



GUIDANCE PAPER

“The contribution of ECHOE to learning about sustainable development”

ECHOE project explores ways to combine

- education for/about heritage, especially related to historic and archaeological sites as defined and accepted by countries and local communities

with

- outdoor education including ecology, heritage protection, sports, leisure and open air activities.

One main objective is to contribute to the development of the knowledge and skills of adult educators on an integrated approach of heritage and outdoor education. “Learning about sustainable development” is an important factor to achieve this objective as sustainable development in all its facets is the basis to ensure continuity of this integrated approach.

To be able to provide elements of learning about sustainable development in heritage & outdoor education it is important to have

- Knowledge
- Skills
- Attitude/Values

about/in/for sustainable development.

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1) DEFINITION:

DEFINITION “SUSTAINABLE DEVELOPMENT (SD)”¹

History of SD:

Sustainable development entered the development discourse in the early 1970s. The 1972 UN Stockholm Conference on the Human Environment may be argued to be the first international conference that brought the concept of sustainability to the international arena. Sustainable development was further legitimized following the results of major international conferences like the United Nations Conference on Environment and Development (Brazil 1992, known as Earth Summit) or the World Summit for Sustainable Development (South Africa, 2002). These conferences facilitated the globalization of the concept and the establishment of an international consensus on the concept of sustainable development by the formulation of such action plans and guidelines such as the Brundtland Report and Agenda 21.

Definition of SD:

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

In general sustainable development requires that we see the world as a system that connects space and time.

¹ See “*Our Common Future*”(also known as the Brundtland Report); World Commission on Environment and Development (WCED). *Our common future*. Oxford: Oxford University Press, 1987 p. 43.

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2) RELATION WITH ECHOE PROJECT

“SUSTAINABLE DEVELOPMENT” IN TERMS OF ECHOE:

Components of SD:

Sustainable development has traditionally been focused on an environmentalism framework that gives priority to the issue of ecological degradation. One can safely argue that environmental concerns are the cornerstone of sustainable development. Until recently, sustainable development was viewed solely through the lens of the environmentalist but as the concept has matured, increasing emphasis has been placed on its interconnection to social and economic dimensions of development. Indeed, contemporary mainstream notions of sustainable development portray it as a tri-dimensional concept featuring the interface between environment, economic, and social sustainability.

In terms of ECHOE project sustainable development is seen as a four-dimensional concept integrating the component of

- ecological sustainable development
- economical sustainable development
- social sustainable development
- cultural sustainable development

In terms of competences this four-dimensional approach of sustainable development especially reflects the 6th key competence, the “social and civic competences”, within the 8 key competences of the “European Reference Framework”.

As the ECHOE project targets to combine heritage education and outdoor education sustainable development has to bridge

- sustainable development of cultural resources as well as

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- sustainable development of natural resources

within the ecological, economical, social and cultural component.

This four-dimensional, holistic approach offers a wide field of opportunities in learning about sustainable development in the European dimension but bears the narrowing factor of easy practical applicability based on local needs and demands. The suggested strategies and samples within this guidance paper are chosen in the light of combining these sometimes contradictive factors to achieve the maximum integration of all components in both fields and having an appropriate outcome in learning.

SD for education for heritage:

The area of culture has grown in salience in global development issues on account of the rising share of cultural goods, services and intellectual property in world trade as well as the threats to cultural diversities and identities associated with contemporary globalization. Also there is increasing awareness that the protection and promotion of cultural heritage and cultural diversity is vital to universal human rights, fundamental freedoms along with securing ecological and genetic diversity. This standpoint is premised on the view that sustainable development is only achievable if there is harmony and alignment between the objectives of cultural diversity and that of social equity, environmental responsibility and economic viability.

Sustainable development within the ecological component:

The ecological component of sustainable development is based on the maintenance and enhancement of environmental values. To be sustainable, development must foster protection and rehabilitation of ecological systems. The heritage education has to be carried out in respect of environmental values and the preservation and rehabilitation of eco systems.

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Here the “ecological footprint”² as an indicator for sustainable development is more and more taken under consideration. As a method of measuring the impact of an action to the eco-system it can be considered to be a useful tool learning sustainable development, especially in the field of heritage education combined with outdoor education.

Sustainable development within the economical component:

The economic dimension of sustainable development (economic sustainability) reflects the need to strike the balance between the costs and benefits of economic activity, within the confines of the carrying capacity of the environment. Economic progress should not be made at the expense of intergenerational equity. Therefore, resources should not be exploited to the extent that their re-generative ability is compromised.

Of course, preservation of cultural heritage is primarily organized to maintain and enhance cultural values. The heritage education should focus on all 4 components - environmental, economical, social, cultural - in relation with its impacts to the system, especially referring to the connection of the system in terms of space and time.

² The Ecological Footprint is defined as "the area of productive land and water ecosystems required to produce the resources that the population consumes and assimilate the wastes that the population produces, wherever on Earth the land and water is located." It compares actual throughput of renewable resources relative to what is annually renewed. Non-renewable resources are not assessed, as by definition their use is not sustainable.

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Sustainable development within the social component:

Social sustainability relates to the maintenance of political and community values. Social values and norms, being largely intangible, relate to the “ethics, value systems, language, education, work attitudes, class systems” and so on, that influence societal relations. Social sustainability also speaks to the satisfaction of basic human needs within the society such as food, clothing, and shelter. The sustainability of social needs and values alludes to the quality of growth that occurs in the economy. Equity in the distribution of resources is integral to social sustainability. According to the Brundtland Report (WCED 1987) “economic and social development should be mutually reinforcing”.

Heritage education has the target to spread the knowledge of social values in the historical perspective as the factors that shaped and formed us to have a solid basis for further development. This is the continuity of sustainable development per se.

Sustainable development within the cultural component:

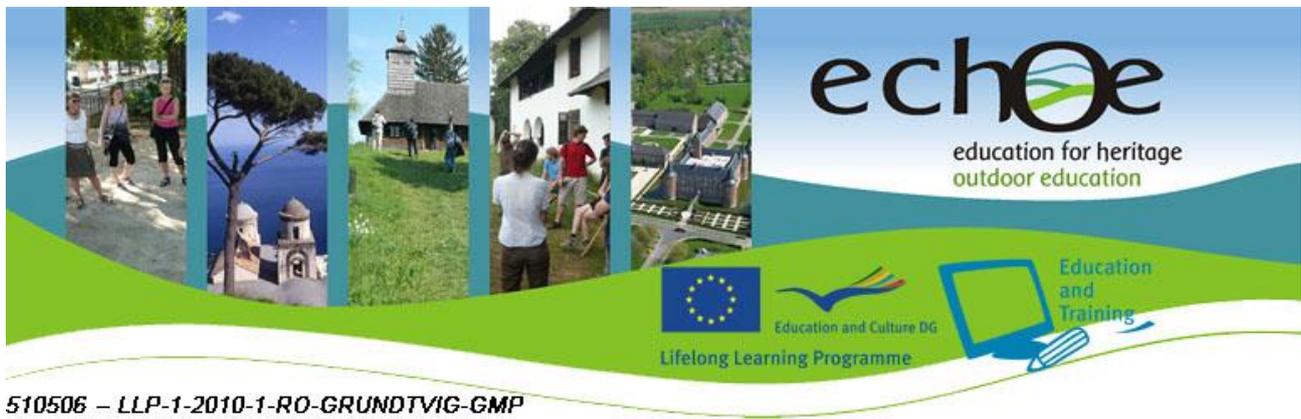
Cultural diversity is a rich asset for individuals and societies. The protection, promotion and maintenance of cultural diversity are an essential requirement for sustainable development for the benefit of present and future generations - in terms of tangible and intangible cultural capital. As the 4th column of Sustainable development the cultural component assures that we do not lose aspects of our culture due to the demands of ecological, economical and social sustainable development.

SD for outdoor education:

Human activities are having an increasing impact on the integrity of ecosystems that provide essential resources and services for human well-being and economic activities. Managing the natural resources base in a sustainable and integrated manner is essential for sustainable development. Outdoor education has to be carried out in all aspects to protect ecosystems and to achieve integrated management of land, water and living

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resources, while strengthening regional, national and local capacities. The integration of the economical, social and cultural component to the ecological sustainability is an important factor in outdoor education as only the tri-dimensional approach guaranties the learning of sustainable development on a realistic basis within nowadays needs and demands and in respect of the connection with time and space.

Sustainable development within the ecological component:

Environmental Education for Sustainable Development teaches individuals how to make decisions that consider the long-term future of ecology and use of natural resource. In the field of outdoor education we have to have the environmental education for sustainable development as a precondition, especially in terms of

- developing full awareness and stimulating public interest in mutually related economic, social, political and ecological issues
- enabling each human being to acquire knowledge and skills necessary to improve the state of the environment
- creating novel behavioral patterns as well as shaping individual, group, and social attitudes, values and beliefs which carry concerns for the quality of the environment.

Sustainable development within the economical component:

In terms of outdoor education the sustainable development within the economical component can be seen as the competitive factor of this type of education in the economically driven world of today. The balance between the costs and benefits in relation with the return on investment is the reflecting the market demands. To measure the benefits of outdoor education, especially in combination with education of heritage it is most important to define specific indicators tailor-made for each project

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to have an absolute term of measurement for the economical sustainability under the need of competitiveness and return on investment.

Sustainable development within the social component:

The social sustainability, relating the maintenance of political and community values, is often the major risk of sustainable development in the field of outdoor education. Political and community values have to meet the value of outdoor education as an important factor. The matching of these values is the supporting need for sustainability of such programs. Outdoor education can only be applied in a sustainable way if the community supports it. Without it the knock-out criteria for outdoor education and moreover for the combination with heritage education is born - not community integrated education programs fail.

Sustainable development within the cultural component:

The cultural sustainability in outdoor education has various aspects to be aware of. Old traditions and rituals tend to be used as outdoor events for educational purpose. Modern achievements and technology are often combined herewith. The challenge we face is to keep up the traditions in a proper relation with modern aspects, needs and demands of life. The cultural pillar of sustainable development therefore requires parallel efforts to develop a culture of sustainability and to protect cultural diversity.

Why is sustainable development important/relevant for adult education in terms of ECHOE?

Sustainable development should assure continuity for the generations to come. To integrate the principles, values, and practices of sustainable development into all

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aspects of education and learning in order to encourage changes in behavior that will create a more sustainable future in terms of environmental integrity, economic viability, cultural diversity and a just society for present and future generations.

In combination of heritage and outdoor education sustainability is a major factor because without it we will neither have cultural heritage nor an outdoor environment that invites to do outdoor education.

Based on the knowledge that sustainability does not come naturally, but must be learned, adult education for sustainability involves learning our way out of unsustainable modes of thinking, feeling and acting in the world, and learning our way in to more sustainable ways of life.

To have sustainability in all 4 dimensions the following elements should be taken under consideration by answering the following questions:

- Intergenerational equity:

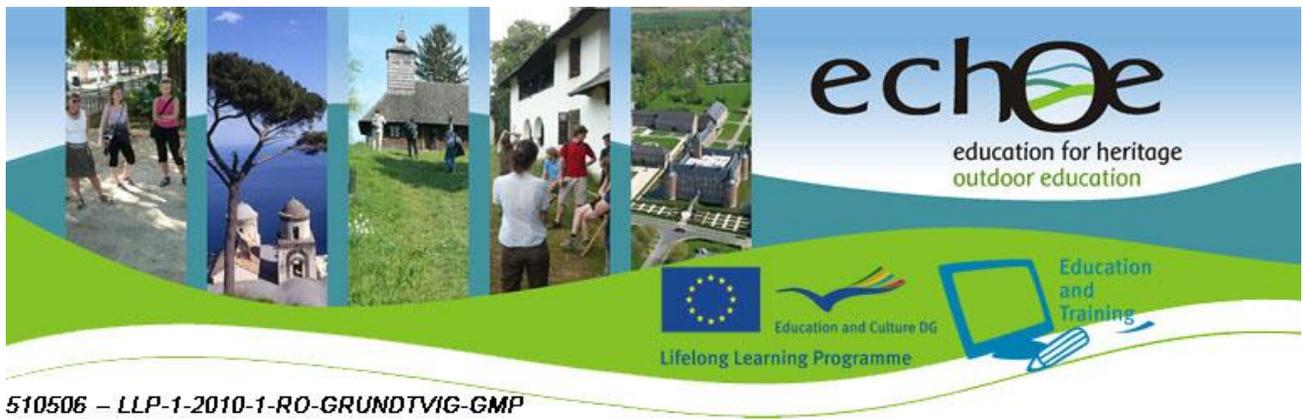
Development must take a long-term view and not be such as to compromise the capacities of future generations to access cultural and natural resources and meet their cultural and natural needs. This requires particular concern for protecting and enhancing a nation's tangible and intangible cultural capital as well as a nation's natural resources:

Will the planned activity

- preserve the cultural heritage and natural resources for future generations without modifications?
- include modifications to the cultural heritage and natural resources that bear a partial loss of the heritage/resources in it? How much would it effect the cultural heritage and natural resources in the times to come? Is there a possibility to preserve in a different way?

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- keep intergenerational equity in terms of
 - preservation of the ecological habitat
 - contributing to have the tangible and intangible cultural capital as well as the nations natural resources as an economical resource for the future generations
 - keeping up and giving space for further development of the social values as the factors that - in the historical perspective - shaped and formed us to have a solid basis for further development
 - protecting and increasing cultural diversity and diversity within the ecological habitat

- Intragenerational equity:

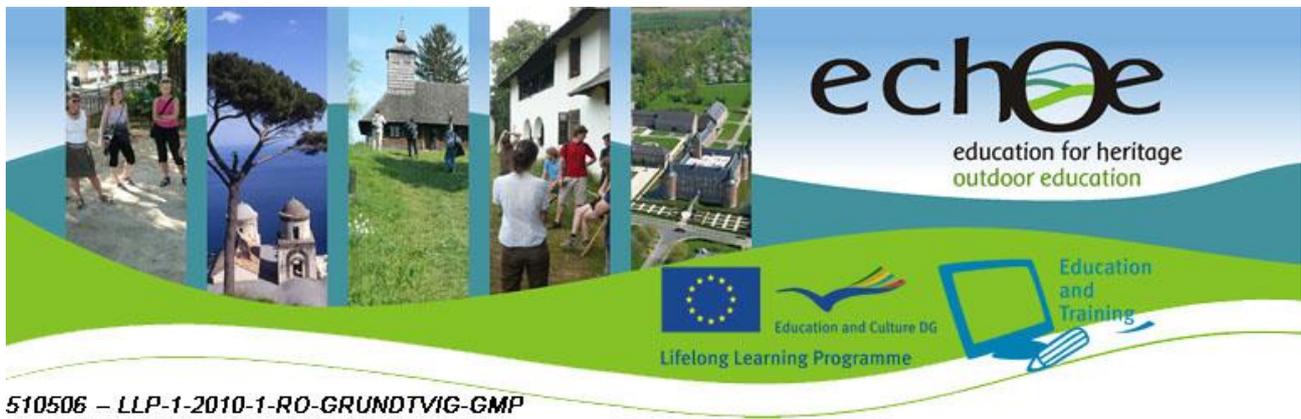
Development must provide equity in access to cultural production, participation and enjoyment as well as the ecological habitat to all members of the community on a fair and non-discriminatory basis; in particular, attention must be paid to the poorest members of society to ensure that development is consistent with the objectives of poverty alleviation.

Will the planned activity assure

- intragenerational equity to all members of society despite of
 - a persons race, gender, age, religion, disability etc.
 - a persons economic & social welfare

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- importance of diversity:

Just as sustainable development requires the protection of biodiversity, so also should account be taken of the value of cultural diversity to the processes of ecological, economic, social and cultural sustainable development.

Will the planned activity assure

- biodiversity as well as cultural diversity when modern technology is applied within the activity
- offer the possibility to recover lost parts of biodiversity as well as cultural diversity
- the richness of biodiversity as well as cultural diversity to all members of society as well as to future generations

- precautionary principle:

Developing and delivering heritage education in combination with outdoor education can go along with changes and adaption that have direct impact on cultural heritage/natural resources. To avoid decisions with irreversible consequences (e.g. destruction of cultural heritage and/or natural resources, extinction of valued cultural practices, etc.) a risk-averse position has to be adopted.

Sustainable development in terms of heritage & outdoor education will assure that the education per se and the learning outcomes assure long term impact to participants and society for now and in the times to come.

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3) CHALLENGES TO BE FACED WITH THAT TOPIC

To realize sustainable ecological, economical, social and cultural development in heritage & outdoor education it is important to be aware of the critical issues and challenges that could be faced within the process:

Resistance of the community

To avoid resistance of the community to your planned education it is important to

- integrate community members to be part of the educational process.
- involve communities to safeguard their cultural heritage & natural resources
- develop common grounds to partnerships government and civil society for sustainable heritage & outdoor education

Financial aspects:

The financial aspects of such an education project have to be taken under consideration very seriously. Sustainable heritage & outdoor education projects need to be financially balanced and need to fit into the financial context of the heritage/resource and the region. Improving the management issues to achieve cost-effectiveness within the planned education and the interfaces could be a major factor to balance the project financially.

Preservation of educational process and content

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Documenting the education to record the traditional knowledge and preserve customary cultural values, traditions and practices applied within and integrated to the educational process is a major contribution to sustainability. The specific factors of combining heritage and outdoor education should especially be in the focus of the documentation, if the education is in the informal and/or non-formal learning context.

4) CASE/EXAMPLE OF EDUCATIONAL PROJECT/PROGRAMME

CARNUNTUM

Originally a Roman army camp established in the 1st century, also a civilian city as established along the Danube River in the area of nowadays village Carnuntum-Petronel. As capital of the province Upper Pannonia with about 50.000 inhabitants Carnuntum gained importance and wealth, a conference of emperors underlined this in 308 AD. Partly destroyed by an earthquake in the 4th century it did not gain that importance anymore - ruins were the only thing left for centuries. Excavations started around 1850 - the Roman settlement of Carnuntum now has been in the focus of preserving historical monuments.



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“Carnuntum, city of emperors, has been reborn. Uniquely throughout the world, the basic types of architecture in a Roman city quarter have been reconstructed in Carnuntum in their historical context: a citizen’s house, a splendid city mansion and public baths. The reconstructions are not fictitious sets or museum objects, but buildings that can be lived in.”³

Today the historical monument of Carnuntum offers a combination of heritage and outdoor education in the field of “Life in Carnuntum in former times”. Guided tours as well as specific outdoor activities contribute to the education on ancient history for learners of all ages⁴:

- Entertaining tour of the reconstructed Roman city quarter including Lucius’ house, Villa Urbana and Roman public baths⁵.
- Drill with the strict centurio: under the exacting eyes of the centurion march in step together and learn the basic rules of Roman military discipline⁶.
- Donning Roman armour: the legionary’s outfit had many parts - such as lorica (chain mail shirt), cassis (helmet), gladius, etc. Each team tries to dress a legionary correctly, but please hurry - the sand in the hour-glass is running out⁷.
- Venatio aprobum - hunting the wild boar with the ancient javelin: coordination, speed and skill are what count here: the wooden boar has to be killed with the pilum (Roman javelin)⁸.

³ Source: <http://www.carnuntum.co.at/visiting-carnuntum/your-visit-in-carnuntum>

⁴Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

⁵ Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

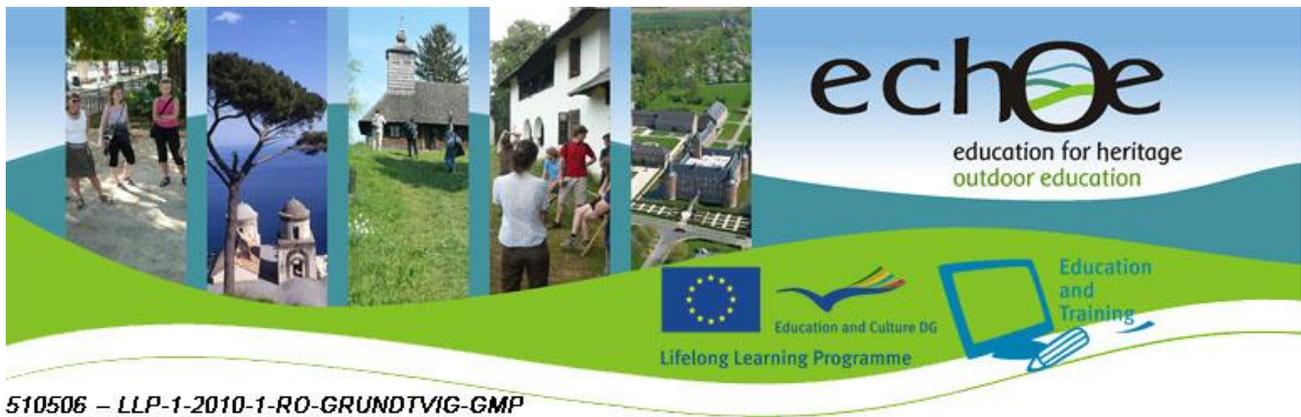
⁶ Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

⁷ Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

⁸ Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

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- Menhir contest: it is not as heavy as Asterix's and Obelix's, but the teams have to try to throw the menhir as far as possible⁹.
- Nummi cudendi - minting coins: now it is time for Roman master coiners! Here every participant can mint his/her own coin with a Roman motif and take it home as a souvenir¹⁰.
- Quinquies salire - 5-hop: the 5-hop was an authentic discipline in the Roman pentathlon and requires 5 leaps forward as far as possible to win maximum points for the team¹¹.
- Health and baths with the medicus: uniquely throughout the world, functioning Roman public baths have been erected on the original site in Carnuntum. Accompanied by a medicus you will be taken back to the world of Roman baths¹².
- Prize-giving ceremony: The successful team will be awarded a golden laurel crown¹³.

In the archaeological park of Carnuntum excavating, restoring and reconstructing with old techniques has been a development process over decades. Starting with the offer of showing ruins to the public, the ecological, economical, cultural and social sustainability of the park would have been in danger. To attract visitors in the sense of learners to pass on the ancient knowledge it was very important to strategize and further develop the site:

- Ecological SD: The whole area is full of ruins of old Carnuntum - most of it is now farming area. Up to now the bigger part of the ancient city is not

⁹ Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

¹⁰ Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

¹¹ Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

¹² Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

¹³ Source : <http://www.carnuntum.co.at/buchungen-en/firmenfeiern-und-incentives>

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excavated to keep the natural habitat on the banks of the Danube. Modern technology helps to know what is underneath the surface without opening up the whole area. The site open to the public is on limited space. During the guided tours the learners gain knowledge about these techniques and its impact on sustainability.

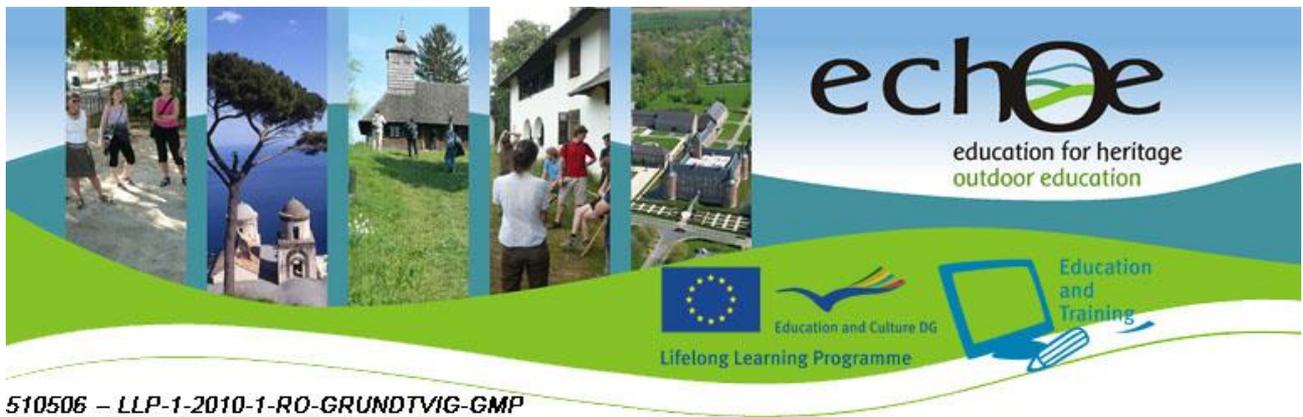
- Economical SD: The reconstruction of e.g. the house of Lucius is a new attraction to visitors. It gives the opportunity to visit old ruins several times gaining new impressions and further education about the Romans. Attracting the same visitors several times due to new offers provides additional financial resources.
- Social SD: The educational outdoor activities in heritage education give the local community the opportunity to be part of this process by being integrated to the activities.
- Cultural SD: Of course do “stones tell stories” but the intangible knowledge of the ancient Roman culture is part of the outdoor education activities giving insight to wild boar hunting in ancient roman style up to coin making and sportive leisure activities. The visualizing elements and the practical demonstrations give the opportunity to discuss with the learners the cultural sustainability of these techniques in today's context.

The “Lower Austria Regional Exhibition 2011”¹⁴ was in Carnuntum - it contributed to the sustainability by pushing the historical site and its heritage education outdoor activities in the focus of the public.

¹⁴ Quelle: http://www.noel-landesausstellung.at/noel-en?set_language=en

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5) METHODOLOGICAL GUIDANCE

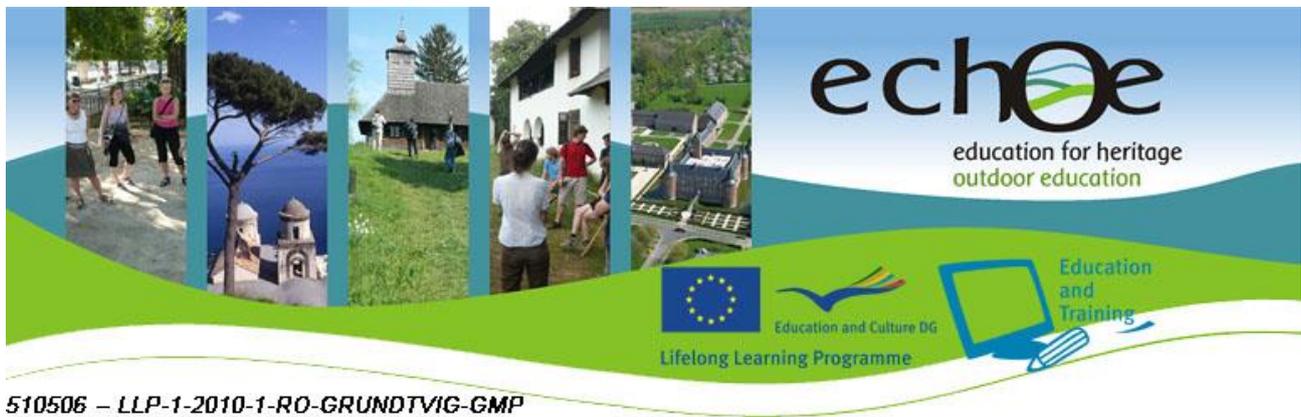
To be able to provide elements of learning about sustainable development in heritage & outdoor education it is important to have the following knowledge, skills & attitudes/values:

Knowledge

- on sustainable development per se
- about interdependences of economical factors, ecological factors, social factors and cultural factors

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- about the local situation of the educational project in term of ecology, culture, economy, social context and legal issues

Skills

- The ability
 - to think in consequences (not only in the action per se, also of the consequence of an action)
 - of analytical thinking
 - of over viewing situations
 - to identify the risks of non-sustainability
- Reflective approach
- Problem solving approach

Attitude/Values

- Interest in sustainable development as a value
 - Will to keep the resources for the next generation (intergenerational equity)
 - Will to spread the understanding and valuing of sustainable development
 - Awareness of cultural diversity and its impact on values
 - Understanding of development in the historical perspective

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Designing heritage & outdoor education with aspects of sustainable development as the educational target and as integrated learning element creativity is most necessary. Developing elements that visualize sustainable development in a combination of practical demonstration and knowledge transfer could and should be chosen. Combining outdoor education with heritage education widens the possibilities of sustainable development. Many traditions taking place outdoor can be passed on to interested learners and herewith achieve sustainability:

- falconry¹⁵ - shown on traditional places like castles, e.g. Schloss Rosenberg/ Austria <http://www.rosenburg.at/> (see Unesco heritage¹⁶),
- Healing knowledge of Pinzgauer men and women¹⁷ (<http://www.teh.at/veranstaltungen-termine/>) - knowledge transfer to learners with a combination of indoor& outdoor education, e.g. a guided walking tour to learn more about herbs and a indoor-workshop about the Healing knowledge of the herbs, which traditionally has been handed down as oral know-how.

6) PRACTICAL EXAMPLES

Samples:

- Experiencing the traditional process of wine making can include outdoor activities to “touch” the grape and the grape vine, to get a practical insight in the sustainability of harvesting traditions versus modern technology (<http://www.weinakademie.at/schnupper.php>). Offering this seminar in

¹⁵ <http://www.falknerbund.com/>

¹⁶ <http://immaterielleskulturerbe.unesco.at/cgi-bin/unesco/element.pl?eid=7&lang=en>

¹⁷ <http://immaterielleskulturerbe.unesco.at/cgi-bin/unesco/element.pl?eid=5&lang=en>

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several wine-regions of Austria gives a wide range of learners the opportunity to participate.

- Learning about the traditional peasant gardens has been a good combination of heritage & outdoor education within the Volkskundemuseum Mödling / Austria. Little workshops on occasion gave a good opportunity to transfer the knowledge. The aspect of sustainability was within the knowledge transfer, as learners built their own peasant garden and herewith kept up the traditional knowledge on that. Articles about peasant gardens and a booklet about it (Gudrun Foelsche, Rotraut Dirnberger: Der Haus- oder Bauerngarten im Mödlinger Volkskundemuseum ¹⁸) attracted interested to visit the permanent outdoor exhibition of a traditional peasant garden in the yard of the Museum (which is in an old traditional house).
- “The tradition of bread making in the Lesach Valley (Carinthia), especially in the communities of Maria Luggau and Liesing, includes grain cultivation and extraction (in a specific mountain farming region), the most important facts on mill construction, particular idioms and sayings, rituals (e.g. to draw three crosses before cutting bread, to place a palm cross in the field), the annual mill festival in Maria Luggau and the local village and bread festival” (see Unesco heritage <http://immaterielleskulturerbe.unesco.at/cgi-bin/unesco/element.pl?eid=17&lang=en>) The tradition is shown in workshops and events the year round. To get familiar with the whole process a guided walking tour to visit the watermills can be combined with workshops about traditional bread making (<http://www.brotfest.at/index.php?id=7>; http://www.karnische-museen.at/luggau_f.htm). The ecological, economical, social and cultural sustainable development of this tradition as a whole is directly linked to the combination of outdoor & heritage education as the combined approach is needed to transfer the complete knowledge.

¹⁸ <http://home.tele2.at/museum/Museumsladen.htm>

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