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**“Improvement of Production and Management Processes in Dairy-Cheese Sector and Dairy waste Management”**

**Erasmus+ Program  
STRATEGIC PARTNERSHIPS FOR  
VOCATIONAL EDUCATION AND TRAINING  
(KA 202)**

**Q3A1: Whey workshop(s)-Compendium of Competences**

**“Workshop Report”**

**Version: Final**

**by Dr. Ergün Demir**

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**Balıkesir, TR**

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## **“Improvement of Production and Management Processes in Dairy-Cheese Sector and Dairy waste Management”**

### **EXECUTIVE SUMMARY of THE PROJECT and OUTPUT**

#### Aims of the project:

- Increase added value of whey for Eastern Europe and Turkey,
- Protect the environment and water sources
- Updating, adapting, transferring of teaching materials of NATURILITER project with specific focus on new established young-innovative entrepreneurs in dairy-food -feed sector,
- Bridging experiences and best practices between the Italy-East European countries and Turkey,
- Contribute to the recognition whey especially in Eastern Europe and Turkey by using NATURILITER project's different levels of education and training tools.
- Provide educated target groups on whey with innovative approach for the sectoral dimension of the product.
- Finding and collecting the most recent scientific findings for whey in health, food and feed industry,
- Reach target groups with a innovative approaches and the entrepreneurs,
- Motivation of target groups to create added value in the whey and help to protect the environment.
- Increase the use of whey by the entrepreneurs for ruminants,
- Support implementation of EQF in training for agricultural sector through implementation of up-to-date EQM (European Quality Mark) in the adapted training modules.

#### Target groups:

- Entrepreneurs towards the so called "green job-friendly to nature" and reconvert in such a way elderly employees and workers,
- Dairy-waste management sector:
  - companies,
  - universities,
  - public authorities,
  - stakeholders
- Public and private employees responsible for waste management procedures (TR),
- agricultural, food and environmental engineers, veterinarians, medical technicians and businessmen
- Involved parties (e.g. dairy-cheese sector employees, public environmental protection employees, NGO professionals, farmers) for the rational and sustainable waste management (IT),
- Higher education students and public officers in charge of water basin and civil protection (TR),
- Farmers and local authorities responsible for sustainable rural development (GR, HU,PL).



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**Output detail:**

<b>Output Code and Title</b>	Q3- Whey workshop(s)-Compendium of Competences
<b>Activity Code and Title</b>	Q3A1- Why-Whey project activities
<b>Deadline</b>	10-04-15/ 10-08-15
<b>Activity Leader</b>	Aydın Sheep and Goat Breeders Association, TR
<b>Activity Description</b>	<ul style="list-style-type: none"><li>- Create awareness about the possibilities offered by the reuse of whey in TR and Europe</li><li>- Develop a vocational training pathway consisting in adapting, testing, disseminating of transferable teaching materials for new skills/jobs for target groups</li><li>- Invest in education and training for human resources aiming at increasing the entrepreneurship and in the stakeholders as agricultural, food and environmental engineers, veterinarians, medical technicians, businessmen and entrepreneurs</li></ul>

## **Workshop**

The workshop was opened by Prof. Dr. Ergün Demir. He started by welcoming participants and thanking them for attending the “**workshop**”. Dr. Demir introduced the Project and made a presentation on “What is Why-Whey Project” , its aims, target groups and outputs. He made a general conclusion for whey sector, its problems and innovative trends in whey processing and marketing sector. He also explained the aim of the workshop and described the questionnaire and applying methodology. He presented the Project website and requested participants to be registered users.

At the time of preparation for the “why whey “ Compendium of Competences workshop, we researched our own databases, as well as internet and used other sources of information (word of mouth, information from business associations, university and agriculture organization, previous projects...) to make a list of organizations that could be interested in our workshop. This way we gathered information about organizations working in the field of dairy, dairy-agricultural and veterinary education, volunteering in social services, employment services and other governmental and non-governmental societies connected to dairy management.



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In order to create an atmosphere for free interaction, it was necessary for the participants to get to know each other beyond names and where they come from. Dr. Demir as a facilitator, coordinated ea ceremony to to introduce participants themselves by their names and the organizations.

Table 1. “Why Whey” Project workshop program

Time	Title of Presentation	Speaker
13.00-13.30	Opening, Introduction of The Project and The Output Aims	Dr. Ergün Demir
13.30-14.00	Milk and Whey, Dairy Sector	Dr. Hüseyin Eseceli
14.00-14.30	Discussion and Coffe Break	All participants
14.30-15.00	A By-product of the Dairy Industry- WHEY	Dr. Nurcan Değirmencioğlu
15.00-15.30	Discussion and Coffee Break	All participants
15.30-16.00	Problems in Dairy Waste Management	Dr. Kemal Çelik
16.00-17.00	Questionnaire and General discussion on the workshop	All participants, Leded by Dr. Ergün Demir
17.00	Closing	Dr. Ergün Demir

A total of 28 people participated in the workshop. They were from academic, Ministry of Agriculture, Breeders Association, Feed Additive Sector and Food Technologists.

Table 2. List of participants:

NAME AND SURNAME	ORGANISATION	FUNCTION
Dr. Ergün DEMİR	BAU	Academic
Dr. Kemal Çelik	COMÜ	Academic
Dr. Hüseyin Eseceli	BAU	Academic, Veterinarian
Dr. Nurcan	BAU	Academic, Food scientist
Metin Akbulut	BAU	Web master
Deniz Güneş	BAU	Academic, Machine engineer
Mustafa Yıldırım	Balıkesir Cattle	Manager, Animal scientist
Hüseyin Karagöz	Balıkesir Cattle	Manager, Veterinarian



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Dr. Ramazan Konoş	Ministry of	Controller of Ministry, Veterinarian
Gökhan Gündüz	ORGAMIN	Feed additive sector, Processing and Marketing department
Mehmet Çelik	BIOMIN	Feed additive sector, Agricultural Engineer
İbrahim Ulusoy	ORGAMIN	Feed additive sector, Agricultural Engineer
Nurbanu Çalan	BAU	Food Technologist
Hatice Alkan	BAU	Food Technologist
Gamze Yaren	BAU	Food Technologist
Hafize Tutuş	BAU	Food Technologist
Merve çekin	BAU	Food Technologist
Hilalnur Boğa	BAU	Food Technologist
Beyza Çolak	BAU	Food Technologist
Merve İldeniz	BAU	Food Technologist
Gülsena Küçük	BAU	Food Technologist
İrem Arslan	BAU	Food Technologist
Kübra Kısalar	BAU	Food Technologist
Hatice Sarı	BAU	Food Technologist
Buse Avcı	BAU	Food Technologist
Esra Aydın	BAU	Food Technologist
Sedanur Aksoy	BAU	Food Technologist
Sezen Yıldırım	BAU	Food Technologist

## Responses from Participants

Before opening ceremony, during breaks and discussion sessions, the participants could find opportunity to discuss on dairy sector, cheese production, waste management of dairy sector and increase added value of whey without affecting environment.

They indicated that this sector is need to innovative projects and more knowledge on whey processing and use of whey as feed additives for ruminants and other single they need to solve some problem in the sector. They indicated that the tax for processing machinery and other machinery used in the subsector is high. The governments can ensure zero tax for his kind of



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machineries.

They also reported that products of whey for woman and animals have to be presented by using marketing and advertisement strategies useful for whey sector.

A group for advertisement and marketing can be incorporated in “Dairy Promotion Group” of Ministry of Agriculture.

### **Results of The Workshop**

- The participants learned about “Why-Whey” Project, its aims, main outputs and expected results.
- The participants registered the Project website and they will visit and use the website effectively after the workshop.
- The participants learned dairy sector, cheese sector and their statistics in Turkey and in Europe.
- They learned composition and production of whey processing.
- The participants had knowledge about whey products, their effects on human and animals.
- They learned how whey can be used for manufacturing of animal feed additives for ruminants and single stomach animals.
- They learned waste management methods for dairy by-products.
- The participants indicated their expectations: 28 participants indicated their expectations for the workshop. More than 90% of them revealed that they expect practical application of WCCW.
- The participants evaluated the workshop by using workshop evaluation form was developed by the coordinator. The questions in the evaluation form were:
  - Level of understanding gained on WCCW
  - Level of skills developed on WCCW
  - Content of the WCC workshop
  - Clarity of power point presentations
  - Balance between presentations and group exercises
  - Practicality of group exercises
  - Trainees’ (academic) participation
  - Level of experience sharing





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- Responsiveness of facilitators to participants' need
- The workshop fulfilled its objectives
- Overall rating of the WCC workshop
- The questions were rated from 1 to 5 and the mean of results of workshop evaluation was 4.7.
- The participants indicated their needs for this sector by the means of filling miniquestionnaire. The results obtained from questionnaire are summarized below in the table.

Table 3. Data obtained from the questionnaire filled by participants (total 28 people) in the workshop

Questions	Obtained data
<b><i>INNOVATIVE TRENDS IN MILK/CHEESE BY-PRODUCTS AND WASTE</i></b>	
<b>1. In the area where you work, for which reason do you think that farmers, milk producers/cheese makers should introduce some changes? (Tick one or more)</b>	<b>Count</b>
- To make their work more profitable and to earn extra income	21
- To make their work more environmentally sustainable	9
- To diversify their sources of income, to make it more stable	17
- To make their business more sustainable in the long term	19
- To give their relatives better employment opportunities.	12
- To receive a grant in form of a project under European funds	8
- To search for a better way of life	14
- To escape from unemployment in other sectors	17
- Others (please specify:.....)	-
<b>2. What do you consider the most innovative trends in the dairy supply chain for your region/country with reference with use of by-products? Please rate from 1 (not innovative) up to 5 (very innovative)</b>	<b>Means</b>
- Protected quality cheese making <sup>o</sup> with use of whey as a by-product	4.6
- Cottage cheese making by using whey as a by-product	4.2
- Mozzarella cheese by using buttermilk as a by-product	3.1
- Whey use for production of lactose and whey powder	4.8
- Buttermilk powder for animal feeding (piglets, etc.)	4.9





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- Buttermilk use for extraction of casein and other substances	3.6
- Pharmaceutical use of some compounds (sugars, fats) and minerals	4.7
- Use of whey for protein supplements	4.6
- Use of whey and effluents for soil fertilization	2.3
- Use of whey and effluents for mix of bio-mass energy	4.8
- Use of whey extracts for organic disinfectants and detergents	4.1
- Others (please specify:.....)	-
<b>3. Can you please give your advice from 1 one up to 3 successful case studies in your region/country of a company with a good combination of the innovative trends above listed? (Name of the company, location and website)</b>	
<ol style="list-style-type: none"> <li>1. SÜTAŞ-www.sutas.com.tr</li> <li>2. YÖRSAN-www.yorsan.com.tr</li> <li>3. KAY Süt-www.kay.com.tr</li> </ol>	
<b>TRAINING NEEDS</b>	
<b>4. Associated to the innovative activities you have indicated above, which ones do you think that target users might require more training in your region/country? (Tick 3 from your 1st up to the 3rd choice: 1 more important &gt; 3 less important )</b>	<b>Count</b>
- Protected quality cheese making <sup>o</sup> with use of whey as a by-product	23
- Cottage cheese making by using whey as a by-product	19
- Mozzarella cheese by using buttermilk as a by-product	14
- Whey use for production of lactose and whey powder	25
- Buttermilk powder for animal feeding (piglets, etc.).	27
- Buttermilk use for extraction of casein and other substances	16
- Pharmaceutical use of some compounds (sugars, fats) and minerals	24
- Use of whey for protein supplements	23
- Use of whey and effluents for soil fertirrigation.	8
- Use of whey and effluents for mix of bio-mass energy .	25
- Use of whey extracts for organic disinfectants and detergents	17
- Others (please specify:.....)	23

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<b>MANAGEMENT</b>	
<b>5. What kind of complementary management competencies to the technical ones are, according to you, are the most important for improving management of companies in the dairy sector? (From your 1st up to the 3rd choice: 1 more important &gt; 3 less important)</b>	<b>Count</b>
- Administration and bookkeeping	16
- Use of the European structural funds (EAFRD , ERDF, ESF)	14
- Strategic planning and business plan	11
- Relationships with banks	6
- Relationships with insurance companies	7
- Safety at work	21
- Individual marketing strategies	23
- Group marketing strategies	21
- Other (please specify:.....)	-
<b>INFORMATION AND TRAINING COURSES</b>	
<b>6. Do you think that relevant information and training for innovative agriculture are easily available in the dairy supply chain sector?</b>	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Why? -Agriculture and dairy sector are the same category -We can use same instruments for marketing of dairy products -Dairy sector can use the innovations coming from agriculture -Education strategies on dairy waste management are the same with waste management strategies for agriculture	
<b>7. What kind of learning do you think that the young farmers, women, and new farmers in your area of action would prefer? (Tick 3 from your 1st up to the 3rd choice: 1 more important &gt; 3 less important )</b>	<b>Count</b>
- Residential courses, lasting one week	26
- Non residential courses, with lectures spread over several weeks or months	17
- Self long distance learning (offline courses via internet)	19
- Video-conference organized by the training centre	17
- Learning by doing, with meetings at, and visits to pilot farm(s)	24



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- Blended methodology (front classroom, online and offline training)	11
- Others (please specify:.....)	-
<b>8. What kind of training tools and activities do you think are more effective and user friendly for target users? (Tick 3 from your 1st up to the 3rd choice: 1 more important &gt; 3 less important )</b>	<b>Count</b>
- Complete online course based on teaching material and exercises	16
- Teaching material downloadable and printable for offline course	19
- Handbook made of chapters for self-study and front lesson	18
- Video-conferences from class room organized by Skype with students	15
- Placement based on learning by doing assisted by a tutor	18
- Combination of the above (please give specific references)	22
- Others (please specify:.....)	-

## Conclusion

Data obtained from the questionnaire shows that in the Balıkesir area which participants live there most of the participants indicated that the milk producers/cheese makers should introduce some changes to make their work more profitable and to earn extra income (with 21 participants). However, the lowest score was to receive a grant in form of a project under European funds (8 participants)

Most of the participants think that the most innovative trends in the dairy supply chain for their region/country with reference with use of by-products is to make buttermilk powder for animal feeding (4.9). The lowest score was for use of whey and effluents for soil fertilization (2.3)

Their favorite case studies from their region/country of a company with a good combination of the innovative trends above listed are Süttaş, Yörsan and KAY Süt.

Associated to the innovative activities that the participants indicated above, are to use of by-products was to make buttermilk powder for animal feeding (27), and lowest was to use of whey and effluents for soil fertilization when they think target users require more training in their region/country.

Individual marketing strategies (23 participants) is the most important and relationships with banks (6 participants) is the less important for improving management of companies in the dairy sector for complementary management competencies to the technical ones according to the participants.



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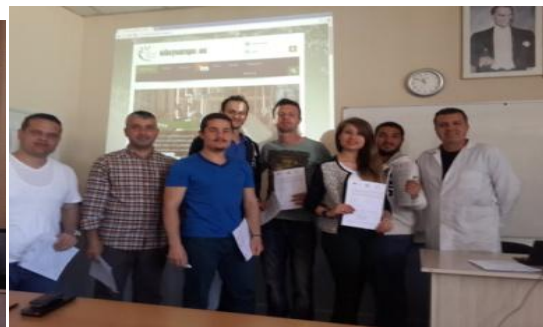
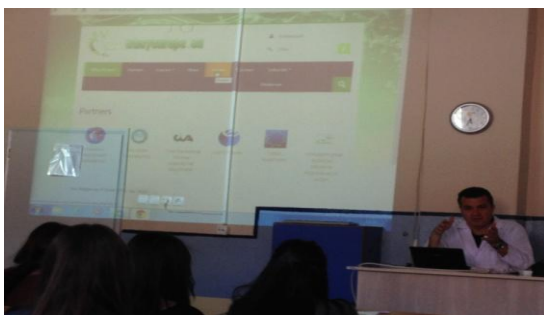
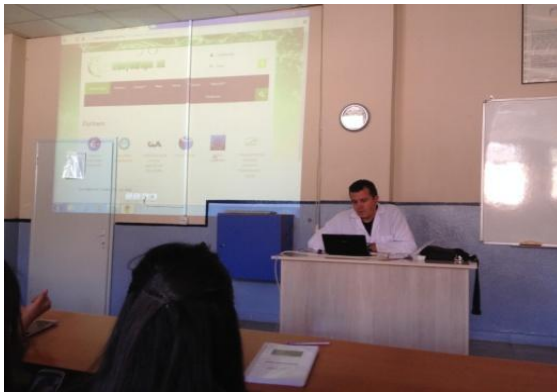


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The participants think that relevant information and training for innovative agriculture are easily available in the dairy supply chain sector . The reasons which they indicated are: agriculture and dairy sector are the same category, we can use same instruments for marketing of dairy products, dairy sector can use the innovations coming from agriculture and education strategies on dairy waste management are the same with waste management strategies for agriculture.

The participants indicated that residential courses, lasting one week (26 participants) for young farmers, women, and new farmers in their area of action will be preferred. However, blended methodology (11 participants) will not be preferred.

Combination of the training tools have the highest score (22 participants) are more effective and user friendly for target users.





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Appendix. Questionnaire**

Dear Madam / Sir,

this survey takes place in the framework of the WHY-WHEY project "Improvement of Production and Management Processes in Dairy-Cheese Sector and Dairy Waste Management", that has been granted by the Erasmus+ Programme, Turkish National Agency.

This questionnaire aims to identify some fields of interest and the appropriate training materials & tools for present and future farmers, milk producers, cheese makers and professionals of the milk by-products and waste management, who are interested to improve their knowledge, skills and competencies in the milk-cheese supply chain, to diversify and optimize their activities and products, as well as to improve the management of their businesses. We believe that your knowledge as experts in this work area, can provide very useful information for our project.

Many thanks for your kind cooperation, *The WHY/WHEY Project Team*

**PERSONAL DATA \***

Surname:	Name:
Region of work:	
Address:	
Telephone:	
Company/Institution:	
Position:	
Years of work experience:	

**INNOVATIVE TRENDS IN MILK/CHEESE BY-PRODUCTS AND WASTE**

<b>1</b>	<p>In the area where you work, for which reason do you think that farmers, milk producers/cheese makers should introduce some changes? <b>(Tick one or more)</b></p> <p>a. To make their work more profitable and to earn extra income <input type="checkbox"/></p> <p>b. To make their work more environmentally sustainable <input type="checkbox"/></p> <p>c. To diversify their sources of income, to make it more stable <input type="checkbox"/></p> <p>d. To make their business more sustainable in the long term. <input type="checkbox"/></p>
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	e. To give their relatives better employment opportunities. <input type="checkbox"/> f. To receive a grant in form of a project under European funds. <input type="checkbox"/> g. To search for a better way of life. <input type="checkbox"/> h. To escape from unemployment in other sectors <input type="checkbox"/> i. Others (please specify:.....) <input type="checkbox"/>
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<b>2</b>	<p>What do you consider the most innovative trends in the dairy supply chain for your region/country with reference with use of by-products? <b>Please rate from 1 (not innovative) up to 5 (very innovative)</b></p> <p>a. Protected quality cheese making<sup>o</sup> with use of whey as a by-product <input type="checkbox"/>          b. Cottage cheese making by using whey as a by-product <input type="checkbox"/>          c. Mozzarella cheese by using buttermilk as a by-product <input type="checkbox"/>          d. Whey use for production of lactose and whey powder <input type="checkbox"/>          e. Buttermilk powder for animal feeding (piglets, etc.) <input type="checkbox"/>          f. Buttermilk use for extraction of casein and other substances <input type="checkbox"/>          g. Pharmaceutical use of some compounds (sugars, fats) and minerals <input type="checkbox"/>          h. Use of whey for protein supplements <input type="checkbox"/>          i. Use of whey and effluents for soil fertilization <input type="checkbox"/>          j. Use of whey and effluents for mix of bio-mass energy <input type="checkbox"/>          k. Use of whey extracts for organic disinfectants and detergents <input type="checkbox"/>          l. Others (please specify:.....) <input type="checkbox"/></p> <p><sup>o</sup>(e.g. PDO, Protected Designation of Origin; PGI, Protected Geographical Indication; TSG, Traditional Specialty Guaranteed)</p>
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<b>3</b>	<p>Can you please give your advice from 1 one up to 3 successful case studies in your region/country of a company with a good combination of the innovative trends above listed? <b>(Name of the company, location and website)</b></p> <p>1. ....          2. ....          3. ....</p>
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**TRAINING NEEDS**

<b>4</b>	<p>Associated to the innovative activities you have indicated above, which ones do you think that target users might require more training in your region/country? <b>(Tick 3 from your 1st up to the 3rd choice: 1 more important &gt; 3 less important )</b></p> <p>a. Protected quality cheese making<sup>o</sup> with use of whey as a by-product          b. Cottage cheese making by using whey as a by-product <input type="checkbox"/></p>
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	<ul style="list-style-type: none"> <li>c. Mozzarella cheese by using buttermilk as a by-product</li> <li>d. Whey use for production of lactose and whey powder</li> <li>e. Buttermilk powder for animal feeding (piglets, etc.)</li> <li>f. Buttermilk use for extraction of casein and other substances</li> <li>g. Pharmaceutical use of some compounds (sugars, fats) and minerals</li> <li>h. Use of whey for protein supplements</li> <li>i. Use of whey and effluents for soil fertirrigation</li> <li>j. Use of whey and effluents for mix of bio-mass energy</li> <li>k. Use of whey extracts for organic disinfectants and detergents</li> <li>l. Others (please specify:.....)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**MANAGEMENT**

<b>5</b>	<p>What kind of complementary management competencies to the technical ones are, according to you, are the most important for improving management of companies in the dairy sector? (<b>From your 1st up to the 3rd choice: 1 more important &gt; 3 less important</b>)</p> <ul style="list-style-type: none"> <li>a. Administration and bookkeeping</li> <li>b. Use of the European structural funds (EAFRD , ERDF, ESF)</li> <li>c. Strategic planning and business plan</li> <li>d. Relationships with banks</li> <li>e. Relationships with insurance companies</li> <li>f. Safety at work</li> <li>g. Individual marketing strategies</li> <li>h. Group marketing strategies</li> <li>i. Other (please specify:.....)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**INFORMATION AND TRAINING COURSES**

<b>6</b>	<p>Do you think that relevant information and training for innovative agriculture are easily available in the dairy supply chain sector?</p> <p style="text-align: center;">YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>Why? _____</p>
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<b>7</b>	<p>What kind of learning do you think that the young farmers, women, and new farmers in your area of action would prefer? (<b>Tick 3 from your 1st up to the 3rd choice: 1</b></p>
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	<p><b>more important &gt; 3 less important )</b></p> <p>a. Residential courses, lasting one week</p> <p>b. Non residential courses, with lectures spread over several weeks or months</p> <p>c. Self long distance learning (offline courses via internet)</p> <p>d. Video-conference organized by the training centre</p> <p>e. Learning by doing, with meetings at, and visits to pilot farm(s)</p> <p>f. Blended methodology (front classroom, online and offline training)</p> <p>g. Others (please specify:.....)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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<p><b>8</b></p>	<p>What kind of training tools and activities do you think are more effective and user friendly for target users? <b>(Tick 3 from your 1st up to the 3rd choice: 1 more important &gt; 3 less important )</b></p> <p>a. Complete online course based on teaching material and exercises</p> <p>b. Teaching material downloadable and printable for offline course</p> <p>c. Handbook made of chapters for self-study and front lesson</p> <p>d. Video-conferences from class room organized by Skype with students</p> <p>e. Placement based on learning by doing assisted by a tutor</p> <p>f. Combination of the above (please give specific references)</p> <p>.....</p> <p>g. Others (please specify:.....)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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The filled in questionnaire you kindly provided should be sent, by email or by fax, to

Name and Surname

Email

Fax no.

Thanks for your collaboration.

*The WHY-WHEY Project Team*

\*This questionnaire is committed to user privacy. Personal data will not be published or diffused. The policy on "protection of individuals with regard to the processing of personal data by the Community institutions" is based on [Regulation \(EC\) N° 45/2001](#) of the European Parliament and of the Council of 18 December 2000. Thank you very much for your kind collaboration!