



Tempus



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**A NETWORK FOR DEVELOPING
LIFELONG LEARNING
IN ARMENIA, GEORGIA AND UKRAINE
(LeAGUe)**

NATIONAL POLICIES OF LIFELONG LEARNING

**Coordinating Institution:
ANGEL KANCHEV UNIVERSITY OF RUSE**

PART 5 COMPANY COOPERATION STRATEGIES

**Coordinating Institution:
KHARKIV NATIONAL UNIVERSITY OF RADIOELECTRONICS**



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1. LIST OF ABBREVIATIONS

AEAG	–	Adult Education Association of Georgia
ALLL	–	Armenian Lifelong Learning League
ANAU	–	Armenia National Agrarian University
DTU	–	Technical University of Denmark
GSU	–	Gavar State University
ISU	–	Ilia State University
KNURE	–	Kharkiv National University of Radioelectronics
LEAGUE	–	Lifelong learning in Armenia, Georgia and Ukraine
LNU	–	Linnaeus University
MESU	–	Ministry of Education and Science of Ukraine
MOES	–	The Ministry of Education and Science of Republic of Armenia
MoES	–	Ministry of Education and Science of Georgia
NTUU	–	National Technical University of Ukraine Kyiv Polytechnic Ins.
ONPU	–	Odessa National Polytechnic University
RAU	–	Russian-Armenian (Slavonic) University
TeSaU	–	Iakob Gogebashvili Telavi State University
TSNUK	–	Taras Shevchenko National University of Kyiv
UC	–	University of Coimbra
UG	–	The University of Georgia
UR	–	Angel Kanchev University of Ruse
VSPI	–	Vanadzor State University

2. EXECUTIVE SUMMARY

In this report, we analyse business models for four EU partner universities (UR, Bulgaria; DTU, Denmark; UC, Portugal; LNU, Sweden) regarding their portfolio of lifelong learning (LLL) courses and programmes or singular examples of, for instance, a highly successful course offer.

Building on the existing frameworks for financing models of LLL courses and programmes used by EU partner universities, the main goal of this deliverable is to develop cooperation strategies for engaging local and national enterprises, organizations and authorities in the financial support of LLL courses and programs in AGU countries.

Because of the international trends in which higher education institutions more and more needs to communicate with industry in ways they are used to, the Business Model Canvas have been chosen to describe the rationale by which the organizations we have analyzed creates, captures and delivers values. We also used this model to harvest data, analyze data and – most importantly – to be able to communicate and share data among us in an intuitive and easy-to-grasp way. The canvas analysis for the four EU partner countries also provides a valuable illustration of the fact that the canvas tool can be used for different *units of analysis*.

Our overall conclusion is that LLL strategies and strategies for university-company cooperation are *highly contextual*. We think this is a good sign. These kind of strategic collaborations are complex with many stakeholders involved and must therefore take into account the specifics of each local context in which it operates.

Specific conclusions on targeted areas (pricing, marketing, administration) are provided within the ‘Key learning-sections’.

We end the report by formulating our concluding recommendations.

3. INTRODUCTION

Lifelong Learning (LLL) has been on the EU agenda for considerable time, as well as that of other international bodies such as the ILO, the OECD and the UN. Its centrality in successive European initiatives targets is a testimony of the importance of on-going labour market training. Thus, LLL is defined by the European Commission as all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (CEC, 2001: 9).¹

LLL has prominently risen to the top of policy agendas in many countries, and academic literature has focused on many aspects of a system of lifelong learning. In spite of the abundance of articles, books, and policy reports on different aspects of lifelong learning, there was until recently a paucity of studies on how such a system can be financed. The renewed interest in lifelong learning is partly due to the interest by industry, which considers lifelong learning as the appropriate skill formation strategy for the 'new economy' (Rubenson & Schuetze, 2000).² This interest and the pressure from industry have caused universities to look for ways to implement and finance such a strategy. Besides this problem, the difficulty of estimating the approximate cost of lifelong learning activities, the principles by which these costs are to be distributed among the various stakeholders, and, finally, the problem of translating these principles into viable business models, pose considerable challenges.

In this report, we will concentrate on how to eventually find workable business models for these challenges. The final decision on entering LLL segments has to be taken by the university on the basis of both strategic considerations and a viable business model. It is important that the institution has a clear strategy for why it wants to offer LLL courses/programmes and what it wants to achieve by its operations. This so, as there is no such thing as a singular, definitive strategy and business model that can be generically implemented in all institutions.

¹ Commission of the European Communities (CEC). (2001). *Communication From the Commission: Making a European Area of Lifelong Learning a Reality*, Brussels, European Commission.

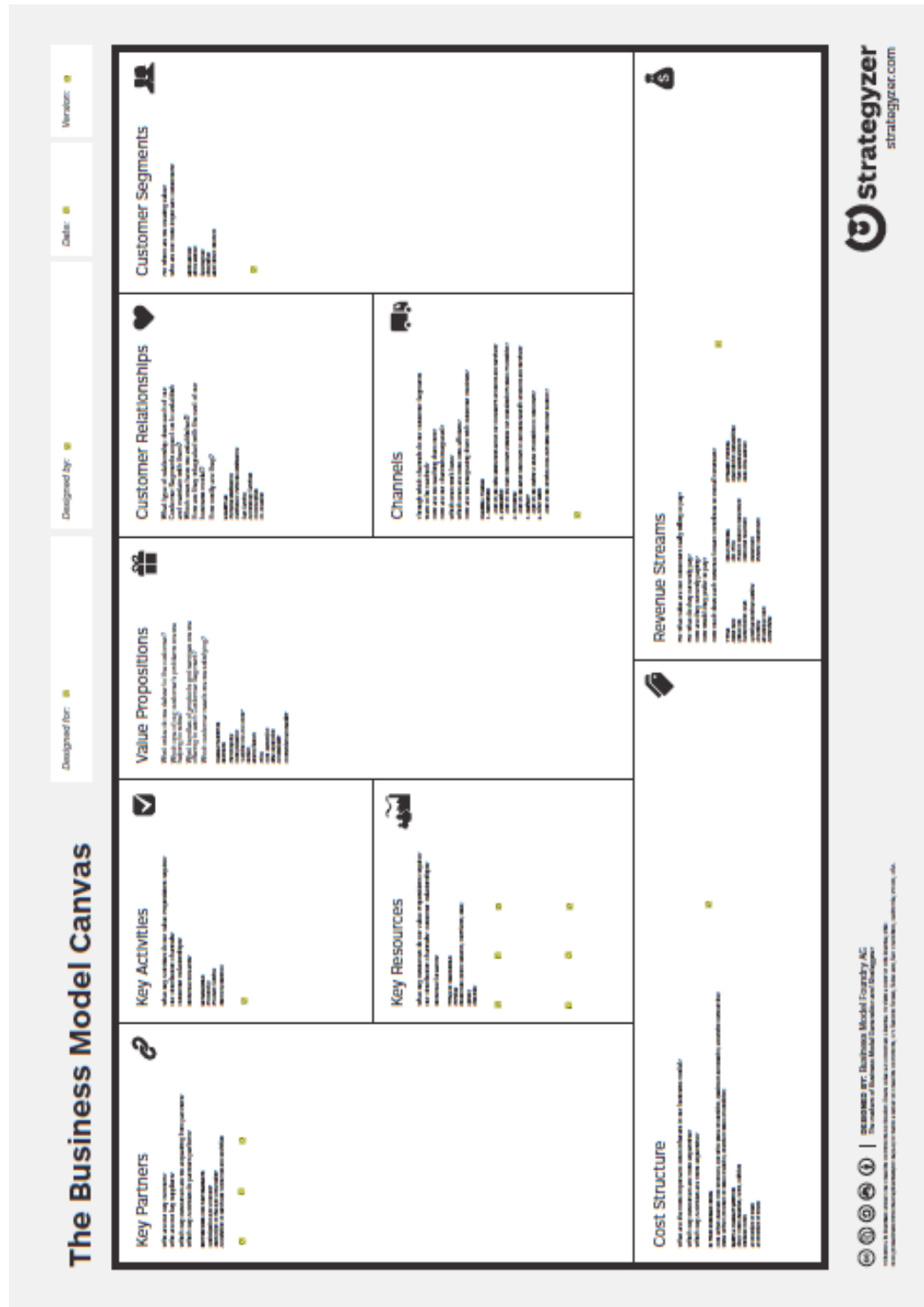
² Rubenson, K., & Schuetze, H. G. (2000). Lifelong learning for the knowledge society: Demand, supply, and policy dilemmas. In K. Rubenson & H. G. Schuetze (Eds.), *Transition to the Knowledge Society: Policies And Strategies For Individual Participation And Learning*. Vancouver: UBC (Institute for European Studies), pp. 355 – 376.

4. METHOD

Building on the existing frameworks for financing models of LLL courses and programmes used in EU consortium countries, the main goal of the deliverable 2.5 is to develop cooperation strategies for engaging local and national enterprises, organizations and authorities in the financial support of LLL courses and programs in AGU countries. Special focus will be placed on the strategies for pricing, marketing & administration of LLL courses. All LeAGUE partners should consider developing such cooperation strategies, as these are central for the successful execution of this project. That said, the whole idea with the main tool used (the Business Model Canvas, see below), is that it makes it possible for each partner to adopt this approach according to the local countries needs.

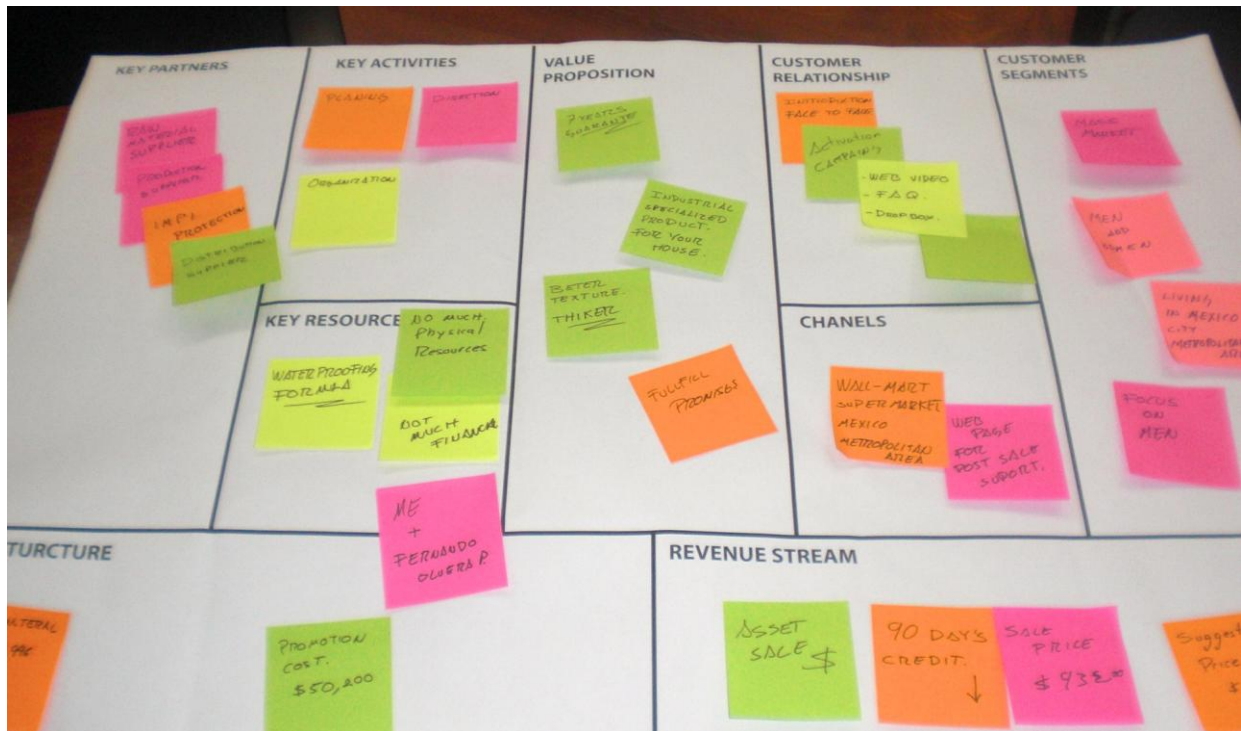
Because of the international trends in which higher education institutions more and more need to communicate with industry in ways they are used to, the Business Model Canvas have been chosen to describe the rationale of how an educational organization creates, delivers, and captures their values. We used this model to harvest data, analyze data and – most importantly – to be able to communicate and share data among us in an intuitive and easy-to-grasp way. A business model canvas basic e-template looks as follows:

Figure 1: Business Model e-Canvas Template



Recommendable though, when using the canvas for the first time, is to do it “old school”, on a poster with post-it’s:

Figure 2: Business Model Canvas – “Old School”



In general, a *business model* “describes the rationale of how an organization creates, delivers, and captures value in economic, social, cultural or other contexts” (Wikipedia). The nine blocks cover the four main areas of a business: customers, offer, infrastructure and financial viability:

- 1. Customer segments:** The specific group of people that the organization aims to serve.
- 2. Value proposition:** A clear description of the university's offering and how it solves problems or creates value for customers.
- 3. Channels:** The means that a university uses to reach its customer segments to communicate with them and to deliver products and services to them.
- 4. Customer relationships:** The methods used to maintain relationships with customer segments.

5. **Revenue streams:** The income generation and collection mechanisms in the business.
6. **Key resources:** The most important assets that the university needs to make the other elements of the business model work.
7. **Key activities:** The most important things that a university must do to make its business model work.
8. **Key partnerships:** The network of suppliers and partners that make the business model work.
9. **Cost structure:** The major costs that need to be incurred to sustain the business model.

Specifically, we used business model canvas due to the following reasons:

- Questions around modes of operating LLL courses/programmes can be framed as being *business model questions*, and such analyses are too complex and too much of a strategic nature to lend themselves easily to, for instance, questionnaire/survey format. Instead, the canvas tool provides *overview without sacrificing details*.
- A smart tactic for universities when trying to stimulate and initiate company cooperation strategies, is to use tools, concepts and language styles that *companies are familiar with*. The business model canvas tool is widely used throughout the corporate world in many countries and in many companies of different sizes and in various industries.
- Compared to many frequently used methods and tools, the main advantage with the business model canvas tool is *its capacity to communicate and share findings* of highly complex nature in a concentrated but still detailed, intuitive and easy-to-grasp way among big groups of people from very different disciplinary backgrounds.

This business model canvas was sent to all EU universities consortium partners to get their feedback. We proceeded with harvesting, analyzing, communicating and sharing data as follows:

1. First, the KNURE team in dialogue with the RUSE team developed and discussed a large set of *example questions* (not to follow dogmatically but to be inspired by for each stakeholder) that a new player within the LLL industry might ask themselves in order to start carving out a rationale for how to succeed with setting up profitable and sustainable LLL courses/programmes. This set of questions is in detail provided in Appendix 1.
2. Second, the LNU team proposed the canvas to be used instead of survey/questionnaire format, because of reasons provided above. This was accepted by all stakeholders and, accordingly, implemented.
3. Third, the DEL. 2.5 team sent out a request to EU partners to fill in a canvas for their LLL strategies – alternatively provide the data for so doing (so that we could transform the data into a canvas analysis in the next step). This request is provided in Appendix 2.
4. Fourth, the tentative results of the canvas analysis were communicated, discussed and shared at the major coordination meeting in Ruse, Bulgaria, in October 2014.
5. Fifth, the overall positive input from the Ruse meeting was used as input for finalising the analysis and this report.

Data for this report has been collected from the four LeAGUE EU project partners (Linnaeus University, LNU; Technical University of Denmark, DTU; University of Coimbra, UC; Angel Kanchev University of Ruse, UR).

5. DATA FINDINGS

The canvas analysis for the four EU partner countries (UR, Bulgaria; DTU, Denmark; UC, Portugal; LNU, Sweden) provides a valuable illustration of the fact that the canvas tool can be used for different *units of analysis*. Due to highly differing national contexts (i.e. legal regulations, organisational cultures) LLL practices are executed in very different ways in various countries. These differences is visible in the way EU partners answer the questions; some answered on behalf of the university as a whole, others on behalf of their faculty and still others on behalf of their department. In summary, we have *three different units of analysis* represented in our data:

- UR and DTU provided their answers on *University Level* (Overall LLL Philosophy).
- UC provided answers on *Faculty Level* (in their case, the Faculty of Psychology Education and E-learning Projects).
- LNU provided their answers on *Department Level* (in their case, Department of Pedagogy and Department of Forestry and Wood Technology).

We want to emphasize this key strength with the canvas tool, that it *allows for contextual tailor making* (=each AGU partner can work on the unit of analysis that matches each country's legal framework and each university's organizational culture specifically) *while it still makes cross-country and cross-institutional analysis and communication possible* (=AGU partners and EU partners can understand similarities and differences between countries, contexts and different units of analysis as the same tool is used).

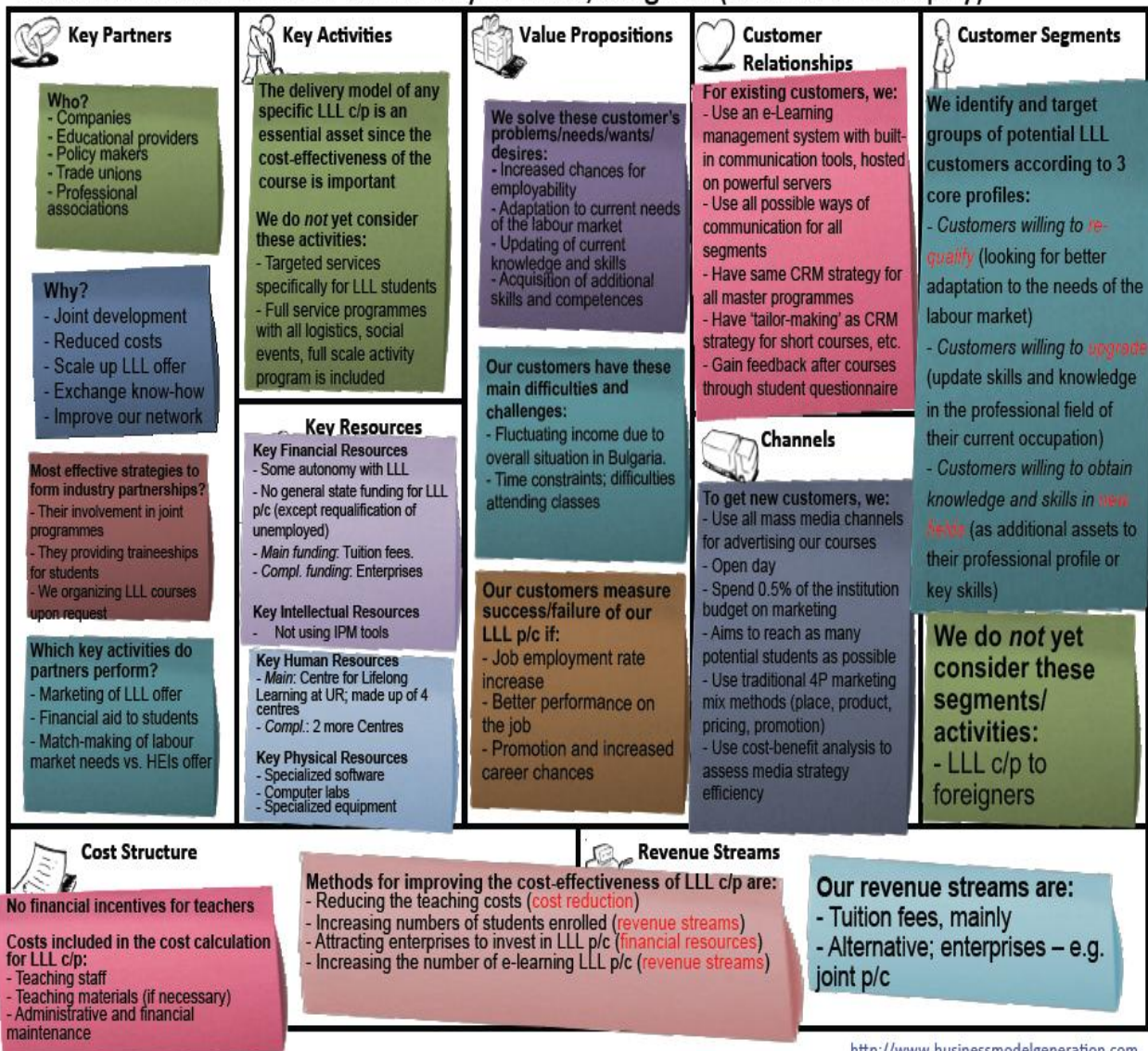
Furthermore, we want to stress the need for openness in how the process of doing a business canvas analysis can be done. On one end of the continuum, one EU partner (UR) "did all the hard work themselves" and wrote/sent a very detailed side-report on all the facts and details of which the essentials in the next step was transformed into a canvas by one of us. On the other end of the continuum, another EU partner was very short of time why the canvas was created through an open-ended interview and follow-up questions "live at stage" during the Ruse meeting. In-between these extremes, is one example of harvesting data through semi-structured interviews combined with one of us turning the interviews data into canvases and another example of one partner doing a combination of doing the canvas partly themselves combined with

sending us a short fact sheet from which we could take further data and add to the canvas. All this is said, to illustrate a key feature of business modeling with this canvas; *the absolute necessity of it to be a processual methodology* in which the end outcome is the same/similar but the journey towards that outcome can and should vary a lot (in order to *allow for context*, for real, not only by lip service).

Next, follows the *key findings summarized in five canvases* from the four EU partners (LNU provided two examples from two different departments), starting with the data findings from University of Ruse:

Figure 3: University of Ruse - Business Model Canvas

Business Model Canvas: University of Ruse, Bulgaria (Overall Philosophy)



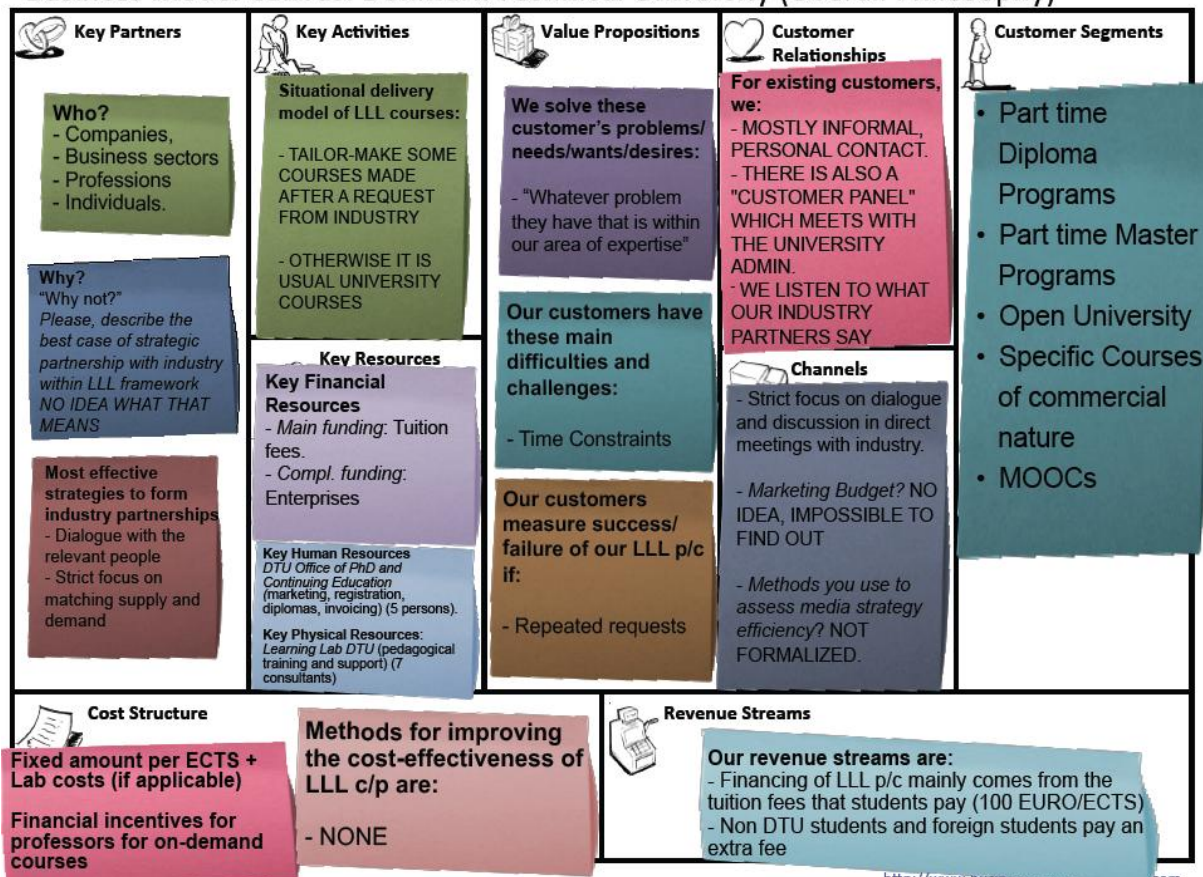
<http://www.businessmodelgeneration.com>

The process undertaken by UR is for us an ideal example on how AGU partners may go about when doing this kind of analysis for the first time. That is, a combination of 1) formulating the questions that are relevant for your context, 2) writing down the first tentative answers to all these questions “straight away”, in bullet form, in a plain word document, 3) send this document to a canvas expert that transform this data to a canvas and 4) the canvas is then communicated back and further discussed and, as outcome, the basis for doing more in-depth processual business modeling on your own is created. With such a four-step “beginners method” you get a fair start with the canvas tool and is thereafter better prepared to go through the process over and over again. To illustrate how UR went through such a four-step process, the word-document UR did is provided in Appendix 3. Out of that document, we crafted the canvas above and communicated it back to UR (and everyone) at the Ruse meeting.

Next, follows the second of the two EU partners (DTU) that provided their answers on *University Level (Overall LLL Philosophy)*:

Figure 4: Denmark Technical University - Business Model Canvas

Business Model Canvas: Denmark Technical University (Overall Philosophy)



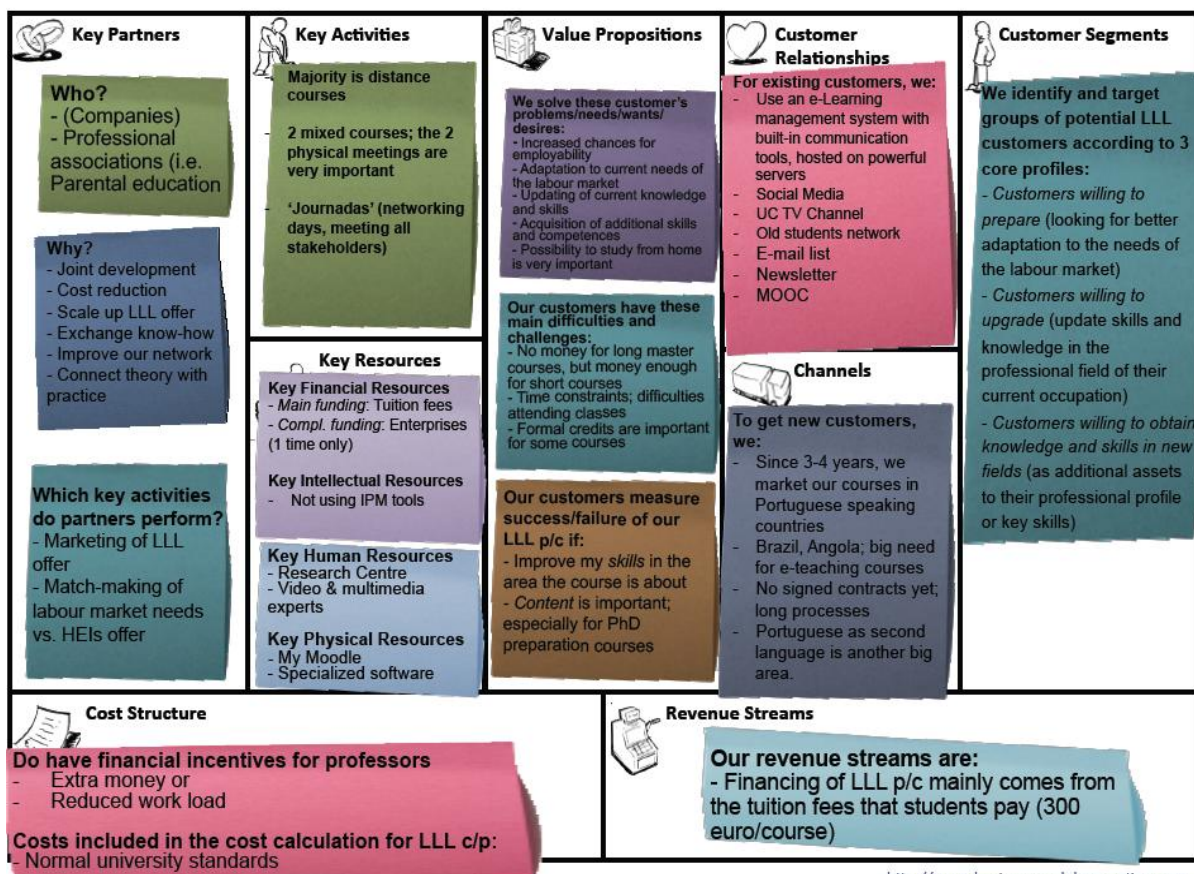
<http://www.businessmodelgenerator.com>

The strategic aim for DTU overall is to offer a wide-ranging program of continuing and further education that disseminates the newest knowledge and expertise in the technical and the natural sciences to companies, business sectors, professions and individuals. To this end, the scale and scope of DTUs human resources specially assigned to LLL tasks gives an indication on what it takes (and the benefits of) to execute a LLL strategy on this high-end level (the 5 + 7 persons in building block 'Key Human Resources').

The third EU partner, University of Coimbra, Portugal (UC) provides us with an example where *faculty level* is the unit of analysis:

Figure 5: University of Coimbra - Business Model Canvas

Business Model Canvas: University of Coimbra, Portugal (Faculty of Psychology Education & E-learning Projects)



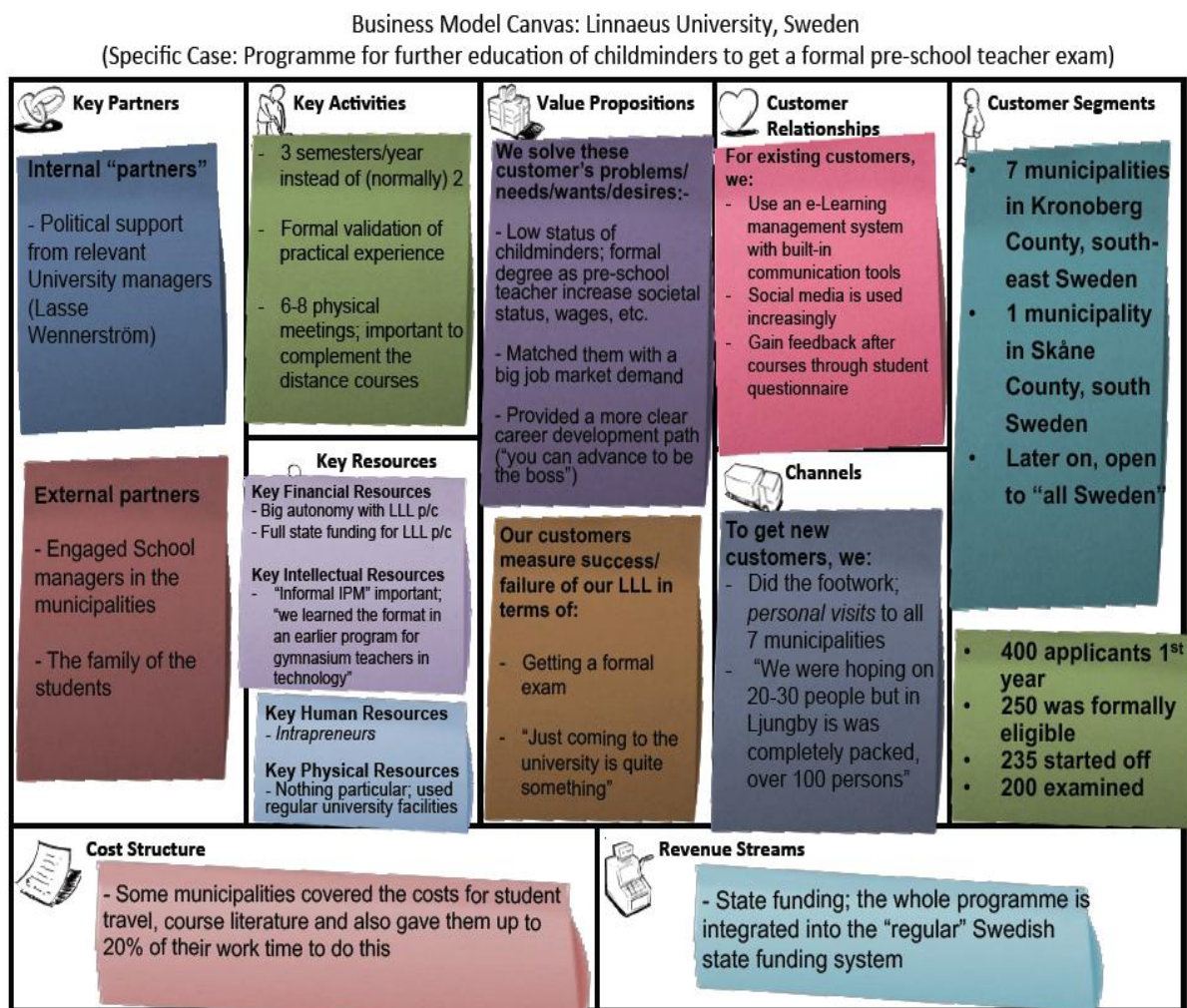
<http://www.businessmodelgeneration.com>

One of the most interesting aspects of the UC case is that their intensive efforts to internationalize their LLL offers in a very real way actualizes the focus of this report (company cooperation); as it is very costly to work up new international markets, the case of UC shows *the need for a joint venture* with an internationally operating company with business interests in the regions that UC

is going for. Which these regions are and why a joint venture or a strategic alliance is required will be discussed more in detail below.

The fourth and last EU partner, Linnaeus University, Sweden (LNU) provides us with two examples where *department level* is the unit of analysis:

Figure 6: Linnaeus University - Business Model Canvas 1

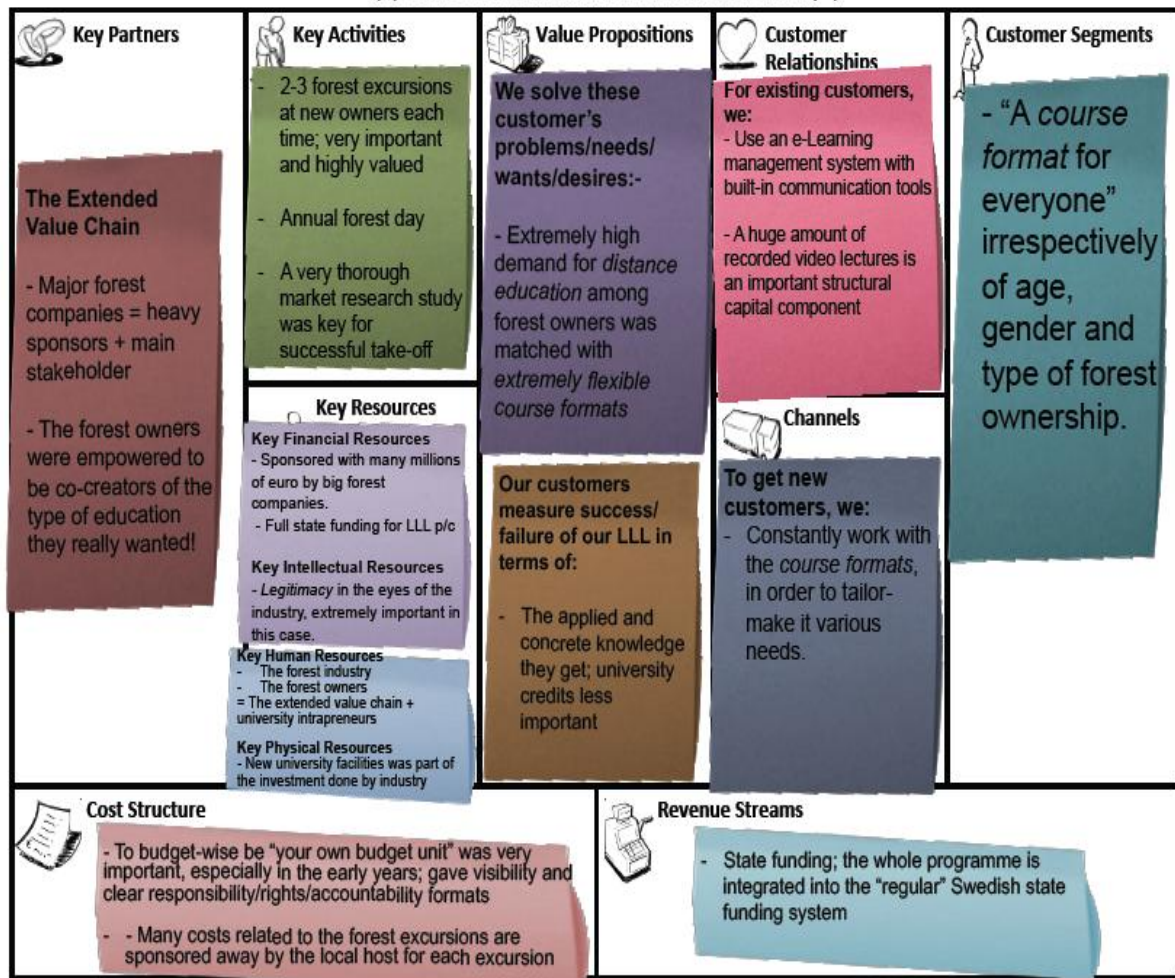


Sweden is the national context in which LLL is the least regulated of the four EU partners. With a rather loosely formulated basic legal frame (principles, directions, very broad policies, etc.), individual initiatives on department level are both possible and preferred (as it is in line with Swedish work life culture). In the result section, the actions by *the individual entrepreneur* behind the creation of this programme for further education of child-minders to get a formal pre-school teacher exam is more in detailed discussed.

The second example from LNU is a diversified portfolio of LLL courses and programmes about Sustainable Small-scale Forestry:

Figure 7: Linnaeus University - Business Model Canvas 2

Business Model Canvas: Linnaeus University, Sweden
 (Specific Case: Sustainable Small-scale Forestry)



<http://www.businessmodelgeneration.com>

Private forest owners combined own about 50% of the Swedish forests. In 2011 the courses in Sustainable Small-scale Forestry celebrated their ten-year anniversary. Since the start in 2001 roughly 3000 Swedish forest owners and others with an interest in the forest have taken courses in Sustainable Small-scale Forestry. These courses have become immensely popular. During the application period for the autumn term of 2010, the courses in Sustainable Small-scale Forestry were among the ten most popular of the 2500 courses available at Linnaeus University.

6. RESULTS

University of Ruse (UR)

The UR business model is value-oriented, and the organization is highly specialized, with work broken up into discrete units that can be done consistently and routinely. Decision-making is centralized at the top and decisions are implemented through middle management. Programs and courses are selected by administrators to meet market demand. Courses are then designed to fit a common structure, with consistent appearance and naming conventions. This provides not only a consistent visual brand, but also simplifies the process of taking each course. Faculty goes through identical recruitment and training procedures, and their online teaching skills are developed and supported by consistent practices and on-going monitoring. Formal policies determine key factors such as minimum frequency of course monitoring and posting, time frames for feedback, and use of tools such as gradebooks and both formative and summative feedback. These practices mean that key decisions are centralized, and much of the work is both standardized and formalized. Course development costs and times are minimized, and the use of adjunct instructors reduces the costs as well, enabling efficient operations and a baseline of responsiveness to student needs. The student experience is standardized so that they know what is expected and can quickly move into mastering the knowledge and skills of the course. The standardization and separation of work into course designer and instructional designer, usually with a formal Quality Assurance review, ensures quality control in terms of clarity and internal consistency.

Key lessons learned in the case of UR:

- *Nuanced* segmentation (re-qualify, upgrade, new fields; see red text in canvas)
- Success/Failure criteria are *job related* (i.e. compare with Coimbra; *knowledge related*)
- Good check on *what actually works* when cooperating with industry is crucial ('Most effective strategies to form industry partnerships')
- *Undifferentiated communication* with existing as well as new customers ('Customer Relationships', 'Channels'); "we talk to everyone about everything in every possible way"

Denmark Technical University (DTU)

A considerable proportion of overall learning and competence development takes place in connection with the job, and it has long been an established practice for provision to be made for the employees' competence development and educational planning in the enterprises in the collective agreements between the social partners. There must be relevant high quality adult education and continuing training for everyone in the labour market, which matches the needs and puts particular emphasis on the need for lifelong skills upgrading for those with the lowest level of education. Increased public and private investment in continuing training and competence development for employees is to contribute to improving the skills of individuals and strengthening the development of the enterprises.

Key lessons learned in the case of DTU:

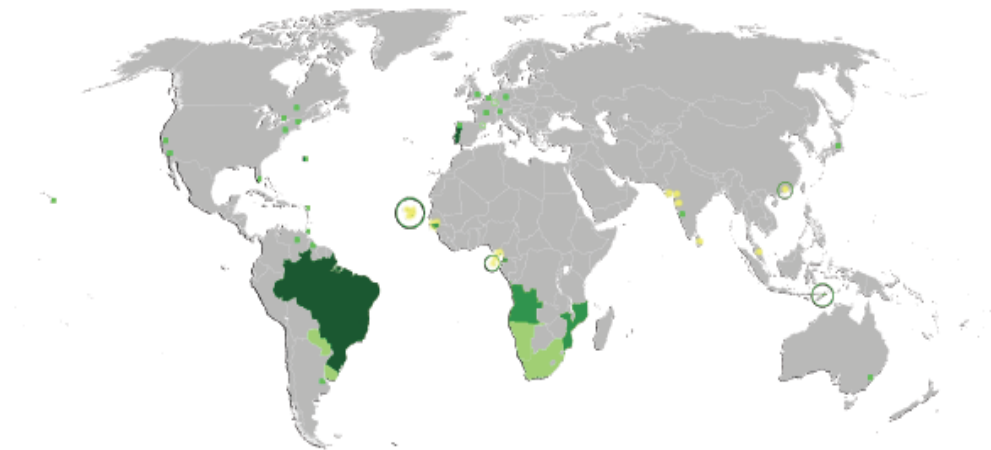
- A different logic:
 - *Much less* of monitoring, measuring, controlling, etc.
 - *Much more* market driven; if market keeps coming back ('repeated request') that is answer enough
- Don't believe that one overall 'Best Practice' exist;
 - Big ears, small mouth, *very dialogical* = strict focus on matching supply and demand

University of Coimbra (UC)

The UC aims to be a space visited by people at different moments of their professional careers, where they gain new knowledge while acquiring and developing a variety of new competences. The UC regards life-long learning as an opportunity for mutual enrichment: it conveys knowledge and at the same time it comes in contact with new problems and questions raised by those who experience them in a work context on a daily basis.

Key lessons learned in the case of UC:

- Financial crisis in Portugal = Exploring *new opportunities* in the Lusophone world with *language as segmentation base*:



Dark green: native language. **Green:** official and administrative language. **Light green:** cultural or secondary language. **Yellow:** Portuguese-based creole. **Green square:** Portuguese speaking minorities.

- E-learning: The world is ‘one click away’:

Countries and territories where Portuguese is *official language*

Country Population (2013 est.)

Brazil	201,009,622
Mozambique	24,096,669
Angola	18,565,269
Portugal	10,799,270
Guinea-Bissau	1,660,870
East Timor	1,172,390
Equatorial Guinea	736,296
Macau	583,003
Cape Verde	531,046
<u>São Tomé and Príncipe</u>	<u>186,817</u>
Total	259, 341,252

Countries and territories where Portuguese has a *significant/ cultural presence*

Country Population (2011 est.)

Goa (India)	1,457,723
Daman and Diu (India)	242,911

Linnaeus University (LNU)

The principle for LLL courses/programmes at LNU is extreme decentralization. General guidelines and overall policies are provided centrally and with them as base, institutions and individual at institutions can and should take initiatives to create LLL courses/programmes. We therefore focus our result part here on two such initiatives.

Key lessons learned in first case of LNU (further education of child-minders):

- *Win the local market* (7 municipalities), conquer the world thereafter (Sweden overall). E-learning challenges this “old truth”, though...
- Interesting to define ‘*family*’ as key partner
- Freedom to ‘*start anything*’ on department level as long as a loosely held regulatory framework is followed.
- An *intrapreneurial approach* is useful when good funding conditions are at hand; no market works itself, and the exemplary footwork done by the individual intrapreneur behind the first set-up of this course shows what kind of results (400 applicants) that can be created when really “working the market” properly.
- In tougher funding conditions, an *entrepreneurial approach* is required (risk is higher, stakes are higher, resources are scarcer, market is more volatile, etc.)
- Over-planning is a cardinal sin in opportunity driven entrepreneurship:
 - Give the university system what it needs, give the market what it wants.
 - Don’t try to “think through everything” in advance. Instead, act in the moment when so required.

Key lessons learned in second case of LNU (sustainable small-scale forestry):

- The clearest example in which course participants are seen as co-creators of their own education.

-
- This “transfer of ownership” (emotional, not juridical) created an empowerment of course participants that led to unusual commitment to their education.
 - The issue of being your own cost unit is, within a university system, not a minor thing. It is very easy to “get lost” in the big machinery. When, like here, external funding is abundant (forest industry made major investments), it may be wise to use this a positive pressure internally: “we require to be a cost unit as we are more accountable towards industry investors than normally is the case”.
 - Don't think “Hey, money was pouring in – not difficult to create something great then...” Research in entrepreneurship actually shows that over-funded ventures are performing relatively worse relative to more scarcely founded ones. A kind of laziness and “fat-cat behaviour” is easily spread when over-funded. The fact that this was avoided in this case is a testimonial to healthy entrepreneurial climate.

7. CONCLUSIONS

Our overall conclusion is that LLL strategies and strategies for university-company cooperation are *highly contextual*. We think this is a good sign. These kind of strategic collaborations are complex with many stakeholders involved and must therefore take into account the specifics of each local context in which it operates. That said, much could be learned from studying the patterns that still can be found despite endless local variations. We have tried to highlight this in our 'Key learnings-sections' above.

Our more specific conclusions regarding what we have put a special focus on (strategies for pricing, marketing & administration of LLL courses/programmes) are as follows:

- Not very elaborated *pricing strategies* can be seen; either-or logic rules at large:
 - *Either*: State funded - courses are free of charge
 - *Or*: Tuition funded - rather undifferentiated pricing, though

Some hybrid tendencies exist, but more as exceptions. This is a pity as a hybrid business model "is the future"

- Most cases focus on *how much* marketing they are doing (and they are doing a lot!) when marketing efforts more should focus on *less is more*, that is, what the *impact* for each activity, minute, euro, etc. invested is and how efficient and effective any given marketing activity is relative to any given alternative. This so, to compose a budgetary realistic marketing mix with measured impact rather than to "scream out loud" as much and as often as possible and hope for the best. The most elaborated marketing strategies (without calling it that!) is the co-creation strategy practiced by the LNU small-scale forestry case and the intensively dialogical principles by which DTU co-create their successful LLL offers with company partners.
- The non-financial administration is relatively non problematic as LLL courses/programmes normally are integrated in the regular university administration. Regarding the more specific financial administration, extra important in university-company cooperation as well as when using business modelling logic, there are some problems though, as there is a low maturity

regarding *different kinds of financial flows*, how they differ but also how they are inter-twinned. There is a strong tendency to allow normal university terminology and trajectories to “take over” when it comes to this, why even the basic separation of different cash flows in various temporal phases done in the business model canvas (below), regularly are mixed up and confused in daily operations of the cases analyses above:

- “Money in” (Investment) (Block: Financial Resources)
- “Money inside” (Operations) (Blocks: Key Activities, Cost Structure)
- “Money out” (ROI) (Block: Revenue Streams)

8. RECOMMENDATIONS

- *Encourage* universities to think through their business model for LLL courses/programmes with a clear market focus on, for instance, learning outcomes, learner responsibilities, learner autonomy and co-creation of their own education;
- *Foster* greater awareness among employers, aiming at increasing their propensity to make investments in LLL courses/programmes, as these contributes to promoting productivity, competitiveness, creativity, innovation and entrepreneurship, and thereby is an important factor in enhancing the employability and labour market mobility of their employees;
- *Ensure* flexible arrangements adapted to different training needs and wants of participants and key stakeholders, including in-company training and workplace-based learning;
- *Ensure* provision of high-quality formal and non-formal education and training for adults aimed at acquiring key competences or leading to qualifications at all levels of the European Qualifications Framework (EQF);
- *Ensure* effective liaison with the relevant ministries and authorities (central, regional, local), social partners, businesses, relevant non-governmental organisations and civil society organisations, in order to improve coherence between LLL policies and initiatives.

APPENDIX 1:

SET OF QUESTIONS DEVELOPED AS EXAMPLES ON WHAT A NEW PLAYER WITHIN THE LLL INDUSTRY MIGHT ASK THEMSELVES IN ORDER TO START CARVING OUT A RATIONALE FOR HOW TO SUCCEED WITH SETTING UP PROFITABLE AND SUSTAINABLE LLL COURSES/PROGRAMMES

AREA 1 – LEGISLATIVE FRAMEWORK AND DECISION-MAKING PROCESSES

1. Are there national legislative documents that regulate the financing mechanisms of LLL courses? Yes/No. If 'Yes' please, list the documents and describe which aspect of the financing of LLL courses they specify and / or regulate.
2. What is the type of financing of LLL courses and/or programmes on national level (Centralized/Decentralized)?
3. [If Centralized, see q2] Is the financing of the LLL programmes/courses on national level dependent on the accreditation grade of the university or on its rank in the university ranking system (Yes/No)?
4. [If Centralized, see q2] Is the financing of the LLL programmes/courses on national level dependent on quotas based on social factors (e.g. admission of students from minority groups) (Yes/No)?
5. [If Centralized, see q2] Which of the models for financing LLL programmes/courses is applied on national level (Performance based/Demand driven/Voucher based)?
6. [If Centralized, see q2] Describe the centralized mechanism for financing the LLL programmes/courses on national level. *Include comments on: which institution takes decision about the amount of money given to the university, whether the money allocated are different for the different professional fields, who decides on the number of students in the LLL programmes/courses, etc.*
7. Who takes the strategic decision about the ways in which a LLL course will be financed on institutional level?
8. Does your institution have the necessary infrastructure and teaching staff to offer high-quality LLL courses or does it need to pay other educational institutions for using their premises and for hiring their teaching staff?
 Needs to pay others
 Have necessary infrastructure and teaching staff
9. Is your institution able to recruit new segments of students by advertising the LLL courses/programs or does it have to outsource this activity to other educational institutions or key partners?
 Yes, it is able
 No. It uses outsourcing activities for these purposes.

AREA 2 – DISTRIBUTION, SEGMENTS & REVENUE STREAMS

1. Is the delivery model of LLL courses taken into consideration when designing a course?
2. Does your institution offer LLL courses to foreign learners? Yes/No. If 'Yes', are the taxes paid by the international students higher than those paid by the other students?

3. Does your institution receive funding for the provision of LLL programmes/courses?
 (Yes/No) (If 'Yes', from which sources; see questionnaire for list of choices)

- a) government subsidy
- b) tuition fees
- c) co-financing from key stakeholders
- d) local business companies
- e) co-financing from employers
- f) private charities and trusts
- g) national sector funds (e.g. education funds)
- h) European social fund programmes
- i) other, please specify: _____

4. To what extent is the revenue dependent upon student fees – e.g. due to government regulations?

5. Are there any cost-recovery alternatives (i.e. the students pay part of the sum needed for their education) for the financing of LLL courses? Yes/ No

6. Which of the cost-recovery mechanisms are used? Check one or more :

- a) traditional student loans;
- b) human capital contracts (a contract in which a student commits part of his future earnings for a fixed period of time in exchange for capital for financing education)
- c) graduate tax (a tax paid after the graduation for being a student);
- d) vouchers
- e) other, please specify: _____

7. What kind of costs are included in the calculation of the cost of the LLL course?"

Check one or more or filling your variant.

	<i>Financial Costs</i>			Your variant
a.	Up-front costs:	use of consultants and computer software.	<input type="checkbox"/>	
b.	Capital expenses:	purchase of long-term material assets - i.e. computers, textbooks, furniture, etc..	<input type="checkbox"/>	
c.	Salaries:	both full-time and part-time salaries of staff involved in LLL course implementation, administration and management including annual costs plus benefits.	<input type="checkbox"/>	
d.	Maintenance:	Extra costs for maintaining the facilities after the	<input type="checkbox"/>	

		work hours; may include energy cost, janitorial, and maintenance.		
e.	Materials and supplies:	paper printing toner, pencils and so forth.	<input type="checkbox"/>	
f.	Travel:	cost of buses for field trips, car mileage, and so forth	<input type="checkbox"/>	
g.	Overhead:	administrative, including any costs of supervision; insurance.	<input type="checkbox"/>	
	<i>Social Costs</i>			
h.	Facilities:	use of the classroom in free time	<input type="checkbox"/>	
i.	Participants' cost:	opportunity cost of students' time.	<input type="checkbox"/>	

AREA 3 – COST MANAGEMENT

1. Which of the aspects is taken into consideration when thinking of the cost-effectiveness of LLL courses? Check one or more :

- a) the introduction of new software (e.g. offering distance learning courses)
- b) reduction of expenditure for personnel
- c) reduction of the cost of materials
- d) reduction of administrative costs
- e) other, please specify: _____

2. Which of the strategies for improving the cost-effectiveness of LLL courses is adopted by your institution? Check one or more :

- a) reducing teaching and personnel costs
- b) opening of education to private providers
- c) increase the use of ICT (e.g. distance learning courses)
- d) reduction of administrative costs
- e) offering in-company learning opportunities
- f) establishing novel teaching roles

3. Does your organisation include any of the components identified below in the calculation of the cost for LLL course? Check one or more :

- a) cost of the design of the LLL course, prorated if possible over the expected life of the course;
- b) cost of all LLL course materials provided to participants;
- c) LLL course lecturer costs, including preparation time and delivery time;
- d) costs for the facilities for used in the LLL course delivery;

4. Which Financial incentives for teachers in financing of LLL programme does your organization use?

AREA 4 – University/Industry-cooperation within LLL-cooperation strategies for engaging local and national enterprises, organizations and authorities in the financial support of LLL courses and programmes in AGU

Regional collaboration holds significant potential for universities to develop LLL but as they are often large, complex projects, successfully establishing and operating them brings huge challenges for universities and their systems. For the most complex and perhaps ambitious regional collaboration, external funding and national policy drivers are critical aspects of their creation and development:

- Impetus for the co-operation in the first instance
- Priorities and missions of partners involved in the collaborations
- Size and complexity of the collaboration
- Initial set up of systems and processes including communications with all organizations involved in the co-operation
- Time frame over which the co-operation is to work
- Administration and management
- Communication and marketing
- Capability and authority of staff in organizations to work in collaboration
- Funding and finance
- Degree of innovation required
- Sustainability and/or exit strategies

1. What is the main purpose for your organization to collaborate with industry within LLL framework? Check one or more :

- a) direct financing of concrete LLL course/es
- b) financing of LLL students (grants, scholarships, other financial help)
- c) financing the materials for university (equipment, computers, other materials)
- d) financing the LLL administrative costs
- e) other financing, please specify: _____
- f) Broaden the potential market for courses/services
- g) Participation in regional economic development
- h) Share resources
- i) Address specific university/department issues
- j) Developing new courses and curriculum
- k) Other, please specify: _____

2. What are the main objectives for industry? Check one or more x: (area 4, q1; see questionnaire for list of choices) :

- a) direct financing of concrete LLL course/es
- b) financing of LLL students (grants, scholarships, other financial help)
- c) financing the materials for university (equipment, computers, other materials)
- d) financing the LLL administrative costs
- e) other, please specify: _____

3. Does the relationship operate on a formal or informal basis?

4. What are the indicators of success?

5. What type of collaboration are you engaged in and with whom? (you can tick several boxes per row)?

	Employers	Social partners	Regional authorities	Other training providers
Analysis/forecast of training and development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of courses' and programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Execution of courses and programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation of job placements for learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APEL/APL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of professional skills of teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identification of target group and promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of courses and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing or information about courses and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What have been the most effective strategies of the industry partnership?

7. What are the programmes your organisation offer to support LLL students (tick one box per row)?

	A l l	M o s t	S o m e	N o n e
Bachelors are available for LLL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Masters are available for LLL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility to study selected units/credits of a B or M programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customized programmes for special groups are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separate diplomas for different age groups are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate awards are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Does your organization have a special department/person(s) who is responsible for LLL collaboration and partnership activities with industry? (Yes/No)

APPENDIX 2:

REQUEST FOR CANVAS ANALYSIS SENT TO FOUR EU PARTNERS

Dear Tempus LeAGUE Project EU Partners,

We are contacting you because of our work with WP 2.5 of which one part is to collect data/information about how you, our EU partners, are operating your LLL courses/programmes.

We will use the widely used business model canvas tool (www.businessmodelgeneration.com) to harvest your data, analyze it and – most importantly – being able to communicate and share it among all of us in an intuitive and easy-to-grasp way.

We will use this tool because questions around modes of operating LLL courses/programmes can be framed as being *business model questions*, and such analyses are too complex and too much of a strategic nature to lend themselves easily to questionnaire/survey format. Instead, this canvas tool provides *overview without sacrificing details*.

Instructions:

1. As output, we ideally ask you to produce a business model canvas + your version of the two documents 'Example of Good Biz Model – Presentation' and 'Example of Good Biz Model – Report' (attached) for your LLL courses/programmes.
2. An example of a canvas-with-questions-to-start-with is provided ('business model canvas league sept 16 FINAL') and an example on how a finalized canvas might look like, you find on slide 30 in document 'Example of Good Biz Model – Presentation'.
3. If you don't have time to do point 1 or if you are not used to the canvas tool, please then just copy the questions we have prepared (document 'business model canvas league sept 16 FINAL') to a regular word document, organize the questions in 9 headlines (the building blocks), provide your answers (and discussions underlying your answers), and then we will insert them into a canvas ahead of the Ruse meeting.
4. If you know the canvas tool, you know that it basically first is about asking (a lot of) the right questions (to yourselves, to the ones in charge of LLL courses/programmes in your organisation), articulating answers to these

questions and then present them as statements in each of the 9 building blocks making up the canvas (+ declaring all details in a side-report). You also know there is more to it, i.e. to analyze if the blocks are integrated, to go through the canvas in loops several times, etc. But we will do/discuss this in Ruse, so no need for that at this first stage.

5. The fourth document attached is the 72 first pages of a book that more in detail explains what a Business Model Canvas is and how it works.

Important notes:

1. The central aspect of this tool is that *it provides overview without sacrificing detail*. Therefore, some tec basics are important:
2. For *overview*, put the canvas/pdf-file in 25,1% size (using the + - buttons in the viewing mode scrolling list) to see the *whole canvas* on your screen. Then simply place your marker on the bubble to *make all details for a bubble pop up automatically* (you don't need to press anything, just place your marker on the bubble).
3. The whole idea with the canvas is to *visualize complexity on "one page" (one screen)*. This means that you, for your canvas, must condense the content in your blocks so that all content is visible when doing as in point 1. Why this is so central, we will talk more about in Ruse.
4. For *details* on any given building block, put the canvas/pdf-file in 50% size (or more) to penetrate any detail/any block more in depth.
5. All details, discussions, if's, but's you want to provide, you do that in an accompanying report (see document 'Example of Good Biz Model – Report' for an example).

For any kind of questions and support on how to do this, please contact Hans Lundberg at hans.lundberg@lnu.se at any time.

We appreciate if you can send us your data at latest Tuesday, September 30, so that we have some days to prepare our presentation of it at our meeting in Ruse.

Best regards,
Tetyana, Ilona & Hans

APPENDIX 3:

THE DETAILED FACT-DOCUMENT PROVIDED BY UNIVERSITY OF RUSE AS A BASE FOR A CANVAS EXPERT TO CREATE A CANVAS ANALYSIS OUT OF IT: AN EXCELLENT EXAMPLE ON HOW TO START OFF THE CANVAS PROCESS FOR THE FIRST TIME.

KEY PARTNERS

1. When planning and developing LLL programmes/courses, which strategic partners does your institution try to reach in order to open up to new markets and attract learners from different sectors, age groups and education levels?

- business companies and enterprises on local and national level;
- educational providers;
- policy makers;
- trade unions;
- professional associations

2. Which of the aspects are considered essential when your institution forms key alliances with partners?

- Joint development of LLL programmes /courses;
- Reduced cost opportunities of running a LLL programme/course;
- Increasing the scope of the offered LLL programmes /courses;
- Exchange of know-how and its application in the teaching process;
- Development of contacts and links with other local/regional/national/international stakeholders;

3. What is the main purpose and objectives for your organization to collaborate with industry within a LLL framework?

- To develop, manage and sustain of a two-way knowledge exchange and technological exchange with enterprises and across the broader socio-economic environment which allows for constant updating of the existing and designing new LLL programmes and courses which stimulate the development of entrepreneurial, creative and innovative skills in all disciplines, and which promote innovation in higher

education through more interactive learning environments and increased knowledge-exchange.

- To plan, design and implement LLL programmes or courses which are relevant and meet the needs of individuals and society and which allow for the equipment of graduates with the right skills and mind-sets for the labour market.

4. What are the main objectives for industry, as you see it?

- To get assistance from universities in training, further education or retraining of future or current employees in line with the needs of the market and the specific sector;
- To ensure and sustain the flow, exchange and creation of knowledge as well as the transfer of technological innovations so that the immediate needs of the industry are addressed through university led research.
- To cater for the development of an entrepreneurial culture within universities in cooperation with enterprises so that the new joint ventures contribute to the increased company performance and university's competitiveness.

5. Does the relationship operate on a formal or informal basis?

- On a formal basis.

6. What are the indicators of success when collaborating with industry partners?

(1) Inputs:

- partial financing of LLL programmes / courses;
- scholarships offered by enterprises to LLL students;
- industry sponsorship of university-led research;

(2) Outputs:

- traineeship positions for LLL students;
- academic mobility;
- student mobility;
- growth of joint ventures;
- joint publications;
- joint supervision of LLL students;
- joint workshops and / or seminars;

- patents;
 - curriculum development and delivery
- (3) Impact:
- satisfaction of LLL students from the program or course;
 - employment rate of LLL programme / course graduates;
 - satisfaction of the former LLL students (after employment);
 - number of new LLL programmes / courses developed as a result of the partnership;
 - growth of the company's turnover or profit as a result of the cooperation with the university;
 - growth of industry's funding in the university;
 - growth of joint ventures (e.g. projects, development of products etc.)

7. Please, describe the best case of strategic partnership with industry within LLL framework.

The department of Informatics and IT developed a joint Master programme with a BG software company called Sirma. The company participated in the development of curricula, syllabi and donated money for equipping a computer lab. Specialists from the company teach some courses.

8. What types of collaborations are you engaged in at this moment and with whom?

There are several joint master programmes with industry partners. Some industry partners provide practical placements for students.

9. What have been the most effective strategies to form industry partnerships?

- Involvement of the enterprises in joint programmes;
- Involvement of the enterprises of the provision of the traineeships of students;
- Organizing LLL courses upon request from business enterprises;

10. Which key activities do partners perform?

- Offering information about the LLL programmes / courses;
- Offering financial aid to the students in the LLL programmes/courses;

- Serves as builders of bridges between the labour market and the HEIs, i.e. help in tailoring the programmes offered by the universities in line with labour market needs

11. What have been the most effective strategies to get feedback from industry partners?

Questionnaires are sent to companies, who are employers of former students of our university. The results of the surveys are processed and corrective actions are taken if necessary. We also organize days of career development jointly with companies, prospective employers of our students. The companies come to the university, express their opinion about the training of the specialists and inform the students about available positions at the enterprises.

KEY ACTIVITIES

1. Is the delivery model of LLL courses taken into consideration when designing a course? (Yes/No; in either case, please explain why)

- YES. The delivery mechanisms of LLL courses is an essential asset to the design of the course since the cost-effectiveness of the course is also important.

2. Does your institution have the necessary infrastructure and teaching staff to offer high-quality LLL courses or it needs to pay other educational institutions for using their premises and for hiring their teaching staff?

- UR has the necessary infrastructure and teaching staff to offer high-quality LLL courses.

3. Is your institution able to recruit new segments of students by advertising the LLL courses/programs or does it have to outsource this activity to other educational institutions or key partners?

- New segments of students are recruited by advertising plus the help of other educational institutions (e.g. schools).

KEY RESOURCES

Questions related to 'Key Financial Resources'

1. Are there national legislative documents that regulate the financing mechanisms of LLL courses and/or programmes (Yes/No)? If 'Yes' please, list the documents and describe which aspect of the financing of LLL courses they specify and/or regulate. – NO if we consider master degree courses - YES. This is the Law of Higher Education. Some of them are partly financed by the state.

2. What is the type of financing of LLL courses and/or programmes on national level (Centralized/Decentralized)? If centralized, proceed to question 7– DECENTRALIZED.

3. [If Centralized, see q2] Is the financing of the LLL programmes/courses on national level dependent on the accreditation grade of the university or on its rank in the university ranking system (Yes/No)?

4. [If Centralized, see q2] Is the financing of the LLL programmes/courses on national level dependent on quotas based on social factors (e.g. admission of students from minority groups) (Yes/No)?

5. [If Centralized, see q2] Which of the models for financing LLL programmes/courses is applied on national level (Performance based/Demand driven/Voucher based)?

6. [If Centralized, see q2] Describe the centralized mechanism for financing the LLL programmes/courses on national level. Include comments on: which institution takes decision about the amount of money given to the university, whether the money allocated are different for the different professional fields, who decides on the number of students in the LLL programmes/courses, etc.

7. [If Decentralized] Describe the “decentralized” mechanism for financing the LLL programmes/courses that exists on national level. Include comments on: the main sources the higher educational institutions use for financing the LLL programmes/courses, eventually alternative sources, etc.

It is difficult to talk about the decentralized mechanism for financing of LLL programmes/courses on national level. Since universities have a certain

degree of autonomy with respect to the LLL programmes/courses they can offer, the financing of these programmes and courses comes mainly from the tuition fees that students pay. Possible alternative sources for financing come from business companies or enterprises – e.g. joint programmes/courses.

8. Does your institution receive funding for the provision of LLL programmes/courses? – NO.

For some master programmes – YES. In general - NO.

9. Please describe the model for distribution for sharing financial costs, revenues, risks, etc. among LLL stakeholders.

In general the costs are covered by the fees that students pay for the courses. If industry partners are involved they also contribute financially. Some courses for requalification of unemployed people are financed by the state via the Labour Bureau at the Employment Agency.

Questions related to 'Key Human Resources':

1. Will your institution start a LLL programme/course if it does not have enough qualified lecturers and needs to pay to lecturers from other universities? - NO.

2. Please describe the structure of the LLL department in your organisation.

There is a Centre for Lifelong Learning at the University of Ruse, which comprises of the following centres:

- Centre for Innovative Educational Technologies
- Centre for Distance Learning
- Centre for Continuing Education
- Computing and Information Services Centre

The Centre for Lifelong Learning is run by a Scientific Council which includes the Directors of all centres mentioned above and its Head is the Director of the “Development, Coordination and Continuing Education” Directorate.

Along with that there are Career Development Centre and Centre for Adult Education which also participate in the organization of LLL activities.

3. Does your organization have a special department/person(s) who is responsible for LLL collaboration and partnership activities with industry? If 'Yes', please describe how LLL staff's expertise is evaluated.

- All of the above listed centers are involved in increased cooperation with the industry. All faculties, which prepare the future employees in the various fields of industry, also have strong relationships and long-standing partnerships with local enterprises. Along with that the Science and Research Sector at UR is also involved in the development of knowledge transfer alliances with the industry.
- The expertise of the staff involved in these centers is evaluated on the basis of internal rules and regulations governing the evaluation of academic and administrative staff.

Questions related to 'Key Physical Resources':

1. Will your institution start a LLL programme/course if it does not have enough physical assets (e.g. buildings, facilities, etc.)? – NO

2. What other physical resources do you specifically need for LLL courses/programmes?

- Specialized software;
- Computer labs;
- Specialized equipment

Questions related to 'Key Intellectual Resources':

1. Will your institution start a new LLL programme/course in cooperation with another institution (e.g. university, NGO, business company)? If so, please explain why. – YES.

- The university will benefit from this cooperation as it will be able to

2. Are you working with patents, copyrights and/or other intellectual property management tools relative to your LLL courses/programmes/material? No

VALUE PROPOSITIONS

1. What are your pricing strategies for LLL programmes/courses?

- We try to set an optimal price so that we maximize the profit but at the same time maintain a competitive position on the market. When calculating the price of a LLL course other factors we take under consideration are: the income of the prospective students (e.g. minimum salary on national level); the demand for this course and the market environment (e.g. course fees at other universities).

2. Please describe the main approaches used in your organization for analyzing the local LLL customer needs.

- The needs analysis focuses on the customers in terms of:
 - personality – e.g. age, previous education, current occupation;
 - social status – e.g. family situation, income;
 - psychological – e.g. motivation for learning, interests, beliefs.

3. Which one of our customer's problems/needs/wants/desires are you helping to solve?

- Increased chances for employability;
- Adaptation to the current needs of the labour market;
- Updating of current knowledge and skills in the professional field of the customer;
- Acquisition of additional skills and competences – e.g. improving the level of mastery of a foreign language; digital literacy, etc.

4. What are the main difficulties and challenges your customers encounter?

- Financial difficulties – related to the economic situation in the country that affect the financial stability of the customers of LLL programmes /courses;
- Time constraints – those LLL customers who work sometimes have difficulties attending classes;

5. How does your customers measure success and failure of the LLL programmes/courses you have delivered?

- Job employment rate is higher;
- Better performance on the job;
- Promotion and increased career chances;

6. Describe in 3 keywords why your LLL offer/s are better than your competitors

COST-EFFECTIVE

CUSTOMER-ORIENTED

COMPETITIVE

7. Have you analyzed the eventual discrepancy between what your customers are valuing (= what they want and also get from you) and what they actually are paying for? If so, what do you aim to do about this value proposition/revenue stream discrepancy? – NO.

CUSTOMER RELATIONSHIPS

NOTE: 'Channels' is used when analysing ways to create new customer relations while 'Customer Relationships' is used when analysing overall principles for existing customer relations.

1. Please, describe your routines to get customer feedback, opinions, comments, etc.

Upon the completion of the course students complete a questionnaire for getting feedback on the course organization, the quality of instruction, the quality of materials used, and their recommendations for improvement.

2. Please, describe if and how your organization have differing CRM strategies for different customer segments.

For the master programmes the strategy is the same for all customer segments. For other short courses we are very flexible and they are tailored according to the customer.

3. Please provide the information concerning the approaches used in your organization to be a better customer LLL service representative?

We use all mass media channels for advertising our courses.

4. Please, describe various ways of communicating with your different customer segments.

We use all possible ways of communication like e-mail, face to face meetings, skype, etc.

5. How does your organization provide basic service to various customer segments?

There are several centres which are described in this documents, which provide basic service for different customer segments.

6. Which sort of communicative infrastructure and learning support is used for LLL non-campus-based learners?

The university has a broadband internet connection and an e-Learning management system installed on a powerful server. The e-Learning system is developed by a team at the university and is maintained by the Distance Learning Centre. All courses for non-campus-based (or distance) learners are published on the e-Learning platform, which has built-in communication tools.

CHANNELS

1. Which dissemination, promotion and awareness raising channels are used by your institution for reaching potential LLL programme/course learners?

- Advertising in local and regional media;
- Organization of an open day at the university – prospective students come and get acquainted with the programmes and courses offered;

2. How much of the institution's overall budget is allocated to dissemination, promotion and awareness raising activities related to LLL courses/programmes? About 0.5% of the budget of the whole institution.

3. Which methods do you use to deciding upon your marketing mix? Which marketing mix have worked best for you?

- Since the university aims to reach as large segment of potential students as possible we put the customer in the centre of our approach to deciding on the marketing mix.

- The marketing mix that works best is:
 - how to best “sell” the product (i.e. the LLL programmes/courses) by offering an attractive product design – the quality of the courses, their relation to the needs of customers and the labour market, the benefits for the customers from the participation of the LLL programme / course; the support for the customers offered by the university, etc. ;
 - the pricing – offer options for paying in installments, reduced tuition fees;
 - the place where the instruction and training will take place – technologically enhanced rooms, access to internet etc,
 - promotion of the product

- 4. Please describe methods you use to assess media strategy efficiency.**
 - A cost-benefit analysis of the funds invested in marketing the LLL programmes/courses and the resulting increase in the number of students in them;

CUSTOMER SEGMENTS

1. How does your institution identify and target the groups of potential LLL customers most likely to make use of the products and services you offer?

- The university has developed a profile of the groups of students most likely to become prospective customers of the LLL programmes/courses offered:
 - customers willing to requalify (looking for better adaptation to the needs of the labour market);
 - customers willing to upgrade, update their skills and knowledge in the professional field of their current occupation;
 - customers willing to obtain knowledge and skills in new fields (as additional assets to their professional profile or key skills);

- **The targeting of those groups is possible due to the:**

- Strong cooperation with business enterprises as companies support their employers in upgrading their skills and competences;
- Strong cooperation with schools and educational authorities in the region – for reaching current secondary school learners and attracting them as prospective students passing through several stages of education (including LLL courses);
- Development of alumni clubs of graduates of different BA and MA programmes offered at the university – sustaining dialogue and keeping them informed about new learning opportunities;

2. Describe the business benefits of your particular LLL customer segmentation.

- Increased competitiveness – the clear segmentation of the LLL customers allows the university to offer LLL (and develop new) programmes / courses that match the needs and expectations of both learners and the labour market and be ahead than the other universities in this respect;
- Expansion on the “market” – the geographical orientation of the university to attract prospective students from the region and from neighboring regions;
- Increased profits of the LLL programmes /courses offered;
- Better communication with the prospective students;
- Attracting and retaining customers to the LLL programmes /courses.

3. Does your institution offer LLL courses to foreign learners? (Yes/No) If ‘yes’, are the taxes/fees paid by the international students higher than those paid by the other students? Why/Why not?

No. We are still working in this direction.

4. Does your institution offer LLL courses that are designed for target groups to which the fee is not important (e.g. a course for a company/school/institution that is paying for the qualification/training/retraining of staff members)?

Yes. LLL courses for university staff which the university finances.

5. What kind of targeted services does your organization offer to specifically support LLL students? None.

6. Do you have whole programmes to support LLL students (i.e. whole programmes "from-door-to-door, day-1-to-day-6" where all logistics, social events, full scale activity program is included)? No

COST STRUCTURE

1. What methods for improving the cost-effectiveness of LLL courses/programmes does your institution use?

- Reducing the teaching costs;
- Increasing the numbers of students enrolled in a LLL programme/course;
- Attracting business enterprises to invest in LLL programmes /courses;
- Working towards increasing the number of e-learning LLL programmes/courses

2. Which costs must/can be included in the cost calculation for LLL courses/programmes at your institution?

- Costs for the teaching staff;
- Costs for the teaching materials (if necessary);
- Costs for administrative and financial maintenance;

3. Do you use financial incentives for teachers in financing of LLL programme? If so, does this cost/investment "pay off"? If so, how does it pay off? More motivated teachers? More engaged teachers, thereby having happier more customers? More customers? No.

REVENUE STREAMS

1. Please, describe your main revenue streams and supplementary revenue streams for LLL courses/programmes.

- The main revenue streams come from the tuition fees paid by the students enrolled in the LLL programmes/courses;

2. To what extent are your revenues dependent upon student fees – e.g. due to government regulations?

- This is the main means of financing of LLL programmes/courses.

3. Are there any cost-recovery alternatives (i.e. the students pay part of the sum needed for their education) for the financing of LLL courses? – NO.

4. What kind of costs must/can be included in the calculation of any particular LLL course/programme and dependent on what you include/exclude, how does this hit the revenue stream of the LLL course/programme?

- Costs to be included:
 - Costs for tuition;
 - Costs for the teaching staff;
 - Costs for the administrative and financial maintenance;
 - Costs for books and supplies;