



Result Information

Deliverable Title: Learning Environment Blueprints

Work Package: WP 2

Type of Result: learning environment blueprints

Level: International / Institutional

Target Groups: HE teachers, students, media professionals, HEI institutions

Description

The Learning Environment Blueprints were developed within WP2 of the SUMED project to support higher education institutions in creating practice-based media learning environments that integrate sustainability, ethics, and occupational well-being. The blueprints define roles, processes, and sustainable working methods reflecting real media sector conditions.

This result informed the implementation of pilot learning environments in WP4 and contributed to the development of open educational resources in WP5, ensuring coherence and long-term impact of the project.

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Good practices at the University of Gdansk

University Radio Studio and Students' Radio MORS

- radio lab for students
- internet radio for everyone
- recording studio
- learning and working in the environment friendly for the students' wellbeing
- promoting sustainable content without the language of fear
- learning responsible (solution) journalism and promoting ethical fiber
- learning practical journalistic skills
- new ways of practicing the journalism profession
- multi-stakeholders' collaboration skills

It is located in the Faculty of Social Sciences of UG. It is equipped with modern equipment and software, which makes it meet both the requirements of a radio laboratory, where classes are held for students, and a professional recording studio.

The acoustically adapted recording studio allows for the recording of broadcasts with several people in the audience. A glass-enclosed director's room, at the heart of which is a broadcast mixing table, makes it possible to control the course of the broadcast, for which pro-active studio monitors and computers with specialized RCS Zetta and GSelector software are used. **All this is done under the supervision of experienced sound engineers employed in the studio, so students feel safe and can learn from the best.**

The remaining rooms contain 10 computer workstations, where students perform editing of audio material used in news and current affairs programs. A professional program called WaveLab is used for this. A properly cooled server room with a streaming computer is also set aside.

Students majoring in Journalism and Social Communication enter the radio studio for experiential learning as early as the first semester of their studies (undergraduate and graduate). This is due to the assumptions of the Radio Lab course, the purpose of which is to show the specifics of working in radio and learn specific skills. It is important that each student learns his strengths, predispositions and limitations related to working with the voice (e.g. in front of a microphone) and cooperation in a team (e.g. preparing a news service) at the very beginning. **From the beginning, students are guided in a friendly way to discover their talents and passions.**



Classes in the radio lab cover 30 hours and are held in small groups of up to 12 people or individually. In them, students learn, among other things, how to work with a microphone - how to control and improve proper voice emission, how to build a speech, how to plan and conduct an interview.

Classes in the radio studio occupy a special place in the study program. They are conducted by practitioners with many years of training and experience in various radio positions. **The authority of the instructors and their individual approach to students creates a type of master-student relationship between them. This makes students learn in a safe, friendly environment, in accordance with the principles of wellbeing in the workplace and learning.**

In the radio studio, students carry out their individual projects - reports, podcasts, interviews, promotional and advertising campaigns - as part of a project seminar led by experienced academics, practitioners. They present their journalistic work on MORS radio, on social media and in front of open audiences. They very often take up topics in line with the ideas of sustainable development: freeganism, wellbeing tourism, sustainable transportation, pro-environmental attitudes, environmental protection, immigrants in Poland. **Sustainable development content has been introduced into the syllabus of a project seminar for undergraduate students majoring in journalism and social communication.**

As part of the Radio Studio, Radio MORS (Mega Open Student Radio) was established. It is an internet radio station broadcasting 24 hours a day. It is created by students and staff from all departments of the University of Gdansk, as well as other Tricity universities. It is the youngest radio editorial board in the Tri-City, which also includes high school students. The radio signal is available through the website www.mors.ug.edu.pl. The website also features daily updates from across the university, scientific, cultural, economic, music and sports information about Pomerania. In addition to news services, Radio MORS broadcasts journalistic, student, film, literary, legal, travel, economic, culinary and lots of good music.

Radio UG MORS, as an academic radio station, fulfills two basic tasks: it is the realization and broadcasting of a radio program prepared by students of the University of Gdansk, and promoting and informing about the university's activities. Radio MORS provides patronage for important events taking place at the university, such as open days, conferences and Olympiads. Students then handle the media coverage of such events, work with external partners, Radio also cooperates with other radio stations to produce live broadcasts. In this way, students learn to gain the trust of the audience. They bring to the professional journalistic world a new way of looking at issues and a way of working - in accordance with the principles of sustainable development.

An important part of the Radio Studio's activity is the activities of the student Radio Academic Circle, where students gain practical experience in the work of a radio professional.

Both at Radio MORS and the student Scientific Circle of Radio Workers, students have the opportunity to do internships, which they gladly take advantage of. This is another step in gaining practical skills in a friendly environment before they enter the world of professional journalists.

The Radio Studio provides a wide range of opportunities to promote the university's content on sustainable development, ecology and social responsibility, and is used as such: students promote content on climate change, pro-environmental behavior, nature conservation. In doing so, they learn



how to convey sustainability content without using the language of fear. As future journalists, they learn how to communicate socially important content and objective information in a professional manner.

Students about working in the radio lab and Radio MORS

- Hosting the radio program "Kolacjuwa" with friends, I felt more confident speaking into the microphone. The guidance of the studio staff has continually helped me develop my communication skills and recognize what to do and what not to do when working in radio. I also had the opportunity to learn audio editing. (First year of undergraduate studies in journalism and social communication)

- The radio studio is mainly an activity at MORS where we learned the basics, but we honed these skills in class and I feel confident in front of the microphone afterwards. (second year undergraduate in journalism and social communication)

- There is a lot going on in radio, that is: meetings, interviews and a great opportunity for self-realization. (second year of undergraduate studies in journalism and social communication)

- In the radio studio, as part of the course, we made a program, which, above all, stimulated us to be creative (which Dr. Monika Białek encouraged us to do). Since the studio is well-equipped, the activity in the radio taught us how to use the equipment and how to organize the work in the radio station. In addition, radio develops the skills of efficient communication, improves diction and allows us to overcome our barriers. Radio as a place for internal practice allows you to develop hobbies, but also to find new areas of interest, and helps you make contacts; in my case with musical artists). (second year of undergraduate studies in journalism and social communication)

- The radio studio and the classes held there made me realize what the work of a radio host looks like and the challenges he or she has to face. They certainly contributed to the development of my skills in radio program creation. (First year of undergraduate studies in journalism and social communication)

University of Malta (UM) - SUMED Learning Environment Blueprint



**L-Università
ta' Malta**

Prof. Gorg Mallia and Dr. Monika Maslowska

1. The Learning Environment Blueprint will be designed to benefit both (A) media teachers/stakeholders and (B) media students and stakeholders:

(A) Media teachers/stakeholders, the Blueprint will be comprised of three essential components:



Health and Safety: Ensuring a secure and healthy learning environment for all participants.

Efficacy Material: Focusing on the quality and relevance of educational materials.

Results: Emphasizing the achievement of sustainability.

(B) Media students and stakeholders, the approach will focus on the analysis of motivation:

For Students (how do they do it?)

Motivation Assessment: Investigating the sources and factors driving student motivation.

Learning Process Optimization: Identifying effective strategies and approaches to enhance the learning experience.

For Stakeholders:

Monetary Considerations: Exploring financial aspects related to the education and future employment of students.

Human-Centric Approach: Prioritizing a personalized and humanized approach to education.

2. The Approach (sustainable vs routine-money end)

The approach will be structured into three main phases:

Socialization: Involves informal conversations among media teachers, media students, and stakeholders to address student and stakeholder needs. These discussions will lead to the identification of demands, which are then subject to analysis. Sustainable demands will be selected based on these discussions, with an emphasis on elements that contribute to achieving desired outcomes. The media teachers and students actively will participate in these conversations.

Curriculum Development: This stage will involve breaking down the curriculum and building a teaching/learning strategy through peer discussions. Sustainability elements will be identified from the eventual results of these discussions. The curriculum will encompass aspects such as job satisfaction, learning, “joy factor”, skill, acquisition, competence, and the feasibility of goals. It will also address vocational.

Stakeholder Involvement: As the curriculum will progress, stakeholders, including potential employers (clients), will be integrated into the process. This participation will enable the creation of a curriculum that aligns with the needs and expectations of future employers. This stage will involve discussions among teachers, students, and stakeholders, making stakeholders an integral part of unit development.

3. The Results will be based on the above elements and efforts will be thoroughly evaluated by teachers, students, and stakeholders, ensuring that all identified elements will contribute effectively to the learning environment's success and meet the set-out objectives and needs.

4. Evaluation by the media teachers, media students and the stakeholders.



POLYTECHNIC UNIVERSITY OF VALENCIA

VICE-RECTORATE OF SUSTAINABLE CAMPUS DEVELOPMENT

The vice-rector for sustainable campus development is responsible for the planning and execution of the infrastructure of the Universitat Politècnica de València. Likewise, it is responsible for the maintenance, improvement and adaptation to savings and sustainability policies of its equipment, its buildings and its facilities. The coordination and execution of the institution's environmental policies are also under their responsibility.

Among the functions of this vice-rector's office are those of planning and implementing the ecological transition project of the campuses of the Universitat Politècnica de València with the aim of achieving neutrality in carbon emissions in the medium term, disseminating the culture of environmental awareness and adapt the actions of the university space to environmental sustainability criteria.

Infrastructure and Space Management Area

The Infrastructure and Space Management Area develops the actions, programs and initiatives of the Vice-Rector's Office for Sustainable Campus Development related to the built environment. Area management provides professional guidance and leadership in the management of the following three areas:

Architecture: everything related to the design, development of projects and investment in the infrastructure and construction of the university, including its maintenance.

Urbanism: long-term planning of the physical environment of the campuses, including design, project development and investment in the university's urban infrastructure and its maintenance.

Space Management: Development and management of a space management policy, in an effort to efficiently utilize campus physical space assets.

Green Transition Area

The Green Transition Area develops the actions, programs and initiatives of the Vice-Rector's Office for Sustainable Campus Development related to environmental sustainability and greening of the institution. The area director provides professional guidance and leadership in the development of policies, the management of actions, and the development of projects related to the following areas:

Mobility: trips to campuses, within campuses and trips related to the activity of the university community.

Energy efficiency: energy consumption of buildings and implementation of renewable energies.

Green infrastructure: garden management, naturalization, biodiversity and water management.

Waste management.

Green purchasing policies.



STRATEGY

UPV promotes the SIRVE strategy, leading to it being established as a **Sustainable, International, Relevant, Vital and Excellent** university by 2027.

In the field of sustainability, the Universitat Politècnica de València has set three strategic goals:

S I R V E

UPV_SUSTAINABLE TARGET

OSUS1: To achieve carbon neutrality at its three campuses.

UPV has a plan to reduce energy and water consumption and increase renewable energy production. Sustainability goals involve the entire university community in actions as commonplace as people's daily commute. Studies have been conducted that indicate by following this track, climate neutrality can be achieved by 2030.

The Universitat Politècnica de València's commitment is a social duty and an opportunity to generate knowledge. The university will take advantage of its polytechnic nature to transfer knowledge from its research groups to students, companies and public administrations through "Living Labs", thus contributing to the Sustainable Development Goals (SDG).

Approved plans and programs:

- Infrastructure program
- Sustainability and Energy Efficiency Program
- UPV Decarbonization Program
- Infrastructure Environmental Sustainability Program
- Sustainability and Green Plan Program
- UPV Living Lab Initiatives Program

OSUS 2: To develop stable and alternative sources of financing.

UPV strives to establish stable financing channels that complement public resources. To this end, it will promote public-private collaboration, particularly in ongoing training activities and applied research.

It will also promote sponsorship programs and business chairs and encourage shareholder participation in technology-based companies created at UPV.

In this way, on the one hand, a certain autonomy of the institution will be guaranteed, and, on the other hand, the quality of teaching and research will be improved by making both relevant due to their socioeconomic impact and responding to the needs of society and the citizenry.

Approved plans and programs:

- Sponsorship Project (Social Council)
- Sponsorship Office (VIC)
- STEAM Chair (Social Council)
- Corporate Chairs (VEFP)



- Infrastructure Program (VCAMPUS)
- Sustainability and Energy Efficiency Program (VCAMPUS)
- UPV Decarbonization Program (VCAMPUS)
- Space Equipment Program (VCAMPUS)
- Support to the research management needs of new funds by the research structures (VIT)

OSUS3: To adapt UPV's structure to a flexible management of shared resources that makes it possible to address the changes required by society. UPV stands out for implementing innovative technologies in its management, which involves addressing challenges such as cybersecurity, technological obsolescence and increasing costs.

In addition, transformations in work modalities, such as automation and remote work, require the adoption of new organisational models.

To guarantee the viability of the service, UPV will design a flexible structure that allows efficient management of shared resources. This will involve allocating resources based on results and needs and adopting innovative technologies to provide efficient services and guarantee the system's viability.

Approved plans and programs:

- Cultural programs (VACTS)
- UPV Decarbonization Program (VCAMPUS)
- Explorer Program (B Santander) (VEE)
- Infrastructure program
- Space equipment program
- Integration of the Information System. UPV Employment Observatory (VEFP)
- Co-financing to Improve technological capacity, quality and interoperability of curriculum information management systems or CRIS systems (VINV)
- CPI Foundation (VIT)
- Strengthening of UPV Innovation actions and strategy (VIT)
- PIME Program Innovation and Educational Improvement (VPOA)

POSTGRADUATE PROGRAMS (Current)

As part of its strategy to consolidate sustainability policies, the UPV has designed training programs such as:

SPECIALISATION DIPLOMA IN SUSTAINABILITY

Specialisation Diploma in Sustainability, ecological ethics and environmental education. This initiative is an alliance with the Autonomous University of Madrid.

The degree is aimed at university graduates who want to complete studies or train in highly topical multidisciplinary fields related to the field of sustainability and ecological ethics and/or go deeper practically or theoretically in the communication of this knowledge through Environmental Education.

People interested in personal growth and holistic training who wish to complete their academic and/or professional profile with new eco-humanist dimensions acquire fundamental knowledge to think and act in times of crisis and transition and reconsider the way of understanding the world and our place.



ACE. 5A. TRAINING IN ENVIRONMENTAL EDUCATION (5 ECTS)

- Fundamentals of environmental education.
- Methodology and didactics of environmental education
- Design of programs in Environmental Education

ACE. 5B. ETHICAL, POLITICAL AND METABOLIC RELATIONSHIPS WITH THE TERRITORY (5 ECTS)

- The metabolism of the world agricultural system
- Peasant and indigenous resistance to agricultural extractives
- Animal ethics. Us and the territory

The Specialization Diploma in Sustainability, Ecological Ethics and Environmental Education (DESEEEA) (30 ECTS) has 27 credits that can be validated with the Master in Ecological Humanities, Sustainability and Ecosocial Transition (MHESTE) (60 ECTS), an own degree co-organized by the University Polytechnic of Valencia and the Autonomous University of Madrid.

ENVIRONMENTAL SUSTAINABILITY OF ORGANIZATIONS

Place the environmental sustainability of organizations in the context of Corporate Social Responsibility.

Know the fundamental concepts related to the responsibility of companies towards the environment.

Know how to do activities related to environmentally managing companies. Specifically, evaluate the environmental impact of business activities, propose improvements in activities to reduce environmental impacts and develop strategies to achieve excellence in environmental management.

Know how to be responsible for the environment in business administration.

In this course, planned for early 2024, the following contents will be developed:

- Introduction to the concepts of environment and environmental sustainability
- Interaction between organisations and the environment and how to minimise their environmental impacts.
- Current technologies and management systems to practice the studied objectives and strategies.
- Latest trends and new forms of production of goods and services that are more environmentally sustainable and therefore, more responsible.

Environmental sustainability. Environmental responsibility. Environmental Management. Eco-efficiency. Life cycle analysis. Pollution Prevention and Control. Ecodesign. Ecological Marketing.

EXPERT DIPLOMA IN CORPORATE RESPONSIBILITY AND SUSTAINABILITY

This program is especially aimed at graduates in Economics, Business Administration and Management, Management and Public Administration in the areas of engineering, environmental sciences and social sciences, and also at people with professional experience within organizations, since whether they are currently part of corporate social responsibility and sustainability, corporate communication, human resources or social volunteering departments, and who wish to train for the management of Corporate Social Responsibility and the sustainable development of companies and other organisations.



The common objectives of the global contents of the title are:

- Provide the theoretical and practical knowledge necessary to manage and direct a company or organisation that wants to be socially responsible
- Train professionals from companies or organisations in the knowledge of the methodologies that exist to analyse, put into practice and report on Corporate Social Responsibility
- Provide specific information to future managers of areas linked to Social Responsibility to advise companies and organisations in this discipline.
- Promote a socially responsible culture, mainly aimed at groups at risk of exclusion.

MASTER OF PERMANENT TRAINING IN CORPORATE RESPONSIBILITY AND SUSTAINABILITY

University graduates. (Students with undergraduate degrees who have yet to pass less than 30 ETCS will be admitted, including the Final Year Project).

And up to 10% of the places are reserved for non-university professionals with proven experience in the sector, with minimum qualification required for university access (students enrolled under these conditions will only be able to obtain a Certificate of Achievement for the studies completed but will not be eligible for obtaining any postgraduate degree)

Students who have completed the Specialist or Specialization Diploma in Corporate Social Responsibility at this University can obtain their master's degree by completing the subjects of the second block.

The common objectives of the global contents of the title are:

- Provide the theoretical and practical knowledge necessary to manage and direct a company or organisation that wants to be socially responsible
- Train professionals from companies or organisations in the knowledge of the methodologies that exist to analyse, put into practice and report on Corporate Social Responsibility
- Provide specific information to future managers of areas linked to Social Responsibility to advise companies and organisations in this discipline.
- Promote a socially responsible culture, primarily aimed at groups at risk of exclusion.

In audiovisual communication, no initiatives have been implemented to include sustainability, which is why our participation in the SUMED project becomes a strategic and fundamental step to reinforce the actions that the University wants to implement to ensure that all our units comply with education, dissemination and promotion of sustainability in all instances of our university.

COMMUNICATION

Currently, the UPV has several training programs in the area of communication, both at the undergraduate, postgraduate and doctoral levels. This training, both at the Campu de Cami de Vera (Valencia) and in Gandia, is one of the most in-demand training, both by Spanish students and from other regions of the world. Among these formations, we have:

DEGREE IN AUDIOVISUAL COMMUNICATION

Presentation of the degree



These studies train students in creation, production and performance in various audiovisual media. It is an innovative program through project-based learning. Throughout the Degree, the student must face the challenge of transversal projects of the semester, and, in a group, they must integrate the knowledge acquired in the subjects to carry out a proposal that is realistic and professional. This experience enables you to analyse and criticise, to master multimedia communication and to be willing to innovate in different media and audiovisual and digital productions.

Professional outings

Graduates can work in companies related to the audiovisual and multimedia sector for television, radio, cinema, digital environments and video games under profiles such as director, screenwriter and audiovisual producer; producer and manager of these companies; specialist in visual and sound post-production; and as an expert in audiovisual communication.

International mobility and internships

We have agreements with university centres in Germany, Austria, Belgium, Finland, France, Greece, Ireland, Italy, Norway, Netherlands, Portugal, Poland, Czech Republic, Sweden and Turkey.

Students can do internships in companies that represent all the fields and areas of interest of the degree. The School has agreements signed with 108 entities: radio stations, television networks, production companies, audiovisual companies, city councils, associations, advertising agencies, newspapers and magazines.

Continuation of studies

The Degree in Audiovisual Communication allows access to two master's degrees taught on the same Gandia Campus: the University Master's Degree in Digital Postproduction, which has two specialities: Video Postproduction and Audio Postproduction, and the Master's Degree in Transmedia Communication, which offers specialised training in Social Media and communication platforms.

In addition, you can access any UPV master's degree by taking, if necessary, the appropriate levelling subjects.

MASTER'S DEGREE IN SOCIAL MEDIA AND CORPORATE COMMUNICATION

Introducción

Digital media have become the main marketing, communication and sales channels for companies. The profile of a professional who masters digital communication (strategy, content, etc.) is one of the most in-demand both by startups that are beginning their journey in the digital world and by companies that want to digitise their business structure. For this reason, recent graduates and professionals who wish to retrain look for master's degrees and postgraduate degrees that offer them this knowledge.



The Master's Degree in Social Media and Corporate Communication represents a unique opportunity to train in these aspects. This Master's will contribute to creating professionals in the field of corporate communication with specialised knowledge adapted to the digital and technological context, as required by the present and future labour market.

Goals

The objective of the Master's Degree in Social Media and Corporate Communication is to offer students complete training to develop a communication strategy in the company/organisation.

This general objective is broken down into the following specific objectives:

Understand and implement the fundamentals of corporate communication.

Collect and analyse relevant information from the environment and the digital audience for decision-making.

Develop a digital communication plan using the most appropriate channels and content depending on the audience. Train students in the relevant technologies for better development of their profession.

Addressed to

The profile of the students to whom the Master is directed is that of graduates in Business Administration and Management, Management and Public Administration, Audiovisual Communication, Journalism, Tourism, and Advertising and Public Relations.

The Master's Academic Committee may evaluate other degrees from social sciences, as well as from the technological field, that do not require additional training to access the proposed degree.



Project title: Sustainable Multidimensional Media Contents
(SUMED)

KA220-HED - Cooperation partnerships in higher education

SUMED - GURU & MEEDIO - TUAS blueprint



12.05.2023

SUMED GURU & MEEDIO

STUDENTS

CURRENT SITUATION & DEVELOPMENT POINTS



CURRENT



DEVELOPMENT POINTS

- | | | | |
|----------|---------------|-----------|-------------------------|
| 1 | DOCUMENTATION | 7 | A SET OF QUESTIONS |
| 2 | EXPECTATIONS | 8 | SCHEDULE FOR THE CLIENT |
| 3 | RECRUITING | 9 | OPERATING METHODS |
| 4 | TUTORING | 10 | PSYCHOLOGICAL SAFETY |
| 5 | MARKETING | 11 | FEEDBACK |
| 6 | WORK HOURS | 12 | EMPLOYMENT CERTIFICATE |

SUPERVISORS

CURRENT SITUATION & DEVELOPMENT POINTS

CURRENT





DEVELOPMENT POINTS

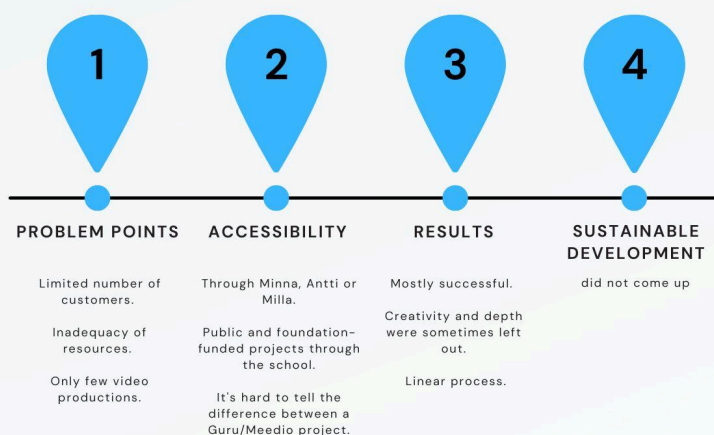
- | | | | |
|----------|----------------------------------|-----------|----------------------------|
| 1 | SUPPORT IN THE START OF THE TERM | 6 | VIDEO PRODUCTION |
| 2 | MANAGERS BRIEFING | 7 | MARKETING OF GURU & MEEDIO |
| 3 | FEEDBACK | 8 | MEMO POLICY |
| 4 | CLEARER DESCRIPTIONS | 9 | STUDENT-ASSISTENT? |
| 5 | CLIENTS OUTSIDE TUAS | 10 | WAYS TO FOLLOW IMPROVEMENT |

CLIENTS

EXPERIENCES & DEVELOPMENT SUGGESTIONS



EXPERIENCES



DEVELOPMENT POINTS

- 1 MORE QUESTIONS IN THE BRIEFING
- 2 FEEDBACK FORM
- 3 INCLUSION OF FILM STUDENTS
- 4 THE COURAGE TO PRESENT IDEAS

POSITIVE



It doesn't feel like time is running out

The students' own schedule was taken into account really well.

Antti and Minna are really good at this and defend the students' time and their work conditions.

TIME MANAGEMENT

DEVELOPMENT POINTS



Clear descriptions of processes.

Written instructions, even for simple things, available immediately during the orientation.

DOCUMENTATION



Guidance on memo practices.

Memoes from meetings, and from everything that needs to be written down.

Copy of the memo also to the clients.

MEMO POLICY



Concrete feedback about successes, and e.g. what should be maintained and what should be developed.

Feedback tree for permanent use.

The goal is a "Can make mistakes" atmosphere.

FEEDBACK



A separate marketing team for Guru, in order to get customers for projects other than TUAS's internal projects.

Promotional and corporate videos together with Meedio.

MARKETING



In addition to Minna and Antti, a student tutor who was previously at Guru.

TUTORING



Quality Assurance and Evaluation

This result was developed and validated within the SUMED project and **evaluated by an external evaluator**. The external evaluation confirmed: high quality and relevance of the result, alignment with project objectives, strong potential for sustainability and wider use.

Authors

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