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The Role of Training in Higher Education (Universities of Applied Sciences)

Case: Kymenlaakso University of Applied Sciences

Bachelor's Thesis 2013

ABSTRACT

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ARIFUL ISLAM The role of training in higher education (Universities of Applied Sciences)

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Supervisor Ulla Puustelli, MSc (Econ.)

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The Universities of applied sciences are providing quality education to the students with practical training domestically and abroad; so that they can perform confidently in the real field. This thesis demonstrates the importance of training in higher education.

The main objective of the thesis was to illustrate the role of training in the universities of applied sciences' and to find out the training opportunities of KyUAS students outside Finland via partner universities in Europe. Also, benchmarking the training services of different universities of applied sciences in Finland provide the best practices to apply for KyUAS. Both qualitative and quantitative research methods were applied in this research to explore the problems in a broad perspective. An online survey was carried out among the partner universities of KyUAS in Europe to find out the training possibilities for the exchange students from KyUAS. Moreover, Personal interviews were also taken from some contact persons of those partner universities to collect the in-depth information.

The result of the study revealed that there were several partner universities of KyUAS, interested to extend their training services to KyUAS students with further discussion. Also some best practices that could be applied for students training services of KyUAS.

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Table of Contents

1. INTRODUCTION:	7
1.1. Background to the Phenomena	7
1.2. Objectives of the thesis	7
1.3. Research Questions	8
1.4. Research methods	9
1.4.1. Quantitative research	9
1.4.2. Qualitative Research	10
1.5. Thesis Structure	11
2. NATURE OF EDUCATION AND TRAINING:.....	12
2.1. How is training defined?	12
2.2. Distinctions between education and training	13
3. TRAINING IN HIGHER EDUCATION:	15
3.1. Training in the universities of applied sciences.....	15
3.2. What are the training objectives?	16
3.3. What are the advantages?	18
3.4. Why training is important?	19
3.4.1. National importance.....	20
3.4.2. Indicators of economic performance.....	20
3.4.3. Corporate Business Strategy	21
3.4.4. Job opportunity.....	22
3.5. Why is training abroad?	22
3.5.1. Invaluable investment for the future.....	23
3.5.2. Global experience.....	23
3.5.3. Expand global communication and improve language skills.....	23
3.5.4. Gain confidence	24
3.5.5. Strengthen your resume and create a competitive Edge	24
3.5.6. Rise in service learning.....	25
3.5.7. Diversification and internationalization of study curriculum.....	25
4. BENCHMARKING:	26
4.1. What is Benchmarking?.....	26
4.2. Benchmarking and Quality Improvement.....	26

4.3.	Benchmarking of training activities in the universities of applied sciences.....	28
5.	SURVEY AMONG THE PARTNER UNIVERSITIES:	33
5.1.	The purpose of the survey.....	33
5.2.	How the survey was done	33
5.3.	The respondents	34
5.4.	Results of the survey:.....	34
5.4.1.	Practical training services to students	34
5.4.2.	Extend Services to Exchange students?.....	35
5.4.3.	Interest to develop training services with KyUAS?	36
5.5.	The view of the respondents in details:.....	37
6.	QUALITATIVE INTERVIEW.....	42
7.	CONCLUSION:	45
7.1.	Major Findings.....	45
7.2.	Validity and Reliability	47
7.3.	Suggestions for further research	47
	LIST OF REFERENCES	49
	Appendix 1 The Cover Letter and the Questionnaire for the research:	57
	Appendix 2 : The List of the partner universities.....	59
	Appendix 3: Email to the respondents for the Telephone Interview	66
	Appendix 4: Summary of the contact information of the respondents:.....	67

LIST OF FIGURES

1. Thesis structure
2. Steps that helps to decide what kind of internship to pursue
3. Training objectives are important
4. Chain of causation
5. The benchmarking process model
6. The percentages of the respondents' attitude to extend training services

LIST OF TABLES

1. Distinctions between education and training
2. Training and development activities in university of applied sciences
3. The numbers of respondents offer training services to their students.
4. The tendency to develop training service
5. The list of contact persons for the qualitative interview

1. INTRODUCTION:

1.1. Background to the Phenomena

In this globalized world, training is a very important part of education. Education creates opportunities for the students to go abroad and gain skills through studying and training. Different universities of applied sciences are providing training services to their students beside the academic study so that, they can have the professional work experiences to develop certain qualifications on the job. These experiences lead them to perform better in the professional life after the study.

In order to perform in different international companies, students benefit from having training for different companies abroad. Because, it leads them to learn a new business culture and thus students understand how to behave in a company abroad. The students, who have experienced training in companies abroad, have got lots of confidences and skills to perform in any type of business culture. Therefore it is becoming more important to provide training services to the students abroad.

Universities of applied sciences are doing several research projects, generating new ideas to develop their training services. In order to send the students abroad for the training, the universities could find it useful to cooperate with the partner universities and the companies abroad.

1.2. Objectives of the thesis

In this thesis, different promising objectives are targeted by the author. The first objective was to demonstrate the role of training in higher education. Students need to learn certain skills and qualifications to succeed in their professional career. Training plays a vital role in developing the necessary skills and makes them qualified to perform in real working environment.

Another objective was to find out the training support services among the partner universities of KyUAS in Europe. This was to identify how many of those partner universities are providing the training services, how do they work and what are the procedures. Moreover, it was also aimed to find out if students from KyUAS can have that facility as the exchange students there. Therefore, the students from KyUAS can go there as exchange students and have the training services there.

Furthermore, there were four universities of applied sciences in Finland chosen for Benchmarking to compare with KyUAS. The objectives of benchmarking were to study the training services provided in those institutions and find out the best practices, applied on those universities.

1.3. Research Questions

On the basis of the objectives, the following contents were selected as the research questions. The author has applied several research methods and study different sources to come up with the solutions.

1. Why training is important as a part of study curriculum?
2. How is training in University of Applied Sciences arranged?
3. Why training abroad is important?
4. How are different partners Universities of KyUAS organizing their training services?
5. How different universities of applied sciences are developing their training services for the students?

6. Could KyUAS students find training placement abroad through partner universities?

1.4. Research methods

In this thesis, both qualitative and quantitative methods were used in the empirical part to ensure a valuable outcome of process. Quantitative method was used while doing the online survey among the partners' universities of KyUAS. A questionnaire (appendix 1) was made with a combination of both open and closed ended questions. Qualitative method was also applied while taking telephone interviews from three contact persons from Germany, Austria and Spain. The interviews were taken to gain more valid and in-depth information about research topics. Moreover, benchmarking was also conducted to study the training services provided by the fellow universities of applied sciences in Finland and identify the best practices for KyUAS.

The literature review portrays the nature of training and education in the University Applied Sciences, training objectives, the importance of training or internship as a part of study curriculum and the importance of training abroad etc. The author used different resources; books, e-journals, e-books, online survey articles and other online sources to create a good view point of theory to the reader.

1.4.1. Quantitative research

Quantitative is a scientific and result-oriented research method used in logical and critical approach. It is a tool to analyze statistical data. It allows us to accept or reject hypothesis in a logical and consistent way. It is often related to collect individual data and aggregate it to analyze quantitatively. (Ghauri and Gronhaug, 2010, p. 104-106.)

A survey method was applied in the thesis. Quantitative method was highly useful on it. A questionnaire was made to be sent online to all the partner universities of KyUAS. The questionnaire had to be simple so that every

respond from different countries would find it easy to read and answer. It was made focusing on the training opportunities providing in different partner universities, terms and conditions, the procedures and possible co-operation with KyUAS. The respondents were the persons responsible for the training service section of different partner universities of KyUAS. The responses of the online survey were collected and analyzed using SPSS.

1.4.2. Qualitative Research

Qualitative research is an exclusive method of gathering data and analysis. It is done through historical review, case study and in-depth interviews from the focus groups to get the concrete idea about the target approach. It focuses on the understanding from the respondents' point of view. Actually, it is a combination of rational, explorative and intuitive research. It is very important for a researcher to have good skills and experience to do qualitative research. It is generally said that qualitative research methods are most useful for inductive and exploratory research. It leads to hypothesis building and explanations. (Ghauri & Gronhaug, 2010, p. 105-107.)

In this thesis, qualitative research played a vital role. Qualitative interviews were taken from some of the contact persons of the partner universities. The research questions were made simple and precise for the interviewees. Cultural skills played an important role here. The ways people talk and behave are also vary from country to country. Because people from different country speak English in different accents, an interviewer from foreign country needs to be very careful. A deep focus was needed to understand the conversation and being capable of understanding the interviewees in this research.

1.5. Thesis Structure

A research design was made to portray the whole thesis structure. Figure 1 gives the readers a clear view of the whole research work used in this thesis.

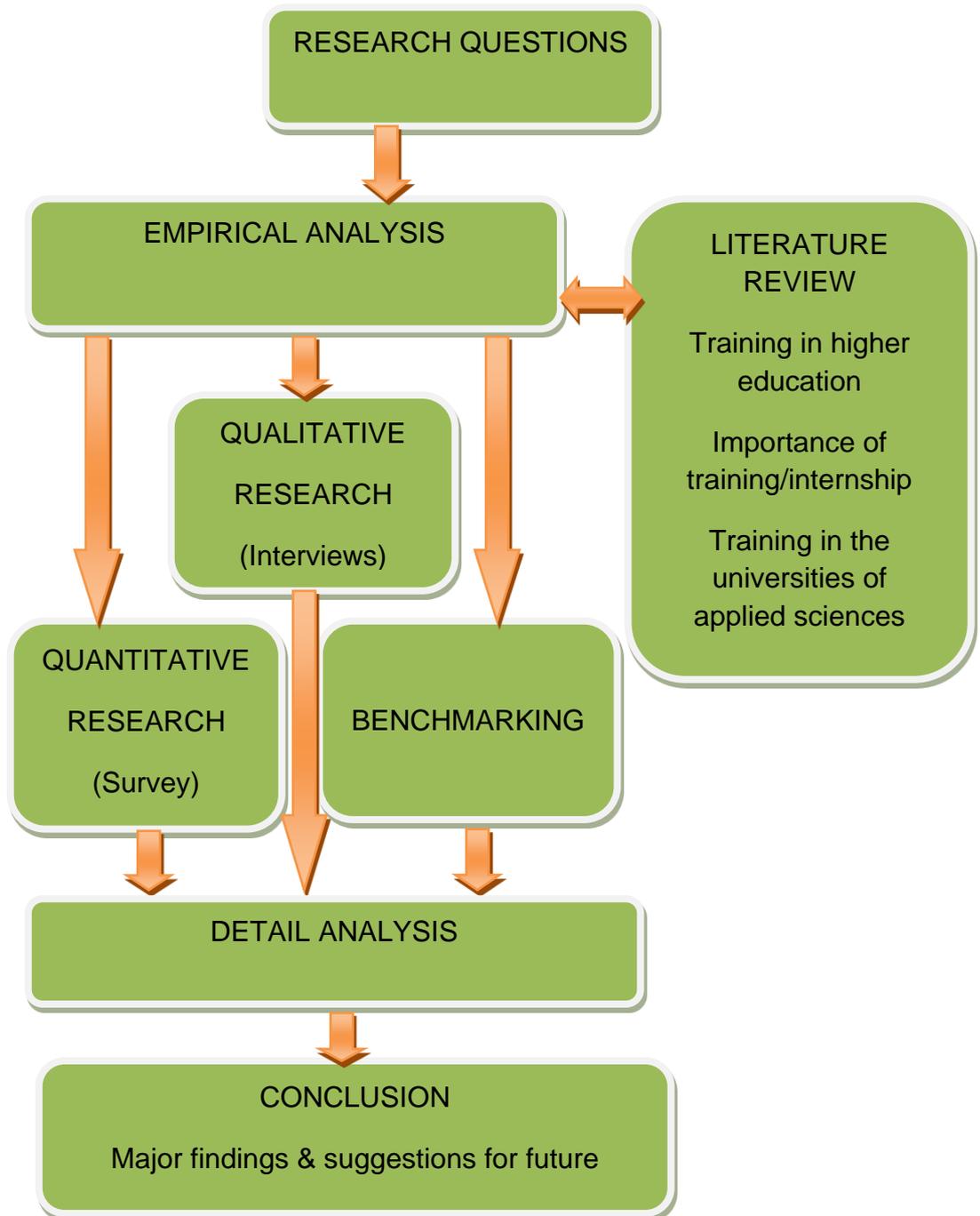


Figure 1: Thesis structure

2. NATURE OF EDUCATION AND TRAINING:

2.1. How is training defined?

Training is act of doing a particular job in order to increase the knowledge and skills. It indicates the methods that the employees need to perform in their jobs. It can be referred as a process that increases the aptitudes, abilities and skills of a trainee to perform in a specific job. (Randhawa, G. 2007, p. 114.)

It is often named as internship as well, that gives additional skills, measurable accomplishments, experiences and professional connections. It is like somebody being in a driver's seat. An intern can decide which internship opportunities will give him or her exactly the assets that eventually help to get hired. There are three simple steps for the intern to decide what kind of internship to pursue.

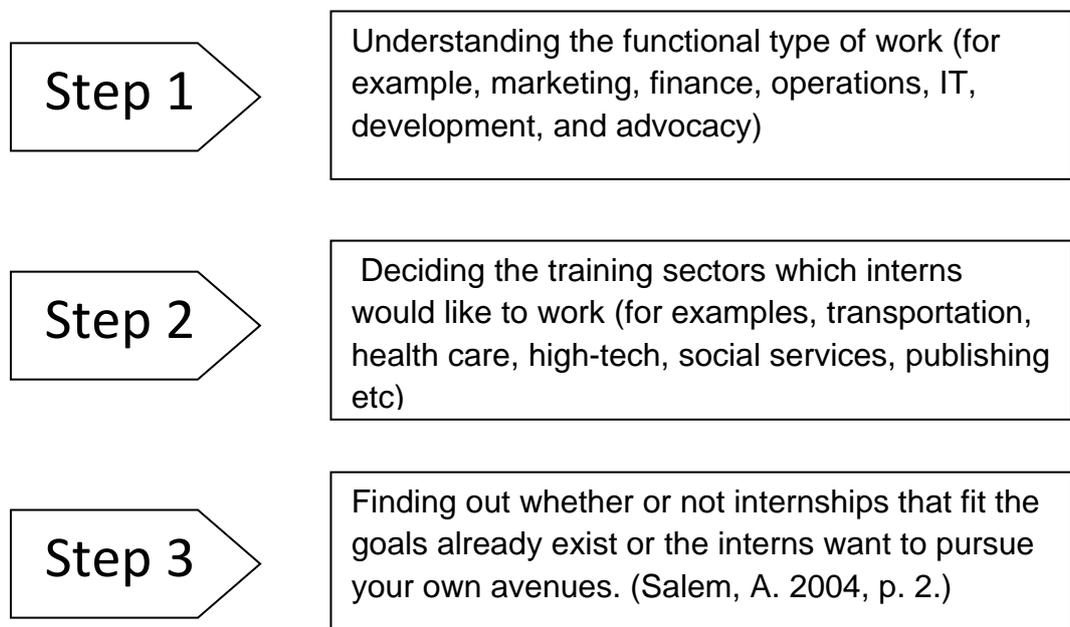


Figure: 2 Steps that helps to decide what kind of internship to pursue. (Salem, A., 2004.)

Therefore, training or internship is a planned and systematic effort to modify or develop knowledge/skills through learning experience to achieve effective performance in an activity or a range of activities. It plays a vital role in higher education. Students get to know already about the real working environment while studying in school. Training makes the students feel like a professional in the job. Experience of the job beforehand makes it easier for students to understand the requirements and perform the job. Also, there is no anxiety about the performance since the students are trained to perform a job before starting the working career. Students gain the knowledge about job security through the training process. They get to learn how to do things safely. Quite often, they choose the job after having the training; so they do not feel bored of doing the job. (Buckley, R. and Caple, J. 2009, p. 9-15.)

2.2. Distinctions between education and training

Education refers to the theoretical learning in classrooms. Training is a process of learning specific skills outside the classroom. Although training and education are different from each other by their nature, they are complementary. Some formal education is needed to be accomplished before training. A training program is incomplete without the formal education. Education and training together are the main keys to the future development. (Aswathappa, K. 2005, p. 193-196.)

The Table 1 shows the differences between education and training. On the basis of a lot of comparison factors education and training are different from each other. Education focuses on the structural development of individual to specific fields. However, training focuses on knowledge, skills and job performance. Also the clarity of objectives, time scale, nature of learning process, content of study, methods, outcomes of the process, type of need and payback are different in education and training. (Garavan, T., Costine, P. &Heraty, N. 1997, p. 4.)

Training and education are designed to provide the students with professional experience in the furtherance of their education. Education and training are mutually oriented to benefit the students. Although the table 1 shows several difference between training and education, they should be counted as a complement of each other. Both of them together lead to the same goals (Kozlowski, J., 2012.).

Table: 1 Distinctions between education and training (Garavan, T., Costine, P. &Heraty, N., 1997, p. 4)

Comparison Factor	Education	Training
Focus of activity	On structured development of individual to specified outcomes	On knowledge, skills, ability and job performance
Clarity of objectives	Objectives stated in general terms	Can be specified clearly
Time scale	Specified period e.g. 10 years	Short term
Nature of learning process	Structured and mechanistic	Structured and mechanistic
Content of study	Imposed and specified curricula	Knowledge, skills and attitudes relevant to specific job, basic competencies
Methods used	Lectures , guided reading, debate, self-managed learning	Demonstration, practice, feedback
Outcomes of process	External specified outcomes	Skilled performance of tasks which make up job
Type of need emphasized	Institutional and individual needs	Organizational needs
Payback to organization	Long term at most	Almost immediately in terms of skilled performance

3. TRAINING IN HIGHER EDUCATION:

3.1. Training in the universities of applied sciences

Training is a very important part of education in the Universities of applied sciences. To realize the importance, training was included by the Finnish Government in 2003 in the curricula of all the universities of applied sciences. The law was imposed in 15 May, 2003. It is mentioned in Finlex UAS law 352, section 4 as,

Opintojen rakenne (Structure of studies) as,

“Ammattikorkeakoulututkintoon johtaviin opintoihin kuuluu:

1) perus- ja ammattiopintoja;

2) vapaasti valittavia opintoja;

*3) **ammattitaitoa edistävää harjoittelua;(Practical Training) sekä***

4) opinnäytetyö. Ylempään ammattikorkeakoulututkintoon johtaviin opintoihin kuuluu: 1) syventäviä ammattiopintoja; 2) vapaasti valittavia opintoja; sekä 3) opinnäytetyö.” Polytechnics Act. (15.05.2003/352).2003.

Therefore, the universities of applied sciences in Finland have to have the training services for their students as a part of study curriculum. Since that time, the universities of Finland have been taking several steps- research projects, international co-operation, Erasmus, engaging the business organizations to develop the training services and so on.

A contract is signed among the trainee, the employer and the supervisor from school. The contract means a lot to all three parties. The three parties (Employer, Student and School supervisor) might have different expectations. Therefore the contract is signed by all three parties. That contract explains all terms and conditions of the training. The school supervisor uses the contract as a basis of evaluating the training (Henry, S. et al., 2001). So, the performances of the interns are measured with this contract as yardstick (Kim, K. and Bzullak, M 2012).

In an official journal of European Union, it is said that Education and training are the key factors to implement Europe 2020 goals. High-quality reformed and modernized education and training is mandatory because it will lay the foundations for Europe's long term prosperity. Therefore, it seems that it is not only the national goal but one of the key goals for the economic development of the whole Europe. The universities of applied sciences all over Europe are implementing training services in their education to fulfill this corporate goal. *European Council (Anon., 2011)*

3.2. What are the training objectives?

Training objectives indicate what students should know and be able to after completing the training successfully. Figure 3 portrays the importance of training objectives. The knowledge and skills that are required for the effective work performance drive the training objectives. The training content influences the whole training process that is implemented. The training evaluation is to identify the extent to which content was mastered and the advantages of the training process. (Ninemeier, J., 2013.)

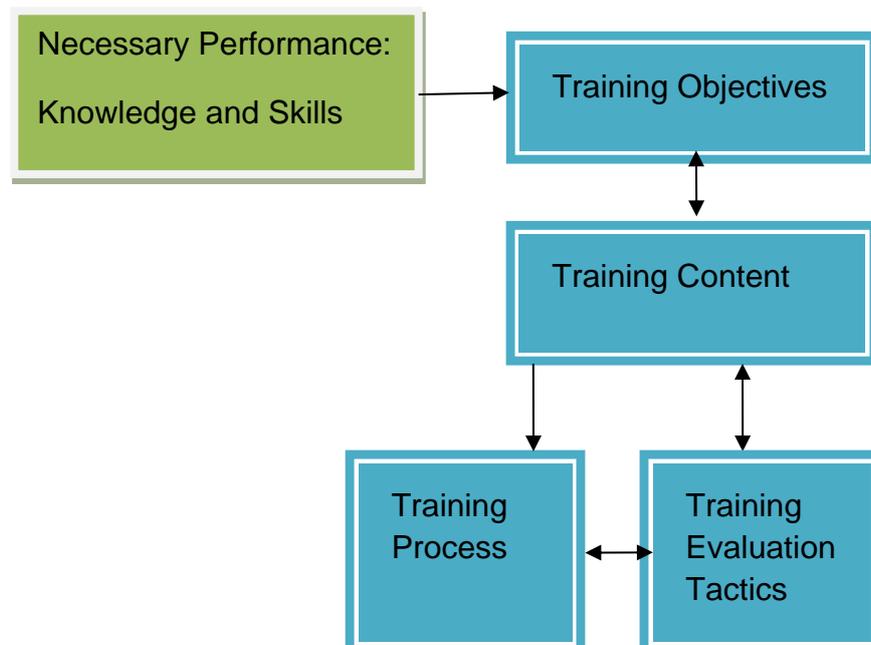


Figure 3: Training objectives are important

Minnesota State University, Mankato demonstrates several training/ internship objectives that are fulfilled by the students. Those objectives are as follows:

- 1) Students will be provided the opportunity to test their career in a particular field before they made the permanent commitments.
- 2) Students will get their skill developed in the application of theory to the real work situations.
- 3) Students can have their aptitude tested in a certain field before they decide their final destination
- 4) Internship will support the students to adjust from college to full time employment
- 5) It will help the trainee to develop skills and techniques directly applicable to their career.
- 6) It will create attitudes of the students to develop the interpersonal relationship
- 7) Internship will increase the students' sense of responsibility.
- 8) Students will acquire good working habits
- 9) It will help the students to understand the informal organizational interrelationships
- 10) Internship will motivate the students to the future career. Students will acquire higher level of academic performances. (Minnesota State University, 2012.)

3.3. What are the advantages?

Training/Internship provides a great chance to the students to get the taste of work in the particular field of interest while studying. Students who have already specified their focus on the career goals, Training provides an effective guidance and fill the gap between where they are and where they want to go. (Saleem, A. 2003, p. 11)

Skill Building

Training provides hands-on experiences that allow a trainee to build marketable skills. A job outlook survey in 2003 by The National Association of Colleges and Employers (NACE) was taken to measure the candidates' qualities and skills. In addition, in the survey the most desired characteristics were communication skills, honesty/integrity, teamwork skills, interpersonal skills, motivation or initiative and strong work ethics. (Saleem, A. 2003, p. 11-12.)

Industry Exposure

It is fascinating to know how the industries are look like inside. The feeling that comes out being inside is also quite different. A trainee can get to know the insights and get the understanding of everything in practical. The output from the training helps a trainee to learn how a company really works, who the big players are and what are the future trends or forecasts (Saleem, A.2003, p. 12.)

Networking, Monitoring and references

During the training, the training supervisor, co-workers and fellow trainees all have the connections that help a trainee learn about the job market. It also helps to get acquainted with a lot of people who really know about real job possibilities or fields in the market. Because there might be some experts who know very well about the future growth sectors. The contacts that are made through the training can help to get a permanent position on same

field after the training. On the other hand, it can create the opportunities to get somewhere else. After all, a conducive internship gives the intern the ability to contact the people who are in position to hire. Making a good relation with the supervisor also helps facilitate some goals. For example, after the training even if the trainee doesn't get the permanent job there, it can be a good reference for the next career zone. (Saleem, A., 2003, p 12.)

Academic Credit & Compensation

Students get academic credits for accomplishing their training in the related field of study. Based on the requirements (eligibility, nature of work, working hours), the students are evaluated and provided credits. Payment in training depends on working hours, pay by project, a financial grant or no monetary compensation at all. The amount that is paid to the trainee based on the company, previous work experiences or possibilities of returning to the company afterwards. (Saleem, A., 2003, p. 13.)

3.4. Why training is important?

Nowadays the importance of training is more than it was ever before. Training and development of human resources is the prerequisite for survival and success in the global economy. As the competition in the global economy is increasing, so is the need of skilled workforce. The students get familiar with the new equipment, technologies and procedure, which opens their mind to the new ways of working. It gives them new approaches and thoughts about their job. It helps to make the most of their talents. The students become creative and ready for whatever comes to their way. It develops the teamwork skills of the students. While training, students get to do a lot of tasks in a team. Therefore, they learn how to contribute and negotiate with the team members and make the decision making. The relationship between productivity and competitive performance in international business has become an established feature in today's global economy. The importance of training can never be denied to increase

productivity and competitive performance of global economy. (Garavan, T., Costine, P. and Heraty, N., 1997, p. 21.)

3.4.1. National importance

The national importance of training and development is one of the major forces to the economic growth. It means, in this competitive world, skills and knowledge constitutes one of the few areas where economy can lead to a differential competitive advantage. Highly skilled workforce in organizational activity leads to high levels of productivity. To achieve these high levels of skills, training is essential. The economic progress of a country based largely on the employment and productivity. Training in higher education makes the students well trained and capable of building their career as well as contribute to the national economy. (Garavan, T., Costine, P. & Heraty, N., 1997, p. 22)

3.4.2. Indicators of economic performance

There is a chain of causation between training, education and the indicators of economic performances. The figure 4 shows the chain of causation that leads to economic growth. Investment in higher education and training develop the structure of study by discovering new ideas and creative thoughts. Thus, it makes the students better qualified and more productive. Higher productivity of the students establishes a competitive working environment.

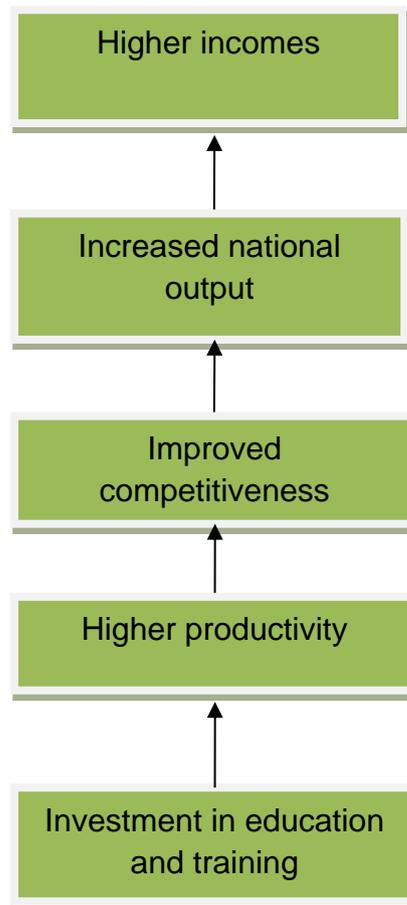


Figure 4: Chain of Causation (Garavan, T. Costine, P & Heraty, N. 1997, p. 23)

Gradually, it improves the national competitiveness in national economy. It provides an increased national output that leads to higher income of population.

3.4.3. Corporate Business Strategy

Corporate strategy is defined as the process to determine the main objectives of the organization. Then to define the strategy that govern the acquisition and utilization of resources to meet the objectives. The scope of a corporate strategic plan is comprehensive which sets critical direction and monitors the allocation of resources. Since a major organizational objective is to sustain long term profitability through high level of productivity and

competiveness, training and development must receive due recognition and status as a critical strategic activity. Education and training make students be able to learn the corporate business strategies. They get skilled and prompt the corporate strategic plan. (Garavan, T., Costine, P. and Heraty, N., 1997, p. 24.)

3.4.4. Job opportunity

Quite often, the trainees got the opportunity of having the job right after the traineeship. One survey carried out by the National Association of Colleges and Employers (NACE 2011) found that organizations converted 57.7 percent of their interns into their full-time employees. Since 2003, NACE has been carrying out this survey on annual basis; this is the highest conversion rate. As a suggestion from previous research, internship was linked with career oriented employments more effectively. Therefore, the interns learn academic skills and find their study centric training that makes better job opportunities for them. (Kim, K. and Bzullak, M., 2012, p. 697–698.)

3.5. Why is training abroad?

Training abroad provides much more than just high quality work experience. It provides with global skills that cannot be achieved through domestic internship/training. The value of an international internship can be best described 'whole person development' opportunities. The trainee will experience growth in professionally and personally. (Global Career-Building Internships, 2012.)

Internship abroad put the students in some challenging situations with complex tasks that are difficult to understand and keep in mind. No matter where the students do their training outside the border, they learn everything in different context. Students learn to negotiate with the people of different ages, cultures, habits and characteristics. Students become self-confident and skillful about intercultural negotiation. (Dan, B., 2013.)

3.5.1. Invaluable investment for the future

Students gain greater professional experience from the internship abroad than that of a domestic one. A new culture shows different kinds of challenges that a trainee faces and learns to solve the problem. The intern learns a real world understanding of diversity and multiculturalism. (Global Career-Building Internships, 2012.)

A trainee can be paid or unpaid, with credit or without credit. Alternatively, it is often related to the study fields. Training abroad brings them tremendous possibilities to gain experiences. Moreover, the students learn lots of new skills that are invaluable investment for the future. (Leggett, K. 2006, p., 26.)

3.5.2. Global experience

In this globalized market, it is very necessary to have experiences about global business cultures. Training abroad creates a big scope to learn about different business cultures via working with the fellow people and gather experiences. (Johns Hopkins University, 2013.)

“Understanding the diverse cultures of the world, especially those of developing countries, should be an essential component of the twenty-first century education of our nation’s students” (Leggett, K., 2006, p. 24-26) – Lincoln Commission. In a traineeship, students are in such kind of environment that stretches their thinking. It broadens their thoughts and encourages them to accomplish big thing. It make the students think of their academic study in a global perspective.

3.5.3. Expand global communication and improve language skills

Training abroad helps a trainee to expand his or her global network. While, working in a company located in another country, students get connected with so many people from that foreign country as well as different other

nationalities as well. Moreover, students get to learn new language. Language skills provide a lot of advantages for the students in the working fields. Having a good command in several widely used languages create a great demand of the students in the overseas job market. (Global Career-Building Internships, 2012.)

3.5.4. Gain confidence

When a trainee undertook his or her training in a foreign country, he or she learns how to face different kind of unexpected situations. It gives the confidence to face different challenges in future and potential to perform in bigger tasks. In an internship abroad, cultural differences provide a lot of opportunities to learn. It is a challenging and difficult thing to overcome. However, as a trainee, learning these cultural differences build strong intercultural skills. (Johns Hopkins University, 2013.)

In a research by Knouse, B. Tanner, T. and Harris, W (1999) found that the students having internship experiences are offered jobs more quickly than students who are without experiences. On the other hand, they gain greater self-confidences in finding a permanent job. (Knouse, B., Tanner, T., and Harris, W., 1999, p. 697-798.) The experiences to solve different problems during the training help the interns to gain that confidence.

3.5.5. Strengthen your resume and create a competitive Edge

Nowadays, it has been increasingly important that employees have the potential to work with many different people from different origins. Training in a foreign country strengthens a trainee's resume to career. It widens their outlook and precise their career thinking. (Johns Hopkins University, 2013.) While interning in a company abroad, students observe, compare and analyze things according to the way they think from the contextual knowledge. In that case, they managed to distinguish among a lot of things in the study and professional career. They know what they really need to learn and be able to possess. Everything they lean in the training gives them a competitive Edge in this globe. (Leggett, K., 2006, p. 24-28.)

3.5.6. Rise in service learning

Several international educators noticed that the interest in service learning has been significantly increased as a field of internship. It refers to the social services that have a lot of possibilities in developing countries like South Asia, some Latin American countries. A lot of well-known non-government organizations are arranging several service learning internships abroad. Amnesty International, is one of those big organizations that have more than thousands of service learning internships abroad. They relate to work with Health care, prevent violence against women and children, improve basic education etc. (Leggett, K., 2006, p. 27.)

3.5.7. Diversification and internationalization of study curriculum

Training or internship abroad brings a lot of fresh ideas and thoughts learnt by the interns that helps to diversify the study curriculum. Thus, training gets modified more and more. The organizations are diversified and internationalized by the overseas students. They share their knowledge and skills from their own background while interning in abroad. Here comes the globalization. It causes more economic concentration and rapid technological change. Training overseas has been arranged in a lot of professional sectors- Engineering, health and medicine, business, applied arts and agriculture etc. Students from different countries are having their training abroad in those majors. So, to diversify and internationalize the organization's study curriculum, training abroad is important. (Steeves, H., 2006.)

4. BENCHMARKING:

4.1. What is Benchmarking?

Benchmarking is a very conductive research tool .It helps an individual or organization continually to improve its process by learning how others do it. A researcher can identify weakness and strengths of his or her works, then study and adapt from others who are doing better. Moreover, it helps to generate new ideas or develop existing ideas for any type of research. While studying other peoples work, there are so many new things learnt. It builds the creativity of the Author to evolve with new ideas. (Patterson, J., Kay, K., and Ralph, M., 1995, p. 4.)

Spendolini, M., 1992, gives a clearer definition of benchmarking. It is a continuous and systematic way to evaluate the services or products or work processes of organizations that are seen as representing best practices (Spendolini, M., 1992).

In this research, benchmarking was useful too. The author benchmarked the training services in different other universities of applied sciences that are located in Finland. On the other hand, the aim was to identify how they provide these services, what are activities they are performing, what are the new ideas and compare them to find the best practices.

4.2. Benchmarking and Quality Improvement

Usually, benchmarking is based on a competitive basis. It is used as a reference point for comparisons. Benchmarking and performance evaluations are the main elements of quality improvement. The Benchmarking process has four phases. These are planning, analyzing, integration and action phases. The Figure 3 shows those different phases in detail. (Chen, H., 2002, p. 757-759.)

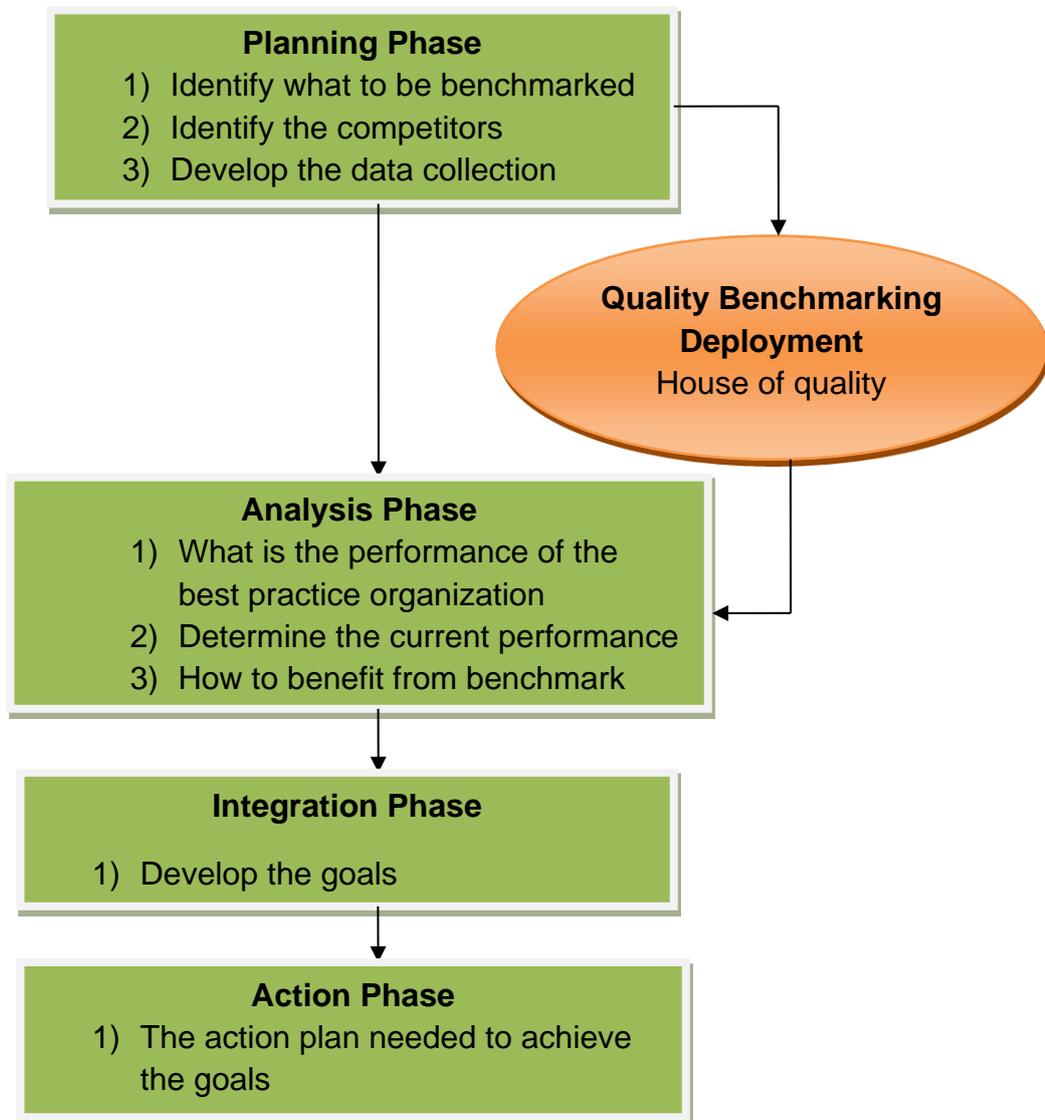


Figure 5: The benchmarking process model (Chen, H., 2002, p. 760)

Planning refers to the making of foundation. This is to identify what to benchmark and find out the competitors and the way to implement it. It demonstrates the total understanding of the existing internal processes and measurements. In the analysis phase, the benchmarking data are analyzed to identify the practices by different competitors. Proper planning and analyzing ensure a good quality benchmarking. Then the best practices are

revealed in that way. In the third phase, the integration phase, the organization set goals and integrate them to the benchmarking process to measure significant performance improvements. The final, Action phase refers to take measures to achieve the goals that are decided in the previous phase. (Chen, H. 2002, p.758.)

4.3. Benchmarking of training activities in the universities of applied sciences

In my research, several universities of applied sciences were benchmarked to identify their activities on training services. In this age of competitiveness, everybody is active developing their activities more frequently. The development processes of those universities were benchmarked to identify and understand the best practices. Therefore, KyUAS can implement the best practices on its own.

The table 2 shows the benchmarking of training and development activities in Haaga-Helia University of Applied Sciences, Jyväskylä University of Applied Sciences, Lahti University of Applied Sciences, Metropolia University of Applied Sciences and Kymenlaakso University of applied sciences.

The factors that the author compared during benchmarking are the unit that is taking care of the training services, networking with the companies, Alumni activities, new ideas, international co-operation with partner universities.

Table 2: Training and development activities in university of applied sciences

Comparison factor (training & development)	Kymenlaakso university of applied sciences KyUAS	Haaga-Helia university of applied sciences	Jyväskylä university of applied sciences JAMK	Lahti university of applied sciences LUAS	Metropolia University of Applied Sciences
Unit Involved	career and recruitment services	career and recruitment services	research and services	career services	Career Services
Networking with the Companies	R& D is involved in building network with the companies	R&D is involved through practical co-operation with the companies	research and development work carried out in co-operations with companies	R&D works with building networks with the companies	R & D works international partners To co-operate the students
Alumni	It provides important information about the employment of graduates and relevance of their study in the job market. It is a link between the university of applied sciences and the working life. Moreover, It can promote employment of the students and develop their skills			No Alumni Activities	Alumni are enriched with a lot of things. Alumni Lecturers, Entrepreneur club, career stories etc.

The working pair Model		The working pair model was piloted in Haaga-Helia in 2011. A pair is formed by Finnish and foreign bachelor student to do their training together. It gives extra support to both trainees.			
Projects	Research and development unit is involved in so many local and international(EU) projects for students career development	Haaga-Helia has been also conducted a lot of national and EU projects to develop learning method and career	JAMK carries out different kind of local and international projects with companies and expert organization		R & D unit has several local and international projects for students career development

		services			
International CoS operation	KyUAS has been conducting research to find out the possibilities of the students training abroad via International partners.				
Social Media Forum (Facebook, LinkedIn, Google+, Twitter)					Career services offer meeting forum for students and employers in different social media

Best practices indicate the practices that produce superior results. It is a systematic process; and judged as good or demonstrated successfully. After that, these practices are adapted to a particular organization. Different organizations search for best practices to improve their performances. Comparing and learning the best practices from other organizations is the key to the development of activities. (BPIR, 2013.)

The identification of best practices is an integral component of the benchmarking process. Camp (1989) stated, "Benchmarking is the search for industry best practices that lead to superior performance" (Camp, 1989,

p. 12). It means that best practices are the main outcome of benchmarking (Simon, C., 2011, p.135).

As the table 2 shows the training and development activities in different universities of applied sciences in Finland, There are some very useful ideas and practices. All of those institutions have research and development unit that is involved in different local and international projects with different organizations. Alumni is also contributing a lot to make the students aware of their study and working environment. The Alumni can help the students to discover the training opportunities and future possibilities. Therefore, students get an idea about the job market while studying already.

'Working pair model' is a remarkable practice. A pair with a local and an international student is made to work together in a company. It benefits both the local and international student. The Local student can get to know something that is not practiced locally but important to know. The international students get help understanding language, working environment and culture. Necessarily, the pair do not have to be in the same working line. They can be in different field of the same organization. So that, they can share things, help each other, learn to organize things together. (Haaga-Helia University, 2013.)

Social media forum is a very useful platform for the students to find career path. Helsinki Metropolia university of applied sciences has made the social media forum in Facebook, LinkedIn, Google+ and Twitter. The forums on those media are sources of communication between the employers and the students. (Metropolia University of Applied Sciences, 2013.)

It is also a very good idea to encourage the students to write blogs in different social media. It widens the thinking of the students when people start commenting on it. Some employers also easily find out what they need in their company. At the same time, the students get some possibilities of training or job here as well. Furthermore, R& D could arrange more real projects for the students with more involvement of the companies. Then, the companies' authorities could attend the final presentations of those projects

done by the students. It will build a relationship between the company employers and the students. Consequently, students will get better opportunity to find training places and career path in future.

5. SURVEY AMONG THE PARTNER UNIVERSITIES:

5.1. The purpose of the survey

The survey was carried out to collect information about the training services of the partner universities of KyUAS in Europe. The main purpose of the survey was to find out training possibilities of the KyUAS students in Europe through the partner universities. Therefore, it was a survey of extending training placement opportunities for the exchange students from KyUAS by the partner universities in Europe. The outcome of the survey shows the number of partner universities that are providing training services and the number of them interested to extend the service with Kymenlaakso University of Applied Sciences. This kind of survey is very important nowadays to make wider training opportunities for the students abroad.

5.2. How the survey was done

The survey was conducted by using an online questionnaire that contains seven questions including the background information (Appendix 1). After the questionnaire being made, it was sent to all the partner universities in Europe in April, 2012. The questionnaire was sent three times to make sure that it doesn't get skipped so easily. Firstly, it was sent in the middle of April. The numbers of respondents were 12. Then, it was sent again after 5 days. A couple of more respondents were appeared. After that, it was sent again for the third time at the end of April. Finally, the survey ended up with 17 respondents. All those answers were collected by and analyzed by using SPSS.

5.3. The respondents

The respondents were the persons in charge of students training placements of all the partner universities in Europe. Since, the unit responsible for the students training placement is formed differently in different Institute; the questionnaire was sent to the person involved in general information services of each university. And it was requested to forward to the person who is responsible for the training services. Here, the author faced some drawbacks. It was hard to find the contact information of the partner universities of KyUAS. Because, some of those university websites weren't in English, it took long time to find out the email addresses of the persons involved in their training service unit.

5.4. Results of the survey:

The questionnaire was sent to 95 partner universities in Europe. Out of 95, the author got reply from 17 universities. The survey helped to get the information about the training placement system in different Partner universities, the unit responsible for this section, the willingness to expand, the possible terms and conditions, the contact information for further development of the process and all the other things related to this survey. After the respondents filled the questionnaire, it was collected into SPSS file as elaborated data source. Then, it was analyzed using different graphs and figures.

5.4.1. Practical training services to students

The first question asked if the partner universities offer training opportunities to their students or not. Table 3 below shows the number of respondents that offer those services for their students. Out of 17 respondents, only one

respondent mentioned that their institute didn't provide that kind of services. Otherwise, all the other 16 respondents answered that they already have that kind of services.

Table 3: The numbers of respondents offer training services to their students.

Response	Number of Respondents	Percent
Yes	16	94,1
No	1	5,9
Total	17	100

5.4.2. Extend Services to Exchange students?

In the 2nd question, it was asked from the respondents in case they already have that kind of services, if they would like to extend these to Exchange students or not. Figure 6 below portrays that 44 percent of the total respondents would like to extend their services to exchange students. It shows positive sides that they want to collaborate with the training services. Moreover, other 31 percent of respondents might be interested if they have more information about it. Instead, 25 percent of respondents did not show interest to extend their services to the exchange students.

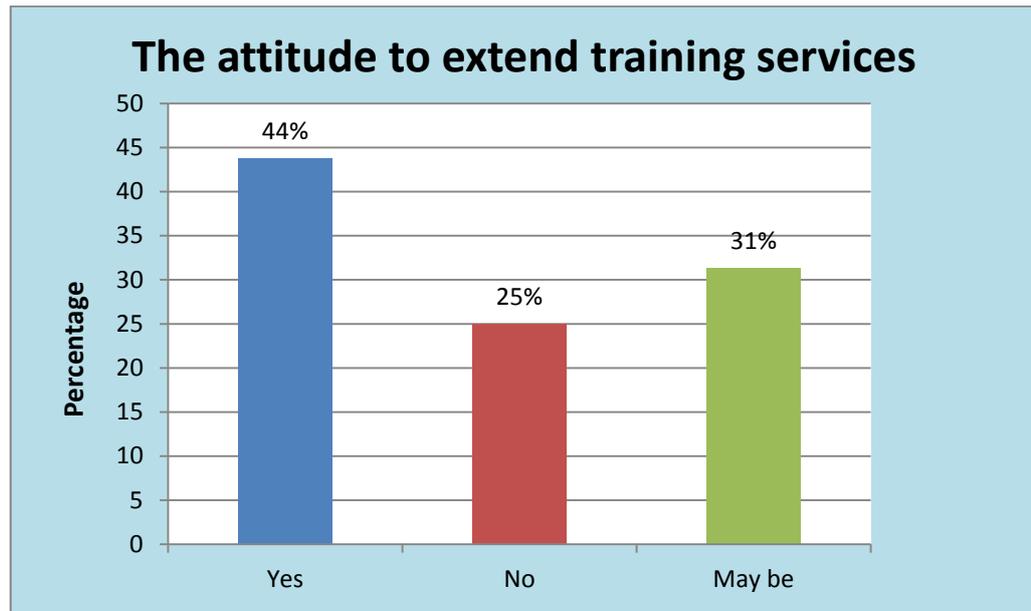


Figure 6: The percentages of the respondents' attitude to extend training services

5.4.3. Interest to develop training services with KyUAS?

The third question to the respondents was about the interest to develop students training services in their institute. Table 4 below illustrates that there are four respondents want to develop these services with KyUAS. In addition, more nine respondents might be interested. They would like to have more discussion about it. However, 4 respondents answered that they do not want to develop these kind of services with KyUAS.

Table: 4 the tendency to develop training service

Response	Number of Respondents	Percent
Yes	4	23,5
No	4	23,5
May be	9	52,9

Response	Number of Respondents	Percent
Yes	4	23,5
No	4	23,5
May be	9	52,9
Total	17	100,0

5.5. The view of the respondents in details:

In total, the questionnaire was sent to 95 partner universities. Out of them, 17 respondents took part in the survey. They are different partner universities from Portugal, Netherlands, Lithuania, Germany, Sweden, Spain, Austria and Russia. The overall responses and the detailed information that they provided (with basic info) are explained below:

Lithuania:

In total, there were respondents from Lithuania. They are Vilnius Gediminas Technical University, Lithuanian Maritime Academy and Kaunas University of Technology. The responses of each university towards the questionnaire are explained below:

➤ Vilnius Gediminas Technical University:

The respondent from Vilnius Gediminas technical university mentioned that they already have that kind of training services. Their training services are given by Integration and career office and International relations office. About the terms and conditions, they told about the Erasmus program and the nomination needed. Therefore, if students are nominated for the

Erasmus program, they are ready to co-operate the students with finding training places. As a contact person, only the email address of the person was collected by the survey.

➤ Lithuanian Maritime Academy:

The respondent from Lithuanian Maritime Academy also said that they have the training opportunities for their students. Different departments provide these services. The respondent mentioned Navigation Department, Maritime Engineering Department, Port Economics and Management Department and Deputy Director of Practical training; all those departments are involved in that kind of services. About the terms and conditions, the respondent did not want to answer anything. The respondent just emphasized to make further discussion on it. We got the detail information of the respondent here. The name of the respondent is Tatjana Lysenko.

➤ Kaunas University of Technology:

The respondent from Kaunas University of technology also said that they already have that kind of services which is administered by their International Office. The respondent did not mention any terms or conditions but seemed interested to contact to get more information. The respondent gave his contact information as well. The respondent is Gintare Vilbinkiene, The Co-coordinator at International Office of Kaunas University of Technology.

Portugal

The survey got one respondent from Portugal. The respondent is from the Instituto Politécnico de Castelo Branco. This respondent also said that they have that kind of services for their students. In question of the section that is/are involved for training services, the respondent answered that all the sections are involved for these services. "All of them", reply from the

respondent. The name of the respondent is André Costa. He gave us his email address for further communication.

Germany:

There was also one respondent from German Eberswalde University for sustainable development. The respondent also said that they have been providing that kind of services for their students too. In addition, the person in charge of advising students for training services is responsible for that department. The respondent has not given any contact information to discuss for further development about this issue. Nevertheless, it is possible to contact with the person with email address that was used during sending the questionnaire. However, about the terms and conditions the respondent mentioned the requirement of having good German language skill. The respondent also said, "*The development of these kinds of services would mean more work for the persons already in charge of such services, which is usually done beyond the normal work load*".

Spain

In the survey, there were two respondents from Spain. They are Faculty of Fine Arts Universitat Politècnica de Valencia and Universitat de València. The information that we have got from them are discussed below:

➤ Faculty of Fine Arts Universitat Politècnica de Valencia :

The respondent in this institute told about two different sections that are involved in providing training services in different sectors. He mentioned that At the University Level: The Vice-Rectorate of Employment and Social Action, Integrated Employment Service. At the Faculty Level: Unit of Internships in Companies is involved providing training services. Moreover, about the terms and conditions the Respondent said, "*According to the Spanish Law, students must have accomplished at least 50% of the credits*

of its studies (undergraduate students). Maximum of 960 hours or internships per year, only while studying (placements cannot be done after studies)”. Therefore, having those requirements it is possible to have training opportunities for the exchange students.

Here the people who are in charge of these services provided their email addresses. They are- Ester Sanchis, Head of Service in charge of the Unit of Internships in Companies at the University Level and Angeles Lopez Izquierdo, Vice-Dean of Relations with Companies at the Faculty of Fine Arts Level.

➤ Universitat de València :

The respondents mentioned that they already have that kind of services, which are provided by the International Relations Office. The respondent did not tell anything about the terms and conditions but emphasized that they have already had that kind of services. Here the detailed information to contact with person was found who were responsible for that kind of services. The Contact persons were – Rosa Orti, email address: rosa.orti@uv.es and phone number is +34963983367 and another person is Maricarmen Belmar, email address: mbel@uv.es, and phone number is +34963864954.

Hungary

There was also a respondent from Hungary Budapest College of Management. The respondent replied that they were also having training services for their students. The Career office and the office of International relations are taking care of these training services. As the terms and conditions for that kind of services the respondent said,

“Normally an Erasmus exchange student is entitled to use the college services just like the regular students”.

In addition, the contact information of the person responsible for the training services was also found. The name of the respondent is Maria Novak (International Co-ordinator).

Austria

In the survey, there was an Austrian respondent from the Center of International Relations BOKU Vienna. The respondent said that they did not have that kind of services for their students. Nevertheless, they are interested to develop with KyUAS. That is why, the respondent put the contact information for further discussion about it. In the survey, the respondent only put the email address to contact for further discussion. Her name is Agnes Liebl.

Sweden

There was also a respondent from Sweden from The Swedish School of Textiles, University of Borås. The respondent said that they also had the training service for the students. When the respondent was asked which unit is responsible for these services, the respondent said, "all the bachelor students". About the terms and conditions, the respondent said that she wanted to have more information. The respondent put her name and email address to contact for further discussion- Agneta Nordlund and email address is andersson@hb.se

Russia

There was also a respondent from Russia who belongs to Saint-Petersburg State University of Engineering and Economics (ENGECON). The respondent said that they have also had that kind of services. And the unit that is taking care of is "Faculty & chairs" mentioned by her. As the terms and conditions, the respondent said it is same requirements that are necessary for an exchange student to study abroad. It means any student

who is allowed for the exchange program is entitled to have these training services. The chief of International Relations Department gave her email address for further communication. His name is Lyudmila Ten and email address: lyudmila.ten@engec.ru.

Netherlands

Furthermore, there was one respondent from Netherlands as well. The respondent mentioned about having that kind of training services in their institute. The respondent also included that the placement officers in the institute take care of these services. The name of the institute was NHL University of applied sciences. Although, the respondent did not put any email address, it is possible to contact them by the email address that was used to send the questionnaire. It is Internationaloffice@nhl.nl

6. QUALITATIVE INTERVIEW

In order to proceed with the development of the survey, the author decided to take interview from the person in charge of training service of those partner universities. An email was sent to those 17 survey respondents to request for an online interview through Skype or MSN. The author got reply from 3 of those respondents. However, none of them had given their online chat address (Skype) in reply. So, the author had to make phone calls. The author phoned during the office hours to take the interview via telephone and succeeded to talk with them. During the interviews, the author discovered something drastically important. Most of those respondents were confused with training and internship. Training or internship is the same thing. However, these words used in different names in different countries. In Austria, Internship is commonly used everywhere. For this reason, it was not easy to understand for the respondent of Austria. The author realized it while taking the interviews. Table 5 shows the contact persons that were interviewed to collect information in-depth.

Table 5: The list of contact persons for the qualitative interview

Contact persons	Name of the institute	Country
Lilianne Cecilia Meier, International Office	Eberswalde University for sustainable Development	Germany
Agnes Liebl, European Exchange Co-ordinator	Center of International Relations BOKU Vienna	Austria
Maricarmen Belmar, International Office	Universitat de València	Spain

In the interview, the author asked about the training services in their institute. How does it work? How do the students get this service, the requirements, the terms and conditions etc.? The answers from the interview are illustrated as follows:

1) How does it work?

In the Eberswalde University for sustainable development (Germany), they have a unit called Career Centre. It helps the students to find the workplaces. They also have Research and Development Unit always active finding new projects for the students. With the help of internal and external partners they create training opportunities for their students.

In the Center of International Relations BOKU Vienna (Austria), Both Alumni and International Relations Office are involved in Training or Internship program. The students want to have the workplace in Austria are taken care by the Alumni. It is involved in finding work opportunities for the students within Austria. On the other hand, International Relations Office is providing service to the students who want to have their training abroad or the international students who are willing to study or work for one or two semester in BOKU.

In Universitat de València(Spain), International office provided training or internship services to their students. There is an on-site supervisor and an academic tutor who take care of the training service for the students. If the students manage to find the training places by their own, these are also accepted based on the requirements.

2) How the students get this service?

The ways of getting the training services are almost similar to all the places. The students fill the training application form after choosing the training places, get the training agreement signed by the supervisor and training providing organization.

3) What is the time restriction?

Out of the three interviewees, two mentioned that students are entitled to start their training or internship at any time during the academic year. However, in the Eberswalde University for sustainable Development (Germany), training is prescheduled on the Degree curricula. Based on the degrees, it has to be done in 5th or 6th semester.

4) What are the requirements?

The requirements are quite similar to almost all the places. One example is Language. All the three interviewees highly focused on Language as a requirement. In Austria and Germany, Students have to have a good command over German language. It is same in Spain too. Since, the students must have the knowledge of the working languages of those countries.

However, In the Center of International Relations BOKU Vienna (Austria), Students have to go through some procedure. They have to submit application, CV and the numbers of ects they have accomplished and letter of motivation. Then they forward those applications to the Companies.

5) What are the terms and conditions?

The terms and conditions were very common to all the three respondents. The training places that are chose by the students or by the Internship Teacher have to be on the same line of the study. So that, the students already have the contextual and practical knowledge about the jobs they are going to do.

6) Could the KyUAS students be helped to get the training service as an exchange student?

The Austrian and Russian respondents willingly replied that it is possible. If the students fulfill all the requirements after submitting the application, they are also entitled to have this service as exchange students. However, The German respondent said that their training services are only for the regular students who are studying the whole degree. Therefore, it is not possible for arranging this for the exchange student.

7. CONCLUSION:

In this chapter, the author illustrated the major findings of the thesis based on the whole research work. Moreover, the author tells about the reliability and validity of the thesis. Finally, it provides the useful suggestions for the future research work.

7.1. Major Findings

The research was done to demonstrate why training is importance as a part of study in the universities of applied sciences. The Universities of Applied Sciences are providing these services to their students that are connected to their study. They are developing several plans and implementing different projects to make progress in their service. It ensures better exposure in

students' career. The research was also conducted to benchmark different universities training services and find out the best practices to apply. Moreover, research was carried out to identify the importance of training abroad and the possibilities of KyUAS students training abroad with the help of the partner universities in Europe.

Different sources were used to prove the importance of training in higher education. The Future aim of European Union is based on Education and Training to fulfill the future goals of 2020 (The official journal of EU, 2011). The whole Europeans are concerned to implement it. Therefore, they are providing the training services to their degree students. Finnish law has imposed the training in higher education at all the universities of applied sciences. Finnish law made it mandatory for all the University of Applied Sciences to provide training opportunities for their degree students. It is a great part of not only European progress in Business but also for the rest of the world.

Since all the European countries are moving on the same way to implement the future goals of EU, It is possible to co-operate with the partner universities to ensure the mobility of students work placement. The contact information of the entire partner universities were collected through this research work (Appendix 2). More communication with those partner universities must bring possible opportunities to spread these training services for the exchange students all over the Europe.

Benchmarking those universities of applied sciences gave some useful ideas to implement for KyUAS. Some activities are common to all of those universities. However, couple of them has got some creative thoughts to make the training services more exclusive. Haaga-helia's working pair model is good idea to make the local and international students engage in an effective learning via training. Another idea was found from Metropolia University of applied sciences, Helsinki. They are using several social media and creating forum between the employers and the students. That is a very useful way to make the students aware and self-directive. Students can find

the opportunity to discuss with the employers and find the consistency between study and career plan.

7.2. Validity and Reliability

Validity in a research work refers the usefulness of the work provided the context in which it is applied. It shows how perfectly the work has been done and measured based on the specific circumstances. On the other hand, stability and consistency ensure the reliability of the research. Stability and consistency in the responses of the questions ensure Reliability. (Brockopp & Hastings-Tolsma, 2003, p. 212-215)

The quantitative research in this thesis was very challenging part. It was dealt with the partner universities of KyUAS. The online questionnaire was made by using 'Mr Interview' and then the answers was collected and analysed by using SPSS. While analyzing the questionnaire, Reliability and Stability were highly taken into account. The one with uncompleted background question was not counted. However, the positive thing is that there are some universities interested to co-operate with KyUAS via further discussion. The telephone interview from German, Spanish and Austrian respondents shows that it is possible to expand the training services among the partner universities. KyUAS can start contacting with those respondents, build relationships and start some pilot projects. Then step by step, it would be easier to contact with the other universities of applied sciences from other countries.

7.3. Suggestions for further research

As the suggestions for the further research, the author would recommend to develop the communication with those universities who have training services and are willing to expand internationally. Also it would be beneficial to try to contact the other universities who did not answer the questionnaire. KyUAS can contact with them through email and make relationships with

them. It is necessary to try to contact all those partner universities repeatedly and discuss about this services more in details. In that way, there will be many more partner universities interested to co-operate with this. It is beneficial for them too. They can offer their students training services in different international environments. Some new survey can also be carried out with the feedback from this research.

In addition, some research should be done about the best practices provided by the different other universities of applied sciences in Finland. Some steps can be taken to discover or generate new ideas to develop the students training through research. The best practices found from benchmarking can be discussed and pick at least one suitable option as a pilot project and continue developing something new.

There is another research idea that could help KyUAS to develop the training services in a very conductive way. A survey can be carried out among the students of KyUAS, who have already done their practical training. The survey can be based on their experiences, expectations, achievements and difficulties etc during their practical training. It can give some supportive ideas in the training development process.

In the end, the training opportunities of KyUAS students training abroad, via partner universities, are not yet that broad. However, the research shows an optimistic view that there are some universities willing to establish that kind of relationship with kyUAS to modernize the students training services.

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Appendix 1 The Cover Letter and the Questionnaire for the research:

Kyminlaakso University of Applied Sciences

Date

Dear Recipient,

I am a Bachelor's Degree student in the Department of Business at the KyUAS University of Applied Sciences, Finland. I am conducting a research under the supervision of Heta Vilen, Project Manager in KyUAS. My research topic is Developing Training Opportunities for both Local and International Students in Europe. The study is being conducted with funding from the European Union.

Thus, I have collected your email addresses from the list of Partner Universities of KyUAS. As a part of my Survey, I have prepared a questionnaire for you. It would take maximum 5 minutes to answer the questions. All information that you provide through your participation in this survey will be kept confidential.

It would be appreciated if you could answer the questions as soon as possible. If you have any questions about this study, please feel free to contact Heta Vilen at +358447028973, heta.vilen@kyamk.fi or myself Ariful Islam at +358466224367, ariful.islam@student.kyamk.fi.

Thank you in advance for your co-operation in my research.

Yours sincerely,

Ariful Islam

Heta Vilen



Questionnaire for the Research

1) Does your University offer Practical training services to your students beside the academic study?

- a) Yes b) No

If No, then go to question number 5

2) If Yes, Which Unit is involved in Students Training services ?

.....

3) Could you extend these services to Exchange students?

- a) Yes b) No c) May be

4) What could be the terms & conditions?

.....

5) If the answer of question 1 is No then, would you like to develop these kind of training services with KyUAS?

- a) Yes b) No c) May be

6) If yes, then is it possible that we can have the Contact Information?

a) Name.....b) Email Address.....c) Phone Number.....

7) If you need to have more information from us concerning the development of these kinds of services, Could you mention the contact person?

a) Name.....b) Email Address.....c) Phone Number.....

8) Background Information:

- a) Name of the Institute :
b) Country:

Appendix 2 : The List of the partner universities

Austria

- 1) **University of Natural Resources and Life Sciences, Vienna**
[maria.schuster\(at\)boku.ac.at](mailto:maria.schuster(at)boku.ac.at)
- 2) **Burgenland University of Applied Sciences**
beratung@fh-burgenland.at
- 3) **University of Applied Sciences Kufstein**
info@fh-kufstein.ac.at
- 4) **FH JOANNEUM - University of Applied Sciences**
info@fh-joanneum.at

Belgium

- 5) **Haute Ecole d'Enseignement Supérieur de Namur**
relint@iesn.be
- 6) **Antwerp Maritime Academy**
info@hzs.be
- 7) **Hogeschool - Universiteit Brussel**
info@hubrussel.be.

CZECH REPUBLIC

- 8) **Jan Evangelista Purkyn University in Ústí nad Labem**
lenka.stiborova@ujep.cz
- 9) **Masaryk University**
info@muni.cz
- 10) **Mendel University of Agriculture & Forestry, Brno**
info@mendelu.cz
- 11) **Czech University of Life Sciences**
cerna@rektorat.czu.cz

Denmark

- 12) **Arkitektskolen Aarhus**
a@aarch.dk
- 13) **University of Southern Denmark**
sdu@sdu.dk
- 14) **Copenhagen University College of Engineering**
int@ihk.dk

Estonia

- 15) **Estonian University of Life Sciences**
info@emu.ee
- 16) **Estonian Maritime Academy**
eesti.mereakadeemia@emara.ee
- 17) **Tartu Health Care College**
www.nooruse.ee
- 18) **Estonian Academy of Arts**
artun@artun.ee
- 19) **Tallinn University of Technology**
info@ttu.ee

France

- 20) **Ecole Supérieure du Bois**
antoine.lebeau@ecoledubois.fr
- 21) **Université Claude Bernard Lyon 1**
catherine.guillaumon@univ-lyon1.fr
- 22) **Université de Nantes**
accueil.presidence@univ-nantes.fr
- 23) **Université de Valenciennes et du Hainaut- Cambresis**
jutta.escher-Kolski @ univ-valenciennes.fr
- 24) **L'école de Design Nantes Atlantique**
admissions@lecolededesign.com
- 25) **Université de Bretagne occidentale, U.B.O.**
sucru@univ-brest.fr

Germany

- 26) **Burg Giebichenstein University of Art and Design**
studinfo (at) burg-halle.de
- 27) **TH Mittelhessen, University of applied sciences (Giessen)**
nfo@thm.de
- 28) **FH Hildesheim/ Holzminden / Göttingen**
international@hawk-hhg.de
- 29) **University for Sustainable Development Eberswalde**
Lilianne.Meier@hnee.de
- 30) **FH Stralsund**
Antje.Pedde@fh-stralsund.de
- 31) **FH Lübeck**
kontakt@fh-luebeck.de
- 32) **FH Hannover**
poststelle@fh-hannover.de
- 33) **FH Emden/Leer**
info@hs-emden-leer.de
- 34) **Jade Hochschule**
zsb@jade.hs.de
- 35) **FH Wilhelmshaven**
info@hs-emden-leer.de
- 36) **FH Südwestfalen**
henkemeier.heinz@fh-swf.de
- 37) **HS Wismar**
- 38) **FH Zittau / Görlitz**
s.kuehne@hszg.de
- 39) **FH Zwickau**
- 40) **Hochschule Niederrhein**
margot.timmer@hs-niederrhein.de
- 41) **FH Bremenhaven**
info@hs-bremerhaven.de
- 42) **Katholische FH Nordrhein-Westfalen**
info@katho-nrw.de
- 43) **Hamburg University**
anfragen.internationales@uni-hamburg.de

GREECE**44) TEI Serres**

tde@teiser.gr

45) TEI West Makedonia, Kozani**46) TEI Crete**

info@staff.teicrete.gr

HUNGARY**47) Budapest Business School**

info@bgf.nyelvvizsgak.hu

48) Budapest College of Management

hamori.balazs@avf.hu

IRELAND**49) Cork Institute of Technology**

admissions@cit.ie

50) IT Athlone

jackiefarrell@ait.ie

51) IT Carlow

info@itcarlow.ie

52) IT Dundalk

info@dkit.ie

53) IT Letterkenny

Reception@lyit.ie

54) University of Limerick

admissions@ul.ie

ITALY**55) ISIA Roma**

info@isiafaenza.it

56) Politecnico di Bari

politecnico.di.bari@legalmail.it

57) Università degli studi di Genova

presidenza@economia.unige.it

58) Politecnico di Milanowebinternational@polimi.it**59) Istituto Europea di Design (IED)**

presidenza@ied.it

LATVIA**60) Latvian Maritime Academy**

info@latja.lv

61) Rezeknes Augstskolaizdevnieciba@ru.lv**62) Ventspils University College**

venta@venta.lv

LITHUANIA**63) Lithuanian Maritime Academy**info@lmc.lt**64) Vilnius Gediminas Technical University**rastine@vgtu.lt**65) V.A.Graiciunas School of Management**

avm@avm.lt

66) Kaunas University of Technologytarpt.sk@ktu.lt**NETHERLANDS****67) The Hague University**internationaloffice@hhs.nl**68) Stenden University**istudy@stenden.com**69) Noordelijke Hogeschool Leeuwarden**

Internationaloffice@nhl.nl

70) NHTV Breda University of Professional Education[international.office\(at\)nhtv.nl](mailto:international.office(at)nhtv.nl)**NORWAY****71) Oslo University College**

postmottak@hioa.no

72) Högskolen i Finnmark, Alta

invoices.hifm@bscs.basware.com

73) Ålesund College

postmottak@hials.no

74) Stord / Haugesund Univesrity College

postmottak@hsh.no

POLAND

75) Andrzej Frycz Modrzewski Kracow University

jmarcinkowski@afm.edu.pl

76) The John Paul II Catholic University of Lublin

dwz [at] kul.pl

77) Gdynia Maritime University, Gdynia

izabela@am.gdynia.pl

78) Academy of Humanities & Economics, Lodz

rekrutacja@ahelodz.pl

79) Warsaw Agricultural University

iro@sggw.pl

80) University of Rzeszow

info@univ.rzeszow.pl

PORTUGAL

81) Instituto Politécnico de Castelo Branco

gri@ipcb.pt

RUSSIA

82) ENGECON, St. Petersburg

dept.cmp@engec.ru

83) ENGECON, Vologda

84) St Petersburg State Polytechnical University, IMOP

imop@imop.spbstu.ru

85) St.Petersburg State Maritime Academy

mail@gma.ru

SPAIN

86) Univercidad Nebrija

internacional@nebrija.es

- 87) **Univercitat Autònoma de Barcelona, Escola Massana**
internationalhead@escolamassana.cat
- 88) **Universidad de l'Alicante**
informacio@ua.es
- 89) **Univercidad Politecnica de Valencia**
informacion@upv.es
- 90) **Univercidad Politecnica de Valencia, Facultat de Bellas Artes**
relintba@upvnet.upv.es
- 91) **Universidad Rovira i Virgili**
international@urv.cat
- 92) **Universidad de Jaén**
info @ ujaen.es
- 93) **Universidad de Gádiz, Campus de Puerto Real**
servicioatencion@uca.es
- 94) **Universitat de Valencia**
relaciones.internacionales@uv.es

SWEDEN

- 95) **The Swedish School of Textile, University College of Borås**
ths@hb.se
- 96) **Linnéuniversitetet**
info@lnu.se

SWITZERLAND

- 97) **Fachhochschule Nordwestschweiz, Olten, Brugg, Aarau**
info.hgk@fhnw.ch

UNITED KINGDOM

- 98) **Leeds Metropolitan University**
internationaloffice@leedsmet.ac.uk
- 99) **Southampton Solent University**
ask@solent.ac.uk

Appendix 3: Email to the respondents for the Telephone Interview

Ariful
Islam

Friday - December 7, 2012 1:06 PM

urd@vgtu.it; t.lysenko@lajm.it; gintare.vilbikiene@ktu.it;
andrecosta@ipcb.pt; Lilianne.Meier@hnee.de; upe@sie.upv.es;
rosa.orti@uv.es; Novak.maria@avf.hu; agnes.liebl@boku.ac.at;
andersson@hb.se; lyudmila.ten@engec.ru; internationaloffice@nhl.nl

Subject :Help for an Important Research Work

Hello,

Good day. I am Ariful Islam, a student of Kymenlaakso University of Applied Sciences, Finland. About Five Months ago, I did a research on Training opportunities among the Partner Universities of KyUAS. I got your contact information from that survey. Now, In order to proceed and develop my research work, I would like to have an interview with you regarding the Training Services that you provide your students.

The interview will take around 5-8 minutes. Could you please give at least three options of your time and Skype id? So that, I can choose a proper time to talk via Skype. Thank you in advance.

Your co-operation is always appreciated to me. I will wait for your reply. Have a very nice weekend :)

Best Regards,
Ariful Islam
Skype ID: ariful.islam88

Appendix 4: Summary of the contact information of the respondents:

- Vilnius Gediminas Technical University(Lithuania): Email Address: urd@vgtu.lt
- Lithuanian Maritime Academy(Lithuania) : Tatjana Lysenko, Phone Number: +370 46 397 260, Email Address: t.lysenko@lajm.lt
- Kaunas University of Technology(Lithuania) : Gintare Vilbikiene, Email Address: gintare.vilbikiene@ktu.lt
- Instituto Politécnico de Castelo Branco(Portugal): André Costa, Email Address: andrecosta@ipcb.pt
- Eberswalde University for sustainable Development(Germany): Email Address: Lilianne Cecilia Meier, Lilianne.Meier@hnee.de , Phone Number : +493334657137
- Faculty of Fine Arts Universitat Politècnica de Valencia(Spain): Ester Sanchis, Email Address: upe@sie.upv.es and Angeles Lopez Izquierdo, Email Address: sie-bbaa@upvnet.upv.es

<http://www.upv.es/contenidos/SIEPRACT/indexi.html>
- Universitat de València(Spain): Rosa Orti, Phone Number: +3496983367, Email Address: rosa.orti@uv.es and Maricarmen Belmar, Phone Number: +34963864954, Email Address: mbel@uv.es

<http://www.uv.es/uvweb/universitat/en/relacions-internacionals/relacions-internacionals/programa-erasmus-practiques/outgoing/informacio-general-1285847250819.html>.

- Budapest College of Management(Hungary): Maria Novak, Phone Number : +36 1 381 8117, Email Address: novak.maria@avf.hu

- Center of International Relations BOKU Vienna(Austria): Email Address: Agnes Liebl, agnes.liebl@boku.ac.at, Phone Number : +431476542600

- School of Textiles, University of Borås(Sweden): Agneta Nordlund, Email Address: andersson@hb.se

- Saint-Petersburg State University of Engineering and Economics(Russia): Lyudmila Ten, Email Address: lyudmila.ten@engec.ru

- NHL University of Applied Sciences(Netherlands): Email Address: Internationaloffice@nhl.nl