



Final Evaluation Report

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1 Introduction

The final project evaluation was conducted from the 10th of June to the 21st of August in 2017. The survey was conducted with the online tool Survey Monkey. Following, there is an overview about the different evaluation aspects of the survey:

- The impact of the project
- The fruitfulness of the collaboration
- The range of the project impact on the most relevant priorities
- Project impact on the local, regional and international level
- Project dissemination and reaction
- Promotion of the project results
- Potential of the project on a large scale in a different field
- Results and activities after the end of the EU funding and implementation and support

Furthermore, this document gives an imagination about what the partners are expecting for the following-up of the project.

In the survey 19 questions were used to provide an insight into the success of the project in OPALESCE. The survey persisted in all by 19 questions. 8 questions were closed, but every participant had the opportunity to communicate its own opinion after each question. 6 questions were open. The survey was conducted by 6 participants.

There is no incomplete set of quantitative data, but some of the participants have skipped the open-ended questions, which were concerned with recommendations for improvements of the OPALESCE project in future aspects.

Please find below the summarized final evaluation report data:

Insights into the survey results of the project

In this report the results of the survey are presented by figures (quantitative data) and tables with comments of the participants (qualitative data).

The figures always show the frequency of participants (y-axis) and the the results of the rating. There existed two kinds of rating. A star rating from 1 to 5 (y-axis) and a evaluation rate from very good/strong to very weak (1 to 4).

The choice of 1 star "not strong" or „very weak" in the rating scale expresses that the participant absolutely disagree with the question. The choice of 5 stars stands for "very strong" or „very good/strong" which means that the participant strongly agrees with the question. Besides the figures always show the relative and absolute numbers of the survey answers.

All project partners see a huge impact on the partners and other organisations involved in the project at different levels.

The partners improved their professional development in „Open Education Resources” on a international level. Besides the partners improved their digital skills and computer skills. Every partner created its own Micro Units (Mus) and developed „learning nuggets” with multi media material and uploaded them on the e-learning platform of OPALESCE. This has also the effect that everybody renewed its knowledge about senior citizens needs in the learning environment or adult education. All in all the the collaboration has an effect on the partners know-know, which they can adapt to further future projects (s. table 1).

Question 1: *What was the project's impact on the partners and other organisations involved in the project? Please explain the project's impact on the partners and other organisations involved in the project.*

Qualitative data to question 1

Answers
(1) The project's impact on the partners of the project was huge since they had the opportunity to work together on a shared goal, which was to create a modern e-learning environment for senior citizens, which was built to fit their needs. Since all participating partners shared the same goal of providing a user-friendly e-learning solution to the senior citizens together with custom-made educational content, they will be part of an ever-growing learning community, enabling them to make improvements and master the solution provided. For N.C.S.R. "Demokritos" in particular this project provided an opportunity to collaborate with another partner on a technical basis and the experience gained both in terms of collaboration as well as in terms of technical knowledge was invaluable. In addition, with the know-how and the experiences gained it is now possible to work further on the developed platforms, make improvements and research the learning needs of senior citizens in more depth.
(2) The project meant that the company developed the competence to create OER on an international level and it also meant that the company developed an interest to be more active in adult education.
(3) 1. Impact on organisation and staff: Improved professional development in the field, improved digital skills and competences in the use of software for the creation of micro units, better knowledge and understanding of senior citizens needs and requirements, provision of wider and better educational services to seniors, broadening of network and expertise, exchange of good practices etc.
(4) The OPALESCE tool is a great approach for mLearning and has a lot to offer in various kinds of topics.

Table1: Quantitative answers to projects impact on the partners and other organisations

The bar chart of figure 1, 2 and 3 deals with the question, whether the collaboration of the project was fruitful for the stakeholders. The stakeholders are enterprises (figure 1), indirect stakeholders e.g. chambers (figure 2) and the direct stakeholders like senior citizens with no previous computer experience (figure 3).

The collaboration partners evaluate the fruitfulness with other enterprises and indirect stakeholders as very good (16.67%) and good (66.67%). The majority of the partners are completely satisfied with the quality of the collaboration and see a very good fruitfulness for the direct stakeholders. The relative number of 50% emphasizes this statement in figure 3.

Question 2: *Was the collaboration for the target groups and other stakeholders fruitful?*

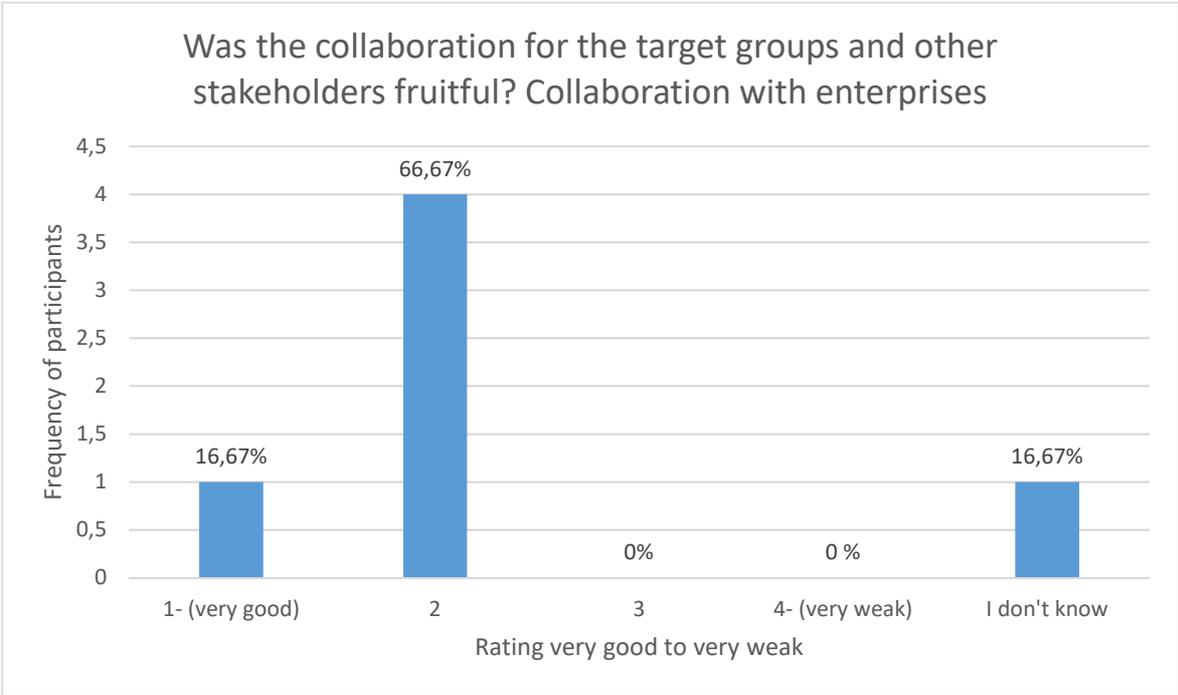


Figure1: *Fruitfulness collaboration for the target groups and enterprises*

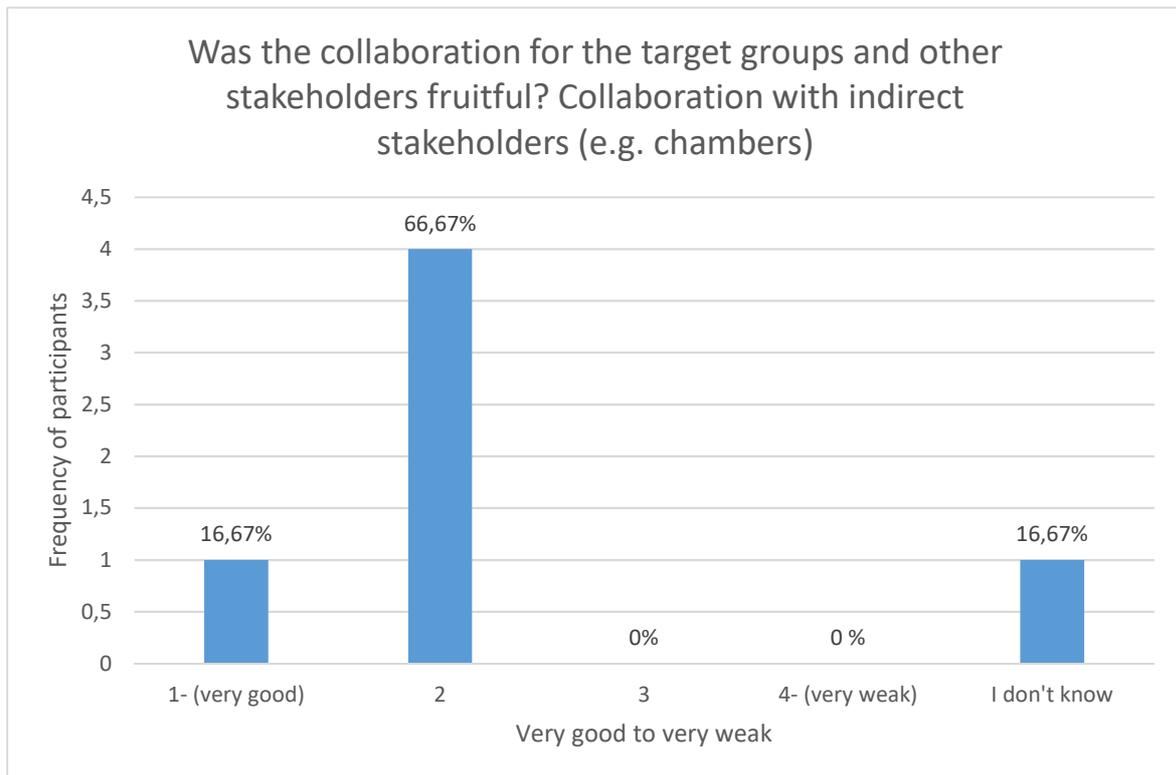


Figure2: Fruitfulness collaboration for the target groups and indirect stakeholders e.g. chambers

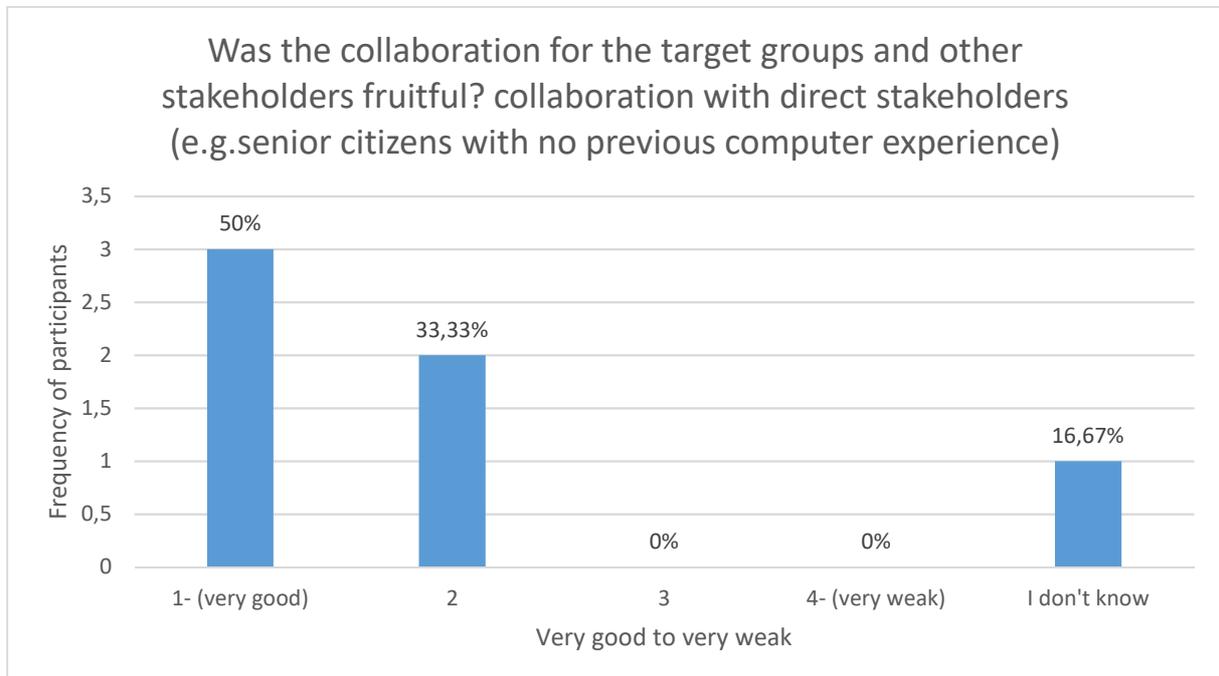


Figure3: Fruitfulness collaboration with direct stakeholder

The project’s impact on the target group was very positive and satisfying. On the one hand this is explained by the specified mobile e-learning tool, which is based on senior citizenships needs and skills. On the other hand the learning material was provided in such a precious pedagogic way in form of Micro Units so that the learning process will be influenced very positive. All these factors reduced an isolation in a lifelong learning community and improved the opportunity to take a step into the e-inclusion (s. table 2).

Besides the main target group educators and education content creator benefited from OPALESCE. Why? Because they got involved into the project process by creating contents for the Micro Units.

Furthermore the project will reach a wide audience across the borders of the partner’s country, because of the use of an e-learning tool, which connected the people around the world. A wide range of dissemination activities attracted the attention of interested persons (s. table 2).

Question 3: Regarding to question 2. What was the project's impact on the target groups and stakeholders and how did the results reach them?

Qualitative data to question 3

Answers
(1) The project's impact on the target group of the project i.e. the senior citizens was also huge since they were given the opportunity to use a modern e-learning environment that was built based on their needs as well as to familiarize themselves with the use of mobile devices as learning tools. In addition, learning material was also provided in the form of micro units to ease the learning process and finally, a learning community was created in order to enable them to communicate and exchange ideas and comments. The main impact on the senior citizens was the fact that this project provided a step towards their e-inclusion and to opportunities to access an online learning community together with educational content anytime and anywhere. Another target group was also educators and educational content creators. This target groups also benefited from this project since they got involved in a very interesting project and were asked to provide content in a new and innovative way in the form of micro units. In addition, their educational content can reach a wider audience across the borders of their country through this e-learning environment and they can become members of a large European learning community. The results reached the target groups through various dissemination channels as well as through bilateral meetings and newsletters sent to collaborators. The main means for dissemination was the Internet and social media channels.
(2) The project was well received when we introduced it to a conference of educators and several participants wanted to know more about using OPALESCE on their own.
(3) Several distribution and test events were held directly involving the target group.

(4) 3. The impact on target group: Improved use of digital skills, enhanced use of mobile and tablets for learning, enriched motivation and creativity, advanced connectivity with digital world etc.
(5) Direct contact with target groups and stakeholders by showing them the product and involving them in the process.

Table2: Quantitative answers to projects impact on the target group and stakeholders

The bar chart of figure 4, 5 and 6 deals with the question, how strong the project contributed the achievement of the most relevant priorities in relation to a) supporting the production and adoption of OER, b) reduction in the number of low-skilled adults and c) digital competences.

The majority of the partners are completely satisfied with the strength of the project contribution in relation to the support of OER (60%=very good), reduction of low-skilled adults (20%=very good) and digital competences (60%= very good).

Question 4: *How strong has the project contributed the achievement of the most relevant priorities?*

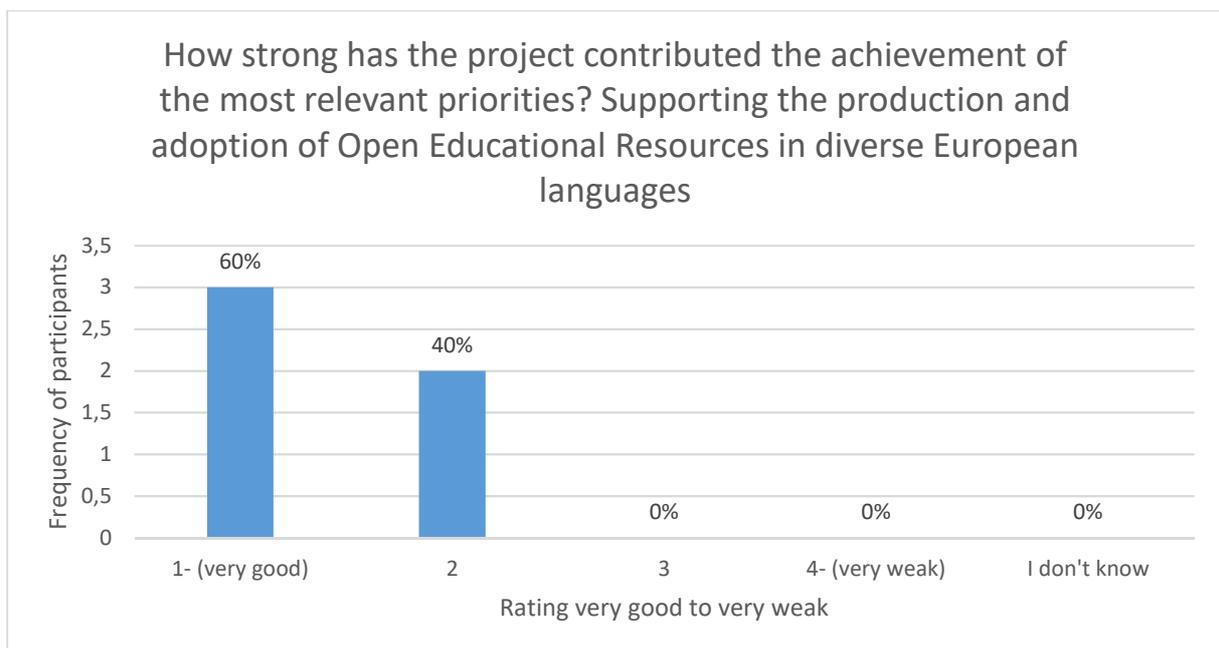


Figure4: Project contribution to OER in diverse languages

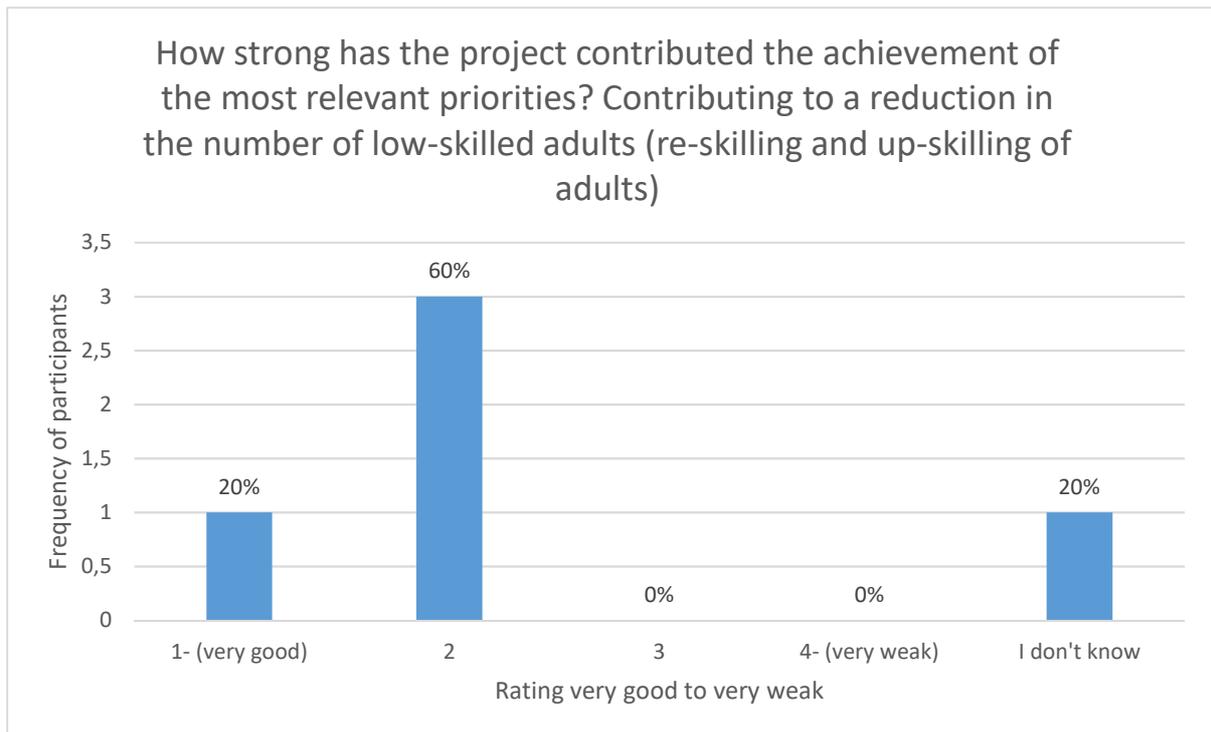


Figure5: Project contribution to low-skilled adults

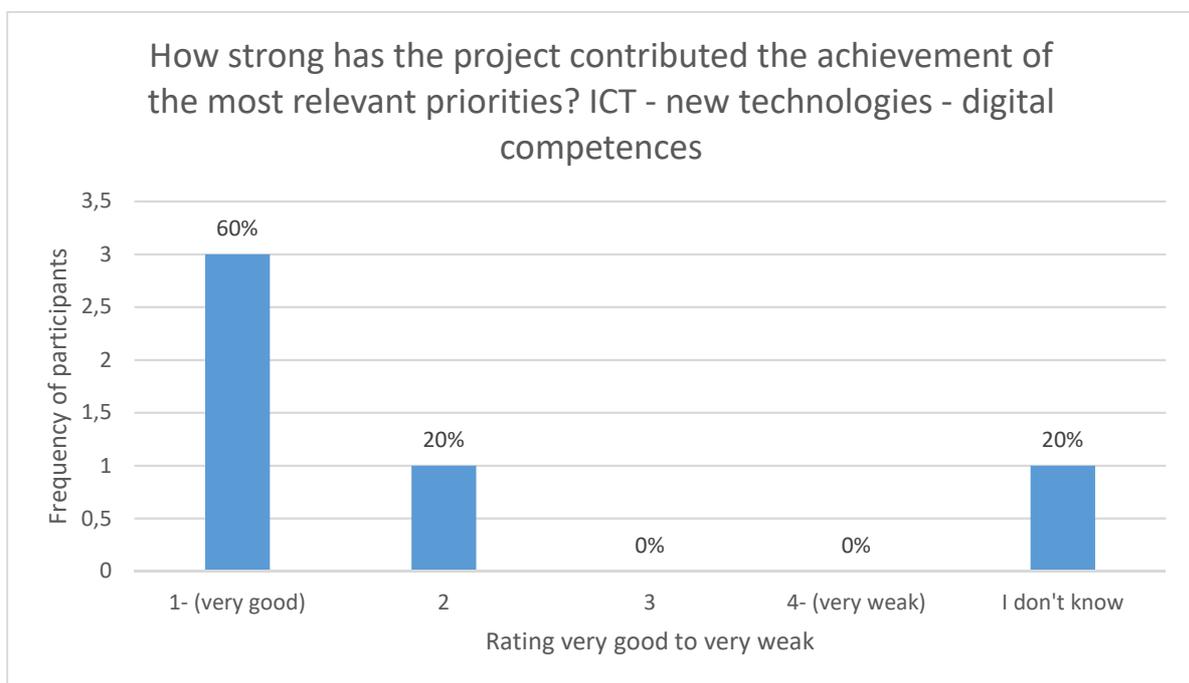


Figure6: Project contribution to digital competences

The majority of the project partners see a strong impact on the local level. This tendency is shown by the answers of the stars ranking (s. Figure 7). Approximately 17% see a very strong and 50% a strong impact of project on the local level. This fact is supported by the mean value of 3.83.

Question 5: *How strong was the impact of the project on the local level?*

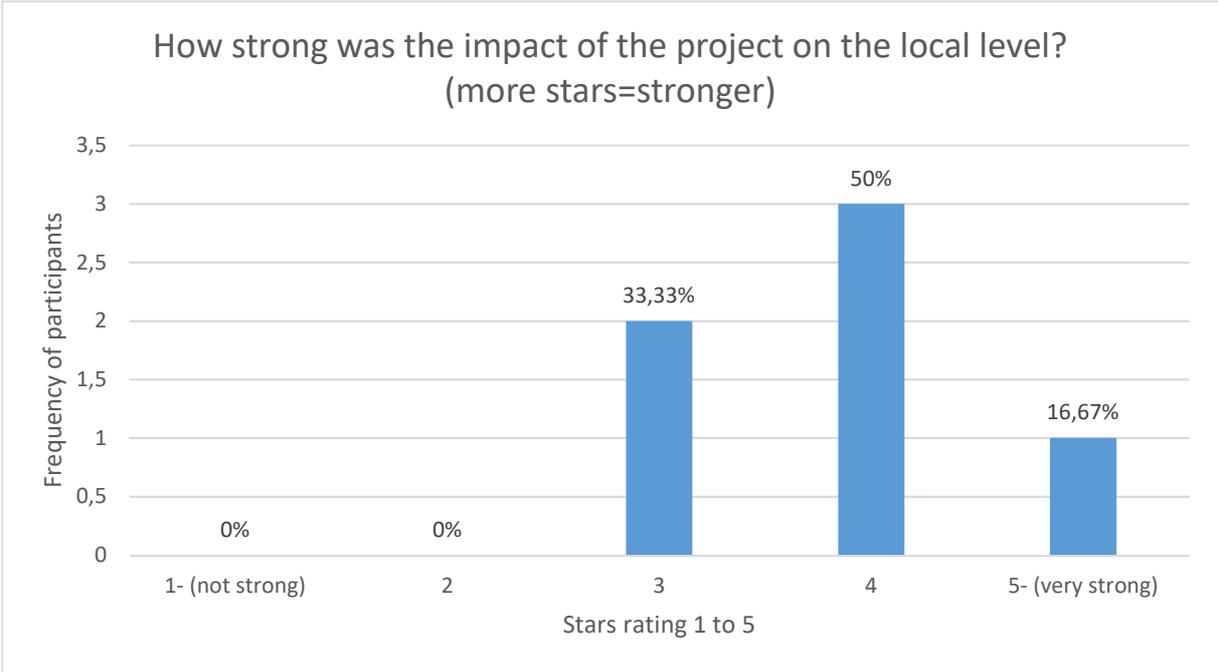


Figure7: *Project impact on a local level*

The results of the qualitative data explain why the partners see a very strong impact of the project on the local level. The product is successful on a local level, because it is well thought and executed. Besides, it has a huge potential to be used in different areas. Furthermore the OPALESCE platform was tested successful on a local level. For example, RUTIS tested the mobile app with a number of senior citizens in their organization. Additionally a great number of senior citizens have been informed about the app (s. table 3).

Qualitative data to question 5

Answers
(1) The impact was great because the product was well thought and well executed and has great potential to be used in several areas.
(2) Although the project aimed at making a strong impact on a national and European level, nevertheless a lot of the people from the aforementioned target groups that participated in the project were from a local pool. Therefore, the impact on a local level was quite significant.
(3) The impact was very strong due to the nature of the work of the Emphasys Centre which operates as an ICT Training Centre. The target group of senior citizens have benefited enormously from the testing sessions related to the OPALESCE platform, as well as the other supporting training sessions organised, such as training for the acquisition of basic digital competences. A great number of senior citizens have been informed and have used the Mobile App. As the focus of the Micro Units designed were on internet and gmail, they have managed to create gmail accounts and are now being used. Their prospect to the benefits of mobile learning and their use of the mobiles and tablets has now changed and a new aspect has been introduced: educational recourses not only communication items.

Table3: Quantitative answers to projects impact on a local level

The majority of the project partners see a middle-strong impact on the regional level. This tendency is shown by the answers of the stars ranking (s. figure 8). Approximately 17% see a very strong and about 34% a strong impact of the project on the regional level. The tendency of a a strong impact is also emphasised by a mean of 3.67.

Question 6: *How strong was the impact of the project on the regional level?*
(more stars=stronger)

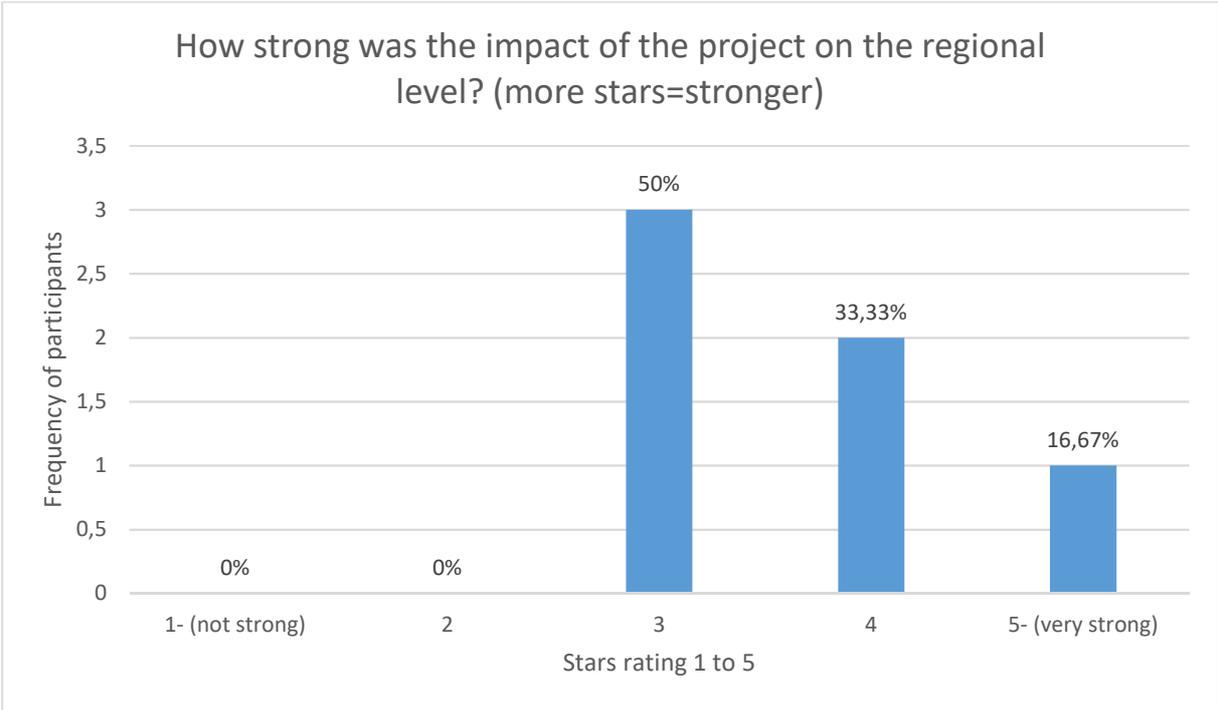


Figure8: Project impact on a regional level

The evaluation of the qualitative data explains why the partners did not see such a strong impact of the project on a regional level as on a local level. The impact on the regional level has another focus than on the local level. The focus on the regional level was related to a raising awareness of possibilities on mobile learning and adult learning.

Qualitative data to question 6

Answers
(1) The impact was great because the product was well thought and well executed and has great potential to be used in several areas.
(2) Like before, a lot of the people from the aforementioned target groups that participated in the project were from a local and regional pool. Therefore, the impact on a regional level was quite significant.
(3) The impact at the regional level was more related to raising awareness of the possibilities and potential of mobile learning, as well as raising the quality of adult learning. The expectations of adult learners and senior citizens in particular are now higher, and therefore the quality should be upgraded whereas the motivation for distance learning is more. There is an intrinsic urge for using mobile learning - distance learning with groups of people that cannot have easy access to training centres. The professional development of adult educators was surely improved and the options provided for use will be further exploited. Senior citizens have now a greater knowledge of the use of mobile learning. In addition, a system impact on the senior citizens' lives could be observed, as through the testing and use of the Mobile App several other social and personal aspects were promoted.

Table4: Quantitative answers to projects impact on a regional level

The majority of the project partners see a very strong (33.33%) and strong impact (33.33%) on the international level. This tendency is shown by the answers of the stars ranking (s. Figure 9). These results are highlighted and underlined by a mean value of 3.83.

*Question 7: How strong was the impact of the project on the international level?
(more stars=stronger)*

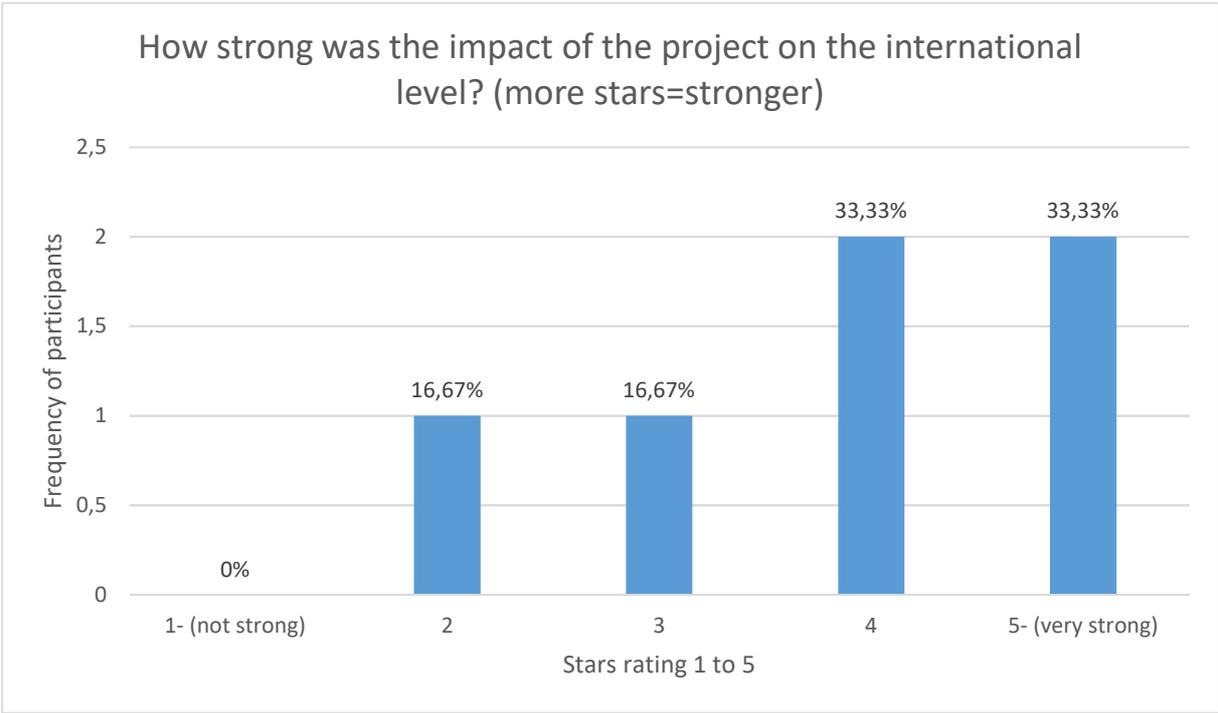


Figure9: Project impact on an international level

With question 8 the project partners stated how they disseminate the project results inside and outside of the collaboration and define the targeted audiences.

Figure 10 shows that all collaborates (100%) targeted the audience at the local level. Furthermore, approximately 67% of the project partners targeted at the regional level. With 50% the dissemination activities reached the audience at the EU level and national level. The fewest targeted audience who reached the dissemination was at the international level with approximately 17%.

Question 8: *To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.*

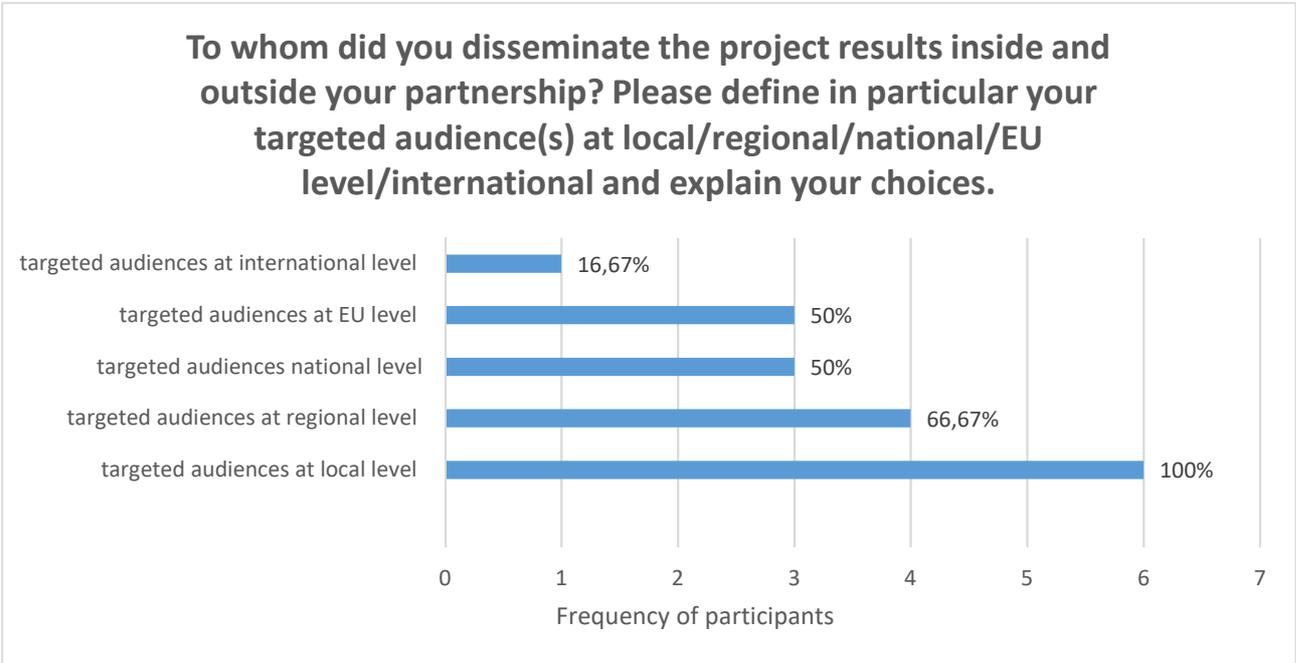


Figure10: Dissemination of the project results inside and outside of the partnership

The results of the qualitative data give an insight why they disseminate the results on which level, to whom and why (s. table 5).

The results of the OPALCSE project was disseminated to educational institutions like schools, school networks and universities. In this way, it was possible to attract new potential content authors for the e-learning platform. Besides the institutions, cooperate on a national level, which attract seniors on a local, national and regional level.

Furthermore the OPALCSE app is available on the Google Play store and via the iOS AppStore therefore the app reached also the target group at an international level.

Besides there exist the website: <http://opalcesce.eduproject.eu>. This website informs external stakeholders about the project and its development. This website has been updated on a regular basis and present the outcomes, promotional material, etc. to its visitors.

Qualitative data to question 8

Answers
(1) Our great aim was the promotion of our partners and members and we work in a national scope which corresponds to more than 300 third age universities which correspond to more than 40000 seniors students and 5000 volunteer teachers.
(2) The project was disseminated to schools and school networks in Greece in an attempt to attract potential learning material authors. In addition, the project was disseminated to all our partners and collaborators both in Greece and in Europe in order to attract senior citizens to use the learning environment and become members of the learning community as well as to senior citizens with whom we have collaborated in the past in another related project. Finally, through the use of online means the project was disseminated to visitors of our websites and social media pages. The main goal was to attract people of the two main target groups and the dissemination plan was as focused on that goal in order to reach the desired results.
(3) Distributing the app via the Google Play Store and via the iOS App Store is on an EU-wide level but could be expanded to an international level.

Table5: Quantitative answers to projects dissemination results inside and outside of the partnership

All partners used conferences (100%) and a website (100%) in order to attract attention to the project and disseminate the results. Another popular channel of dissemination was the use of online print media as articles, newsletters and flyers and events. The relative number of approximately 67% emphasizes this statement. 50% of the project partners used also a) workshops, b) social networks as Facebook, Twitter and Xing and c) project meetings (except "OPLAESCE" partner meetings) (s. figure 11).

Further strong used dissemination channels were exhibitions (33.33%) and internal meetings (33.33%).

Conspicuously is the fact the collaborators used less public media elements as a blog with 0%, the radio with only approximately 17% and not the TV with 0%. This less use of public media could be explained by a lacking of expertise with such channels. Not every organization or institution get often in contact with them, because it is not often needed.

Question 9: What kind of dissemination activities did your partnership carry out and through which channels?

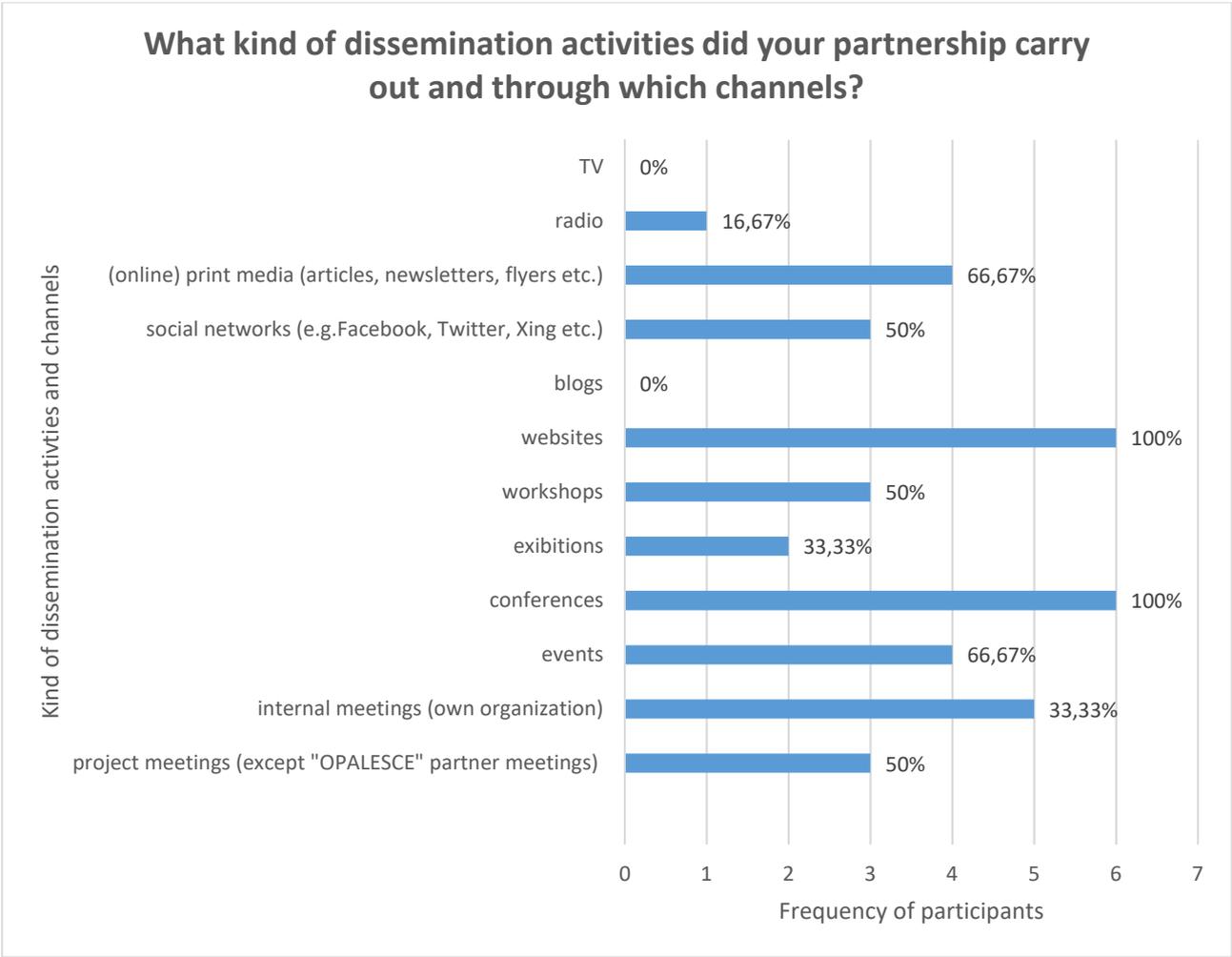


Figure 11: Kind of dissemination activities and through which channel

The answers of the qualitative data in table 6 give a closer look to the reaction of the people to the dissemination activities of the project partners and their used dissemination activities.

Generally, the partners agree that they receive a quite positive feedback to the project “OPALESCE” and its product. Through the dissemination of the project, the attracted persons got a new view on the issue of senior citizens in a digital world and the exclusion from the society. Many people commend the potential of this project.

Besides the partners used further opportunities as shown in figure 11 like bilateral meetings and personalized e-mails.

Especially the Emphasys Centre used international conferences as a platform to make the project public abroad. For example: International Educational Fair of Cyprus 2017 “Education and Career” 15-17/2/17, EU Conference ‘«Digital skills for new jobs: prospects and challenges’ 3/4/17 organised by Emphasys Centre and International Conference on ICT and Language Learning organized in Florence, Italy on the 12th and 13th of November 2015.

Qualitative data to question 9

Answers
(1) The feedback of the OPALESCE App was great and every time it was presented some new institution would come up asking for more information in how to work and cooperate with us.
(2) Apart from the extensive use of online tools and media, we conducted more personalized approaches either through bilateral meetings, personalized e-mails and presentations at conferences and other meetings with partners and potential stakeholders. The feedback that we received was mostly positive as many people understood and recognized the problem of senior citizens social, digital and learning exclusion and how the use of ICT tools can contribute to the elimination of this problem and to the bridging of the digital divide that this group of people faces.
(3) In general the project was always very well received and people see the potential.
(4) Emphasys Centre has presented the project in various events and conference both in Cyprus and abroad (e.g. International Educational Fair of Cyprus 2017 “Education and Career” 15-17/2/17, EU Conference ‘«Digital skills for new jobs: prospects and challenges’ 3/4/17 organised by Emphasys Centre, International Conference on ICT and Language Learning organized in Florence, Italy on the 12th and 13th of November 2015, 8th Innovative Environments Conference that took place on Saturday 17th of October 2015 at the University of Nicosia, “International Internet Café for Senior Citizens” organized at the Emphasys Centre,

Table6: Quantitative answers to the kind of dissemination activities and through which channel

The results in the table 7 describe how the project partners have promote the free access for all produced materials. There exist different ways. The most important fact is that the project is made public by the online portal and mobile app. Here the user can test the project product directly and see the finished result in form of the website and mobile app (s. table 7).

Furthermore every information are available online and free on the online portal.

Question 10: Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced intellectual outputs/tangible deliverables, please describe if and how you have promoted the free access for the public, through the internet, to a digital form thereof. In case a limitation was foreseen for the use of the open license, please specify the reasons, extent and nature of this limitation.

Qualitative data to question 10

Answers
(1) Our project is made public and anyone can access it by using the App store in case of the App and through project website and institutional websites.
(2) All products of the OPALESCE Project are open access through the online portal and the Mobile App. All the potential authors have to do is create an account on the online portal and they can instantly access the online portal content and upload new content. Of course there are limitations to ensure privacy and security. On the other hand the end users (senior citizens) have to download and install the OPALESCE Mobile App on their phones and they get instant access to the educational material provided in the form of Micro Units. Through the dissemination actions, it has been clearly stated that all the provided tools and material are free to anyone interested.
(3) Everything is available online for free.
(4) The app and platform provided are freely available through website and the appstore.
(5) All interested persons are able to use the OPALESCE tool. There will be some restrictions regarding the authors who will create the content, but still nearly every interested person will be able to develop content. Otherwise all deliverables, all information is available on the project's website for everyone to access.

Table7: Quantitative answers to the promotion of the free access for all produced materials

Another interesting aspect was to ensure that the project's results will remain available and used by future generations.

The partners describe different and creative ways to ensure the “go on” of the project after the EU funding lifetime (s. table 8). One aspect is that the project's results will remain available after the end of the project, because the consortium and separate organizations decided to keep the online portal and mobile app alive by creating further Micro Units for the learning purposes. Besides the product and website will be available after the funding time (s. table 8).

Another opportunity seems to be the interested institutions, which would like to use the OPALESCE app as learning alternative. Furthermore the involved seniors want to use the product as well after the project ending. The use of platform and app by another institutions and the direct stakeholder will generate a networking effect. Because of this, there is a guarantee that the use of the product will also happen in the future.

Question 11: *How have you ensured that the project's results will remain available and/or will be used by others?*

Qualitative data to question 11

Answers
(1) We have established some contacts with other institutions that showed to be very interested in using our OPALESCE App in their activities. We also have a group of seniors that intend to continue using the product as well as some of the universities of Third Age teachers showed interest in creating courses for the App.
(2) The project's results will remain available after the end of the project because as a consortium and as individual organizations we have decided to keep alive both the online portal as well as the mobile app in an attempt to grow the learning community and sustain the project for as long as possible. Our servers will continue to host the aforementioned services and an effort will be made to attract as many users (both content authors as well as senior citizens) so that the project is kept alive for a long time after its EU funding lifetime.
(3) The appstore versions are permanent.
(4) Due to the nature and spectrum of work, the Empasys Centre will continue to use the platform and will continue to design micro units for teaching and learning purposes. This will be done not only for adult learners, but for all learners. Through the network of our associates the platform and the theoretical.
(5) Yes, especially through the OPALESCE website.

Table8: Quantitative answers to ensure the project's results for another person's

Another interesting aspect of the final evaluation report was to ask for the potential of this project in other projects on a larger scale or in a different field or area.

The results show clearly that all participants with 100% see a huge potential for the OPALESCE products on a wide scale (s. figure 12). This fact is supported by a mean value of 5.00.

Question 12: *Did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?*

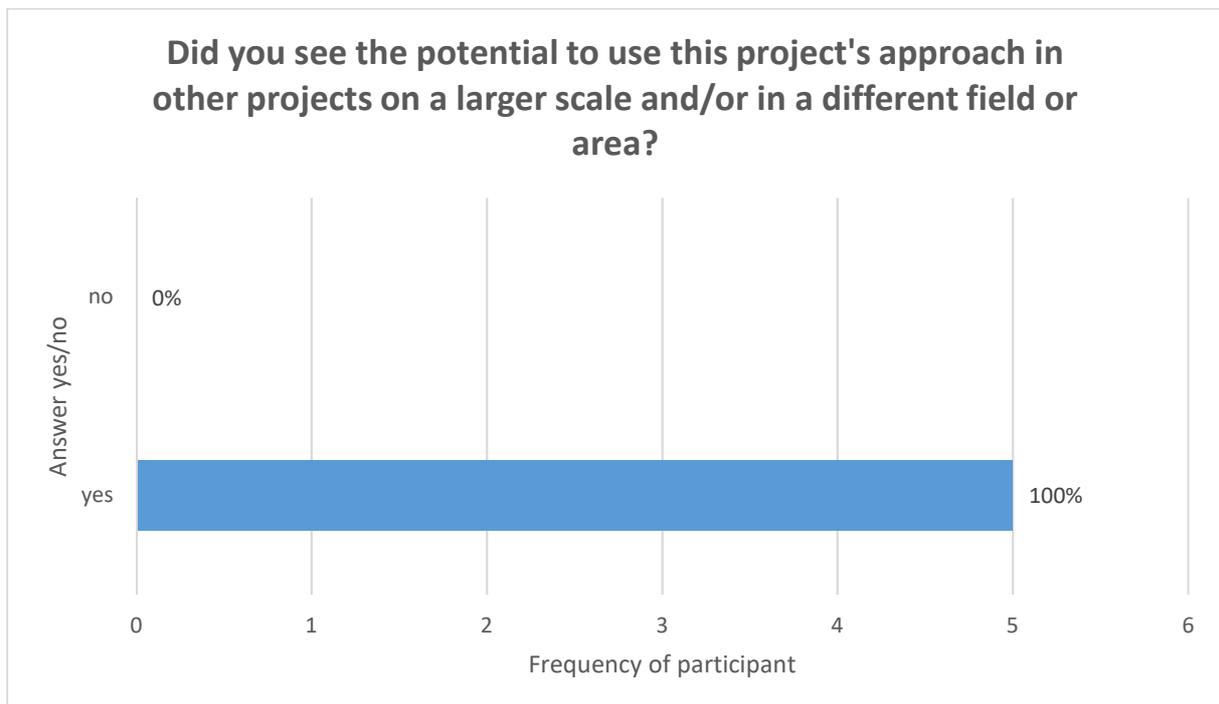


Figure12: *Potential of the project's approach*

The results of the qualitative data explain, why such a high potential for the use of the OPALESCE products is seen (s. table 9).

One partner sees a huge potential for the use of the products at Universities of Portugal in order to complement the lesson classes.

In addition, the opportunity to use the products in different languages seems to be attractive for a large-scale use in more countries in the future.

Besides, the potential is seen to extend the use in various education settings and fields as in the formal and non-formal learning environment.

Qualitative data to question 12

Answers
(1) We see the potential of this approach and think it would be of great use in our Third Age Universities in Portugal and out of the country. It will be a great way of complementing the lessons.
(2) Yes we saw see the potential to use this project's approach in other projects on a larger scale because the vision is to expand it in other languages in order to accommodate more senior citizens from more countries in Europe.
(3) Both the theoretical framework for designing micro units, as well as the platform and mobile app developed can be used by various target groups for various educational settings (e.g. formal and non-formal learning). The mobile app has also a commercial value in terms of being used by companies, banks and organisations that wish to educate their potential clients (e.g. i-banking system).
(4) The OPALESCE tool has high potential and therefore should be highly promoted throughout the EU and beyond. Currently OPALESCE focuses on seniors, but could be adapted into various fields.

Table9: Quantitative answers to open access requirements

After such a significant project period with such interesting project outputs it is also important to know, which activities and results will be maintained after the end of the EU funding.

One activity is to keep the e-learning platform and the mobile app available also after the project ending. Therefore the servers that host the e-learning environment with the Micro Units will stay alive. In addition, the content authors will care for the Micro Units and suites with different topics (s. table 10).

Another activity will be to perpetuate the promotion of the OPALESCE tool.

Question 13: *Which activities and results will be maintained after the end of the EU funding?*

Qualitative data to question 13

Answers
(1) We will continue with the App. The Micro Units and consequently the courses will be continued to be created.
(2) All e-learning platforms and the educational material will be maintained after the end of the EU funding. The consortium has decided to keep alive the servers that host the e-learning environment together with the Micro units and take actions towards the expansion of the learning community through sustainability and raising awareness actions.
(3) The App and platform are there to stay.
(4) Use of the platform and mobile app.
(5) For us it is important to promote the OPALESCE tool beyond the project's funding.

Table10: Quantitative answers to open access requirements

Furthermore, there is the question how these described activities in table 10 will be implemented and supported.

The projects partners will use different methods in order to implement and support these activities. One idea is to promote the project to 5000 volunteer teachers because of their pedagogical background they have the expertise to create new learning units as future developers. Another activity will be the promotion of the products to senior students at Universities. Besides whenever it is possible the online platform and mobile app of OPALESCE will be promoted (s. table 11).

In addition, the project consortium is very engaged and felt confident about these project products. Therefore, there is a strong interest to support this project also after the EU funding. There exist a huge inner motivation and persuasion to have an impact on the e-inclusion and e-learning issues for senior citizens through OPALESCE (s. table 11).

Question 14: *Regarding to the activities and results after the end of the EU funding. How will these activities be implemented and supported?*

Qualitative data to question 14

Answers
(1) We intend to use our national partners to continue with the project results. We intend to promote it to our 5000 volunteer teachers so they can be future developers as well as promote it to the senior students.
(2) These activities and results of the OPALESCE project will be implemented and supported with own funding means after the end of the EU funding so as to sustain the project for as long as possible. It is the will of the consortium to sustain the project for as long as possible not only because it believes in the quality of the end result and end products but also because it believes in the creation of a large online learning community and in the idea of supporting and enhancing the e-inclusion and e-learning opportunities for senior citizens.
(3) Having the app in the appstore comes at no cost.
(4) Every partner will make sure that whenever it is possible to promote the OPALESCE tool to do so and be open for new funding opportunities to develop the project even further.

Table11: Quantitative answers to open access requirements

Conclusion

Summarized it can be said, that the final evaluation shows a consistent picture. The final evaluation provides several indicators that the project of OPALESCE proceeded successfully also after the funding. The partners feel positive about the development in the project in most aspects.

Looking at the answers to the open-ended questions shows that the consortium is (highly satisfied) with the quality of the end product and very interested in a further promotion and support also after the EU funding. Especially the following results of the final evaluation support this impression:

- The impact of the project is huge for the partners and other organisations, which are involved in the project at different levels.
- The fruitfulness of the collaboration in relation to enterprises, indirect stakeholders and direct stakeholders is good and satisfying.
- The range of the project impact on the most relevant priorities is very good in relation to supporting the production and adoption of OER and digital competences.
- The project impact is strong on the local, regional and international level. The impact is stronger on the international and local level than on the regional one.
- All partners used different channels for the dissemination related to the mobile learning system. They attended conferences, created dissemination material; published articles etc. Through the dissemination of the project, the attracted persons got a new view on the issue of senior citizens in a digital world.
- The promotion of the project's intellectual outputs and deliverables are assured and available through the online platform and the mobile app of OPALESCE.
- All project partners see a huge potential to use OPALESCE in other projects on a larger scale like in the formal and non-formal learning environment and with more language choices.
- The e-learning platform and the mobile app will be available also after the project ending. In addition, the content developers will care for the Micro Units and suites. These activities will implement and support the project products after the end of the EU funding.

The consortium was sure that the project "OPALESCE" was very fruitful on different levels and that the results fit to the needs and demands of the target groups of the project.