

## IMPACT DETAILED WORKPLAN

In the project proposal for the Leonardo da Vinci Reference Material project, *The impact of new technologies on distance learning students*, (IRL/06/L/F/RF-81300), as approved by the European Commission, the Management Plan was presented thus:

### Work-package 1. Management plan

Work-package 1	Start/End Date/Duration	Staff days	Roles and tasks of partners
Management plan	1/10/2006 to 30/9/2008	1. 56 2. 63 3. 3 4. 9 5. 10 Total = 141	All partners participate. Quality control exercised continuously by the project Board of Management. External evaluation of the project by DEIS, Cork Institute of Technology, Ireland.

The main aim of this work-package will be to ensure the quality of the products developed and processes used during the project. The progress and functioning of the project will be monitored by the project Board of Management. As soon as the contractualisation period is completed the first partnership face-to-face meeting will be called at which the Board of Management will be appointed comprising:

- Mrs Judy Nix (Ericsson) Ireland (Chair)
- Professor Bernd Krämer (FernUniversität) Germany
- Dr Desmond Keegan (DEI) Ireland Scientific Co-ordinator
- Professor Benedetto Vertecchi (Università degli Studi Roma III) Italy
- Dr András Gábor (The Information Technology Foundation of the Hungarian Academy of Sciences) Hungary
- Professor Nevena Mileva (University of Plovdiv) Bulgaria

The Board of Management will have control of the project administration and monitoring. Specifically, it will:

- set workloads and deadlines for each of the partners
- establish quality control measurements for all products and processes
- monitor budget expenditure against targets
- approve interim and final products for transmission to the funding authorities, or return them to the partner responsible for further work and improvement. In the same way each output will require the monitoring and approval of the Board of Management before it is posted to the website.

In addition, Ericsson are the Contracting Partner and DEI are the Scientific Coordinators responsible for the co-ordination and follow-up of the project and will implement the strategy for successful completion of the project within budget and with the outputs completed as specified. During the lifecycle of the project there will be a series of regular meetings both face-to-face and via audio conference. The schedule of meetings will be set at the first meeting of the partners.

Quality control will be a two-tiered process with all products being presented to the Board of Management for approval for posting to the project website and for approval for inclusion in the Interim and Final Report or being returned to the partner concerned for further work and improvement.

In addition, the Board of Management, at its first meeting will appoint the DEIS Department of the Cork Institute of Technology as the official external evaluators of the project. They have an international reputation in educational evaluation, distance education evaluation and the evaluation of eLearning. DEIS is well placed for this role as much of the literature written by DEIS is evaluative in nature, and as it will be external to the project so it can play the role of an external evaluator. The focus of this evaluation entrusted by the Board of Management to DEIS will be the processes, methods, methodology and products of the project..

This Management Plan was implemented as follows:

At the inaugural transnational partnership meeting, held in Dublin on 26 October 2006 in the presence of all the partners, the Project Board of Management was appointed:

- Mrs Judy Nix (Ericsson) Ireland (Chair)
- Professor Bernd Krämer (FernUniversität) Germany
- Dr Desmond Keegan (DEI) Ireland Scientific Co-ordinator
- Professor Benedetto Vertecchi (Università degli Studi Roma III) Italy
- Dr András Gábor (The Information Technology Foundation of the Hungarian Academy of Sciences) Hungary
- Professor Nevena Mileva (University of Plovdiv) Bulgaria

Among its duties was listed the control of quality throughout the project.

In this context it set workloads and deadlines for each of the partners. It approved the deadlines contained in the project proposal for Year 1 of the project:

Workpackage 2 the Review of the literature of the impact of technology on learning was assigned to all the partners. Quality guidelines were set on the number of bibliographical references to be provided by each partner. Quality guidelines were set on the annotations and evaluations to accompany each bibliographical reference. The deadline for the completion of the bibliography was fixed as 31.3.2007.

Workpackage 3 the Impact of technology on learning in Open Universities and in distance education systems both public and private was assigned to the FernUniversität in Hagen, under the leadership of Prof Dr Bernd Krämer. Quality stipulations were agreed especially for the number of respondents to be provided for the control group and for the intervention group by each of the partners. Quality stipulations were agreed on the amount and the nature of the statistical treatment to be provided for the data collected. The deadline for Workpackage 3 was fixed as 30.6.2007.

Workpackage 4 the Impact of technology on learning in elearning was assigned to the University of Plovdiv, Bulgaria under the leadership of Professor Nevena Mileva. Quality stipulations were agreed especially for the number of respondents to be provided for the control group and for the intervention group by each of the partners. Quality stipulations were agreed on the amount and the nature of the statistical treatment to be provided for the data collected. The deadline for Workpackage 4 was fixed as 30.9.2007.

Finally the Management Plan was completed by the appointment, at the inaugural Transnational Partnership meeting of DEIS, Cork Institute of Technology, as the external evaluators of the project. Their evaluation was presented in the project Interim Report as presented to the European Commission in Brussels.

Notable extracts from this report are:

A full report covering the entire lifetime of the project will be produced before the end of the eligibility period in October 2008. This report will also extend the methodology of the evaluation somewhat to include interviews and other data gathering with other partners and stakeholders beyond those of the contracting partner and scientific coordinator; this final evaluation report will also endeavour to provide more context for the project results once they have been provided as a whole and in their final definitive state.

## **Work package 2. Bibliography**

The Scientific Coordinator of the project, Dr Desmond Keegan of Distance Education International, was appointed by the project Board of Management

as the supervisor of workpackage 2 *Review of the literature of the impact of technology on elearning*.

Dr Keegan made a preliminary report to the Board of Management during its audioconference meeting via Centra on 25 January 2007. The judgment of the Board of Management was 'It was viewed to be important to select references to research on adults rather than children as this is the theme of the project. References can be in any language but the annotation has to be in English'.

At the audioconference on 24 February 2007 all the partners made progress reports on their progress with workpackage 2. Dr Keegan advised that both he and Professor Vertecchi have completed their Bibliography task. Bernadette Simpson advised that work is underway on Ericsson's submission. Professor Kramer advised same and commented that he will be including some German contributions– one in the theme of the Cornell study referred to by Dr Keegan. Gabor Kismihok has started work and doesn't foresee any problems.

The Board of Management requested that each of the partners provide their final submission at the face-to-face meeting in Plovdiv, Bulgaria. It appointed Dr Keegan to collate the submissions into a document with an introduction. It will be an English document of about 50 pages with 50-60 titles.

At the face-to-face meeting at the University of Plovdiv on 30 March 2007 each of the partners presented their work on Workpackage 2 to the Board of Management for approval.

Bernadette Simpson presented the bibliography for Ericsson. The emphasis is on pedagogy, instructional design and learning theories.

Professor Bernd Kramer presented the bibliography for FernUniversitat which concentrated on German sources. It covers learning objects, pedagogy in mobile learning, and collaborative learning. It also contains comparisons of different strategies of universities – in San Galleon there is more pedagogy reform process while in Stuttgart it is more commercial oriented as it has an industrial market.

Gabor Kismihok presented the collection for Corvinno. There are 5 items from international actors and 5 from Hungarian. They deal with learning design, how to build up an elearning environment and learning objects. The Hungarian authors mostly concentrate on creating working elearning systems and environments.

Dr Keegan presented DEI's contribution. The contributions range across research done in the UK and the US on the role of technology in learning.

Professor Benedetto Vertecchi stated that Roma Tre's contribution concentrated on the main interest of the project, especially on research analysis of cultural transformation at every age level – especially adults. The

bibliography is especially centered on the relationship between public and proposed instruction. A number of titles relate to the beginning of distance education and elearning in Italy and gives an idea of how elearning has transformed distance education in Italy.

Professor Nevena Mileva spoke of how difficult it is to find anything in Bulgarian on the impact of ICT on education. Reports are available from Government and the EU more from a practical aspect rather than scientific. No books or papers explain the impact of ICT on education. There are no information reports in Bulgarian. The literature she is quoting is connected mainly to the methodology of measuring the impact of ICT. A lot of the references are from Australia.

The Board of Management approved each of the contributions. It approved the bibliography as Workpackage 2 for the Interim Report to the European Commission. It approved the bibliography for posting unpassworded to the project website.

The Board of Management appointed Dr Keegan to edit the bibliography with an introduction. It will be published on the web site and will require an ISSN number. Dr Bernd Krämer would arrange an ISSN number from a journal series.

### **Work package 3. Open universities and distance education**

Dr Bernd Krämer of the FernUniversität in Hagen, Germany, was appointed by the project Board of Management as the supervisor of workpackage 3 *The impact of technology on learning in Open Universities and distance education systems, academic and corporate.*

At the face-to-face meeting at the University of Plovdiv, the Board of Management confirmed the role of Dr Bernd Krämer of the FernUniversität in Hagen as the supervisor of workpackage 3. It also appointed Francesco Agrusti of the University of Rome III to deal with the statistical data. The main target is to have sufficient amount of data ready for the interim report which will be submitted on 30 November 2007. The Board of Management insisted that the work package has to be completed by 30 June 2007.

At its meeting on 12 June 2007 the project Board of Management received a progress report from Professor Krämer and from Francesco Agrusti. Professor Krämer would provide a description the objectives, perhaps including excerpts from the proposal. Following this, a description of the groups in the consortium is given and their backgrounds. He also plans to include a short summary of the current state of practice in elearning and research. There will be a short description of the research methodology, being empirical research which employs a questionnaire approach and some hypotheses. Following this will be a discussion on the design of the questionnaire and the process employed in acquiring the data. He requested some additional interpretation on the figures and graphics received from Francesco Agrusti, he requested support from the

Italian contingent in terms of a scientific interpretation. Finally there will be a summary and appendices.

Francesco Agrusti reported on the statistical analysis: He has sent the statistical analysis and graphics to Bernd Krämer. He stated that the analysis of variants will require input from Professor Vertecchi. He requested an extension to the 14 of June submission date. This will allow for a more specific analysis to be made. The Board of Management granted this request.

At its meeting on 10 September 2007 the Board of Management received the final report on Workpackage 3 from Professor Krämer. He stated that the document is completed and published on the web and also in a research publication associated with the FeU. He stated that the report was 48 pages in length and was supported by 350 pages of statistical appendices.

The Board of Management complimented Professor Krämer on the excellent quality of his work. It approved the report as Workpackage 3 for the Interim Report to the European Commission. It approved the report for posting unpassworded to the project website.

#### **Work package 4. The impact of technology on learning in e-learning**

Professor Nevena Mileva of the University of Plovdiv, in Bulgaria, was appointed by the project Board of Management as the supervisor of workpackage 4 *The impact of technology on learning in e-learning*.

At its meeting on 10 September 2007 the Board of Management received progress reports from all the partners on their progress with data collection for Work package 4.

The University of Plovdiv and Distance Education International are having difficulties in collecting data because of the summer holidays. A completion date of 30 September is impossible for Plovdiv – need to move completion date to 1 November. This was accepted by the project Board of Management. The data should be sent to Francesco Agrusti by 1 October results of which to be sent to Nevena Mileva by 15 October. RomaTre has already collected the data. The same forms should be completed as for Work package 3. Francesco Agrusti will circulate the forms with a clear indication which is to be used for control and intervention group. Corvinno do not envisage any problems in completing. FeU has also collected data from the control group and the collection of intervention group is still happening. Ericsson is completed. The Board of Management agreed to the extension requested by the University of Plovdiv.

At its face-to-face meeting at Hagen in Germany on 9 November 2007 the Board of Management received the final report on Work package 4 from Professor Nevena Mileva. She stated:

Two main groups exist, the intervention group with experience of e learning and the control group without experience. This information is sufficient for the framework of the document. She acknowledged the contribution made by Francesco Agrusti and his data analysis to the report. The impact of ICT on

learning in general and on e-learning – the findings show two main directions which differ slightly from the structure of Dr Kraemer's report.

The remainder of the document structure is equivalent to that of Dr Kraemer's document. She spoke on the analysis of collected information, chapter 3. The majority of respondents are students, she feels that the inclusion of the category of student in occupation is confusing. She suggests that this category be broken down further. She has issues with the question of how experienced one is with advanced technology: How can we know how experienced this group are with advanced technology, is this question reliable. In her opinion, maximum standardization can be reached by indicating the type of advanced technology in question. The use of a yardstick to establish exactly what advanced technology would be useful.

It has been difficult to find people without experience of elearning. Her opinion is that on analysis of the results, she has used only those results which directly relate to our project. Difficulties arise from the division of groups into control and intervention. The analysis and the statistics would be more clear if just one group existed. Professor Benedetto Vertecchi indicated that this confirms his opinion on cognitive and affective influences. In the study the main focus is on attitudes and not on achievements.

The Board of Management complimented Professor Mileva on the excellent quality of her work. It approved the report as Workpackage 4 for the Interim Report to the European Commission. It approved the report for posting unpassworded to the project website.

### **Workpackage 5. The impact of technology on learning in synchronous e-learning systems.**

The Board of Management at its inaugural meeting entrusted this workpackage to Distance Education International under the leadership of the project scientific Co-ordinator Dr Desmond Keegan.

The use of technology in the form of distance education provision known as synchronous e-learning systems (or Live e-learning or Virtual Classrooms systems) is little known and little used in Europe, though widely used, especially in corporate training, in America.

One of the few manifestations of this use of technology in education was the recent Socrates Minerva project *Virtual classrooms in educational provision – synchronous elearning systems for European institutions*, which was led by Ericsson, with the FernUniversität and the Hungarian Foundation among the partners. This project led to the publication of one of the few books of analysis on the subject with the title *Virtual classrooms in educational provision – synchronous elearning systems for European institutions* published as Volume 126 in the well-known ZIFF Papiere series of the Zentrales Institut für Fernstudienforschung of the FernUniversität in Hagen.

In these systems the technology is used electronically to recreate a class at a distance with students coming together with the teacher at the same time, for the same duration but from all over the world. Thus many of the qualities of conventional education are electronically recreated, with the teacher's voice presenting the class, and the students benefiting from interaction with the class group and with a teacher.

Work-package 5	Start/End Date/Duration	Staff days	Roles and tasks of partners
The impact of technology on learning in synchronous e-learning	01/10/2007 to 31/12/2007	1. 54 2. 78 3.0 4. 8 5. 11 Total = 151	DEI will manage the planning process. Ericsson will chair the Board of Management and work package administration. Ericsson and Corvinno have extensive expertise in this form of e-learning and will lead the research, data analysis and report writing.

Ericsson are European leaders in this form of e-learning for corporate training and the Hungarian Foundation are European leaders for university-level academic education and therefore these two partners will take leadership in the carrying out of this workpackage.

**Work package 6. The impact of technology on learning in the use of the WWW on-campus.**

The Board of Management at its inaugural meeting entrusted this workpackage to the University of Rome III under the leadership of Professor Benedetto Vertecchi and Dott Francesco Agrusti.

There is a growing tendency in conventional, face-to-face education of replacing university and college lectures by technological presentations. The university or college distributes computers around its campus, places its course lecture materials on the World Wide Web and either compels its students to use the technology as a substitute for teaching by cancelling lectures, or alternatively uses the technology as a supplement to lectures by making the WWW version as well as the face-to-face version.

This will be an investigation of the impact of technology on the learning of students who enrolled in a course expecting to be taught face-to-face in a conventional manner, but who find that the university has made the decision to cancel the face-to-face sessions and replace them with technology.

Work-package 6	Start/End Date/Duration	Staff days	Roles and tasks of partners
The impact of technology on learning in e-learning	01/01/2008 to 29/02/2008	1. 49 2. 62 3. 3 4. 8 5. 11 Total = 133	DEI will manage the planning process. Ericsson will chair the Board of Management and workpackage administration. The University of Rome III and the University of Plovdiv will play a leading role in the research, data analysis and report writing.

### **Workpackage 7. The impact of technology on learning in mobile learning.**

The Board of Management at its inaugural meeting entrusted this workpackage to the Corvinno Technology Transfer Centre, Budapest, Hungary III under the leadership of Mr Gabor Kismihok.

Mobile learning is the provision of education and training on wireless devices: PDAs (Personal Digital Assistants), smartphones and mobile phones.

It takes its origins from the 'law' of distance education research which states that 'it is not technologies with inherent pedagogical capabilities which triumph in distance education but technologies which are generally available to citizens'.

Never in the history of the use of technology in education has there been a technology so available to citizens as mobile telephony. The statistics are stunning: Ericsson announced in July 2005 that the number of mobile devices in the world had reached 2.000.000.000 for the first time. They forecast that the numbers would reach 3.000.000.000 as early as 2010. This is for a world population of just over 6 billion.

One can confidently assert that every student in every university and college in every European state possesses one. Rapid progress is being made in the roll out of mobile learning for university administration and the academic use of mobile learning is developing rapidly also.

Work-package 7	Start/End Date/Duration	Staff days	Roles and tasks of partners
The impact of technology on learning in mobile learning	01/03/2008 to 30/04/2008	1. 49 2. 83 3. 3 4. 8 5. 10 Total = 139	DEI will manage the planning process. Ericsson will chair the Board of Management and workpackage administration. Ericsson has extensive expertise in this form of provision and will lead the research, data analysis and report writing, together with the FernUniversität, Corvinno and Distance Education International.

Ericsson is a European leader in m-learning and has led three major European Commission projects in the field:

The Leonardo da Vinci project *From e-learning to m-learning*, the Leonardo da Vinci project *Mobile learning: the next generation of learning* and the Leonardo da Vinci project *The incorporation of mobile learning into mainstream education and training*. In these projects the FernUniversität, the Hungarian Foundation and Distance Education International played major roles.

**Workpackage 8. The impact of technology on learning by men and women.**

The Board of Management at its inaugural meeting entrusted this workpackage to Ericsson Education Ireland under the leadership of Mrs Judy Nix and Mr Edward O'Brien.

It may be that there are differences between men and women in the impact of technology on learning.

In the developing world there are many indicators that the impact of technology on men and women is in many cases different. The reasons for this are differences between men and women in levels of education, differences between men and women in types of employment and differences in social opportunities.

But this project is being carried out in Europe and its focus is on European learners. The very latest data (29.12.2005) on the impact of technology on men and women in the West indicates that:

About two-thirds of the 6,403 adults surveyed by Pew during 2005 said they use the Internet. By gender, it was 68 percent of the male respondents, and

66 percent of the female participants -- a statistically insignificant difference given the study's margin of sampling error of plus or minus 2 percentage points. In 2002, by contrast, the gap was slightly larger: 61 percent vs. 57 percent

The role of this project will be to produce additional data for comparison with the American figures release on 29 December 2005 and attempt to demonstrate whether the American figures showing near parity between men and women on the WWW are replicated in Europe.

<b>Work-package 8</b>	<b>Start/End Date/Duration</b>	<b>Staff days</b>	<b>Roles and tasks of partners</b>
The impact of technology on learning for men and women	01/05/2008 to 30/6/2008	1. 48 2. 70 3. 3 4. 8 5. 10 Total = 139	DEI will manage the planning process. Ericsson will chair the Board of Management and workpackage administration. All partners have extensive expertise in dealing with men and women in learning and will contribute to the research, data analysis and report writing.

All the partners will contribute to the composition of both the intervention group and the control group for this workpackage.

**Workpackage 9. The impact of technology on learning for younger learners and for older learners**

The Board of Management at its inaugural meeting entrusted this workpackage to Distance Education International under the leadership of the project scientific Co-ordinator Dr Desmond Keegan.

Recently the British Broadcasting Corporation published the results of their survey of Audience Characteristics. One of the findings was that people in the 16-24 age bracket considered that the possession of a mobile telephony device was 'a necessity'. The ownership of a wireless telephony device did not impact in this way on any other age grouping.

*The Washington Post* on 29.12.2005 reports that 86% of American women aged 18-29 were online whereas only 21% of women aged 65 and older were online.

There is, therefore, evidence that younger students may feel the impact of technology on learning in different ways from older learners. D. Tapscott, in his 1998 book *Growing Up Digital* called these younger learners the 'Net Generation' and claimed that this younger generation finds using advanced digital technologies 'no more intimidating than using a VCR or a toaster'.

The project will evaluate the evidence that the 'Net Generation' reacts to the impact of technology on learning in different ways than older students.

Work-package 9	Start/End Date/Duration	Staff days	Roles and tasks of partners
The impact of technology on learning for older and younger learners	01/07/2008 to 31/8/2008	1. 50 2. 58 3. 2 4. 6 5. 4 Total = 120	DEI will manage the planning process. Ericsson will chair the Board of Management and workpackage administration. All partners have extensive expertise in dealing with older and younger students in learning and will contribute to the research, data analysis and report writing.

### Workpackage 10. Dissemination and validation

The Board of Management at its inaugural meeting stipulated that all partners were to participate in dissemination and validation.

The valorisation plan will ensure a real valorisation and exploitation of the results of the project. This will go beyond a traditional dissemination strategy. It will create value from the beginning of project activities by involving relevant stakeholders and by creating interaction between researchers and practitioners.

The first users of these recommendations will be the membership of the European Consortium for the learning Organisation (ECLO). The ECLO Membership consists of 1500 members in the fields of vocational and technical education, business and public and private organisations.

Work-package 10 Valorisation Plan	Timetable	Target Groups	Resources
Project Website	Ongoing through project lifecycle. The website will be maintained by	All (See section C.1)	Ericsson: Develop, host and maintain website

	Ericsson after the project lifespan		
Special Interest Group	SIG identified and formed at project start-up and maintained during project lifecycle.	All (See section C.1)	ECLO (1500 named members). Other partners to provide additional 50 each which will bring the total valorisation group to over 1500.
Educational Blogging	Set up and monitored from start-up of project and maintained during project lifecycle.	ECLO membership and SIGs of other partners	Set up and maintained by Ericsson on project website.
Book of the Project	Ongoing through the lifecycle of the project with publication prior to project conclusion.	All (See section C.1) including those outside the EU	Permanent valorisation through publication with ISBN and entry permanently into the literature of the field with chapters by all the partners
International Conference	September 2008	Stakeholders and decision makers in technology in educational provision in Europe	Papers from international experts and experts from within the partnership and presentations of major findings of the project.
Publication of Papers and Articles	Ongoing	All including those outside the EU	Articles by experts within the project on the findings of the project.

The main elements of the dissemination work-package are to broadcast the results of the project on an on-going basis to all target groups as outlined in section C.1. The planned dissemination activities are:

- A comprehensive website listing the working papers and technical solutions of technology in learning, including a portal listing conferences,

technical sites, articles and literature on technology in learning. This main website will be mirrored by smaller websites on each of the partners' extranets.

- The project SIG (Special Interest Group) through which experts from throughout the world will be informed about the project and able to contribute their experiences and discuss their problems with this sector of education and training. The aim behind the formation of nationally significant SIGs is to maintain and foster relationships on an on-going basis at a local and national level.
- Educational blogging has been chosen ahead of other forms of computer communication because of its immediacy and ease of use. A weblog (sometimes called a blog) is a webpage where a weblogger 'logs' all the other web pages that are found interesting. Though consisting of regular (and often dated) updates, the blog adds to the form of the diary by incorporating the best features of hypertext: the capacity to link to new and useful resources. But a blog is also characterised by its reflection of a personal style, and this style may be reflected in either the writing or the selection of links passed on to readers. Blogs are, in their purest form, the core of what has come to be called *personal publishing*.
- The book of the project (about 150 pp), which will be published within the life of the project and distributed to stakeholders and decision makers on education throughout the world. With its ISBN number it will enter permanently into the education literature.
- The project international conference on the Impact of Technology on Learning will be held as the concluding event of the project with invitations to attend to stakeholders, social partners, national and international decision makers. The proceedings will be published and distributed on CD Rom, paper and on the WWW.
- Articles on technology in education will be published in influential journals like ELEED and EURODL and on the WWW setting the groundwork for the development of this new sector of educational and training provision.

<b>Work-package 10</b>	<b>Start/End Date/Duration</b>	<b>Staff days</b>	<b>Roles and tasks of partners</b>
Dissemination and Valorisation plan	1/10/2006 to 30/9/2008	1. 62 2. 150 3. 6 4. 11 5. 11 Total = 240	All partners constantly involved in valorisation of project results.

In addition to the above, the products that will be developed during the project lifecycle may have commercialisation potential. In this case, an agreement will be signed by all partners giving each partner equal access to all the products developed as part of the project for their educational usage with ownership of the products being shared in proportion to the contribution by the partners to the matching funding in the project budget.

## **Workpackage 11: Quality management plan**

The main aim of this work-package is given as being that ensuring “the quality of the products developed and processes used during the project”. As indicated under the review of activities under Workpackage one (“Project administration”) a board of management was appointed at the first transnational meeting for the project (27th of November 2006).

Other actions listed under this workpackage in the proposal include the monitoring of budget expenditure which has been largely – and rightly – managed by lead partner Ericsson and the approval of both interim and final products by the board of management which is being concluded in parallel with the writing of this evaluation. This interim evaluation report also represents an input under this workpackage. A final evaluation report will also be produced at the end of the project, this will involve a wider range of data gathering methods and will also provide more context for the project results once they have been provided as a whole and in their final definitive state.

## **Conclusion**

The project concludes on 30 September 2008. The final report will be submitted to the European Commission by 30 November 2008.





