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## COOPERATION BETWEEN UNIVERSITY AND STAKEHOLDERS IN LITHUANIA: A CASE OF FUTURE OF EDUCATING LAW- ENFORCEMENT OFFICERS

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**Abstract.** The paper is dedicated to analysis of cooperation between University and stake holders in Lithuania. Based on critical analysis of references of research literature and documents, the perspective of governmental agencies on cooperation between University and stake holders with the special emphasis on educating law-enforcement officers in Lithuania is analysed. The general forms of cooperation are being analysed and also examples of good practices are presented (based on the case of educating professionals, especially, future law-enforcement officers, at Mykolas Romeris University). Methods of critical references analysis, documents ‘analysis and analysis of situations and cases are employed for the development of this paper. This study revealed that cooperation between universities and stake holders is necessary in the context of globalisation. Universities are expected to go beyond the traditional tasks of providing studies and get engaged in research. Moreover, the pressure from stake holders on universities becomes increasingly evident. Representatives from professional world require teachers, and especially, students, to be confident in applying knowledge into practical situations. Study revealed that the cooperation is only possible with sufficient facilities and resources, development of which is prompted by positive perspective of governmental agencies and programmes and a focused input.

The number of forms of cooperation signifies the fact that there is no universal understanding or consensus on the concepts or terms; moreover, certain terms are being used for describing one forms, and other – for other forms. Nevertheless, the general agreement on the necessity for cooperation itself is universal. Please, be advised that a more extensive and analysis with the employment of more numerous examples from professional world was presented by these authors in the presentation at the International Conference in Danang, Vietnam, October, 2017, as an integral part of activities in the project Hub4Growth.

In this paper, however, an aspect of the analysis is presented in greater detail in section 3.1, 3.2, though the concepts and the context are presented and analysed extensively in the 1, 2, 3 sections of the paper.

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The examples of good practices of cooperation between University and stake holders at Mykolas Romeris University revealed that the main orientation was toward innovation, and enabling students at practicing the skills that are necessary for professional career. The paper is developed as an integral activity while implementing the Erasmus+ project Hub4Growth (for the action Capacity Building in Higher Education (reference number 561978-EPP-1-2015-1-UK-EPPKA2-CBHE-JP)).

**Keywords:** Cooperation; Forms of cooperation; Support; Entrepreneurship.

## INTRODUCTION

Higher education today receives probably the most intensive attention in last decades. The activities performed by universities - studies and research - have an important role for the society at large: universities contribute to the economic and social advancement of a society. This advancement is more effective if universities cooperate with business or stake holders (used as synonyms in the paper further on). Both research literature and the strategic documents indicate that this cooperation provides a necessary and vital foundation for competitiveness and an impetus for economic growth, and also the cooperation contributes to enhancement of quality of education. Both in Asia, in Europe and globally the cooperation between business/stake holders and University is analysed carefully due to the reasons enlisted above.

**The purpose** of the paper is to analyse examples of good practice (of cooperation between a university and stake holders) based on the case of a specific university (Mykolas Romeris U-ty, Lithuania).

**Methods** of critical references analysis, documents 'analysis and analysis of practical situations and cases are employed for the development of this paper

## OUTLINE OF THE POLICIES AND ACTIVITIES OF GOVERNMENTAL AGENCIES FOR COOPERATION BETWEEN UNIVERSITY AND BUSINESS/STAKE HOLDERS

The analysis of studies and research literature on cooperation between university and business/stake holders revealed that the focused attention to this theme has been given for some time. Researchers in different countries emphasise and observe different forms of cooperation between university and business/stake holders. Nelson (Nelson, 1996) states that cooperation between university and business is best described as national innovation systems. Other researchers characterise cooperation between university and business as a new mode of knowledge production (Gibbons et al, 1994), others - as the entrepreneur university (Clark, 1998), or (inter)national innovation systems (Freeman, 1987, Lundvall, 1992, Nelson, 1992),

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and there are those that see the cooperation as the triple helix model (Etzkowitz et al, 2007). Shane (2002) characterised cooperation as a process of commercialisation and links to new businesses. However, all the concepts hold the main prerequisite that cooperation between university and business in one way or another contributes to the quality of studies and a subsequent professional career of graduates (Pavlin, 2016).

What is the role of a university, and what is the role of business in the process, some researchers ask? (Hannon, 2013). It seems that University is expected to provide innovative solutions on ways to perform in a stochastic environments, where the only parameter that can be predicted with any degree of certainty is unpredictability. Globalisation, investments, qualitative research endeavours, advancements in technologies: these and other factors have to be constantly monitored in order to achieve competitiveness; therefore, the cooperation university-business has a third actor: government and public strategies. Wilson enumerates science parks, joint research projects, fostering student's entrepreneurship as examples (Wilson, 2012, p. 23-24). However, in a world of fierce competitiveness, universities in many countries face difficulties in securing private financing of their initiatives and projects (Perkmann et al., 2013).

Lithuanian universities cooperate with business/stake holders also. Both governmental agencies and researchers analyse the factors for effectiveness for the cooperation. Miškinienė B. (2015) emphasises that readiness, disposition and competencies of the faculty as an important factor for effective cooperation should not be overlooked. Competencies for teaching in a blended mode, the quality of the IT infrastructure of a given university become quite important. V. Stokaitė (2012) analysed this cooperation as an integral educational experience and fostering of entrepreneurship in studies. Author provides arguments that such approach enables achieving outcomes that are relevant to a person, to university and also may potentially have a long-term impact for social and economic development of a state.

Private investment into higher education remains limited, therefore universities have to market their services twice as intensively. Šimanskienė L. (2009) compared management of universities in the US and Lithuania; the comparison revealed the lack of support by governmental agencies. Similar concerns were raised in a study concluded by MOSTA (Research and higher education monitoring and analysis centre (in Lithuania)) in a study carried out in 2014-2017.

The Ministry of Economy; the Ministry of Education and Science, and the Agency for Research, Technologies and Innovations are agencies that among their tasks have a

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responsibility to implement policies for cooperation between universities and business/stake holders (Verslo ir mokslo bendradarbiavimas, 2017). For the purpose, in 5 regions in Lithuania integrative centres (valleys) for synergy between research, studies and business were established in recent years. On 25 Febr. 2015, the Government adopted a concept for the Research and Technologies Parks. This concept emphasised fostering creation of services with a high added value, commercialisation of ideas, innovative business, auditing innovations. Two years later in 2017, there were 8 parks.

Agency for Research, Technologies and Innovations (MITA, 2017) provides free of charge consultations for representatives from business, enterprises, public sector, also consultations for international cooperation between research and business, starting up new projects are among most often required. The Ministry of Education and Science together with Research and higher education monitoring and analysis centre (in Lithuania)) outlined the documents for development strategy in the country. Also, the action plan was adopted; the strategy on smart development emphasised certain directions, focus and orientation, based on the potential and acquired research resources in the country; also, fields that needed additional attention in the years to come were identified.

## **THE FORMS FOR COOPERATION BETWEEN UNIVERSITIES AND BUSINESS/STAKE HOLDERS**

Different authors emphasise different aspects of the cooperation: some note cooperation with enterprises (Etzkowitz et al., 2000), the others note importance of researchers' involvement into entrepreneurship activities (Laredo, 2007); however, these and other authors together emphasise the same dimension, and namely, the necessity to introduce innovative and entrepreneurship orientated learning experiences already during studies (Gibb & Hannon, 2006). Consulting, joint project's, startups are several examples of those innovations (Perkmann et al, 2011).

Davey et al, (2011) enumerate the following forms for cooperation between universities and business/stake holders:

- Development and implementation of programmes;
- Lifelong learning;
- Students' mobility;
- Academic mobility;
- Cooperation in research;

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- Commercialisation of research outcomes and products;
  - Entrepreneurship;
  - Effective and supporting management.

However, the forms for cooperation supplement each other, few lines for illustration from activities at MRU will be presented with a greater emphasis on the education of future law-enforcement officers.

MRU cooperates with more than 300 universities, governmental agencies and private enterprises (including: "Barclays", "Elsevier", "Western Union", "Swedbank", SEB bank, "Telia", "Albars", "BlueBridge" and other enterprises, organisations, such as Confederations of Employers, America's Trade Agency and other). MRU participates in academic, professional and inter-sectorial networks with an aim to provide the public with the research evidence based solutions, and to consult public and agencies. The library is one of the most advanced in Lithuania, open-access to hundreds of data bases and e-books, all these aspects add to attractiveness of MRU as of a partner for cooperation. Moreover, due to a beautiful and convenient location and infrastructure, MRU serves often as a venue for symposiums and conferences.

Even if there is a variety of concepts for defining cooperation, there are similarities in all cases, with the dissemination of knowledge for all interested agencies and the public at large being at the core. MRU engages in mentioned cooperation activities with a varied degree of involvement.

## **DEVELOPMENT AND IMPLEMENTATION OF STUDY PROGRAMMES**

MRU offers joint master degree studies and support joint, or double degree studies. This university was the first one in Lithuania that offered international studies, with an opportunity for graduates to receive a double degree. Those studies are offered and delivered together with universities in France, Austria, Finland, South Korea - to name just a few countries.

However, for our analysis the fact that a university offers study programmes specifically tailored for business/stake holders is important. The Faculty of Public Security is the delivering unit at MRU of the two programmes listed below. Among such, well-tailored for specific needs of stake holders these study programmes may be enumerated: Strategic Management of State Border Guard (joint master degree programme for senior state border guards, financed by FRONTEX) and Policing in Europe (joint master degree programme for senior police officers, financed by CEPOL). Both programmes were developed in a close cooperation with

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representatives of professional field all over the EU, however, attention to rigorous research is also evident. E.g, in 2016 the UN Member States took three historic decisions at the UN Summit for Refugees and Migrants in New York (19 September). The International Organization for Migration was integrated into the UN system, the New York Declaration for Refugees and Migrants was adopted and a global plan for saving the lives of migrants and protecting their rights was discussed (<http://www.osce.org/> Organisation for Security and Cooperation in Europe). Already the theses, defended in 2017 (March, September) in programmes mentioned above took into consideration the aspect of implementation of those new challenges. These only examples, the thesis of graduates of joint programmes covered a variety of innovations in the field.

Moreover, the other I and II cycle study programmes delivered by Faculty of Public Security are also tailored with a great emphasis (as much as legal frameworks allows for that) on consultations with the representatives of the profession. Representatives of Police Department and the State Border Guards Service at the Ministry of Interior are the members of the committees of study programmes, also, the consultations are of regular nature. As the challenges for future (or acting) law-enforcement officer are ever increasing in a contemporary world (the crime going into cyber-space, going internationally, challenges associated with migration and increasingly so, the challenges that may be posed by robotisation and the global warming), constant attention to the changes and advancements, also, expectations of employers are of utmost importance.

## **LIFELONG LEARNING**

The European Higher Education Area is built on several pillars, one of them being an openness of universities for people of all ages. With an ever increasing pace of changes in labour, social and political walks of life, life-long learning has a crucial role in helping people to participate fully in the changing context. One of the big projects implemented by MRU was dedicated to Validation and Recognition of Learning outcomes while learning non-formally and informally. The system was established at the university; this system:

1. System provides adult people with an opportunity to acquire higher education during a slightly shorter period (if some of the learning outcomes acquired non-formally or informally get accredited); sometimes the financial investment is a bit lower than via the regular route.

2. System enables attracting new groups of people to higher education, the ones with career and family commitments.

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Moreover, the Faculty of Public Security is the delivering unit for in-service training for law-enforcement officers nationally and internationally at MRU. Since 2016 the Faculty has a status of the Framework partner of the CEPOL, and already in 2017 participated an in-service training seminar for acting police officers and state border guards in the EU.

## **STUDENTS' MOBILITY**

Students' mobility is one of the most important vehicles for internationalisation of higher education, and thus building up a generation that is culturally open and ready for experiencing and acting in a meaningful and rewarding way in the world of diversity and globalisation.

Students at MRU have a Facebook page for Erasmus, and they share impressions from the visits.

For the mobility of students (including employability) a Career centre is established at MRU. The main activities of the Career Centre encompass:

- Dissemination of information on studies at MRU; the activities include meeting alumni, high school students, general public.
- Consulting students and alumni on career, and professional development, helping them to develop their CV and the skills for job-interview.
- Analysis of labour market and the prognoses for the future employment prospects..
- General dissemination activities, such as conferences, organising Round tables and meetings with employers.

MRU established a systemic monitoring of career-employability of its graduates; for the purpose, a cooperation between the governmental agency for social security of employed people (SODRA; see more: [sodra.lt](http://sodra.lt)) was created; therefore university receives (not-personalised) data on employability status of its graduates, their average salary.

## **ACADEMIC MOBILITY**

International dimension in studies in a contemporary globalised world has become an integral part of studies at any university; moreover, it serves as a factor for defining aims of a given university and in planning activities, in defining the reputation of a university and in many cases it is a factor that influences the career of its graduates. South Korea (Dongseo), India, China (Huazong University of Technologies), Japan (Josai University) are among few to enumerate. However, MRU also gives attention to neighbours, including universities in the EU



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and the neighbours in East Europe, also, in Mediterranean countries. University has a lot of Erasmus+ projects, which are implemented together with a number of countries.

In 2016 MRU had 319 contracts under the Erasmus+ programme. Students from 30 universities in 20 countries (also including bilateral agreements with Japan, China, the Ukraine, Azerbaijan, South Korea, Georgia) used opportunities for mobility during that period. In total (Erasmus academic mobility, Erasmus Intensive Programmes, traineeships) 717 students and 247 faculty members benefited from mobility mechanisms (944 in total in 2016).

A number of teachers and researchers give targeted classes at MRU: dr. P. Ambrus, dr. P. Ferencikova from Police Academy in Bratislava gave classes at the Faculty of Public Security; assoc.prof.dr. Aleksandras Kļesovs from University of Latvia gave a series of classes “Community and the Feeling of Belonging”, prof. dr. H.C. F. Schneider gave classes on „The scope and causes of Shadow economy in Baltic States“, prof.dr. Andreas Stoffers in an open class discussed various forms of cooperation between Asia and Europe.

Moreover, MRU invites business people to share their experiences. The President of Personal Risks and Pensions Management Fund Mr. Šarūnas Ruzgys discussed with students of the master degree study programme about future prospects of the pension funds and schemes in Lithuania, and Mr. Marius Dubnikovas (The Vice-president of „Mandatum Life“ for development) gave series of classes on inter-loan packaged and platforms.

## **COMMERTIONALISATION OF RESEARCH PRODUCTS AND ENTREPRENEURSHIP**

MRU (on its own or with partners) implements projects that foster integration of researchers into global market, and also, in fostering innovative and advancements- orientated economy and society. In recent year MRU implements 55 projects and programmes in the field financed by different beneficiaries.

One of the examples is the competition (organised together with “Versli Lietuva” (Entrepreneurship in Lithuania)) for best business idea. Students comprise teams and organise think-tanks for an innovative and prospective business idea.

Another example: at the Faculty of Economics an international project „International Anti-Fraud Training of VAT Fraud Prevention as EU’s Financial Stability Support Measure” (No. OLAF/2016/D1/017, financed by the European Commission, Directorate for Anticorruption and Fraud) is being implemented. As an integral part of the project, an international Conference was organised where issues for anti-fraud activities were analysed.



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MRU organises an entrepreneurship day: a Day of a Professional (in Lithuanian: PROFADIENIS). Both students of university and high schools participate. The day is organised around 5 themes/business challenges. Case studies, tasks for teams that encourage participants to analyse the logics of business are formulated. Participants analyse main processes of business: planning, marketing, commercialisation, innovation, leadership. The team that finalises the tasks in a most compelling way receives a great prize: a visit to the European Parliament (founder: Mr. Petras Auštrevičius). This project is implemented together with partners, other universities in Lithuania, and the Company PROFAT, also, mass media and distinguished members of Lithuanian society contribute to the competition.

## **EFFECTIVE MANAGEMENT**

Environmental Management Centre (EMC) was established at the Faculty of Policy and Management at MRU in 2013; this is the centre orientated to implement interdisciplinary research of environment (the head of the Centre: prof. dr. Paulo Alexandre da Silva Pereira). Members of MRU are invited to join research projects, and to participate in scientific events.

The Network of Research Laboratories (established in 2016) provides a platform for students and teachers, also, representatives of non-governmental organisations, representatives from business to engage in research and innovation building for fostering new, innovation and responsibility orientated culture. Both national and international research projects are being implemented by this Network, also, a number of scientific events is organised, and a large number of consultations for different agencies and actors in different sectors is provided. The results of the project (implemented by Northampton U-ty (the UK), U-ty of Iceland, and Collegium Civitas U-ty (Poland)): “Building the Culture of Social Innovation in Higher Education” revealed that MRU is a leader in

## **CONCLUSIONS**

The study on cooperation between universities and business revealed that in the context of globalisation and constant economic and social changes, universities are expected to perform beyond their traditional roles (which included studies and research). It would seem that the ‘pressure’ from business/stake holders on teachers and students increases with the ambition to have graduates who are competent in applying knowledge in practice and in introducing viable and effective innovations, and therefore, in fostering social and economic advancements in their societies.

The study revealed that a successful cooperation requires certain resources and facilities, which in many cases are easier to acquire with the positive perspective of governmental agencies.

On the other hand, it is important not to get too much orientated on a financial dimension of the process, because today the main engine for advancements resides also in ideas; moreover, recent tendencies seem to indicate that the success in business relies now more on ideas (or at least as much), as it relies on financial investment.

Though the critical analysis of references revealed the lack of universal concepts and terms for describing and explaining the cooperation between university and business, however, a universal similarity was noted, and namely, the fact that the cooperation itself is considered an absolute necessity for advancements in professional activity, and consequently, economy and society.

Analysis of good practices of one of the universities in Lithuania revealed that a contemporary university provides an array of opportunities for students to get acquainted with the realities of professional activities nationally and internationally.

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## BENDRADARBIAVIMAS TARP UNIVERSITETO IR SUINTERESUOTŲJŲ ORGANIZACIJŲ LIETUVOJE: PAREIGŪNŲ ŠVIETIMO ĮGYVENDINIMO ATEITIS

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Mykolo Romerio Universitetas

### Santrauka

Straipsnis skirtas universiteto ir suinteresuotųjų organizacijų bendradarbiavimo Lietuvoje analizei. Remiantis mokslinė literatūros ir dokumentų analize, analizuojamas universitetų ir suinteresuotųjų šalių bendradarbiavimas, ypatingą dėmesį skiriant teisėsaugos pareigūnų švietimui Lietuvoje. Analizuojamos bendros bendradarbiavimo formos, pristatomi gerosios praktikos pavyzdžiai (paremti Mykolo Romerio universiteto profesionalų, ypač būsimų teisėsaugos pareigūnų). Šio straipsnio rengimui buvo naudojami mokslinės literatūros analizės metodai, dokumentų analizė, situacijų ir atvejų analizė. Šis tyrimas parodė, kad universitetų ir suinteresuotųjų subjektų bendradarbiavimas yra būtinas globalizacijos kontekste. Universitetams nebeužtenka rengti aukštos kvalifikacijos specialistus, atlikti mokslinius tyrimus. Didėja vyriausybinių organizacijų “spaudimas” dėstytojams ir studentams, noras, kad studentai išmoktų žinias sėkmingai pritaikyti praktinėje veikloje, kurtų naujas darbo vietas. Atliktas tyrimas parodė, kad sėkmingas mokslo ir suinteresuotųjų asmenų bendradarbiavimas neįmanomas be tam tikros materialinės bazės, o ją gali sukurti valstybės remiamos programos. Lietuvoje yra nemaža tokių programų įvairovė ir jos nuolat tobulinamos, atsižvelgiant tiek į universitetų, tiek į suinteresuotųjų asmenų poreikius. Mokslo ir suinteresuotųjų asmenų bendradarbiavimo formų įvairovė rodo, kad nėra vieningos mokslininkų nuomonės dėl vartojamų sąvokų, dažnai vienu autorių atskirų formų mechanizmai priskiriami prie vienos formos, kitų – prie kitos. Tačiau vieningai sutariama, kad universitetų ir suinteresuotųjų asmenų bendradarbiavimas yra būtinas. Išanalizuoti Mykolo Romerio universiteto gerosios praktikos pavyzdžiai parodė kad universitetas glaudžiai bendradarbiauja su suinteresuotaisiais asmenimis, ieško inovatyvių sprendimų, kuriant naujas inovatyvias paslaugas, siekia sudaryti sąlygas studentams lengviau adaptuotis praktinėje veikloje.

Straipsnis parengtas pagal Erasmus+ projekto Hub4Growth metu atliktas situacijos analizės.

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**Pagrindinės sąvokos:** bendradarbiavimas, bendradarbiavimo formos, parama, verslumas.

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