UBC

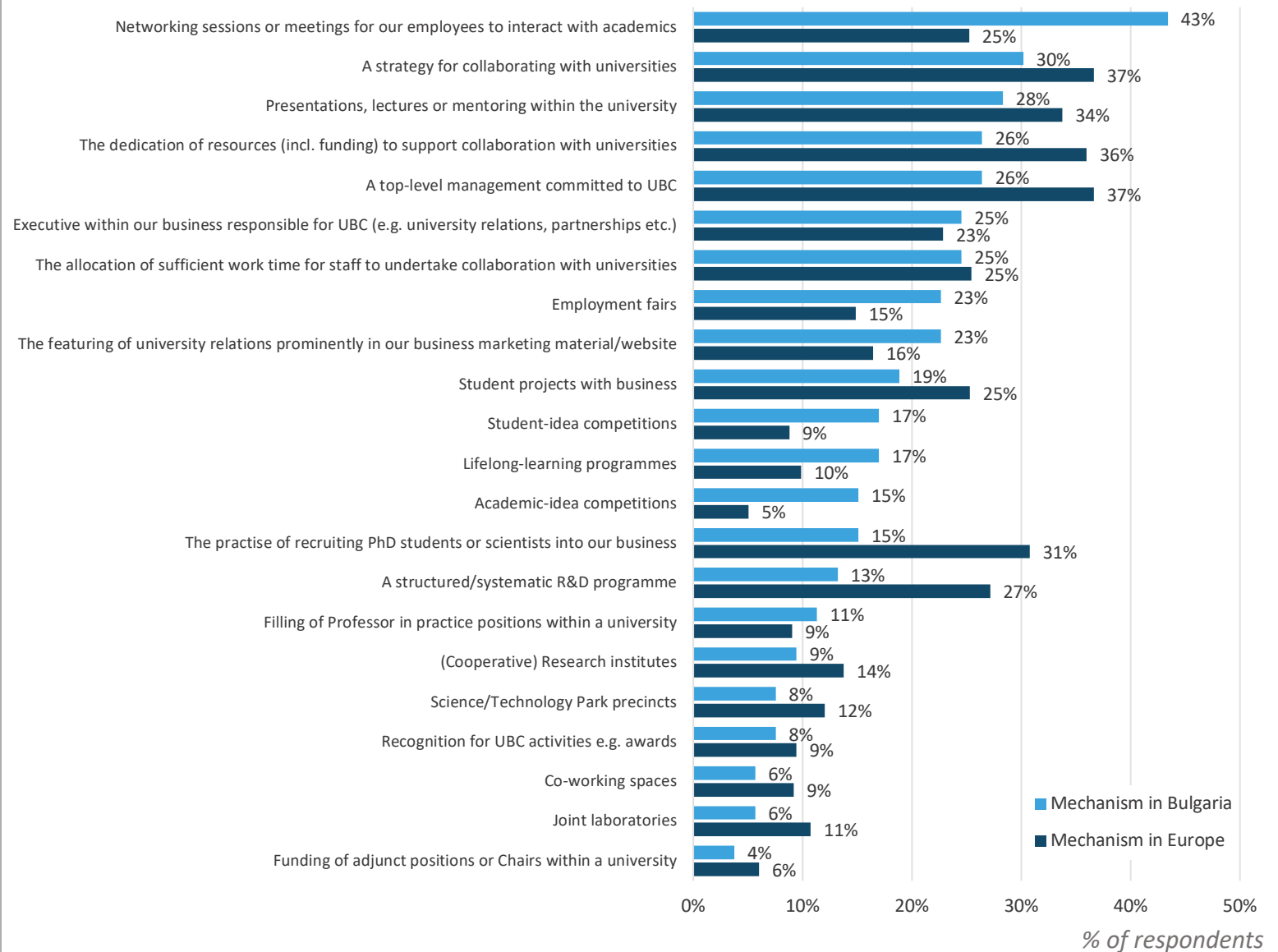
Compared to the European average, the development of UBC supporting mechanisms in Bulgaria significantly lags behind.

Bulgarian businesses are considerably committed to the organisation of networking sessions or meetings for their employees to interact with academics (43%).

Bulgarian companies are found to adopt further supporting mechanisms in their cooperation with HEIs, with overall well-developed strategy for collaborating with universities (30%) and education participatory activities (presentations, lectures or mentoring with university). Businesses recognise that one of the ways to improve the labour market situation is to develop mechanisms that create the contact with next generation through internships and mentoring programmes.⁸

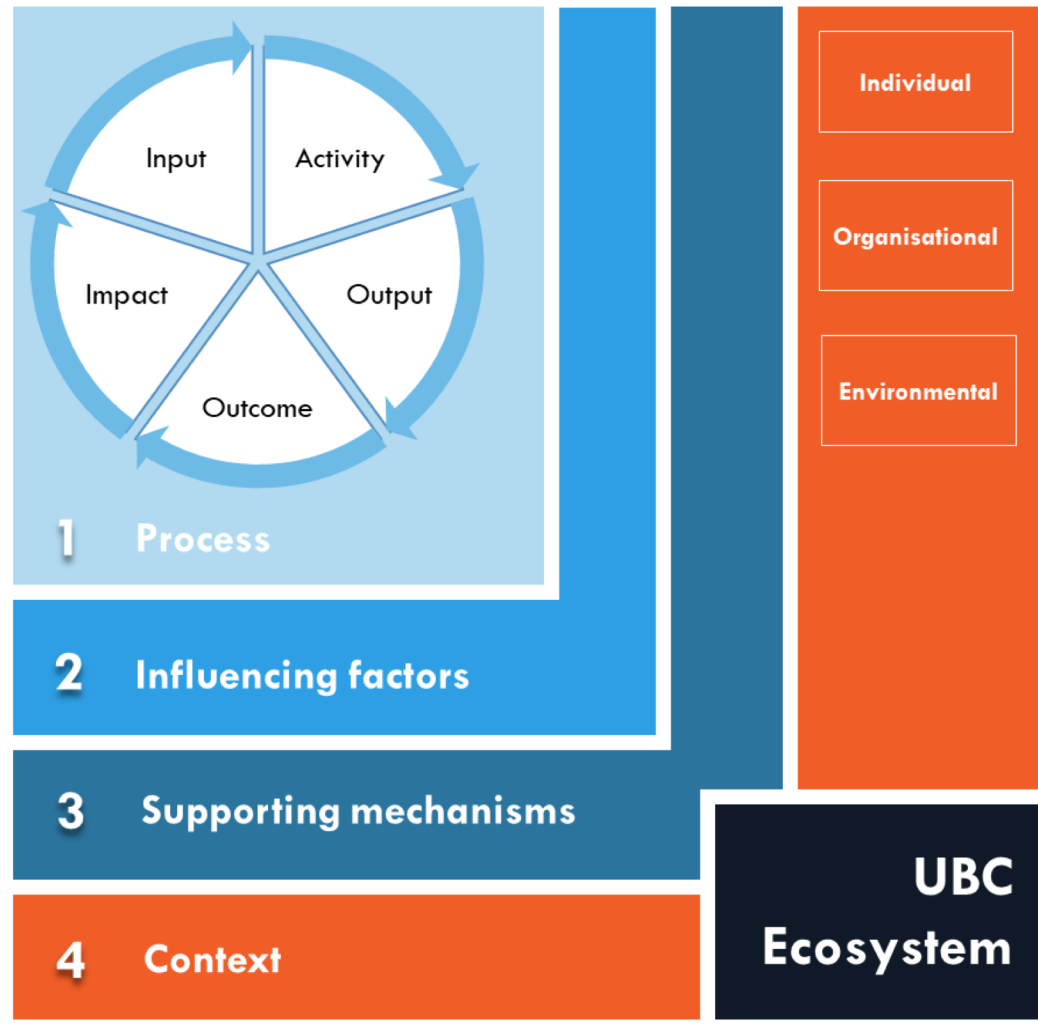
Mechanisms supporting UBC

'Do these supporting mechanisms for UBC exist in your business?'



⁸ Editorial [unnamed]. (2016). Results from first Academy "How to close the circle education-business-young people". *Capital Newspaper*. Sofia, Bulgaria.

Context



The degree to which UBC takes place is influenced by a set of elements present in the context of the organisation that cannot be changed in short term.

These include the characteristics of individual actors involved, the institutional factors relating to the university and business, as well as by a set of broader environmental factors (political, economic, social, technological, etc.).

This section outlines how some contextual factors influence UBC in the country.

Context

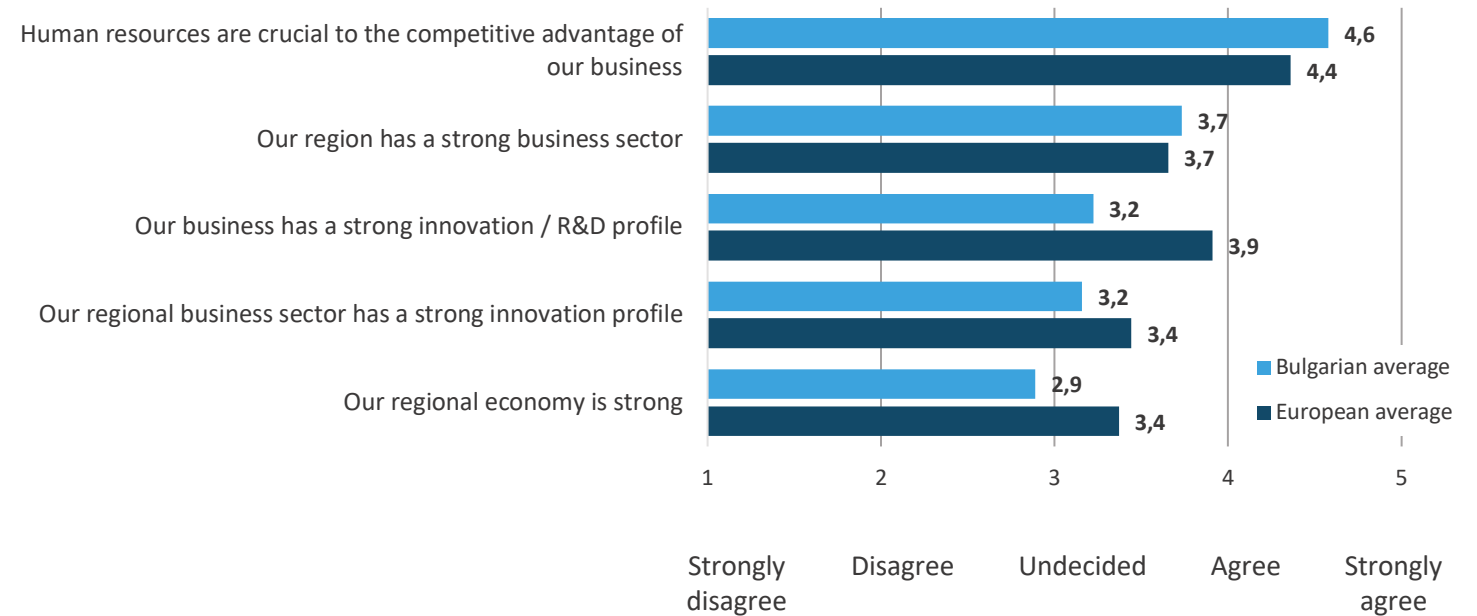
Human resources are crucial for the competitiveness (4.6 on 5-point scale) of Bulgarian businesses.

They furthermore reported that their region has a strong business sector (3.7).

Overall, Bulgarian businesses have a slightly different perception of the context in comparison to European average.

Contextual factors affecting UBC

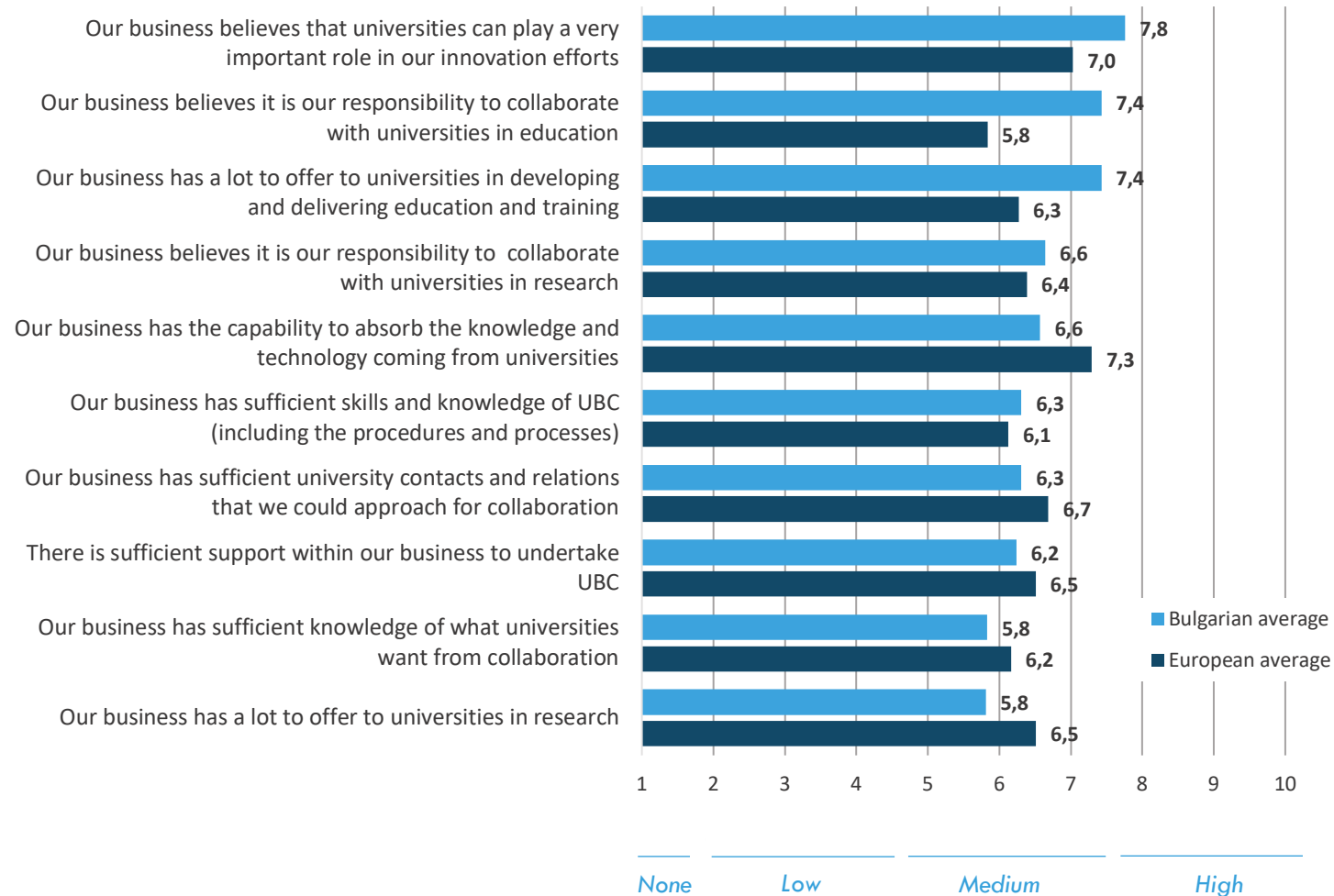
'To what extent do you agree with the following statements?'



UBC capabilities and beliefs

Supportive UBC environment

How supportive are your organisation and environment for UBC?'



Bulgarian businesses recognise the importance of universities in their own innovation efforts (7.8 of 10-point scale).

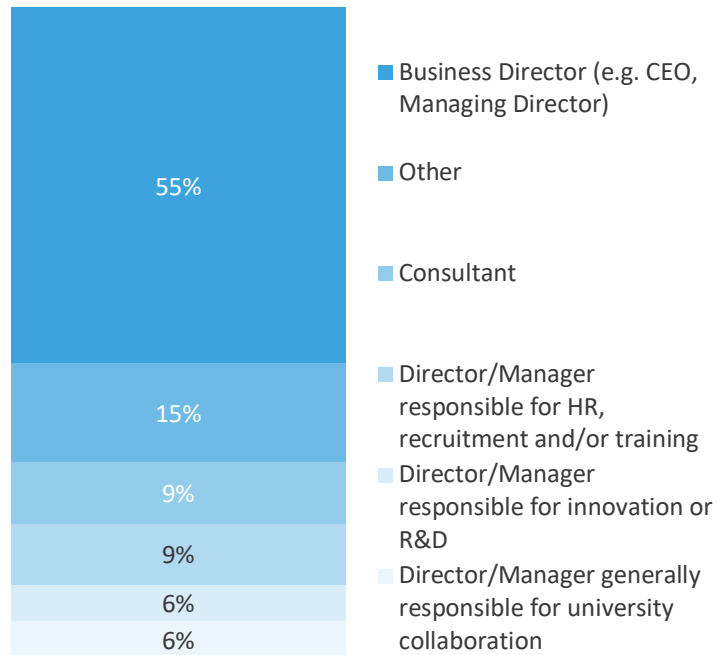
Bulgarian businesses generally perceive themselves as reliable partners for HEIs in E&T and believe that it is their responsibility to cooperate with universities in education (7.4).

Interestingly, while European businesses believe they have a lot to offer to universities in research, Bulgarian companies clearly see themselves differently given the lowest score.

Overall, Bulgarian and European businesses perceive their UBC capabilities differently.

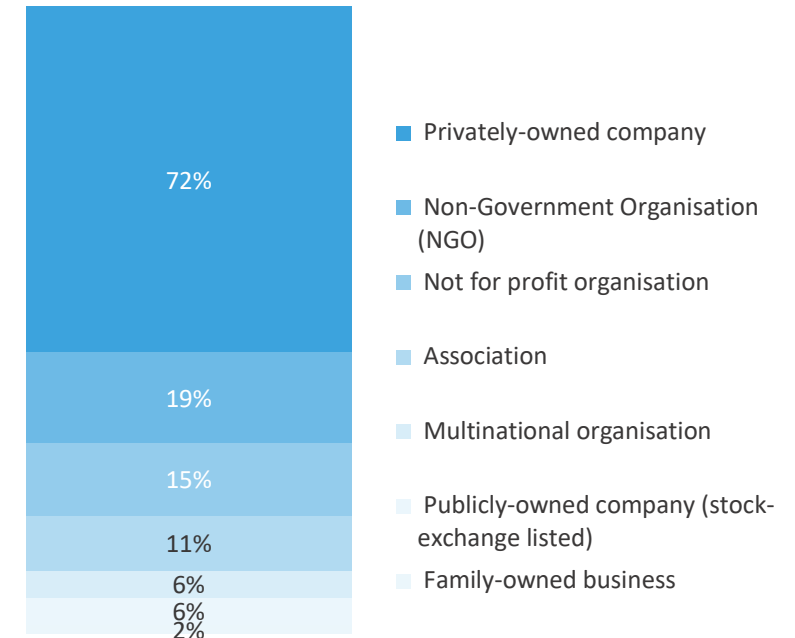
Respondents profile

Position of respondent



'Business directors' represent the largest group (55%), followed by 'consultants' and 'directors of HR, recruitment and training' (9% each). The remaining business representatives identified themselves as 'directors responsible for innovation or R&D' and 'directors responsible for university collaboration' (6% each). 15% of Bulgarian business respondents indicated that they hold 'other' positions.

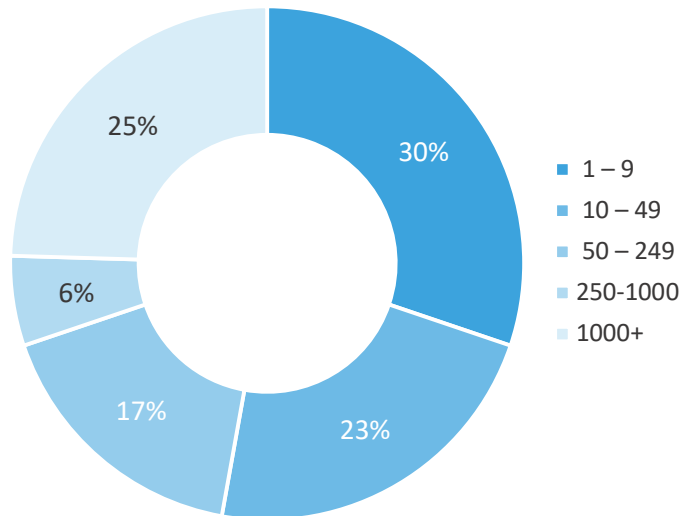
Type of business



'Privately-owned companies' formed the largest group (72%). Further types of businesses emerged are 'NGOs' (19%), 'not for profit organisations' (15%) and 'associations' (10%).

Respondents profile

Business size



Sample Size	
Bulgarian business representatives	n = 53
European business representatives	n = 3.113

Half of the Bulgarian sample is comprised by small firms with 1 to 49 employees. The large companies with more than 1,000 people employed are represented by 25% of respondents. Bulgarian business representatives indicating that they work for medium-sized companies accounted for 17%. Large companies with 250 to 1000 employees are represented with only 6%.

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This report is part of the DG Education and Culture study on the University-Business Cooperation in Europe: drivers, challenges and opportunities in Europe EAC/10/2015. Further information can be found at www.ub-cooperation.eu

This report is also part of the Global University-Business Monitor initiative, a global study into university engagement and cooperation between university and business. Further information can be found at www.uni-engagement.com