CSR as a Model for Sustainable Development of Relations between Business and Universities

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Abstract
In the context of a mutual increase in distrust between society, government institutions and commercial structures, it is difficult to build a model of relationships based on responsibility. It is necessary to come to an understanding that the corporate social responsibility (CSR) of business will allow reaching a qualitatively new level of relations with society and partners for their sustainable development. Given the lack of public demand for the study of CSR, universities, usually, do not show their own initiative, because they are dependent on demand from applicants. The situation may change dramatically if there is a steady interest in CSR issues among businesses, which, as a future employer, will generate demand among applicants, to which universities will gradually respond. In this regard, we conducted a study of the role of agricultural holdings as the leading export-oriented enterprises of Ukraine in the development of CSR education in Ukraine. In our article we conducted research based on open access information and questionnaires of high rank universities of Ukraine about driven forces to develop CSR education.

Keywords: CSR, university, business, agroholdings, Ukraine, corporate social responsibility

JEL Classification: D21, D81, F29, Q13, Q16

1. Introduction
Ukraine is now in a state of large-scale economic reforms, which provide for the construction of qualitatively new relations between the state, society and business. The part of these reforms is The Strategy for Sustainable Development of Ukraine 2030 that declares the social responsibility of the business community, companies and individual business representatives, the measure of this responsibility and its essence. Historically, key role in times of USSR in social sphere regulation had played state. Paradox is that roles have changed, since Ukraine become independent, we have free market with private property and social responsibility has to be divided between state and corporate sector, but society expectations still lay on state. However, corporate social responsibility is perceived by the society in a very narrow way and essentially boils down to certain charitable activities that business is involved in. Such perception is largely due to the lack of both knowledge in this area and the positive experience of society as a whole. Future of CSR development in Ukraine depends on understanding by business, that CSR isn’t costs, it’s investment in generating stable profit. That is why we are deeply agreed with M. Hopkins (2004) definition that “CSR is concerned with treating the stakeholders of the firm ethically or in a responsible manner. ‘Ethically or responsible’ means treating stakeholders in a manner deemed
acceptable in civilized societies. Social includes economic responsibility. Stakeholders exist both within a firm and outside. The natural environment is a stakeholder. The wider aim of social responsibility is to create higher and higher standards of living, while preserving the profitability of the corporation, for peoples both within and outside the corporation.”

Development of CSR in Ukraine will allow the country's economy to a qualitatively new level and overcome the crisis trends that have been observed in recent years. In the context of a crisis of confidence in government institutions, in social infrastructure, in commercial organizations, a new generation of managers who will eventually come to leadership positions will have the opportunity to build a new model. And in understanding the effectiveness of building such a model, educational institutions can play a decisive role. Given the lack of public demand for the study of CSR, universities, as a rule, do not show their own initiative, because they are dependent on demand from applicants. International organizations have a certain influence on the study of these issues, which, with the help of grant projects, increase interest in the study of this area. These trends are confirmed by our study of institutions of higher education. The situation may change dramatically if there is a steady interest in CSR issues among businesses, which, as a future employer, will generate demand among applicants, to which universities will gradually respond. In this regard, we conducted a study of the role of agricultural holdings as the leading export-oriented enterprises of Ukraine in the development of CSR education in Ukraine using as an example the joint project of agribusiness and the university named “Agrokebety”.

1.1. Driven forces of CSR development in Ukraine

Based on own survey of educational institutions and business representatives, as well as our own observations, we believe that international organizations and international businesses have the greatest influence on the development of CSR in Ukraine. The active promotion of CSR by these stakeholders encourages other entities in the Ukrainian market to implement the best CSR practices and improve corporate culture in general.

The influence of society on the development of CSR is not, at the moment, significant in Ukraine. The influence of local civic organizations on the activities of companies in a particular territory is observed. But in general, civil society is just emerging in Ukraine. The level of awareness and interest in CSR is low, which is due to the low level of social protection of the population.

A small part of educational institutions promote the basic principles of CSR, this mainly concerns the largest classical universities in Ukraine. The implementation of such training programs and modules was mainly influenced by international organizations. Below in the article we will consider this issue in more detail.

On the basis of analyze of the report “The contribution of Ukrainian business in the implementation of Sustainable development goals 2016-2020” done by NGO Center “CSR Development” in Ukraine we can divide companies that promotes CSR in the following groups, such as:

- companies creating a good reputation that are engaged in “harmful production” (for example, metallurgical plants, manufacturers of chemical products);
- conditionally “socially obligated companies”, namely companies that are engaged in the production of tobacco products, alcohol and medicines;
- export-oriented companies that become major players in foreign markets and must meet certain standards (primarily, food and agro companies);

- international companies, that have already corporate standards and follows them (primarily, retail sphere).

O. Furrer et al (2010) investigate attitudes toward Corporate Responsibilities in Western Europe and in Central and East Europe. In these research CR observed in 3 directions: social, economic, environmental. Authors conclude that for the CEE region is common high importance of environmental responsibility that may be viewed as compatible with achieving economic objectives in transitional economies that have significant environmental problems. At the same time, social responsibility is less important. Ukraine is also CEE region country with transitional economy. It wasn’t investigated in this survey, but over observations justifies the same tendencies in Ukraine.

Of course, for the further development of CSR, it is necessary, first of all, for companies to be aware of what it can give them and understand the essence of this concept. The driving force could be educational institutions that could disseminate the necessary knowledge about CSR for both the new generation of managers and the current one. But the level of inclusion of CSR and related disciplines with this area in educational programs remains extremely low. The main reason is that education, as a rule, reacts on changes to the already existing demand of applicants, less often employers. Moreover, as a rule, this happens with a large lag, dictated first by the need for demand and only subsequent educational decisions. Such behavior is quite adequate to the realities of the market, since the proactive position of universities on the implementation of, for example, CSR, if it does not find the right response from the applicant, will be a failure, and accordingly, it will require the early formation of demand through massive information support, which is financially beyond the power of an individual university.

1.1. Current Trends of Corporate Social Responsibility in Ukrainian Agribusiness

For countries in transition to a market economy as Ukraine is instrumental motivations take on a much broader meaning than a mere justification of immediate tangible benefits over costs. The scope and magnitude of the problems that Ukrainian agroholdings face arise from bottlenecks in the institutional environment that often make market transactions not only costly but also impossible. Illegal takeovers, shareholder rights violations and uncertain access to land, finance and qualified labor are the repercussions of insecure property rights, weak contract enforcement, corruption and nepotism. These circumstances impel firms to opt for voluntary engagement in actions that go beyond legal prescriptions, in particular with regard to corporate disclosure. More importantly, these actions bear the potential to have positive spillover effects in the form of the institutionalization of transparent business practices and, in the context of a weak institutional environment, represent instrumental endeavors of firms. In this way, firms not only adapt to fluctuations in the business environment associated with information asymmetries and competition but also change the business environment through institution building. The likelihood of these processes spurring the design of robust institutional systems depends largely on the weaknesses, i.e. incompleteness, or capture of existing institutions (Gagalyuk et al., 2021).

In 2017 was carried out the complex research on CSR in Agribusinesses in Ukraine by Dr. Taras Gagalyuk and Dr. Franziska Schaft (Gagalyuk et al., 2016). On the basis of their survey they defined the main stakeholders of agroholdings’ CSR (Fig.1).
So, we can see that landowners has the biggest influence on CSR development in argoholdings and this trend is permanent till today because of opening land market. Social, cultural and religious organizations are the key instruments of setting the communication with local communities, that’s why agroholdings have to take into account their needs, the same reasons are common to the building strong relations with local authorities, that are driven force for argoholdings’ CSR development. Employees have huge influence on agroholdings’ CSR, because there are deficits of qualified labour, since agrarian sphere doesn’t belong to prestige profession among youth from the one hand, from another hand, there is a big damage of different kinds of frauds since quite low quality level of life in rural areas. The essential role in CSR development of agroholdings plays investors and end consumers, it’s obvious since these players are the key resource of any organization.

Nowadays, the main efforts of agroholdings in Ukraine taken to the following areas of CSR as: community development, employee relations, environment protection and product quality. At the same time practically undeveloped have remained the areas of diversity, corporate governance, supplier management and transparency (Gagalyuk et al., 2016)

2. Data and Methods

With the aim to understand how CSR is represented in Ukrainian scientific society we analyzed scientific papers of Abramov R. (2005), Beljavańska K.S. (2011), Berezina O.Ju. (2010), Ghrishnova O.A. (2011), Karlin M. et al (2007), Petrashko L. (2011). That is allowed us to make the conclusion of absence some joint view on this category. In the Ukrainian legislation field we also didn’t find any common official definition. To understand how business and society determine CRS we use the results of sociological surveys of public opinion regarding, presented in the article Balakirjeva O.M., Ghalustjan Ju.M. (2007). That allows us to conclude about the very narrow way of understanding CSR as some charitable activity of business. To avoid such narrow understanding of CSR we decided to choose as the basic definition that will be used further in research the following definition: “CSR is concerned with treating the
stakeholders of the firm ethically or in a responsible manner. ‘Ethically or responsible’ means treating stakeholders in a manner deemed acceptable in civilized societies. Social includes economic responsibility. Stakeholders exist both within a firm and outside. The natural environment is a stakeholder. The wider aim of social responsibility is to create higher and higher standards of living, while preserving the profitability of the corporation, for peoples both within and outside the corporation.” (M. Hopkins (2004)).

To systemize driven forces of CSR development in Ukraine we analyzed the report “The contribution of Ukrainian business in the implementation of Sustainable development goals 2016-2020” done by NGO Center “CSR Development”. In this report, in spite of successful companies’ case studies, can be found the list of Ukrainian companies that make public reports about their CSR strategies. NGO Center “CSR Development” focused on implementation of sustainable development goals into companies’ strategies. We decided to look on core activity, operation industry and motivation of CSR implementation. Such analyze allows us to divide Ukrainian companies that implemented CSR in 4 groups.

For making conclusions about attitudes to CR in business and society we use methodological approach of O. Furrer et al (2010). Analyze of the results of their survey and reports about CSR in Ukraine allow us to agree with the conclusion of authors about attitudes to CR common for the CEE region and Ukraine as a part of this region. Conclusions about the role of educational institution in CSR development in Ukraine we made on the basis on own survey.

To describe current trends of CSR in Ukrainian Agribusinesses we used methodological approach of Gagalyuk, T et al (2016, 2021). Authors make survey on the basis of questionnaires of Ukrainian agroholdings. It gives us opportunity to analyze the main stakeholders of agroholding in their opinion and directions of priority CR implementation. We come to the conclusion that agribusiness could be the driven force to implement CSR, since they are very depend from local communities and feel permanent lack of qualified specialists. The same conclusion we can see in the published results of research «Future of Work 2030: how to prepare for change in Ukraine» that has been carried out by the Center for Corporate Social Responsibility (Career Hub, expert platform) within the UNITY program in Ukraine. Those were ensured us in the right way of building sustainable relations between agroholdings and universities.

Then, we decided to estimate the reediness of Ukrainian universities to develop CSR in our country by survey of inclusion of CSR and related areas in curricula. At the first stage we used approach of Christensen L. et al (2007). In this survey they used Financial Times ratings to choose business schools and their programs that further investigated. That gave us an idea to use all Ukrainian university rating “Top 200 Ukraine 2021”. For the fifteenth year in a row, this ranking has been developed by the Center for International Projects «EuroEducation» together with the international group of experts IREG Observatory on Academic Ranking and Excellence. We decided limit our survey by first 20 universities in the rating. For detecting existence of CSR in universities’ curricular we use approach of Matten and Moon (2004) when they took into account not only the exact title “CSR” in curricular, but related areas, as described in generic tables of labels of CSR programmes and modules. At the first stage of our research we decided to analyze education programmes that are at the official cites of selected universities in open access. Then, when we detected faculty/department that had CSR related programmes and/or modules in selected universities and contacted with their head directly through mails. We have done these with the aim to determine the motive for the inclusion of CSR and related areas in the curricula of educational institutions. The response rate was 88%. It allows us make the weighted conclusions.
The next stage of the research when studying the role of agricultural holdings in the study of CSR in higher education institutions, the authors studied the curricula for the master's program “Administrative Management” of the National University of Life and Environmental Sciences of Ukraine before and after the launch of the Agrokebety project jointly with agribusiness, conducted a comparative analysis. We believe that existence in the programmes compulsory and optional disciplines connected of CSR will reflect in the final students’ knowledge and deep understanding of CSR. Such hypothesis we examine through making questionnaires of students of Agrokebety project.

3. Results and Discussion

3.1. Inclusion of CSR in curricula at universities in Ukraine

Over the past decade, the question of the need to study the corporate social responsibility of business has been increasingly raised. There is widespread criticism in American literature of current business school curricula that do not pay attention to this area. In Ukraine, at the moment, the inclusion of corporate social responsibility (CSR) as a discipline, or at least an element of the traditional course, is targeted. Many people associate the study of CSR with some kind of charitable activities of the company, which significantly narrows the interest in studying this area in the conditions of an unstable external environment for the activities of business entities and a decline in the standard of living of the population. In fact, CSR is based primarily on responsibility, the company's responsibility to all stakeholders. A correct understanding of the basics will allow building a qualitatively new module of entrepreneurship, which will allow reaching the highest level of development of the Ukrainian economy. This understanding, first of all, should be laid at the level of education.

We studied the curricula of 20 leading universities in Ukraine, available on their official websites. Further, we sent out questionnaires to the departments that were engaged in the promotion of CSR in order to understand the reasons for including CSR in the curricula.

Before starting the study, the following hypotheses were made:

1. Ukrainian higher education institutions that are actively involved in corporate social responsibility issues have a higher level of graduate employment;

2. Institutions of higher education in Ukraine, which have specialties focused on the further employment of graduates in international companies, are likely to actively introduce CSR into the educational process.

A survey of both the management and the teaching staff of higher education institutions showed the fallacy of the first statement. Due to the non-prevailence of CSR in Ukraine and the lack of formed demand from companies for knowledge in this area, the presence or absence of CSR studies does not currently affect the level of employment of graduates in Ukraine.

The second statement turned out to be difficult both to refute and to confirm. The study found that graduates with majors that would typically lead to further employment in international companies rarely actually find jobs in such companies. Only 1% of graduates of such specialties later worked in international companies.

Also, it has been suggested that higher education programs that teach groups of foreign students are likely to include elements of CSR in their curricula, but this statement turned out to be only partially true, since it was very dependent on the country of origin of the student. Thus, students from African countries were generally not interested in studying disciplines in the direction of
CSR, while students from Asian countries were interested in the presence of CSR in their curricula, especially at the master's level.

We will pay special attention to the state educational institutions of Ukraine and the prevalence of their implementation of CSR in the educational process. It is these institutions that have become the driving force for introducing CSR into the educational process. According to the results of the study, no significant difference was found between the degree of implementation of CSR in classical and specialized universities.

In the course of the study, an unambiguous relationship began to be traced between the level of development of the international activities of the university and the study of CSR. Thus, it turned out those higher education institutions that have been or are participants in international cooperation projects over the past 10 years are actively introducing CSR and related areas into educational programs, holding specialized conferences, round tables, webinars, and choosing CSR as a direction for research. The more developed international cooperation, the greater the level of study of CSR at all levels, including in the publications of the teaching staff, and in thesis.

3.2. How agroholdings develop CSR training in Ukraine (on the example of the educational project “Agrokebety”)

In the previous part of the study, we concluded that, in general, Ukrainian universities are not yet interested in studying CSR. Usually, universities with the support of international organizations are the main driving force for the targeted development of this area. The lack of interest of applicants and the significant interest of business do not contribute to the popularization of CSR ideas.

However, since export-oriented enterprises are forced to comply with international business standards, their level of involvement and interest in CSR and related areas far exceeds the interest of companies that work exclusively for the domestic market. The strongest export-oriented industry in Ukraine at the moment is agriculture, which is beginning to form a request for the study of this area of large agricultural holdings.

In our opinion, the distinguishing features of agribusiness in Ukraine from companies in other industries are not only the need to comply with international standards in the field of corporate culture and CSR, in connection with integrating to the world markets, but also an exceptional understanding of the importance and necessity of developing a corporate social culture. It is agricultural holdings that are faced with high requirements and expectations in the local areas of doing business, which requires them to consider the costs of developing CSR rather as a necessary investment, especially in the context of the imperfection of the land and labor market in view of the institutional changes that are currently taking place in Ukraine.

Let's consider possible directions of influence of agroholdings on universities and content the curricula with elements in which agroholdings are interested (Fig.2).
Any enterprises, as well as agricultural holdings, have the greatest direct influence on the inclusion of certain competencies and on the content of curricula during direct work with the university, when representatives of agricultural holdings are included as consultants and/or coordinators of educational programs. Basically, such an initiative mainly comes from universities, as they want to graduate students who will easily find a job after graduation. The potential of agricultural holdings in this area has not yet been fully realized, but this could be a good basis for combating the shortage of highly qualified personnel in this area. It should be noted that a number of agricultural holdings, for example, MHP, cover the lack of specialists with the qualifications they need by opening their own training programs, bypassing universities, which as a long-term strategy requires much higher costs compared to the synergistic effect that can be achieved between business and universities when creating a common educational product.

Agricultural holdings have an indirect impact on the content of educational programs on students who undergo internships or practical trainings in agricultural enterprises. Throughout the practice, students directly see what knowledge and competencies are required of them and in the future make efforts to obtain them, thereby influencing the content of the programs when choosing disciplines and motivating universities to include certain courses for training specialists.

Also, agricultural holdings have an indirect impact on the content of educational programs on applicants when they choose a university, specialty, program content. Basically, this happens through the media by popularizing the agrarian sector in principle, highlighting the expectations of agricultural holdings from future graduates. An important role in the choice of applicants is played by parents, especially those who already work in the agricultural sector. The choice of applicants has the greatest impact on the offer of universities, but, unfortunately, at the moment there is no balance between the needs of the market and the prestige in the eyes
of society in the agrarian sector. Also, the opinion of applicants is influenced by the level of publicity and transparency of agricultural holdings, the vacancies they post, but this area is still underestimated by agricultural holdings, in the analysis of the main trends in the development of CSR of agricultural holdings, we mentioned that business transparency is not the key for agricultural holdings at the moment.

To understand the importance of including CSR components in educational programs for business and to assess the prospects for disseminating such experience for Ukraine, we conducted a study of the educational project of a number of universities and agricultural holdings – “Agrokebety”.


Partners of the Project from educational sphere are: Kherson State Agrarian and Economic University, National University of Life and Environmental Sciences of Ukraine, Sumy National Agrarian University, Tavria State Agrotechnological University, Lugansk National Agrarian University, Nikolaev National Agrarian University.

To assess the presence or absence of a CSR component in the educational program, we will use the manifestations of CSR in the external and internal environment.

As a basis for studying the impact of agricultural holdings on CSR education, we took the full-time educational program “Administrative Management”, which is the basis of the new educational project of cooperation between business and education “Agrokebety”, which was first introduced at the initiative of UCAB in 2019 at the National University of Life and Environmental Sciences of Ukraine. To understand the transformation of this program under the influence of agricultural holdings, we will compare the program of 2017 and 2020 and consider whether there have been changes in the program at the initiative of agricultural holdings related to the inclusion of CSR components in training.

In 2017, the full-time program “Administrative Management” included 27 disciplines, which were focused mainly on management, finance and economics. Of the 27 disciplines, 12 are compulsory and 15 are students’ choice. According to the results of the study of discipline programs, it is obvious that the issues of sustainable development, ecology, relationships with stakeholders, the state, building relationships with personnel were practically not considered. As disciplines with separate topics in the field of CSR, only “International Agricultural Marketing Strategies”, “Management Consulting”, “International Agribusiness” and “HR Management” can be distinguished, which accounted for 14.8% of the total number of disciplines. Moreover, only one of them – “Strategies for International Agricultural Marketing” is compulsory, the rest are optional. Thus, only 8.3% of the compulsory block and 20% of the selective block relate to CSR issues. As a result of students' choice, only 1 out of 3 optional disciplines with elements of CSR was chosen by the majority of students - this is “International Agribusiness”, which reduces the level of final study of CSR issues.
In 2020, we see crucial changes in the Administrative Management program, as a result of the implementation of the Agrokebety project together with business on its basis. The program began to include 21 disciplines; the focus of the program has changed - now it is organizational behavior, smart technologies in agricultural management, business ethics. Of the 21 disciplines, 9 are compulsory and 12 are optional. Agricultural holdings have begun to consider the direction of CSR not as a cost that they must incur in the local areas of activity, but as an investment that will allow them to take a stable position in the future. Disciplines appear in the program, with separate CSR modules and the inclusion of CSR indicators in the system of key performance indicators of the enterprise, such disciplines include: “Team building and personnel management”, “Monitoring and evaluation of company performance”, “Business modeling and project management”, “Modern Approaches and Tools of Management”, “Organizational Behavior and Leadership”, - these are 5 disciplines of the compulsory block; “Smart technologies in agricultural management”, “Business planning”, “Business strategies and marketing solutions”, “Land-legal relations in agribusiness”, “Ethics of business communication and rhetoric”, “International agricultural marketing strategies”, “Management consulting”, “Cross-cultural management”, “Psychology of management and conflictology”, “Strategic management”. Thus, 55.6% of the block of compulsory disciplines affects different areas of CSR and 83.3% of the optional block, respectively.

Based on the results of the students' choice, 6 out of 10 optional disciplines with elements of CSR were chosen by the majority of students - these are “Smart technologies in agricultural management”, “Business planning”, “Land-legal relations in agribusiness”, “Cross-cultural management”, “Psychology of management and conflictology”, “Strategic management”.

At the end of the third semester, after completing training and a 6-month training and production practice in agricultural holdings under the guidance of mentors, representatives of the top management of companies, the authors conducted a survey to understand the importance of CSR by students and their conclusions about the importance of this area for agricultural holdings and their future work in them. The survey involved 26 students of this program.

22 students or 84.6% chose 5 or more components, which indicates a broad understanding of CSR. At the beginning of the training, the result of an oral survey showed that students perceived CSR as a company's charity and concern for the environment. Thus, their understanding of CSR and its components has expanded as a result of the training.

25 students or 96.1% believe that a company should be socially responsible. At the beginning of the training, the result of the oral survey showed that only 6 students believed that the company should be socially responsible. This change occurred due to the expansion of the understanding of a “socially responsible company”, the internship at agricultural holdings within the framework of the program, as well as the evolution of one's own convictions.

21 students or 80.7% believe that the company in which they did their internship is socially responsible. 24 students or 92.3% believe that CSR knowledge will be useful for their future career.

Thus, we can conclude that Ukrainian agricultural holdings understand the need to be socially responsible, special attention is paid to personnel policy and the development of local communities, because companies understand that this is their long-term investment. They also transfer this need as requirements for the knowledge of their future employees, which are reflected in the joint training program and are confirmed by the analysis of curricula and student surveys at the end of training.
4. Conclusion

The level of CSR study in higher education institutions of Ukraine remains quite low. The main reasons for this are the lack of demand in the national market for such education. The importance of CSR as a system of interaction between the state, the population and the commercial sector, enshrined in the Development Strategy of Ukraine, is still declarative.

Educational institutions can become the driving force behind the development and promotion of the main directions of CSR. At the same time, higher education institutions must respond to demand from applicants in order to remain competitive. A significant role is played by various international projects that increase the interest and the number of studies in the field of promoting CSR, but they are not enough.

The demand from applicants and the development of CSR education in Ukraine, both at public and private universities, will be quite strongly influenced by the demand for the study of this topic from businesses as future employers, which we showed on the example of a joint educational project of agricultural holdings and the National University of Bioresources and Nature Management of Ukraine.

Thus, given the formation of a specific demand from business for the training of specialists endowed with knowledge about CSR, the situation will change dramatically, which is confirmed by our research. In further studies, we will take a broader and deeper look at the role of educational institutions in the development of CSR in Ukraine.

At the moment, only the first stages of the study of the level of study of CSR and related areas in Ukraine have been carried out, the results of the study showed that if there is an interest in business in specialists with knowledge in the field of CSR, the offer of universities will change and they will begin to actively include CSR and related areas in training programs.

References


