

# State of University- Business Cooperation

# LITHUANIA

## Business Perspective

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



## The State of Lithuania University-Business Cooperation: the business perspective

### Partners



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# Executive summary

## Summary

This report seeks to contribute to our understanding of the higher education institution's (HEI) perspective of university-business cooperation (UBC). Examining the perceptions of academics, HEI managers and knowledge transfer professionals (KTP) provides positive signs for the future, with all respondents currently cooperating with businesses planning to maintain or increase their cooperation in the future. Yet, more can be done, for example, in supporting academics in their cooperation efforts, including the development of dedicated academic UBC networks, as well as the development of incentive systems for academics engaging in UBC.

## 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 investigated 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 and receiving 17,431 responses, making it the largest International study yet competed on the topic.

## State Plan for Entrepreneurship in Education

Collaboration between business and university is steadily continuing to grow towards long-term partnerships. Companies are motivated to create valuable collaborative relationships with universities of applied sciences and academic universities. UBC activities in which companies cooperate with universities are diverse but the main focus is on consulting activities, mobility of students and university support.

Companies agree to provide their partner universities with the most talented students with scholarships, open lounge zones at HEIs, organize workshops, seminars and lectures, invite students for internships.

Unfortunately, the activities pertaining to valorisation, such as academic entrepreneurship are particularly low. Business and academics agree that entrepreneurial skills should be incorporated into primary, secondary, university, non-formal, etc. education curricula, and practical training experience into all subjects taught and curricula. Entrepreneurship action plan of Lithuania 2014-2020 emphasizes the need to "encourage higher education institutions to embed entrepreneurship within all fields of study by providing leadership training for university leaders; supporting academic conferences on entrepreneurship; creating academic awards for researchers; and supporting student organisations that promote and support entrepreneurship".<sup>1</sup>

This report provides a business perspective on university-business cooperation UBC, 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

## Barriers hindering UBC

Although collaboration between business and higher education institutions is steadily continuing to grow in Lithuania, there are still many barriers to overcome. More than 25 years have passed since the Soviet Union collapsed which resulted in Lithuania and 14 more countries being free from the central administration ideology.

Despite this, business and HEIs are struggling to meet the highest global standards, and have still to learn the core lessons of how to foster productive UBC. The conducted research indicates that there is a lack of entrepreneurial skills, knowledge, abilities or competencies and entrepreneurial mindset at universities. Lack of government incentives to bring universities and companies together for common activities is the main reason.

Both, businesses and universities still lack awareness of the potential benefits from UBC, and both parties lack the knowledge of potential university or business partners. Businesses are focused on bringing practitioners to universities, inviting students for internships while university central leadership and management expect research services outsourced on a contract basis, development of university's infrastructure, scholarships, etc.

## Achievements and future intentions

During the last few years, companies based in Lithuania carried out a number of different projects with universities which were aimed at fostering university – business cooperation, applied research and solving case studies of business companies. Companies successfully collaborated with Lithuanian researchers, especially in the fields of physical, biomedical and technology research fields. Business people were asked to join study programme committees to support universities in designing relevant curricula, as many educators have never worked in industry, so they have only a theoretical understanding of the field.

On the 1 of April, 2014 the Government of the Republic of Lithuania approved the new edition of the concept of the establishment and development of integrated science, studies and business centres (valleys) with the aim to proceed the development of valleys by implementing the process of smart specialization. One of the main objectives intended to achieve is to enable science and business to cooperate effectively in R&D and innovation and to concentrate and update R&D, innovation, higher education, and knowledge-intensive business infrastructure.

Regardless a clear vision, there is still a lack of systematic approach and traditions of university-business cooperation. Universities are sometimes not reorganized as researchers providers or research institutes in Lithuania.

# Introduction

## About the study

The study focusses 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

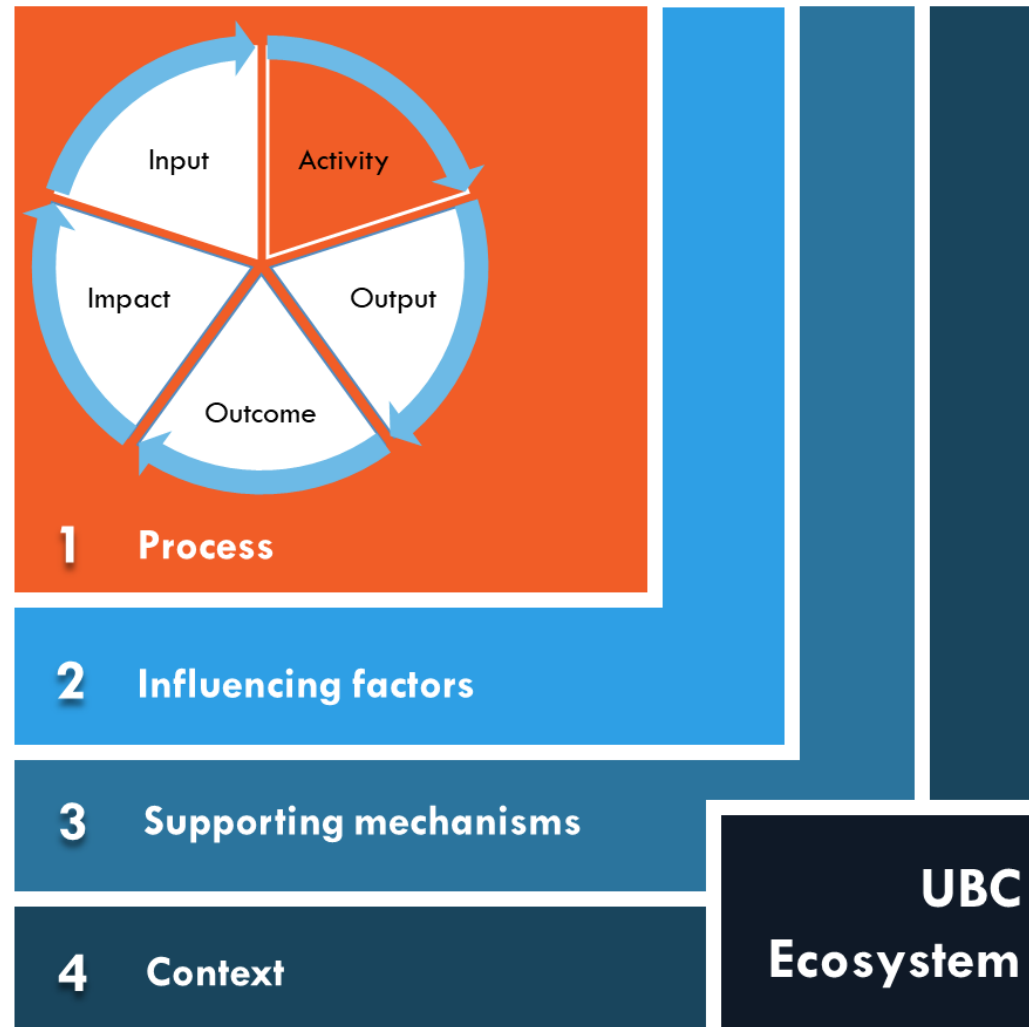
# UBC activities

## 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.

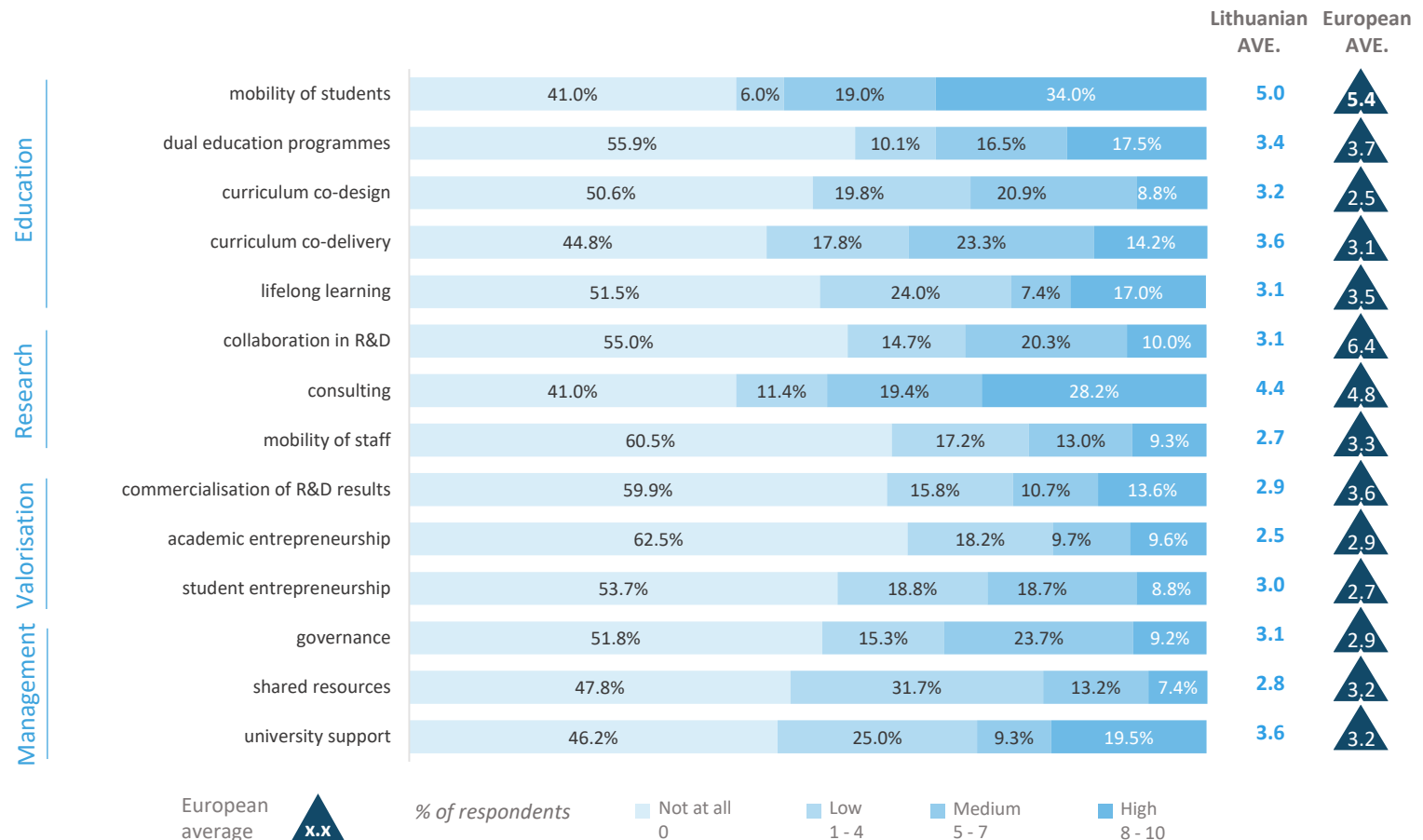
Area	Activities
<b>Education</b>	<ol style="list-style-type: none"><li>1. curriculum co-<u>design</u></li><li>2. curriculum co-<u>delivery</u> (e.g. guest lectures)</li><li>3. mobility of students (i.e. student internships/placements)</li><li>4. dual education programmes (i.e. part theory, part practical)</li><li>5. lifelong learning for people from business (e.g. executive education, industry training and professional courses)</li></ol>
<b>Research</b>	<ol style="list-style-type: none"><li>6. joint R&amp;D (incl. joint funded research)</li><li>7. consulting to business (incl. contract research)</li><li>8. mobility of professionals (i.e. temporary mobility of academics to business and vice versa)</li></ol>
<b>Valorisation</b>	<ol style="list-style-type: none"><li>9. commercialisation of R&amp;D results (e.g. licencing/patenting)</li><li>10. academic entrepreneurship (e.g. spin offs)</li><li>11. student entrepreneurship (e.g. start-ups)</li></ol>
<b>Management</b>	<ol style="list-style-type: none"><li>12. governance (e.g. participation of academics on business boards and businesspeople participation in university board)</li><li>13. shared resources (e.g. infrastructure, personnel, equipment)</li><li>14. industry support (e.g. endowments, sponsorship and scholarships)</li></ol>



# Development of UBC activities

## UBC activities development

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



Lithuanian businesses engage mainly in research, management and education UBC activities, such as consulting (4.4), mobility of students (5.0) and university support (3.6). However, the activities pertaining to valorisation, such as academic entrepreneurship (2.5) are particularly low.

Studies at non-research intensive universities are strongly practice-oriented. The course work often provides the theoretical background by “professors of practice”, who do not come from a research-intensive background but are experienced practitioners. Moreover, internships and practical semesters form an integral part of the degree programs so businesses hire students into apprenticeship and internship programmes.

Business representatives are a part of Study Programme Committees and share responsibility with academics for the quality of study programmes - making sure that study programmes fulfil the needs of students and the labour market.

Academic entrepreneurship is relatively low as business-science collaboration and financial support is focused mainly on businesses in the biotechnology, ICT, energy, lasers and medical sectors.

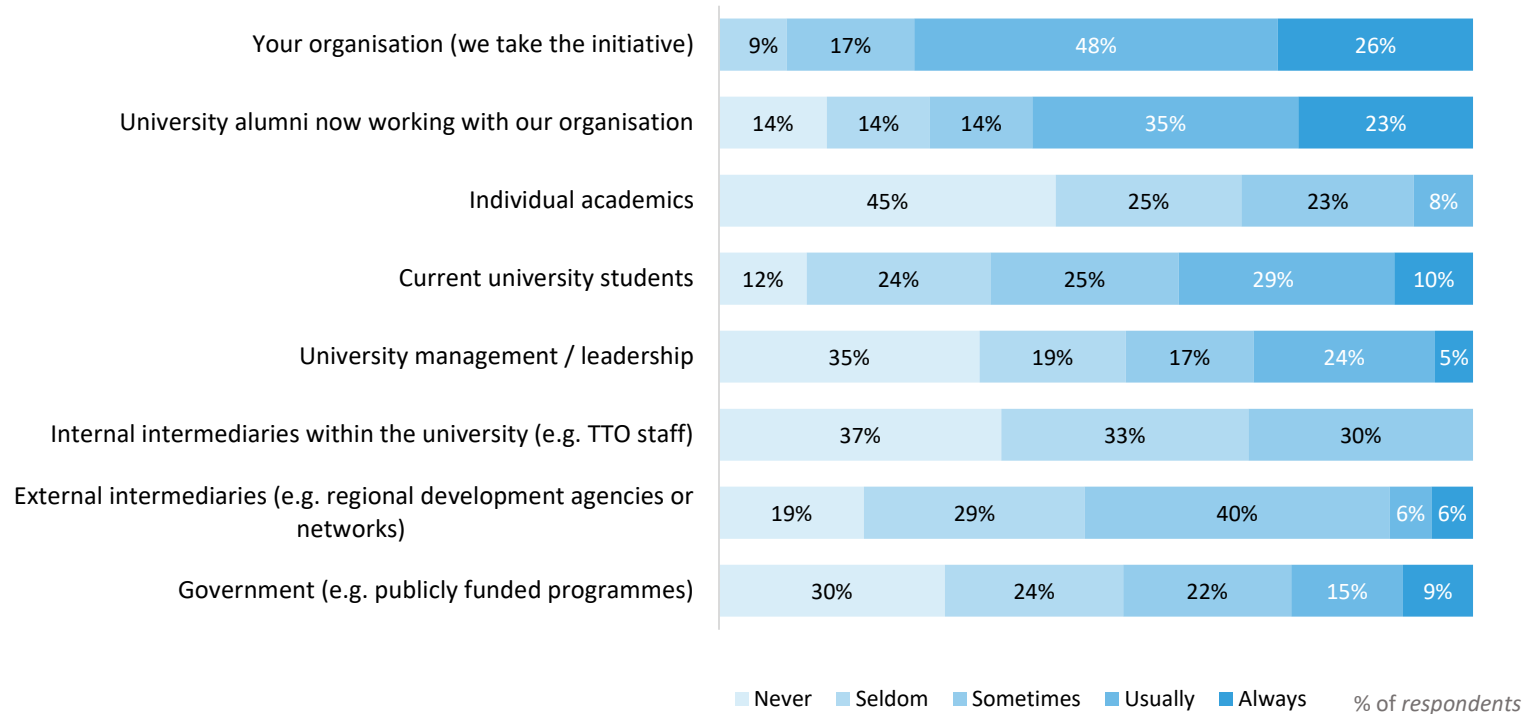
Around 50% of businesses do not undertake any UBC activities. Businesses located in Vilnius and Kaunas (two biggest cities) can access a large number of HEIs, while for businesses in rural areas cooperation with HEI is less accessible. Moreover, majority of SMEs cannot afford university services, while large companies are strong enough to innovate without the support of HEIs.



# Initiation of UBC

## How UBC is initiated

*'How often various stakeholders initiate UBC activities'*



Lithuanian businesses see themselves as the main initiators of cooperation with universities. As high as 74% of business state that their organisation always or usually initiate UBC. Due to a fall in the working-age population, lots of companies in Lithuania address HEIs asking for knowledge transfer, i.e. to provide them with motivated, initiative-driven and creative interns or recent graduates.

Instead of one-off projects, businesses are building long-term, collaborative relationships with HEIs. One feature of recent trends in collaboration has been the willingness of companies to locate themselves in industry clusters close to where the academic talent lies.

Businesses in Lithuania consider current university students and university alumni now working with their organisation also active in initiating cooperation. Understanding the significance of UBC, they try to strengthen interaction among science, studies and business.

Conversely, university management as well as internal intermediaries and individual academics are perceived as passive in UBC initiation. Hierarchical closeness of HEIs, especially academic universities, do not encourage them to correspond to economy and market needs of today. Activities aimed at development of HEI and businesses cooperation are poorly coordinated. In majority of cases, there is no person or department at HEI that is directly responsible for HEI and business cooperation.

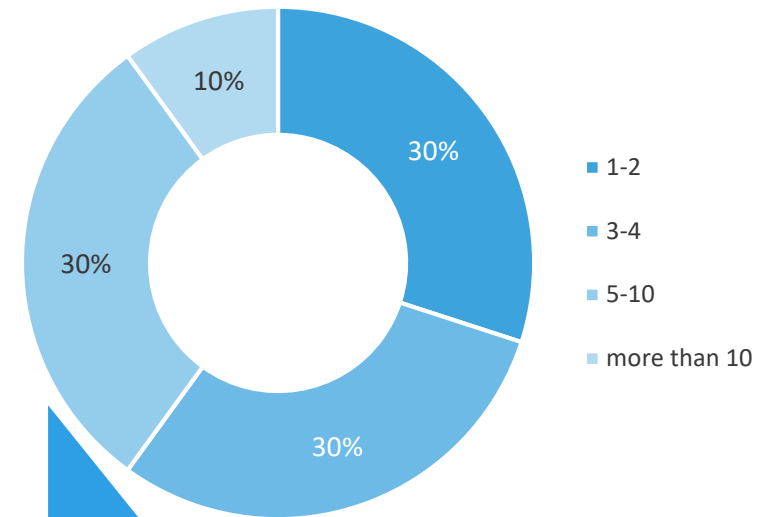
# Geographical location still matters

## Location of university partners

Percentage of cooperating businesses with...	
universities in their region	97%
universities in their country	100%
universities outside their country	84%

While most Lithuanian businesses cooperate with universities in their country and region (100% and 97% respectively), the percentage is smaller when it comes to their collaboration with universities outside the country (84%). Many colleges and universities are expanding their mandatory international internship programs and due to this, more and more undergraduates from foreign countries are looking for international work experience and contacting international companies based in Lithuania for a possibility to have an internship. Companies collaborating with universities outside the country provide internship places not only for students (usually up to half of the year) but also for academic staff to strengthen their practical skills (normally for a week or two).

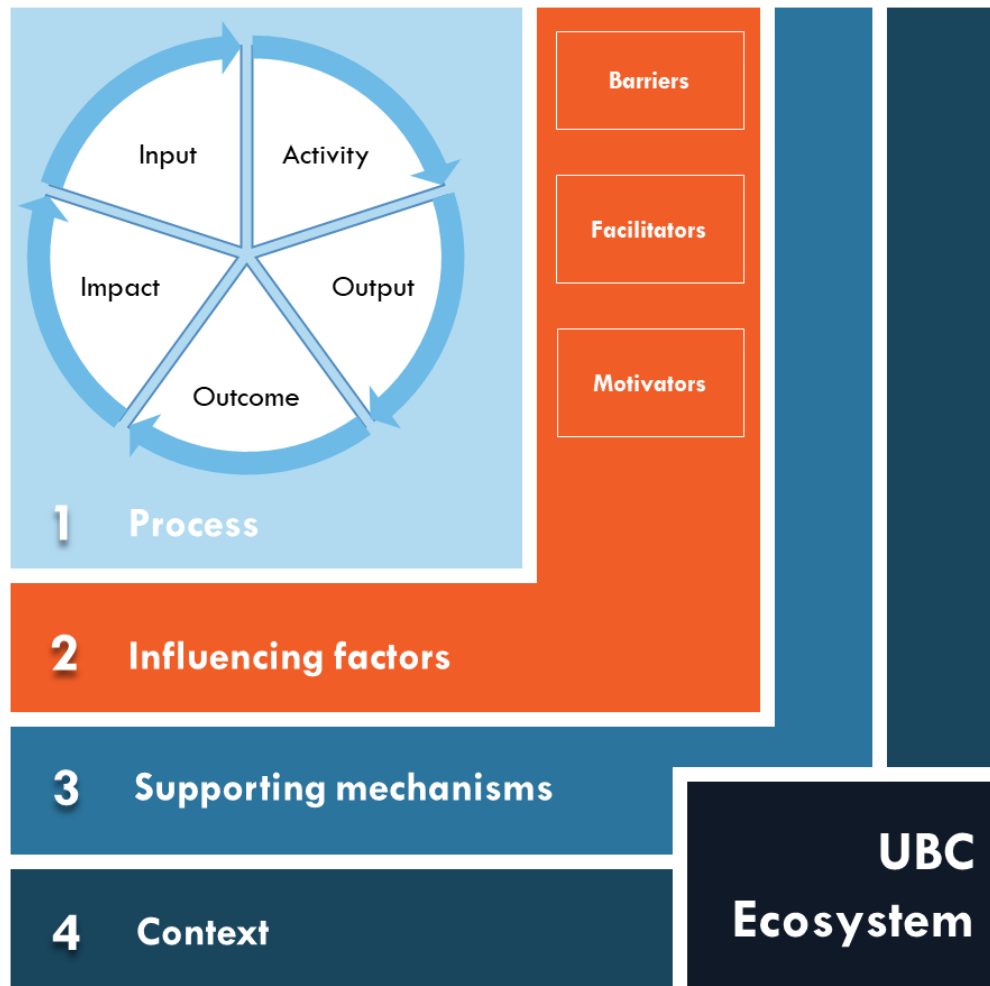
## Number of university partners



60% of Lithuanian businesses cooperate with less than 4 university partners. 30% have established relations with 5-10 universities and only 10% has more than 10 partners.

Business-university collaboration requires careful management, that's why majority of Lithuanian businesses cooperate with less than 4 university partners. There is still a huge challenge for both parties in how to ensure corporate partners to interact with universities more efficiently.

# 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.

The main barriers in the Lithuanian context are related to lack of people with business knowledge within universities and lack of our own government funding for UBC.

Lithuania has a binary system of higher education with university institutions and professionally-oriented institutions (colleges). University institutions primarily provide academic education (researchers teach students), while the colleges provide the knowledge and skills required for professional activities. At least one third of such a study programme is formed by practical training by industry professionals.

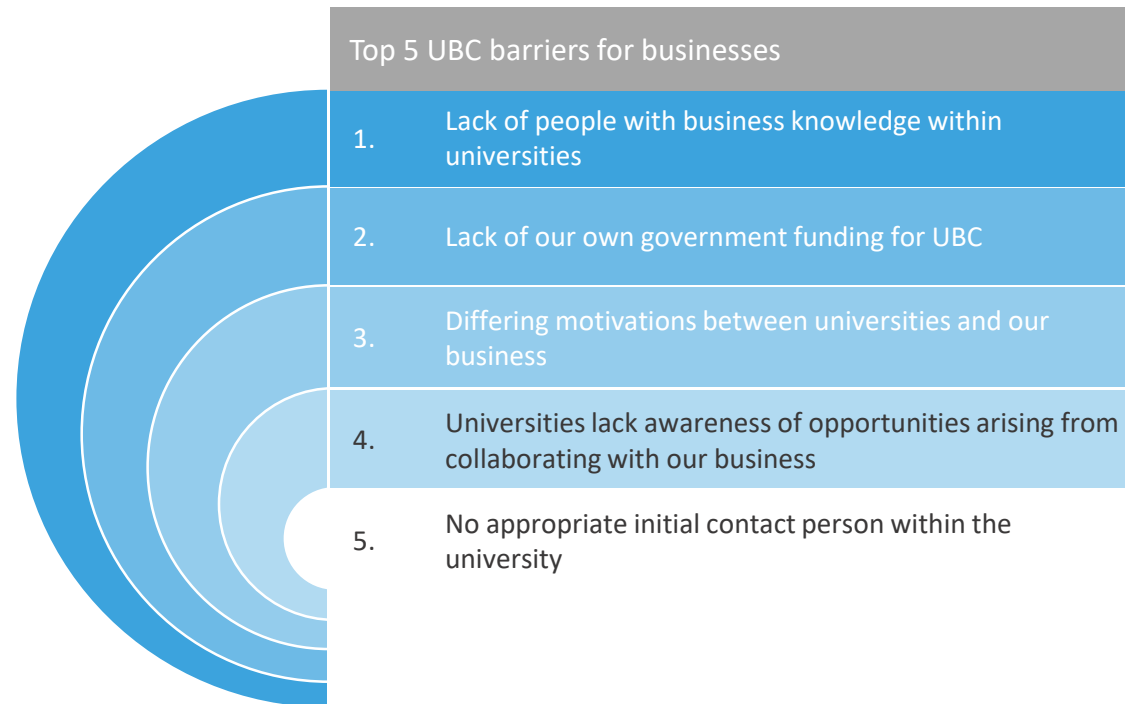
Support for UBC is focused mainly on high-tech fields such as lasers, biotechnologies, mechatronics and nanotechnologies, in which Lithuanian industrial potential is low, but researchers are worldwide recognised. The Lithuanian Innovation Strategy 2010-2020 expanded the range of areas eligible for funding. However, UBC in social sciences lacks funding.

Differing motivations between universities and our business and universities' lack of awareness of opportunities arising from collaborating with the business are further barriers topping the list in the Lithuanian context. Businesses are focused on bringing lecturers to universities, selecting students for internships, providing lecturers and students with case studies, etc., while universities expect research services outsourced on a contract basis, development of university's infrastructure, scholarships, etc.

# Barriers hindering UBC

## Barriers

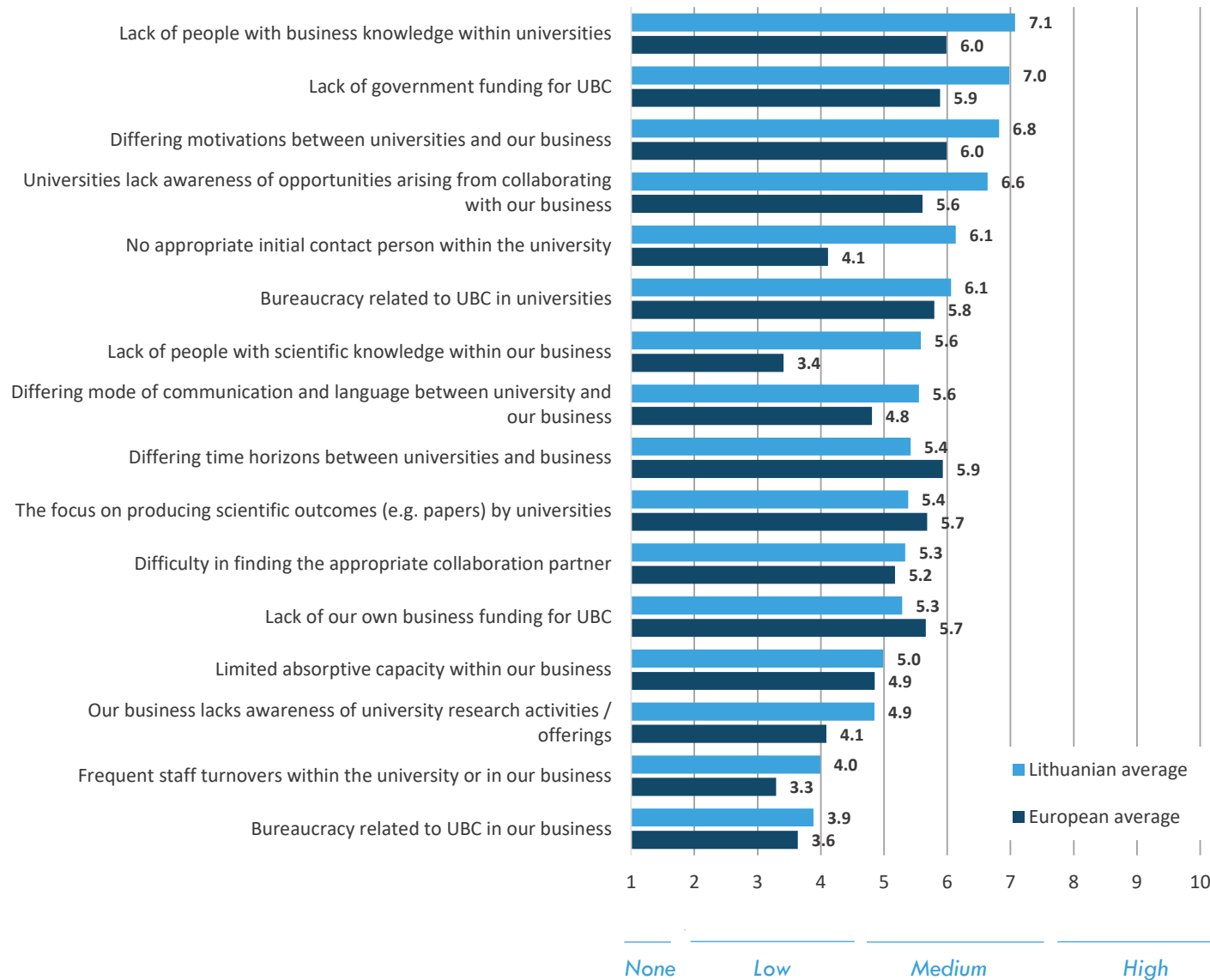
*'What is inhibiting your cooperation with universities?'*



# Barriers hindering UBC

## Barriers

‘What is inhibiting your cooperation with universities?’



The majority of barriers perceived by cooperating Lithuanian businesses and their European counterparts are to some extent similar.

The strongest barriers for both groups are the differing motivations between universities and business and the lack of people with business knowledge within universities.

The motivations for businesses are access to students for internships or jobs, solutions to specific problems, enhancement of the corporate image etc., while motivations for universities to enter into relationships with industry are state-of-the-art equipment and facilities, business opportunity, e.g. exploitation of research capabilities and obtaining better insights into curricula development.

In addition to the reasons mentioned in the previous section, unattractive structure of salaries and lack of flexibility do not allow industry people to join HEIs.

The differing time horizons between universities and business, bureaucracy related to UBC in universities and the lack of governmental funding are higher barriers for European businesses than they are for Lithuanian ones.

Lithuanian Innovation Strategy 2010-2020 promotes interaction among science, studies and business, research institutes that should strengthen their cooperation with business. However, it supports mainly the following priority areas: energy and sustainable environment, agricultural innovation, health technologies and biotechnologies, etc.

The main factors facilitating Lithuanian business cooperation with universities are related to relationship and funding factors.

Three relationship-based indicators take up the top three places (existence of a shared goal, mutual trust and commitment).

The long-term perspective of UBC is seeking to do more than simply provide universities with funding, and businesses with talent. By working hand in hand, launching new companies, these partnerships between businesses and universities can achieve results that neither party could achieve on their own. Businesses choose the biggest and top-ranked HEIs in Lithuania to work with on different projects, to provide access to research facilities and attractive incentives. Lithuania leads the CEE region for university-business collaboration in R&D.

The existence of funding to undertake collaboration plays an important role in facilitating UBC, along with prior relation with the university partner.

Some good practices include a global player Thermo Fisher Scientific that has established high-end research facilities in the city and continues collaboration with the biggest Lithuanian universities. US healthcare company Intermedix, US technology company Cognizant are building long-term relationships with Lithuanian universities. The companies are investing in on-the-job training and supply universities with software or the skills they need.

# Drivers stimulating UBC

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

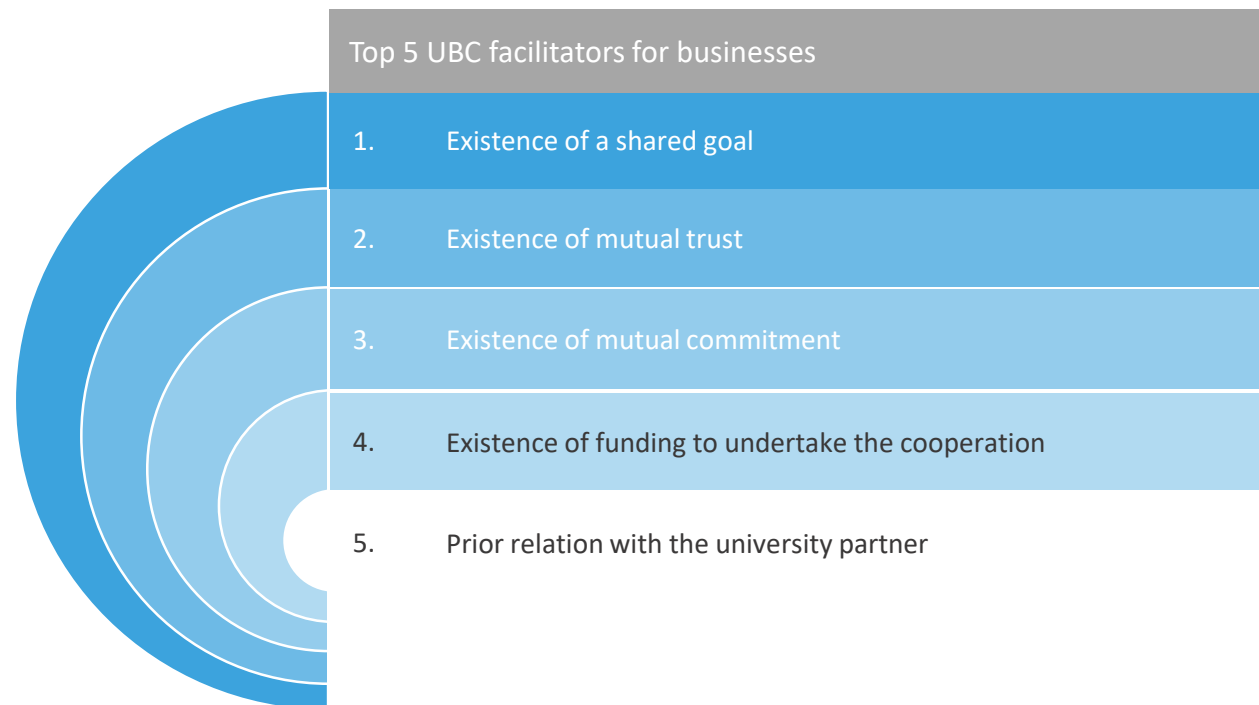
1. **Facilitators** – factors that enable or ease cooperation
2. **Motivators** – incentives or benefits that the respective stakeholders would like from the cooperation

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

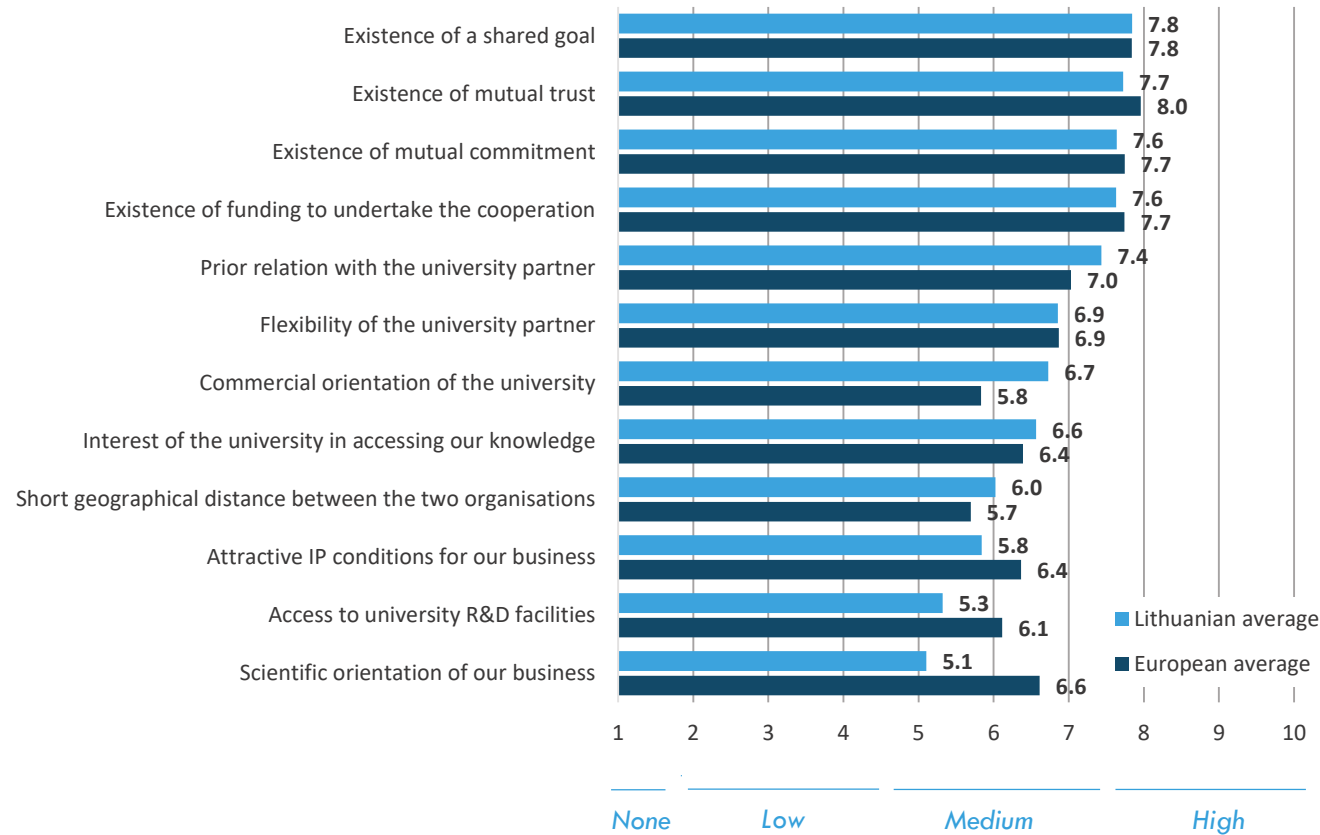
*'What is facilitating your cooperation with universities?'*



# Drivers stimulating UBC

## Facilitators

*'What is facilitating your cooperation with universities?'*



UBC facilitators are perceived similarly by Lithuanian businesses as by their European counterparts.

Prior relation with the university partner, commercial orientation and interest of the university in accessing business knowledge rate higher than it is the case with European counterparts.

Prior relations with HEIs leads businesses to signing the agreements with universities. Mutually beneficial agreements ensure an active cooperation between the parties and joint activities. Constant, although insignificant, investment in R&D and innovation field, foster the collaboration among different stakeholders to respond to national, regional and global challenges.

On the other hand, the lowest facilitators in Lithuania, which are considerably lower than the EU average refer to scientific orientation of the business and access to university R&D facilities.

The reason for lower need to access university R&D facilities is five integrated scientific studios and business centres, the so-called science valleys. They are considered to be the best meeting place for science, business, education and research.



The main motivator for Lithuanian businesses to undertake UBC is getting access to better qualified graduates.

Due to emigration, Lithuania's population has fallen by more than 23% since the early 1990s, and a continued decline is expected over the coming years. The only way to stop emigration is to make the young people feel needed in the state and labour market. Companies understand that in order to attract the brightest students, they must create purpose-driven partnerships. Unfortunately, there are some cities and towns that already feel catastrophic shortage of some (e.g. medical) professions.

Moreover, businesses cooperate with universities to positively impact society and get access to new technologies and knowledge and to improve their own innovation capacity.

Academic personnel normally shares the latest scientific knowledge or R&D results with businesses. Businesses working with universities can benefit from students/future hires and their innovative ideas. Moreover, high-tech equipment used in the teaching process connect with academic institutions.

Lithuanian businesses are also motivated by the improvement of the business reputation and innovation capacity.

Working with HEIs provides opportunities to introduce a company and company's approach to a new generation of leaders.

# Drivers stimulating UBC

*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.

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

## Motivators

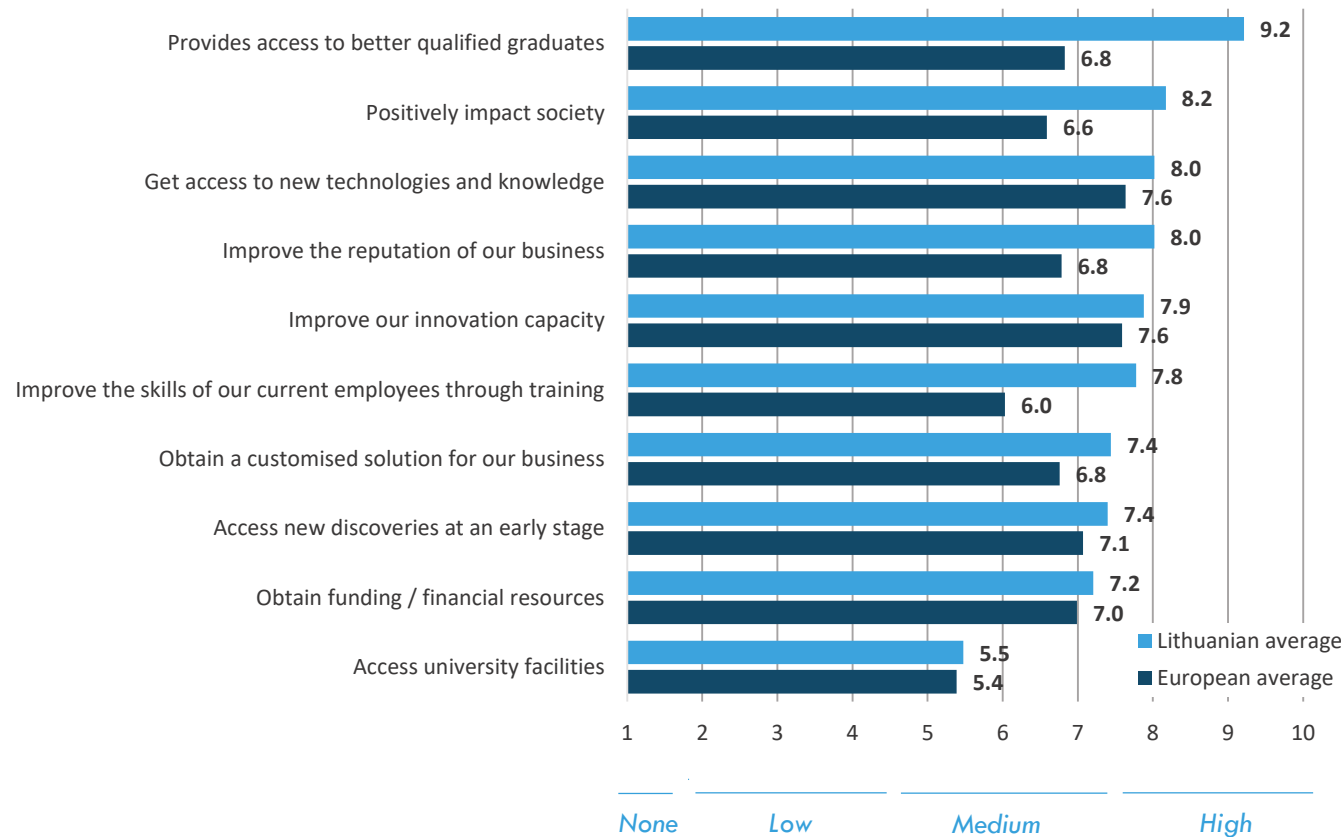
*'What motivates you to cooperate with universities?'*



# Drivers stimulating UBC

## Motivators

*'What motivates you to cooperate with universities?'*



Overall, the importance of the motivations is considerably higher for Lithuanian businesses than for European businesses.

The top motivator for Lithuanian business is getting access to better qualified graduates. This motivator exceeds the European average considerably. Lithuanian businesses are continuously facing the lack of labour force with adequate skills for their needs. Decreasing employment numbers due to emigration and declining numbers of young people entering the labour market is the best motivator for the companies to strengthen cooperation with universities. Creation of new jobs forces the expansion of network with HEIs.

Further high motivators in Lithuania refer to positively impacting the society, again with the average being substantially higher than in Europe. Links between businesses and universities are getting stronger in Lithuania as together they are heading towards realization of their full potential, achieving more and in that way positively impacting the society.

The motivators that carry the least importance for Lithuanian businesses refer to access to university facilities and obtaining funding, with figures being very similar to the EU average.

Lithuanian and European businesses have similar perceptions in respect to which stakeholder group benefits more or less from UBC.

Both groups see students and universities as the primary beneficiaries of UBC. UBC results in lectures by experienced professionals; study programme content that meets labour market needs; latest case studies for the study process; upgraded infrastructure; individual scholarships for students; internship places with a hiring possibility; valuable opportunities and experiences; collaboration in research, etc.

European businesses perceive themselves also as beneficiaries but to a slightly lower extent.

Lithuanian businesses see more benefits for society than for themselves. More and more businesses in Lithuania are taking the actions that must benefit the whole of society. Corporate social responsibility towards society has become essential part of business models.

The lowest benefits are perceived by Lithuanian businesses to be for government and academics. Although government and academics participate in UBC, students are one of the most interesting markets for businesses to target. Established connections help businesses to secure the future labour force.

# Benefits of UBC

*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

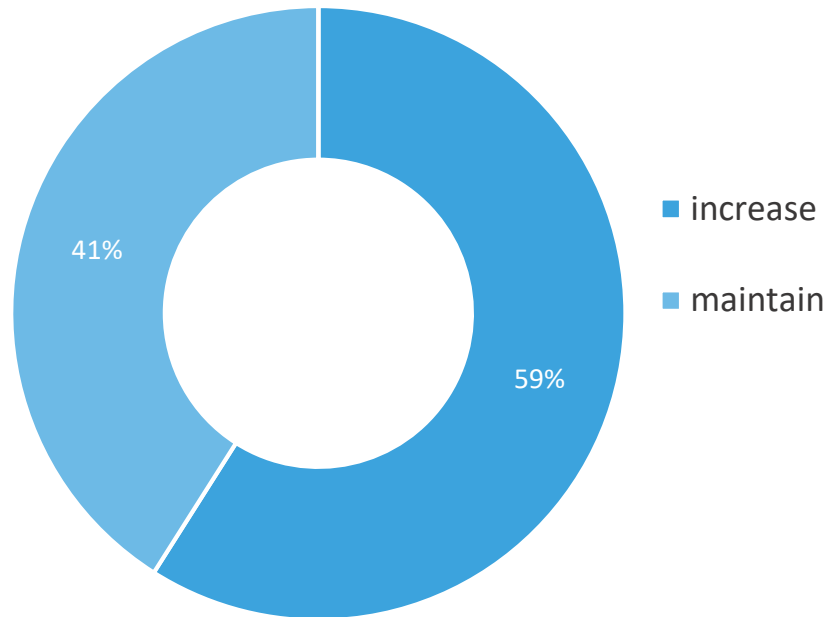
*'Who receives the benefits of UBC?'*

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

# Future intentions

## Future UBC intentions – Lithuania

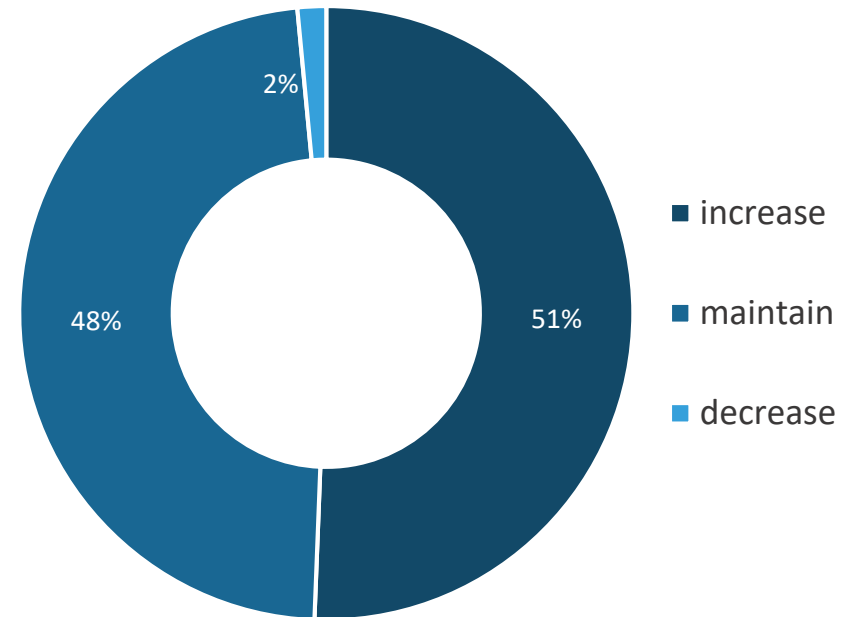
*As answered by Lithuanian businesses*



100% of Lithuanian businesses that currently cooperate with universities plan to maintain or increase their cooperation. This shows an important momentum for UBC in Lithuanian industry.

## Future UBC intentions – EUROPE

*As answered by European businesses*



European businesses seem to be also confident in their future intentions towards UBC as it can be observed through a higher percentage of business respondents (51%) that plan to increase cooperation activities.

The willingness of Lithuanian cooperating businesses to recommend to a colleague to engage in UBC highly varies depending on whether this cooperation is in research or in education.

Lithuanian businesses are less satisfied with UBC in research than their European counterparts (NPS=24). While 45% of them will promote it positively, 21% would do it negatively.

This is due to a distinction between research-oriented universities or academic universities and colleges (universities of applied sciences). Businesses that collaborate more with academic universities would highly recommend to focus on cooperation in R&D. Universities of applied sciences are more practical and profession-oriented, focusing on providing practical work experience through internships and are less focused on R&D than academic universities. Due to this distinction, companies cooperating with colleges, would recommend other areas of collaboration rather than R&D.

On the other hand, Lithuanian businesses are substantially more satisfied with their cooperation in education (NPS= 42). As high as 53% would highly recommend it, whereas only 11% will not recommend it at all. There is an increasing number of entrepreneurs sharing their best business advice, success stories and practical knowledge with students, reviewing Final Theses, supervising Bachelor projects, participating in scientific conferences, forums, etc.

# Willingness to recommend UBC

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

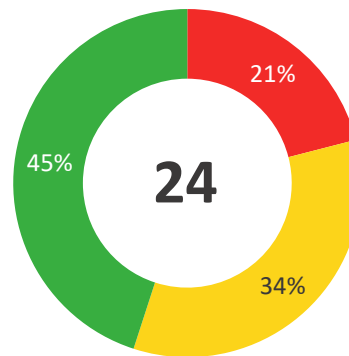
education and training (E&T). The *Net Promoter Score* metric offers a proxy for customer satisfaction.

## 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	21%	34%	45%	24
Business cooperating with universities in E&T	11%	36%	53%	42

## Satisfaction with cooperation with universities (net promotor score)

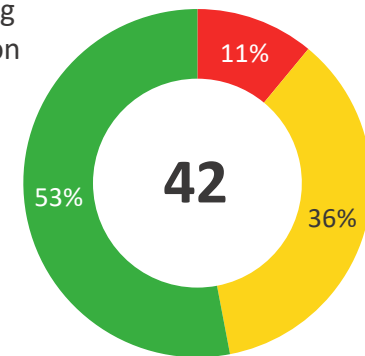
Business cooperating in research



■ Detractors ■ Passives ■ Promoters

European business NPS result: 28.2

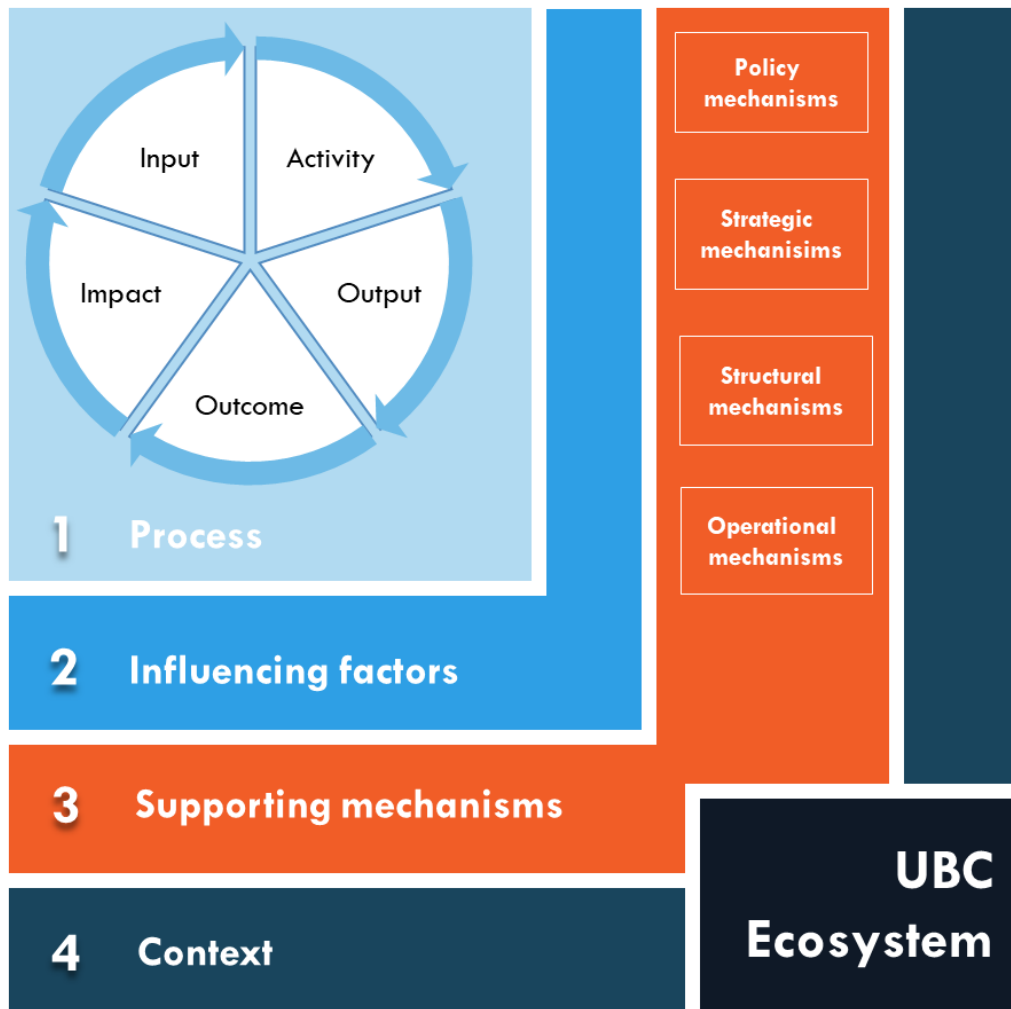
Business cooperating in education



■ 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.

Compared to European context Lithuanian businesses have supporting mechanisms in their interaction with universities to the less extent. Majority of them are present in less than third of the businesses while some are non-existent.

The most developed mechanisms in Lithuania is student project with businesses (40%) and employment fairs (33%). These two exceed the EU average extensively.

Students studying in Lithuania have a number of possibilities to take part in the student-business projects that deal with real case studies, such as Futurepreneurs, Hackathon, Profas, etc. and employment fairs that are organized by universities to help social partners (enterprises) to select the best students for internships or vacant job positions.

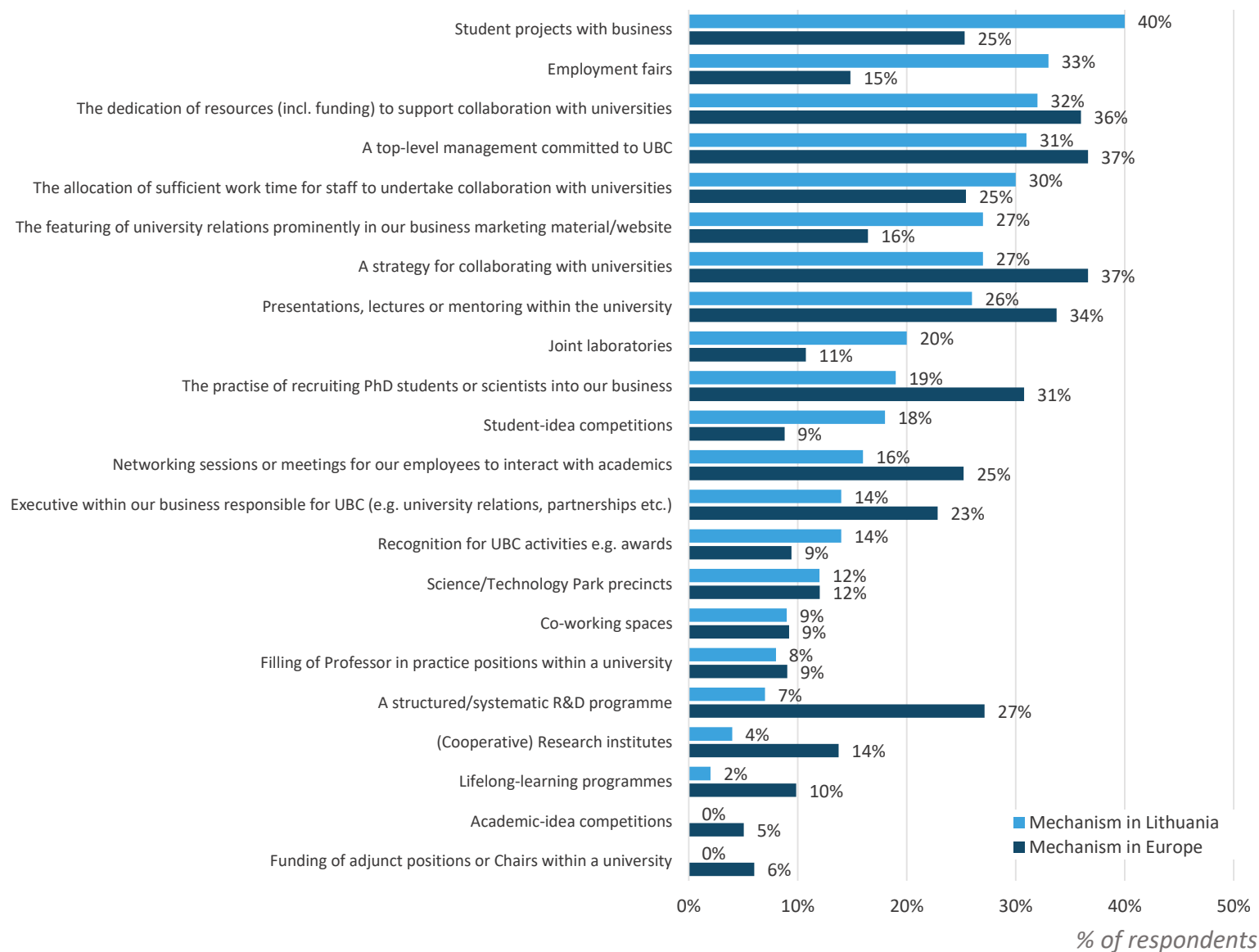
Further mechanisms that are more present refer to the dedication of resources to support collaboration with universities (32%), followed by a committed top-level management (31%).

The least present mechanisms in Lithuanian business refer to lifelong learning programs and cooperative research institutes. Academic-idea competitions and funding adjunct positions are non-existent. Policies to increase participation in lifelong learning are being implemented but their effect is limited. The research and innovation system is fragmented and private R&D investment is among the lowest in the EU.

# Supporting mechanisms for UBC

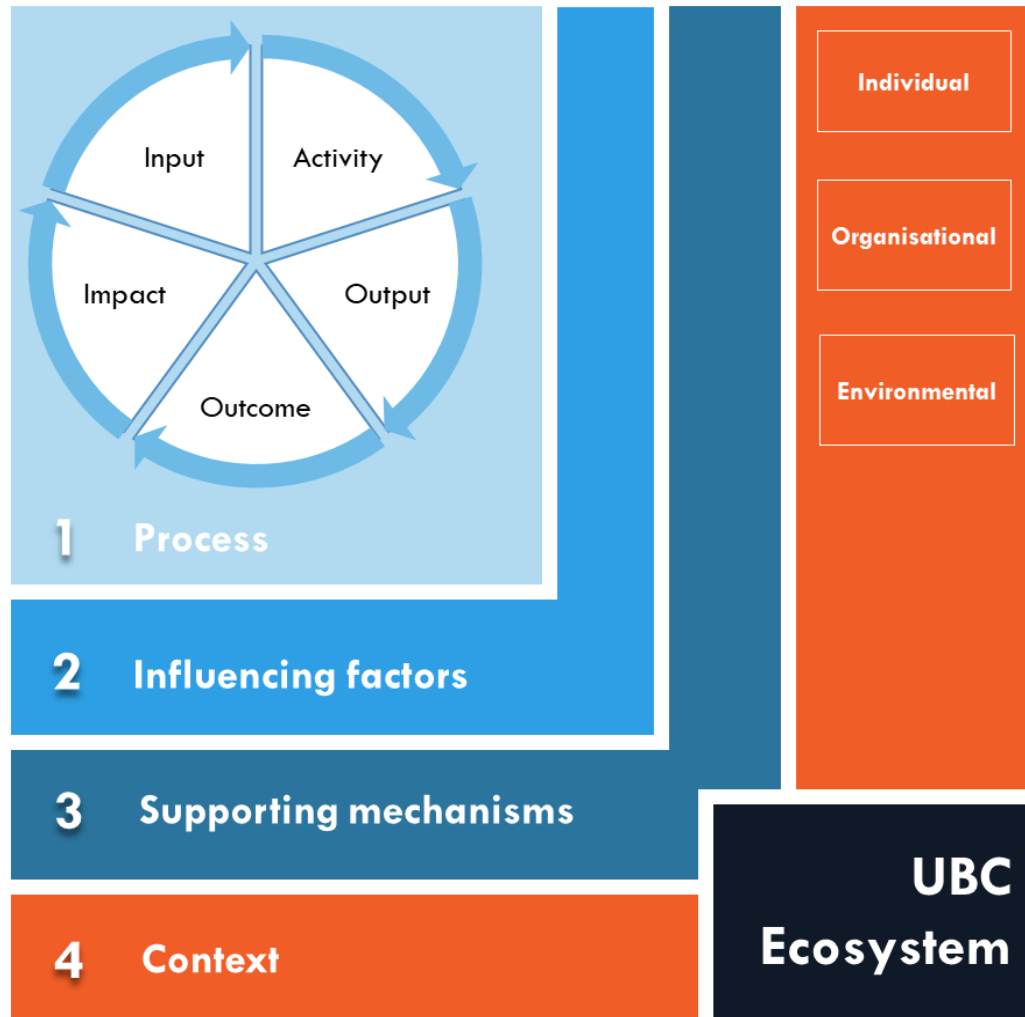
## Mechanisms supporting UBC

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





# 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

Lithuanian businesses cooperating with universities perceive their context similarly to European cooperating businesses.

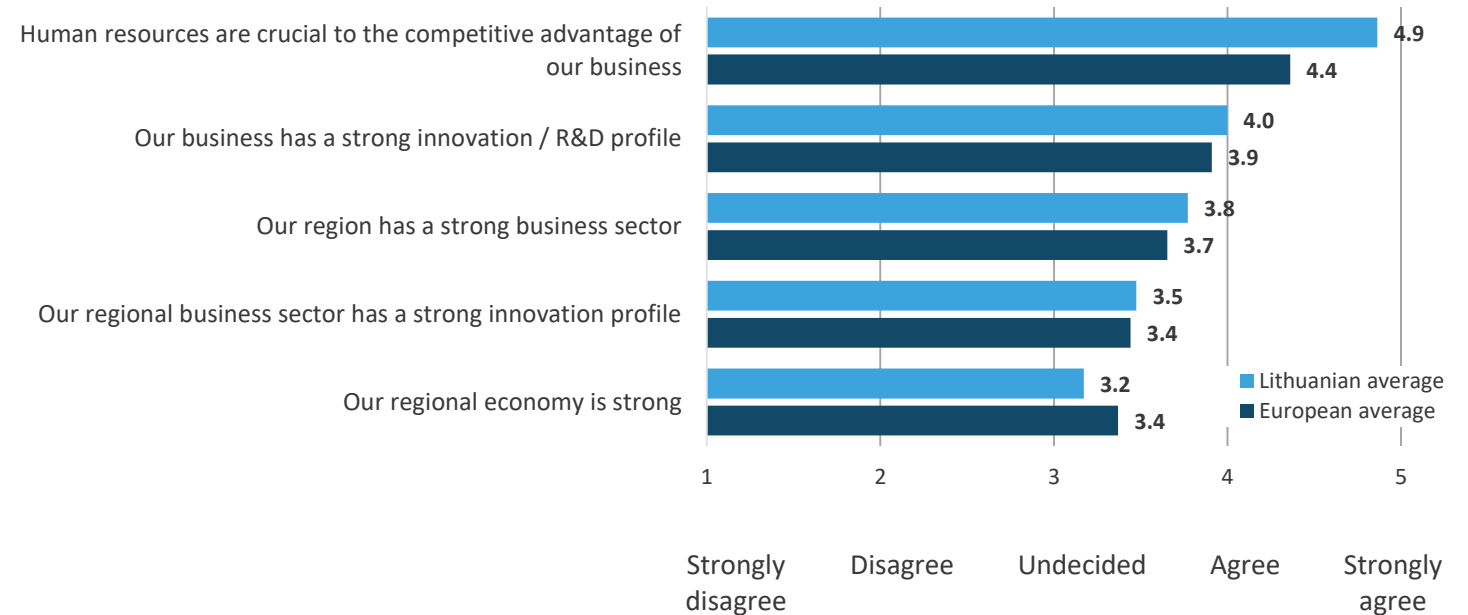
Human resources are essential for their competitiveness and the business innovation and R&D profile is seen as strong. This might be explained by quoting Lithuanian Innovation Strategy 2010-2020.<sup>2</sup> “The basis of the Lithuanian economy is the production of high added value products and services; its competitiveness in the global market will be determined by environment favourable for innovative business; the system of education, science, research and development, interaction with business will help to educate a creative society and will create high-level knowledge base for novelties”.

A lower perception emerges regarding the characteristics of the regional business sector and economy.

Although the economy is expected to recover and productivity rose, businesses have difficulty finding suitable skilled labour force. High wage inequality, low employability for the low skilled jobs reduce the well-being of employees and results in high emigration.

## Contextual factors affecting UBC

*‘To what extent do you agree with the following statements?’*

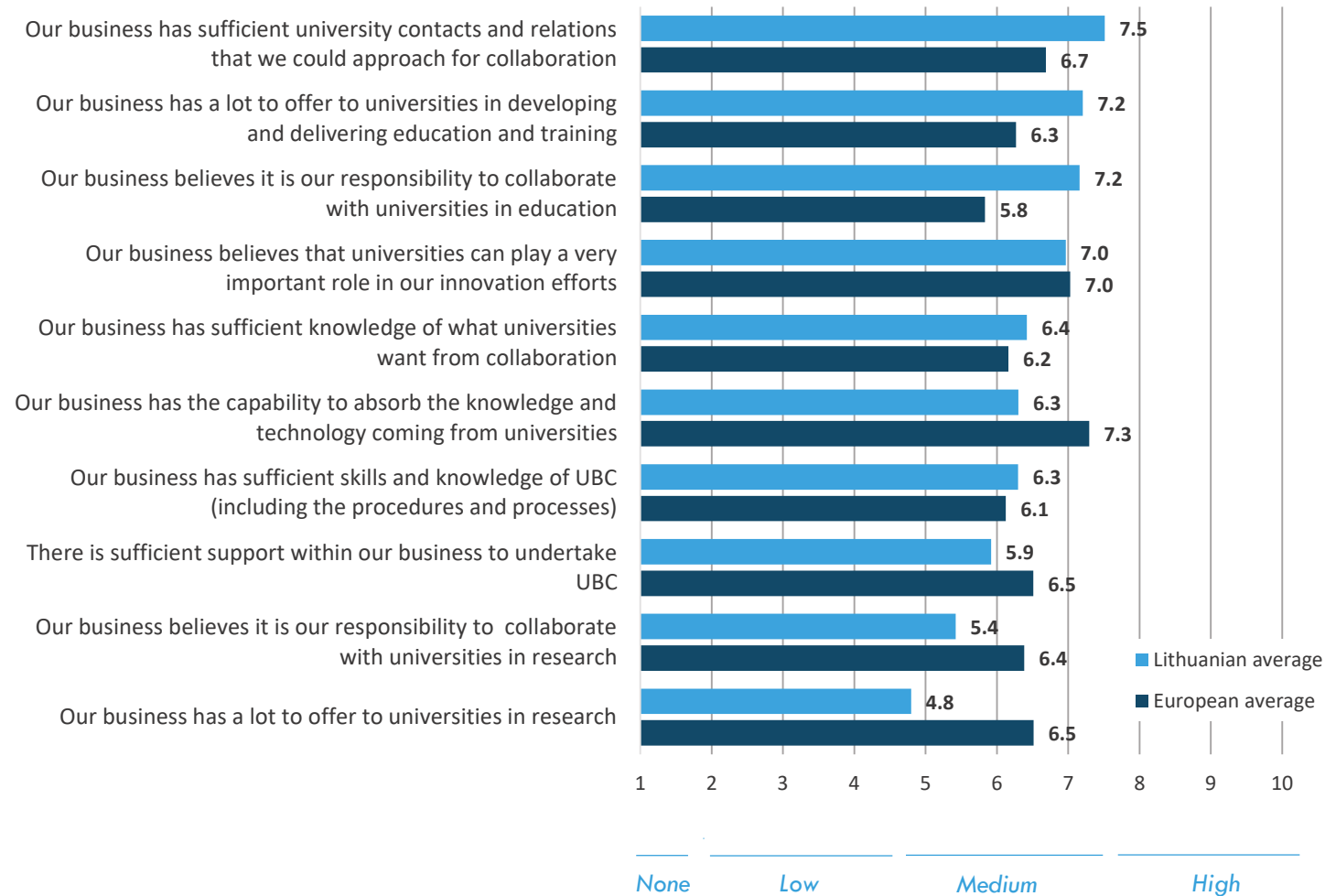


<sup>2</sup> Government of the Republic of Lithuania. (2010). Lithuanian Innovation Strategy for 2010-2020

# UBC capabilities and beliefs

## Supportive UBC environment

*How supportive are your organisation and environment for UBC?'*



Lithuanian businesses perceive themselves as supportive towards cooperation with universities.

In particular they have sufficient university contacts and believe they have a lot to offer in the area of education and training. These exceed the EU average.

Business professionals and the real case studies they provide play a crucial role in teaching process especially at the universities of applied sciences. Work alongside a professional in a chosen field during the internship is also an added value in a teaching and learning process. Businesses are eager to provide students with the knowledge that they can use directly on the work floor.

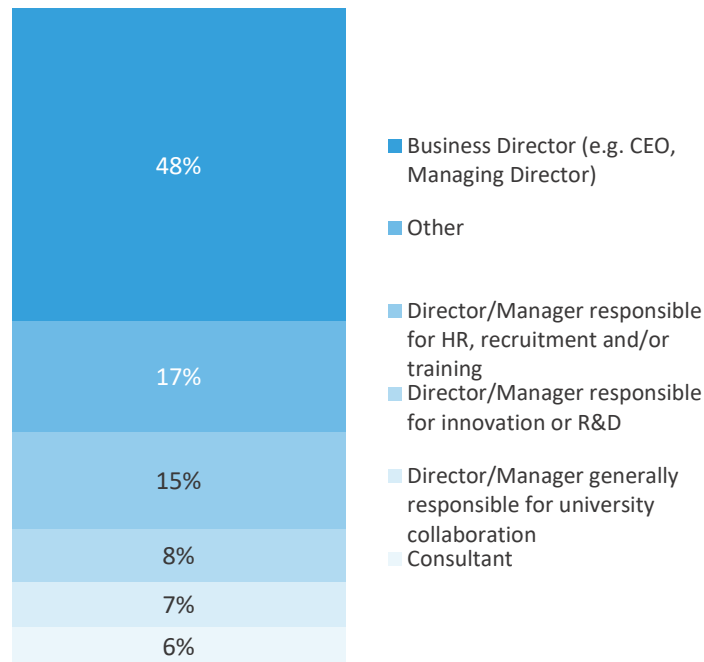
Business representatives further believe that it is their responsibility to collaborate with universities in education and that universities play an important role in their innovation efforts.

On the other hand, Lithuanian businesses are less confident about what they can offer to universities in research and do not believe that it is their responsibility to collaborate with universities. These figures are considerably lower than EU average.

There is still a lack of systematic approach and traditions of university-business cooperation in Lithuania. Universities are sometimes not reorganized as researchers providers or research institutes.

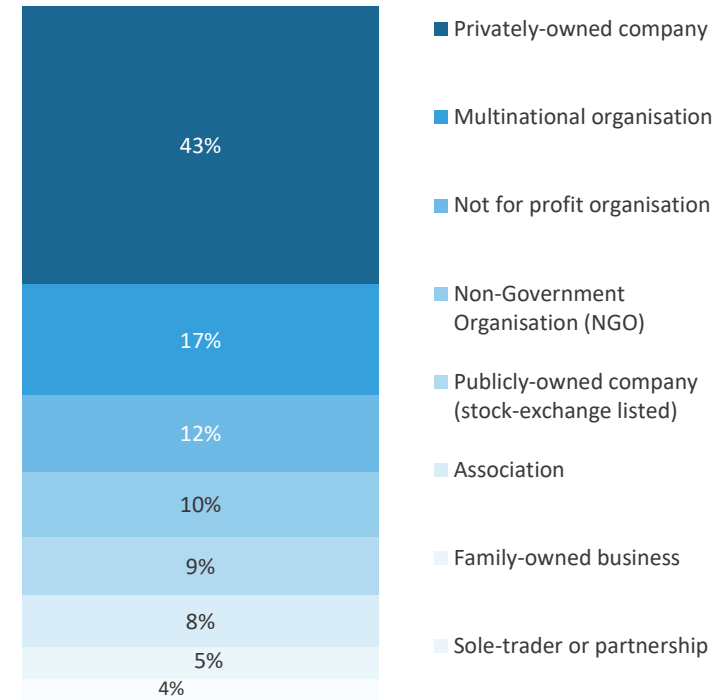
# Respondents profile

## Position of respondent



Business directors represent the largest group of Lithuanian respondents (48%), followed by directors responsible for HR (15%). The remaining respondents identified themselves as directors responsible for innovation or R&D (8%), university collaboration (7%), consultants (6%). 17% of respondents belong to the “other” category.

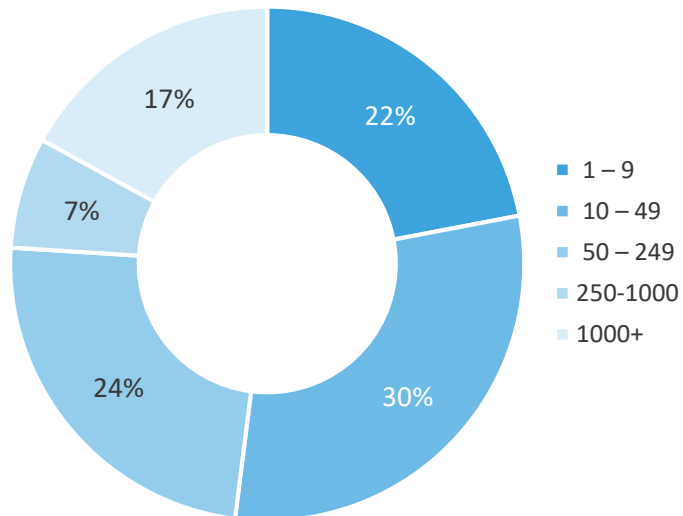
## Type of business



A wide variety of businesses were represented in the Lithuanian sample, with privately-owned companies forming the largest group (43%). This is followed by multinational companies (17%) and not-for-profit organisations (12%). The type of businesses with 10% or less representation included publicly-owned companies, NGOs, associations, not for profit organisations, family owned businesses and sole-traders.

# Respondents profile

## Business size



Sample Size	
Lithuanian business representatives	n = 38
European business representatives	n = 3.113

Over half of Lithuanian business sample is comprised of small firms (under 49 employees). 24% work for medium-sized companies, while large companies (250 to 1000+ employees) are represented by 7% of the business respondents in the sample. 17% of the sample work for very large companies (over 1000 employees).

# Contact us

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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](http://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 [ubc-monitor.com](http://ubc-monitor.com)