

STAY IN

**Drop out recognition and prevention training programme
for VET teachers and trainers with special focus on dual VET systems**

WP 4 Exploitation and Sustainability of results

N18 Project stakeholder analysis

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

Results

Stakeholder analysis Stay In

Introduction

This report describes the results of the stakeholder analysis that each receiving partner country within the Stay In project performed. The stakeholder analyses were performed with use of the developed tool and instruction. The analyses consisted of the following steps:

STEP-1 : Describe potential early school leavers

STEP-2 : Determine goal to achieve

STEP-3 : Describe target group

STEP-4 : List organizations and officials which direct influence on targetgroup

STEP- 5: Prioritize list, based on their importance for and influence on the target group

Step- 6: Rearrange the stakeholders into groups

Step- 7: Note ideas on how to increase stakeholder involvement

The purpose of the analysis is to identify stakeholders on both Stay In project level as on country level to allow the project partners as well as each partner on their own to direct attention and activities to involve stakeholders in an appropriate way and to thereby ensure sustainable results.

Content of the report

The report does not follow the steps one by one but focuses on the main insights that can be extracted from the different analyses.

The first part describes differences and commonalities between the partner countries with respect to early school leaving. A summary of the goals that partners who like to achieve is presented. The second section describes the target groups that the different countries have identified. The third part of the report presents the stakeholders as identified by the partner countries and lists strategies that partners aim to undertake to involve these parties. The final section contains conclusions and suggestions for dissemination and sustainability strategies.

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

1. ESL in the different countries

Although there seem to be some slight differences in definition of ESL (age, previous education) the partner countries have approximately the idea about which group can be counted as an early school leaver: age group 11-26, both female and male, no sufficient former qualification. Within the Netherlands the focus of effort to put to the two educational tracks that have the highest dropout levels with VET and there also be focus on the lower education levels of the VET system . In Finland special attention is given to the group students with special needs as dropout rates for these groups are higher than average and to those students that are in their first years of study. Focus is also on students within their first years, because dropout is higher in the first years than in later years. Germany will also take young people with low wages and focus on students with low skilled parents.

With respect to the goals that partners would like to achieve with the Stay In project (or contribute to) some countries mentioned the following more general goals of dropout prevention:

- Contribute to higher human capital: higher education, higher income levels
- Decrease unemployment
- Increase health, lower crime rates
- Increase perspectives of the graduates
- Obtain better Pisa test results
- Reduce strain on the social system

Besides a number of these more general goals most partners also identified country-specific goals:

Finland aims, via the training developed in Stay In -project, to teach the teachers of vocational education skills/knowledge needed to pay special attention to the group of students with special needs and to teach them to communicate/deal with this group more effectively.

Because some fields of study are easier to access than others (e.g. tourism, hotel, catering and home economics & mechanical, metal Technology) there are also more dropouts. The learning background and grades of these students are more challenging. Finland would like the Stay In training to focus on aspects like these.

Germany would like a uniform education policy in all 16 states (uniform school types, rules, no schools offering several courses more) and would also like to focus on the East German states and states with the highest drop-out rates.

Bulgaria aims to provide teachers with practical materials and guidelines to tackle ESL to improve skills of teachers with transferred knowhow from two earlier EU projects.

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

In the Netherlands focus is on company trainers. Goal is to make trainers, within the educational tracks selected, aware of and sensitive to identification of potential ESL. Furthermore the Netherlands would like to support school teachers to prepare students for their internship and enhance communication and expectations with respect to practical training/ internship between company, school and student.

Besides the goals the earlier mentioned goals with respect to providing training and tool to improve teacher skills Turkey also aims at increasing awareness of ESL in the country as a whole by providing materials developed during STAY IN project. In Turkey there is a special focus on ESL caused by a rule saying that failing a year twice, leads to having to leave school.

2. The target group identified

Describing the target group in more detail with their specific characteristics is meant to enhance the identification of possible ways to influence this group.

For Germany the target group consists, besides vocational teachers, school training and job training, of organizations like family help service, Youth Office, family, Employment office, Chamber of Commerce; chambers, school management, employee UN press office. Austria also mention social pedagogue staff and specialist trainers as part of their target group.

Bulgaria focuses on teachers in VET schools in the region of Dobrich and also identifies VET school managers; inspectors from the Regional Education Department as part of the target group.

In The Netherlands the target group consists of: company trainers with area of Hairdressing and Administration which usually do not have a background in educational training, and of BPV coordinators within the VET schools with educational tracks in these areas. The coordinators differ in the number of students that they coach.

VET schools, MoNE (a public institution on national level which provides control and methodical assistance to schools and teachers) and apprenticeship centres are the targetgroups for Turkey.

3. Stakeholders and strategies

Each partner country listed the organisations/institutions and departments (both externally and internally) that have direct influence on the work of their target group. They also listed the officials that affect (and have an opinion about) the named group potential early school leavers in and whose

actions affect the work of the target group. In total this list is the list of the stakeholders. In step 5 the stakeholders are prioritized based their importance for and influence on the target group.

Importance refers to those stakeholders whose problems, concerns, needs and interests are connected with dropout prevention and potential early school leaving. For them these issues are a priority.

Influence is the power of the stakeholder to control decisions: to persuade others to make decisions and/or to take certain actions that affects the target group or the ESL directly.

Stakeholders with high importance and high influence

Although there are differences, in general all partners indicate that VET schools (management) as well as social workers and other pedagogical social services have high importance and high influence. Ministries are indicated in the high importance low influence, except for Finland where they are both 'high'. Inspection and supervising authorities are mostly indicated as stakeholders with both high importance and high influence. Except for Turkey were MoNE is listed in the high importance, low influence category. Furthermore organizations in the area of Youth Health are listed as stakeholders in this category. State Institutions for Teacher Training can also be found in this category as well as the federal social services office in Austria and the Austrian Economic Chambers represent more than 450,000 member companies.

As the target group in the Netherlands consists of company trainers the stakeholders differ as well. VET companies, as well as trade unions are listed in the HIGH- HIGH category.

Stakeholders with high importance and low influence

Some stakeholders are seen as important but have little direct influence on the targetgroups. Family or parents are listed in this category. Turkey listed MoNE in this category, a supervising authority also provides methodical assistance to schools and teachers. Other parties, organizations listed in this category are:

- Ministry of Education, Social Affairs, Vocational Training and other
- employment office
- Human resource

In steps 6 & 7 country partners described their action plans on how they will involve each stakeholder in project in order to achieve the expected goals.

Action plans

Action plans as formulated by the different partners consist of activities such as:

- **Informing** stakeholders via newsletter, flyer, e-mails, or presentations of the project
- **Distributing** transferred modules (including explanation and instruction)
- **Consulting** stakeholders: asking opinions via interviews and questionnaires, taking part in round tables
- **Implementing**: via workshops and assisting classes
- **Co-creation**: involvement in design of training/modules, taking part in testing

Not all partners make use of all types of activities. Some partners only differentiate slightly between the different types of stakeholders. Inviting some of the partners to the round tables can be seen as part of the project plan and therefore as a prerequisite instead of an outcome of the stakeholder analysis.

It is important to determine which partners are needed for development, which for implementing and which for securing and sustaining the project results and products. It is important to realize that a feeling of ownership is best achieved but cooperation on equal level.

Analysing the stakeholder analyses performed it can be concluded that partners can learn from each other with respect to useful or interesting action plans for the different groups of stakeholders.

The results of these last steps can be found in the appendix. Results are specific for each country and can as such be used for country specific dissemination and developing sustainability strategies.

4. Conclusion and suggestions

The purpose of this report is to summarise the results of the different stakeholder analyses performed by the partner countries. Each partner is responsible for a thorough dissemination process which also secures future use and maintenance. This report can be used as a tool for reflection to check if action plans can be improved further. The individual analyses will be made available for the partner countries as well, via the project workspace.

In general more co-creation activities seem to be necessary to secure ownership after the project has finished. Furthermore it seems possible to distinguish better between partners with respect to all types of activities described.

Appendix

GERMANY: STEPS 6 & 7		
Please describe your action plan to involve each stakeholder in project processes in order to achieve the expected results of the project.		Note possible actions you could take to increase their involvement
Stakeholder's Importance/Influence Category	Name of stakeholder	Possible action
High importance – low influence: Group A	school management	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	employee	newsletter, flyer, e-mails, presentation of project in schools, workshops and assisting classes for implementation the modules
	Human resource	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	Chamber of Commerce, Department for Vocational Training	newsletter, flyer, e-mails, presentation of project

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	Chamber, Training consultant	newsletter, flyer, e-mails, presentation of project
	VET company	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules, workshops, assisting classes for implementation the modules
	employment office, Department of Vocational Guidance	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	families	newsletter, flyer, e-mails, handing handouts of transfered modules
	Ministries of Education Culture and Social Affairs	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	Bund Federal Ministry of Vocational Training	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	Training database MV	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	Education server of IWWB	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	Youth Services	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	Land State Office of Education	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
High importance – high influence: Group B	teachers	newsletter, flyer, e-mails, presentation of project in schools, workshops and assisting classes for implementation the modules
	trainers in companies	newsletter, flyer, e-mails, presentation of project in schools, workshops and assisting classes for implementation the modules
	school official local (city, county)	newsletter, flyer, e-mails, presentation of project
	Schabernack - Zentrum für Praxis und Theorie der Jugendhilfe e. V.	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	consulting teacher	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	social worker	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	school psychologist	newsletter, flyer, e-mails, presentation of project, explaining and handing handouts of transfered modules
	vocational schools	newsletter, flyer, e-mails, presentation of project in schools, workshops and assisting classes for implementation the modules
	Institute for Quality Development MV	newsletter, flyer, e-mails, presentation of project
	contractor association	newsletter, flyer, e-mails, presentation of project
	State Institute for Teacher Training	newsletter, flyer, e-mails, presentation of project

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

BULGARIA: STEPS 6 & 7		
Please describe your action plan to involve each stakeholder in project processes in order to achieve the expected results of the project.		Note possible actions you could take to increase their involvement
Stakeholder's Importance/Influence Category	Name of stakeholder	Possible action
High importance – low influence: Group A	Municipalities	will be informed about the project with a letter ; They will be included in the distribution list for promotion of the project and project outcomes; they will receive the leaflet and the Newsletters; they will be invited to the national event - round table
	Ministries	
	Professional Training Centers	
	Unemployment office	
High importance – high influence: Group B	Regional Inspection of Education - Dobrich	will be informed about the project with a letter; They will be included in the distribution list for promotion of the project and project outcomes; they will receive
	VET schools	

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	Pedagogical Social Service	the leaflet and the Newsletters; they will be invited to the national event - round table; they will be the beneficiaries of the transferred educational materials
Low importance – high influence: Group C		
Low importance – low influence: Group D	NGO working with Roma citizens	will be informed about the project with a letter ; They will be included in the distribution list for promotion of the project and project outcomes; they will receive the newsletters and the leaflet
	NGOs of parents	

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

FINLAND: STEPS 6 & 7		
Please describe your action plan to involve each stakeholder in project processes in order to achieve the expected results of the project.		Note possible actions you could take to increase their involvement
Stakeholder's Importance/Influence Category	Name of stakeholder	Possible action
High importance – low influence: Group A	Personnel of student services	will be informed about the project and developments via newsletter & website & FB. Opinions asked in interviews. Presentation about the project in internal meetings. Involvement in the actual training (as trainers). Feedback after pilot testing.

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

		will be informed about the project and developments via newsletter & website & FB. Opinions asked through interview and questionnaires. Presentation about the project and the results reported in the country report. Invitation and selection of 15 teachers (from Satakunta region) for test-implementation WP8. Feedback after pilot testing
	Colleagues, VET-teachers	
	Local TE-services	will be informed about the project and developments via newsletter & website & FB
	Youth workshops / their Finland wide association	will be informed about the project and developments via newsletter & website & FB
	Youth outreach work(ers)	will be informed about the project and developments via newsletter & website & FB
		ROUND TABLE CONFERENCE for all mentioned above

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	Students	Will be informed about the project through OmaWinNova (an internal system), round table conference.
High importance – high influence: Group B	The owners of vocational institution Executive group / Management	Flyer distribution; informal meetings with the representatives on regional level
	Principal	Flyer distribution; informal meetings with the representatives on regional level
	Managers of fields of study	Informal meetings, round table conference
	Manager of student services	Informal meetings, round table conference
	Ministry of employment and economy	Possibility to participate on national events and give info about the project and it's results on national level
	Ministry of social affairs and health	
	Ministry of education and culture	
	Trade unions (OAJ, AO)	
	FNBE	
Low importance – high influence: Group C		

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

<p>Low importance – low influence: Group D</p>	Companies and organisations	<p>Unlikely to be involved in the project</p>
	Parents / Guardians	
	Personnel of support services	
	Social services, KELA	
	Basic education co-operation persons	

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

AUSTRIA: STEPS 6 & 7		
Please describe your action plan to involve each stakeholder in project processes in order to achieve the expected results of the project.		Note possible actions you could take to increase their involvement
Stakeholder's Importance/Influence Category	Name of stakeholder	Possible action
High importance – low influence: Group A	VET-schools and training centers: Berufsförderungsinstitut Steiermark, Training Center - Graz-West - Supracompany apprenticeship training	will be informed about the project and developments via newsletter & website and will be consulted, their opinions will be asked in polls and questionnaires, meetings will be held s to give an update on the process and ask for opinions and suggestions. Invitation and selection of 15 trainers/teachers within this organisations for test-implemenation WP8 Round-table conference.
	Berufsförderungsinstitut Steiermark, Fürstenfeld - Integrative Vocational Training	
	Plus.Punkt Graz - Berufsförderungsinstitut Steiermark	

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	Trainings Center Liezen - Integrative Vocational Training and supracompany apprenticeship training	
	Trainings Center Deutschlandsberg - Supracompany apprenticeship training	
	Trainingcenter Mürzzuschlag - Integrative Vocational Training Inhouse	
	BIT Training Centre - Supracompany apprenticeship training	
	Berufsförderungsinstitut Steiermark, Training Center - Graz-Süd - Inhouse apprenticeship training	
	MIA Innovation- and Trainingcenter GmbH	
	Böhler Training Center for apprenticeship in technical professions	
	AWZ Andritz - Trainingcenter of the Province Styria	

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	<p>LFI - Trainingcenter</p> <p>Team Styria Academy</p> <p>Competence-Center Pölfing Brunn - Part qualification</p> <p>ÖSB Consulting</p>	
<p>High importance – high influence: Group B</p>	<p>AMS Steiermark</p> <p>Bundessozialamt Landesstelle Steiermark</p> <p>Landesschulrat - Landesinspektorat (Council of VET-education)</p> <p>Styrian Chamber of Labour</p> <p>Federal Social Service Office (BASB)</p>	<p>Flyer distribution; informal meetings with the representatives on regional level</p>
<p>Low importance – high influence: Group C</p>	<p>Professional schools in Styria (Selection could not be done yet, we have to do an analysis within these schools to find out in which school are installed people who are responsible for counseling and guidance of youth) as well as New Secondary Schools in Styria</p>	<p>will be informed about the project and developments via newsletter & website and will be consulted, their opinions will be asked in polls and questionnaires, meetings will be held to give an update on the process and ask for opinions and suggestions.</p>

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

<p>Low importance – low influence: Group D</p>	<p>Counselling services and career orientation providers:</p>	<p>will be informed about the project and developments via newsletter & website</p>
	Mafalda - Acciciation for support of young women/girls	
	Alpha Nova	
	PROMENTE Steiermark	
	A-FIT	
	Bildungsnetzwerk Steiermark - Education Network Styria	
	School and VET-Advising (Schul- und Ausbildungsberatung SAB)	
	Gesellschaft für seelische Gesundheit - Working Assistance for youth with psychological problems	
	Working Assistance for youth with learning disabilities (JaW)	
	ISOP - Innovative and intercultural social-projects	
	BBRZ - Vocational rehabilitation center	
	Production-School Graz (FAB)	
Production-School Graz (JaW)		

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	Production-School Leoben	
	Production-School Deuschlandsberg	
	Gate25	

THE NETHERLANDS: STEPS 6 & 7		
Please describe your action plan to involve each stakeholder in project processes in order to achieve the expected results of the project.		Note possible actions you could take to increase their involvement
Stakeholder's Importance/Influence Category	Name of stakeholder	Possible action
High importance – low influence: Group A	SBB - approving companies	Give presentation about project and NL results survey
High importance – high influence: Group B	BTG UV and hairdressers	Involve in adapting instruments

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	Another BTG possibly Horeca	Present project and activities for hairdressers and request cooperation, then same as hairdressers
	Another BTG possibly Handel administration	idem
	ANKO	Inform about project, as via BTG
	HR manager or department of company	Inform via school project partners
	organisations who support finding of internships	Inform on survey results and spread project information
	school teachers	Via BTG
	company trainers	Via BTG and schools
	Dutch department of education	Inform about Stay In projects and activities NL
Low importance – high influence: Group C	parents, influence on choice and help finding internship	t.b.d.
	other people within the students network that influence their choices	t.b.d.
	social workers or other professionals in case of learning disorders or physical disabilities	t.b.d.
	Members of MBO raad	Information on website when all parties have agreed

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

	People working on ESL prevention programme	Presentation of Stay In project and survey results, ask as sparring partner
Low importance – low influence: Group D		

Turkey: STEPS 6 & 7		
	Please describe your action plan to involve each stakeholder in project processes in order to achieve the expected results of the project.	Note possible actions you could take to increase their involvement
Stakeholder's Importance/Influence Category	Name of stakeholder	Possible action
High importance – low influence: Group A	MoNE	will be informed about the project with a letter ; They will be included in the distribution list for promotion of the project and project outcomes; they will receive the leaflet and the Newsletters; they will be invited to the national event - round table

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

High importance – high influence: Group B	VET schools	They will be informed about project outputs, dissemination products will be send to them, the satff will take part in the research and training activities.
	apprenticeship centers	
Low importance – high influence: Group C		
	Parents associations	will be informed about the project and dissemination materials will be send to them.

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

<p>Low importance – low influence: Group D</p>	NGO working with Roma citizens	<p>will be informed about the project with a letter ; They will be included in the distribution list for promotion of the project and project outcomes; they will receive the newsletters and the leaflet</p>
	NGOs of parents	

NL 290414 Ellen Verheijen

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010