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POERUP

WP7 QUALITY & EVALUATION



D7.3: FINAL EVALUATION REPORT

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1. Introduction

This report corresponds to the final evaluation report (D7.3) as defined in the proposal.

This report gives the evaluator's view of the project at the *end* of the project. It must cover all results from the project including contributions from participants at events who are not project staff – and input from end-users. The report will address how the action plans drawn up during the project have been integrated into project activity to address any weakness that may have noted. It is expected that despite the summative nature of such a report for this project, it will offer some suggestions for similar projects in the future.

This report draws on the evaluation plan (D7.1) and covers the entire period of the project, with specific reference to the last six months– January-June 2014, providing a detailed account of evaluation activity and results. It concludes with a series of recommendations for other projects, based on the lessons learnt emerging from evaluation activities and from the evaluator's observation of the project.

2. Report on evaluation activity

Year 1: November 2011-December 2012

This activity is documented in D7.2.1 Interim Evaluation Report 1. In summary:

Project meeting 1 – Nov 2011

Evaluation activity at the kick-off meeting, held in Leicester on November 17th and 18th 2011, mainly consisted in presenting the proposed evaluation approach to the partners, sharing experience of various frameworks and evaluation practices and agreeing on the use of the EQFM™ framework.

This gave rise to a certain amount of discussion in order to refine what had been written in the proposal, in particular the use of questionnaires as evaluation tools. A sample questionnaire was distributed, but the general opinion was that it was too early in the project (month 1) to evaluate anything more than the organisation of the meeting and the commitment of partners to the project.

It was thus decided that interviews with project partners would provide more valuable and quantitative feedback and would fit better with the continuous improvement approach. These remarks were taken into account by the internal evaluator when drawing up the evaluation plan (D7.1). The evaluation of key deliverables was also refined to integrate the peer-review approach referred to in the relevant sections of the proposal.

Project meeting 2 – September 2012

Prior to the second project meeting, which took place in Granada from Sept 4th – 6th 2012, the evaluator conducted interviews with at least one representative of each partner institution

via telephone and Skype, covering the following aspects drawn from the EFQM™ framework:

General question: What is your general impression of the project?

Leadership: What are your impressions of the management of the project?

Processes, products and services:

What are your impressions of the various ongoing WPs in which you are involved?

What works well for you in POERUP?

What difficulties have you experienced so far (if any)?

People: How would you describe the communication within the partnership?

Strategy: How clear to you are the broad aims of the POERUP Project?

Partnerships and resources:

What is your opinion of the resources (human, financial) devoted to POERUP (overall / in your institution). Are they sufficient to achieve the aims of POERUP? If not, what changes would you suggest?

Results:

What impact would you like to see as a result of POERUP's outcomes?

What are your expectations for the next 6 months of the project?

Conclusion: Are there any further comments you wish to make?

The results of these interviews were presented during a dedicated evaluation session during the project meeting and led to an evaluation activity during which participants focused on drawing up action plans to address the key areas for improvement.

Year 2: January-December 2013

This activity is documented in D7.2.2 Interim Evaluation Report 2. In summary:

Prior to the third project meeting, which took place in Brussels on December 10th – 11th 2013, the evaluator ran an online questionnaire with responses from at least one representative of each partner institution. This evaluation activity took into account comments from the progress report evaluation, which requested a more data-centered approach to evaluation.

The questionnaire followed the same outline as the telephone interviews conducted in September 2012, based on the evaluation framework. A total of 9 responses were recorded.

Feedback from the questionnaires was provided to partners at the aforementioned partner meeting in Brussels, including discussion and agreement on areas for improvement.

Year 3: January-June 2014 (6 months)

The evaluator followed project communication during this period and noted continued progress in the partners' focus on the areas for improvement, in particular the questions of dissemination and impact as recommended by the progress report evaluation.

A final evaluation questionnaire was drawn up, again following the same general structure as

the telephone interviews and the previous online questionnaire to enable comparison between the responses. Additional questions relating to dissemination and exploitation were included to reflect the importance of these activities in the final months of the project. The results of this final evaluation questionnaire are presented and analysed below.

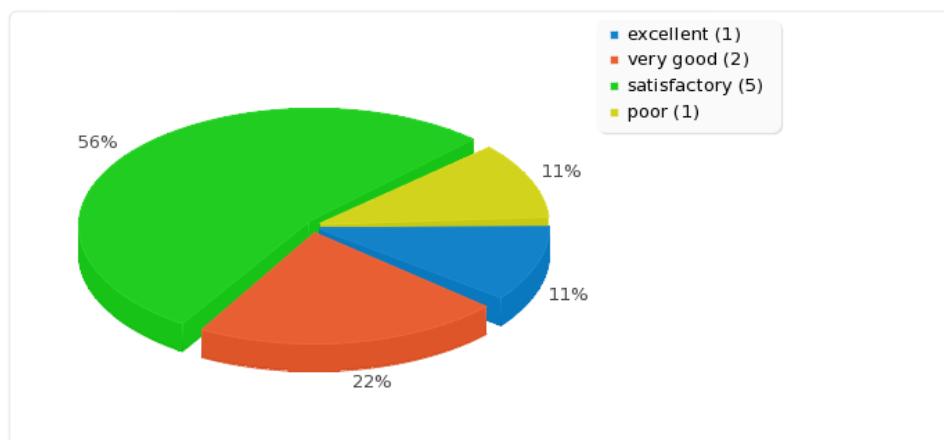
3. Results and analysis of final evaluation questionnaire

The results of the final evaluation questionnaire **FI (June 2014)** are presented together with those of the second intermediate evaluation **IE2 (Nov 2013)**, in order to enable analysis of evolutions in project team members' perceptions of the project. As the questionnaire was anonymous, it is not possible to correlate individual responses. The analysis thus picks up on general trends, made possible by the number of responses (9 for the intermediate questionnaire, 10 for the final one) being sufficiently close.

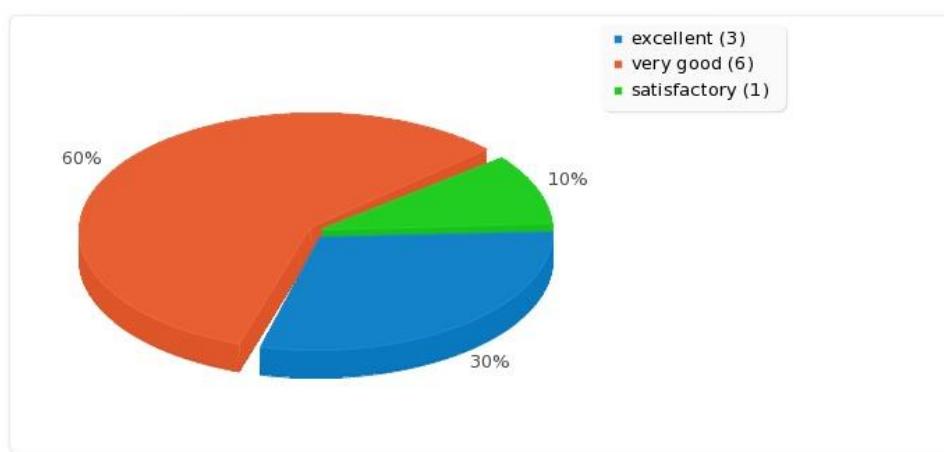
Leadership

Q1: How would you describe the general leadership of the POERUP project?

IE2 (Nov 2013)



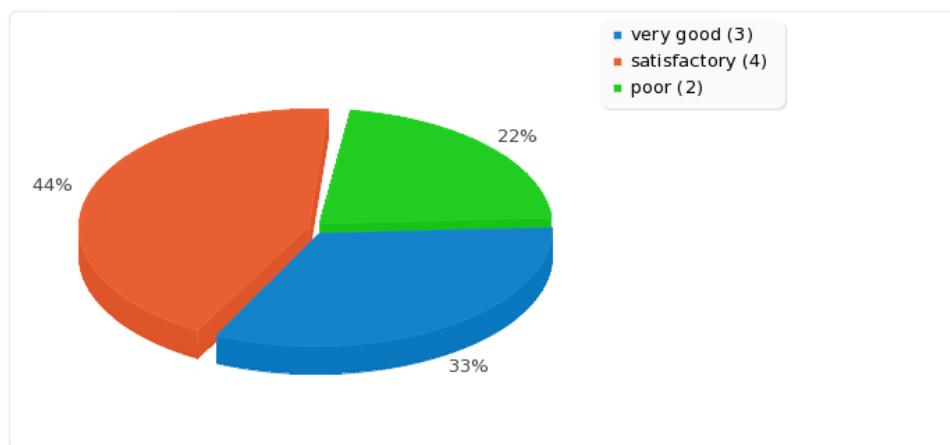
FI (June 2014)



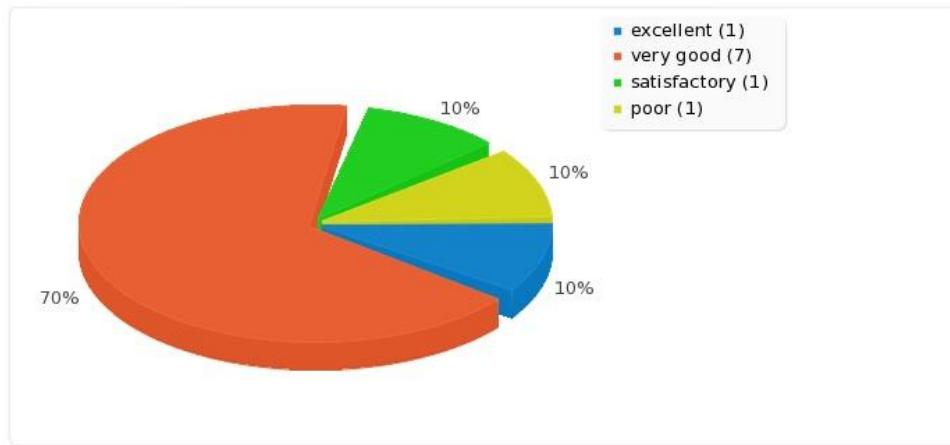
The graphs above indicate a positive evolution in the overall level of satisfaction with leadership: those responding ‘excellent’ progressing from 1 to 3 and ‘very good’ progressing from 2 to 6. This would suggest that the continued efforts by the project coordinator were recognised and appreciated by the partnership.

Q2: How would you describe the balance of responsibility between the coordinator and the work package leaders?

IE2 (Nov 2013)



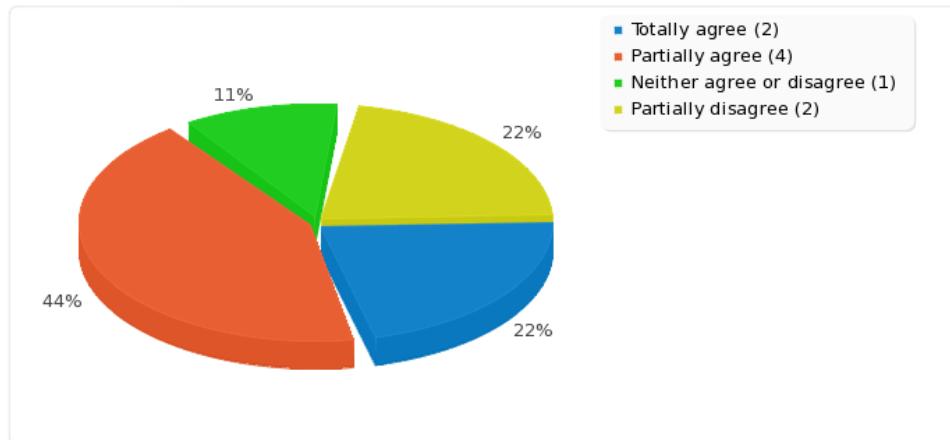
FI (June 2014)



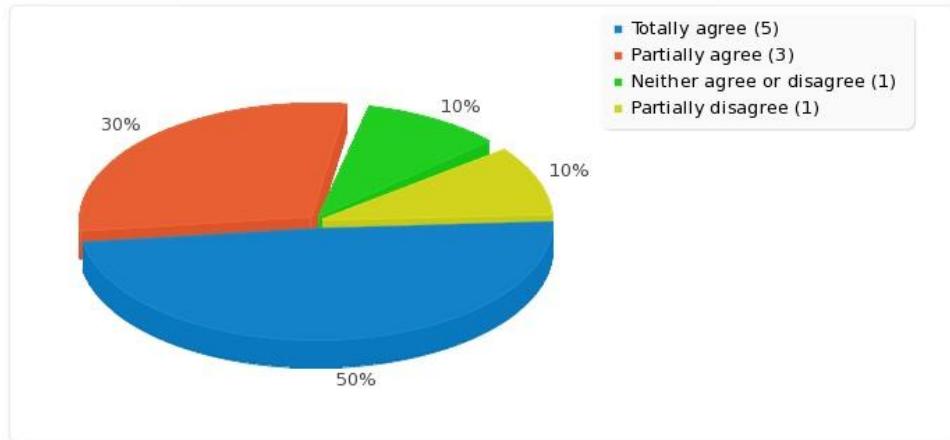
The majority of respondents considered the balance of responsibility between the coordinator and work packages leaders to be very good or satisfactory, in both evaluation rounds. The reason for a small number of respondents (2 in IE2 and 1 in FI) rating this balance as poor can be found in the comments section on leadership, where it is reported that the weaker lead in two work packages pushed more responsibility onto the coordinator to compensate.

**Q3: To what extent do you agree or disagree with the following statement:
“Project members are motivated, supported and recognised?”**

IE2 (Nov 2013)



FI (June 2014)



The proportion of respondents totally agreeing with the statement on motivation and support for project members progressed from 22% to 50% between November 2013 and June 2014. Combining this result with the answer ‘partially agree’, we arrive at a total level of satisfaction of 80% for the final evaluation, compared to 66% in the previous round. As for the general perception of leadership in the Q1, this would suggest that the coordinators’ efforts to motivate and support the team were successful and well perceived by the partnership.

Comments on leadership (FI only):

I have found it time consuming having to chase some WP leaders for work where they should have taken the initiative. This has been particularly true where the failure of one WP leader to take responsibility for the progress of the WP eventually meant that we had to effectively take over the leadership of the WP, especially the deliverables which required updating.

Good leadership. Solved problems for partners. Enough freedom for WP leaders. A lot of trust and confidence.

Smart, systematic.

Nice balance between spurring us on and leaving the responsibility with the partners

Leadership covers leadership of work packages also and in that area there were weaknesses with partners supposed to lead.

Sero seemed to do the vast majority of the admin work, leaving scientific work to teams. Worked well.

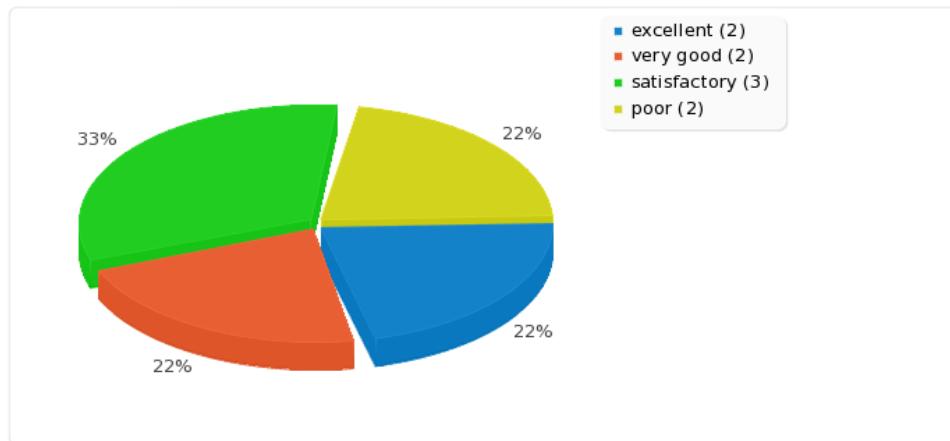
The lead Beneficiary (University of Leicester) could have been more proactive (as well as reactive). The project coordinator (Sero) was good at fulfilling their role, however they could also have been more faithful to the original work plan, particularly in terms of keeping the schedules and deadlines. Ultimately the project has fulfilled its contractual obligations and is delivering high quality outputs, which is the most important consideration.

We have succeeded in keeping the project moving towards productive outcomes through some very difficult circumstances.

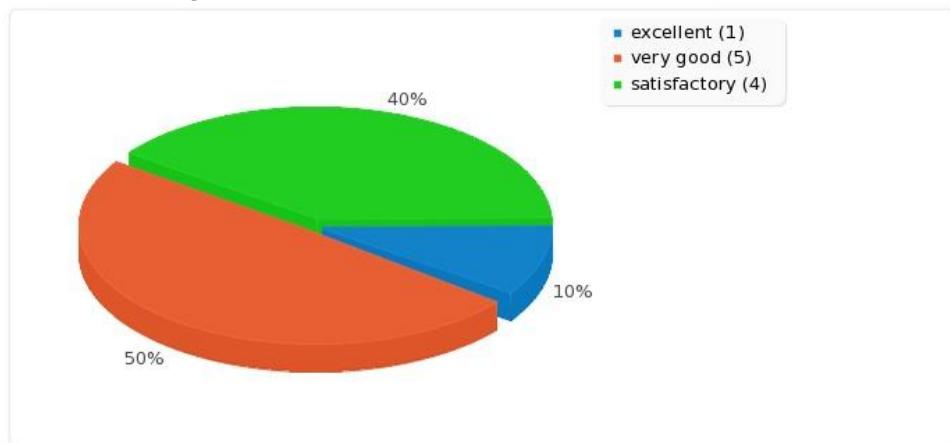
Communication:

Q4: How would you describe the communication between you and the other members of the partnership?

IE2 (Nov 2013)



FI (June 2014)



A similar trend to that noted for leadership can also be observed in the responses relating to communication, with the majority rating this in a range from satisfactory to excellent. No respondent rated communication as poor in the final evaluation (FI), again suggesting a notable improvement in the final months of the project with partners and the coordinator making the necessary efforts and implementing the action plans relating to communication.

Comments on Communication (FI only):

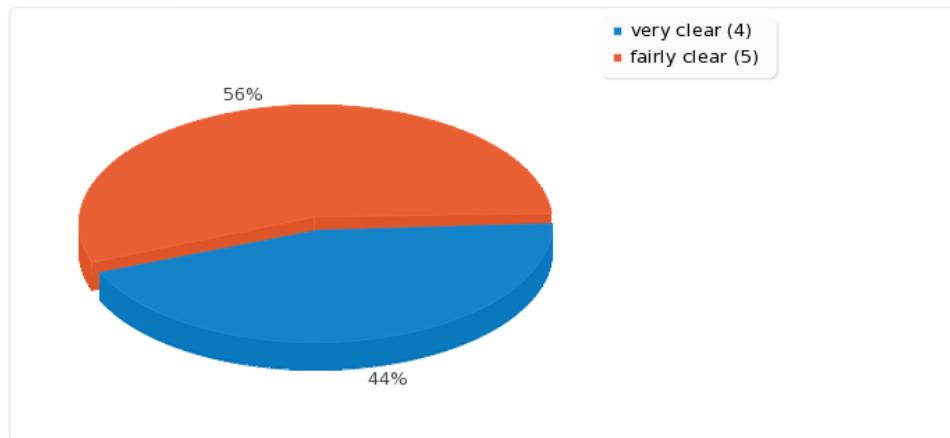
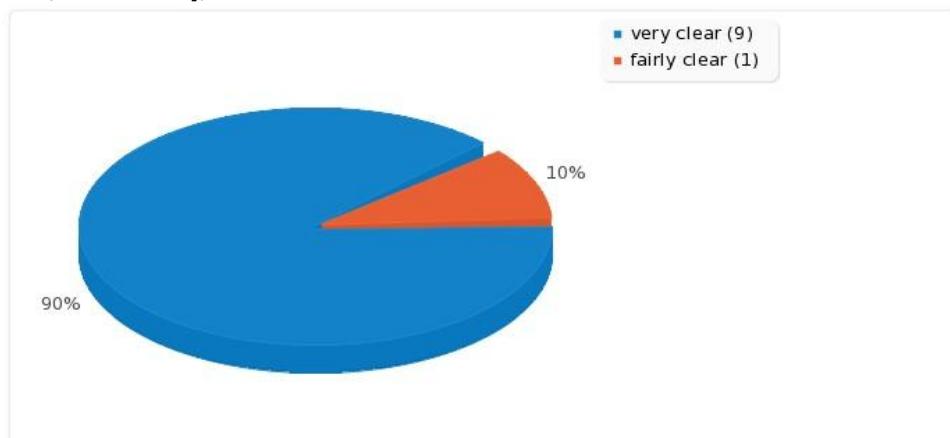
There isn't a single appropriate answer as communication ranged from very good with some partners, through fairly satisfactory to poor with others, sometimes representing a serious drain on project management resources.

Very open and non hierarchical. Partners respond very quickly.

Communication is a two-way process and some staff at some partners made very little effort to reply or initiate, as traffic analysis shows.

From our point of view: some partners were more responsive than others. Unfortunately often the key actors from the consortium, who were the best ambassadors of POERUP, were the ones who fed back relatively little about their precious activities.

Communication has been well facilitated by regular online partner meetings.

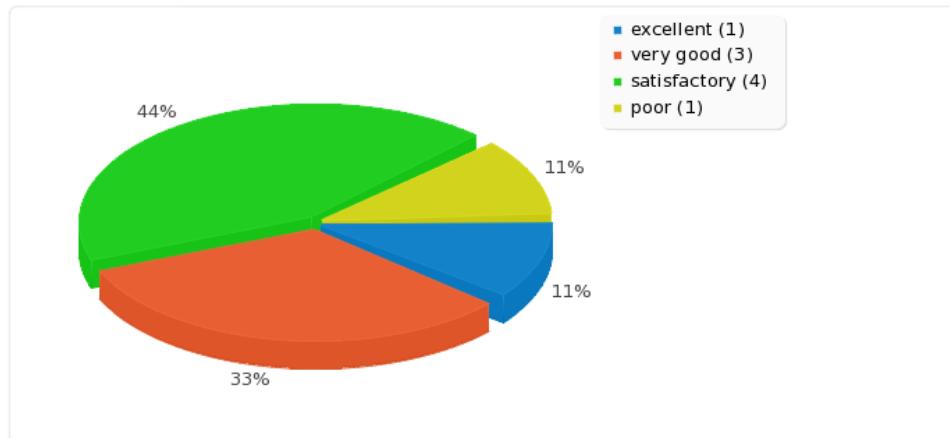
Q5: How clear to you are the broad aims of the POERUP project?**IE2 (Nov 2013)****FI (June 2014)**

By the end of the project, 90% of respondents declared to have a very clear understanding of the project's broad aims, as expressed in their own words below:

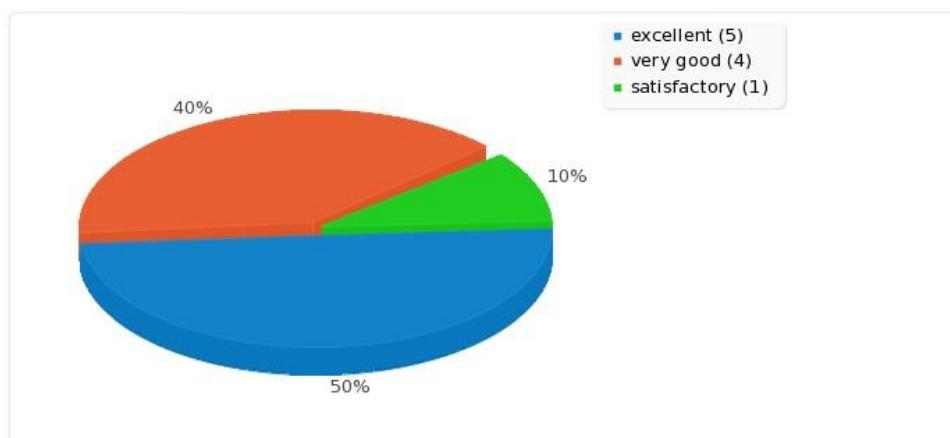
Provide an overview of current state of OER policies worldwide and recommendations for policy makers to mainstream OER / Researching OER initiatives and policies across the world; conducting case studies of selected initiatives to explore the nature of the OER communities and how they worked; and from the research in WP2 and WP3, developing policy recommendations to the European Commission and selected Member States to promote and facilitate the uptake of OER. / To investigate OER initiatives around the globe to create policy advice for local, regional, national and European stakeholders, based on in depth analysis of both the inventory and a case study analysis. / Summarising key research on OER and MOOCs to inform policy and increase uptake / To analyse OER and related phenomena across the world, do relevant case studies and draw conclusions for policy both at EU level and nationally for some countries / To Compile globally, policies and projects related to OER and to provide recommendations for improved policy / POERUP is offering (mainly to policy makers) a sustainable open platform with crowd-sourced contents including state-of-the-art country reports, best practices and communities and policy recommendations on the use and mainstreaming of OER.

Q6: In your opinion, how would you rate the project's results and actions so far in terms of their contribution to meeting these aims?

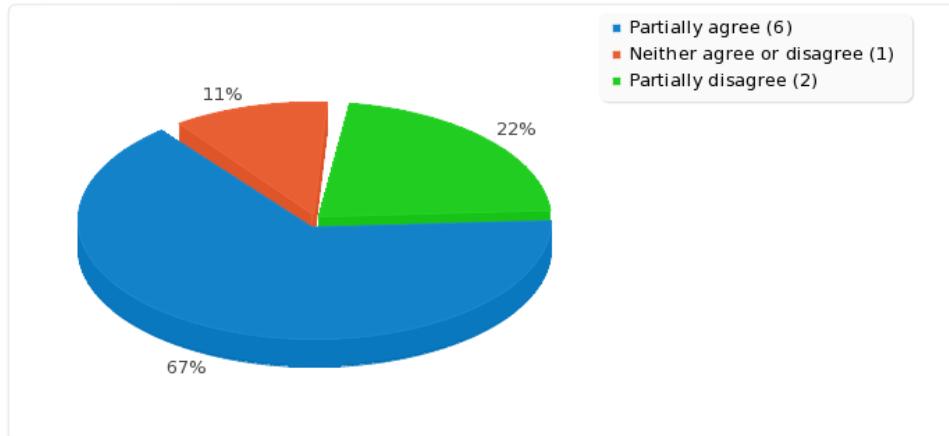
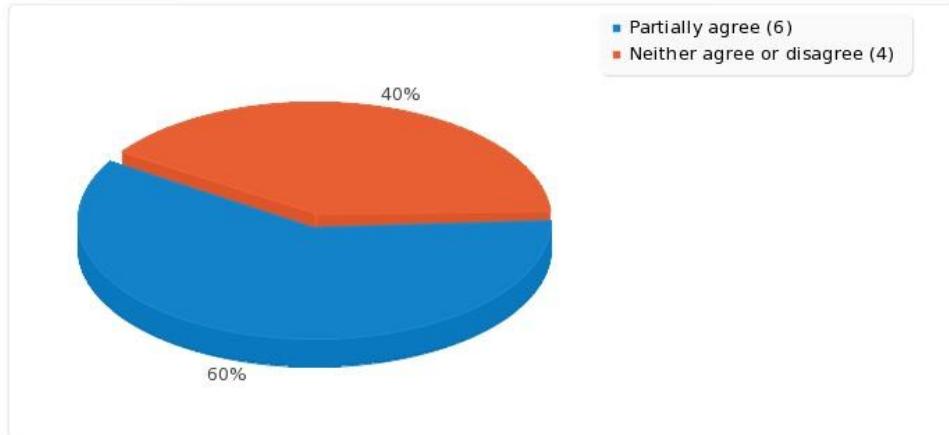
IE2 (Nov 2013)



FI (June 2014)



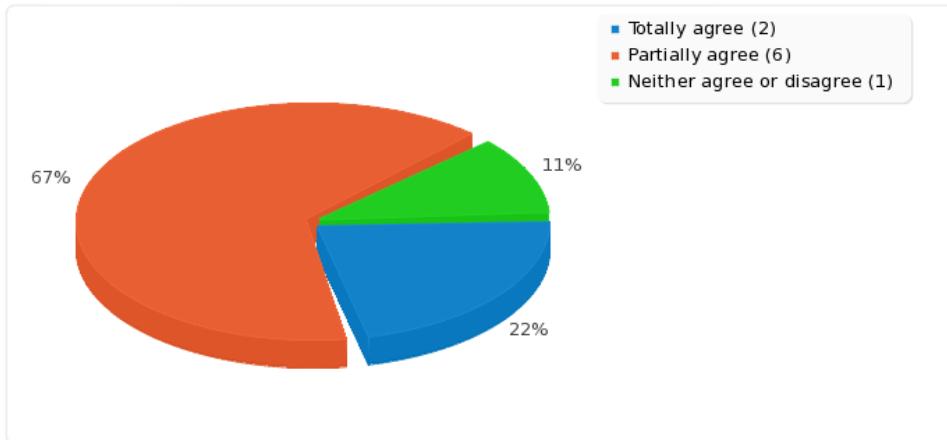
By the end of the project, the proportion of those considering the project's results and actions to be successfully contributing to its aims rose to 90%, with a further 10% rating them as satisfactory. This can be interpreted as an overall high level of satisfaction with the final outputs of the project.

Q7: The staff resources are sufficient to achieve the aims of POERUP**IE2 (Nov 2013)****FI (June 2014)**

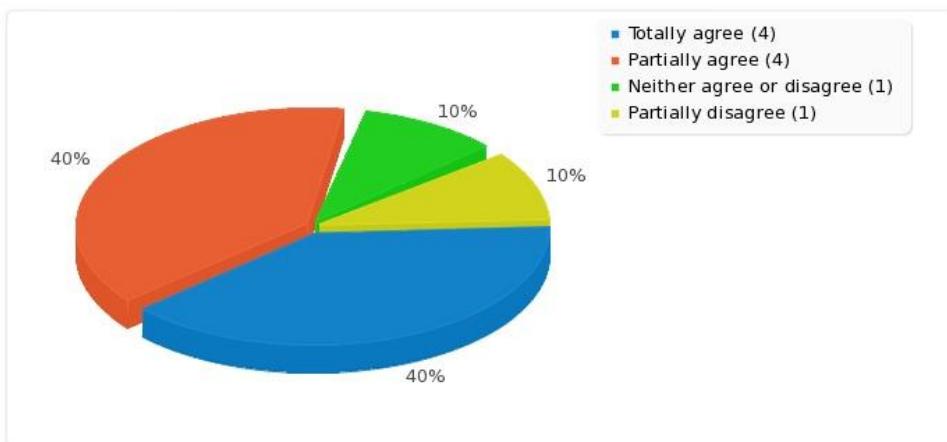
As the project came to a close, the partners' rating of the level of staff resources was more positive than at the stage of IE2. This may be due to the fact that all efforts had by then been made to complete the remaining work.

Q8: Information, knowledge and technology are identified and exploited to the benefit of the project:

IE2 (Nov 2013)



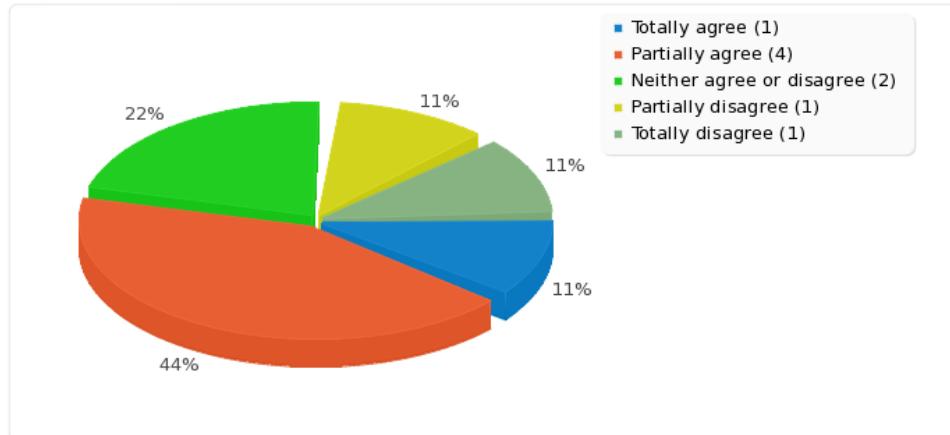
FI (June 2014)



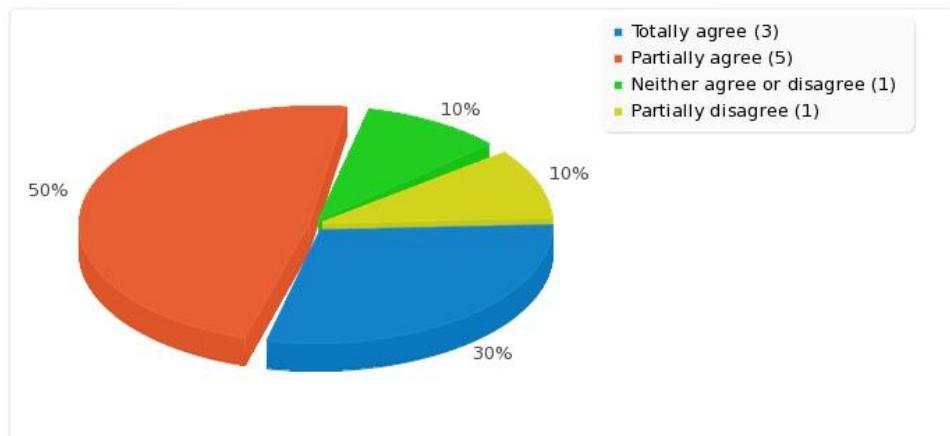
The results above show overall satisfaction with the mobilisation of information, knowledge and technology and a stable perception from IE2 to FI, with 88% and 80% respectively responding 'Totally agree' or 'Partially agree'.

Q9: People resources are planned, managed, stimulated and improved

IE2 (Nov 2013)



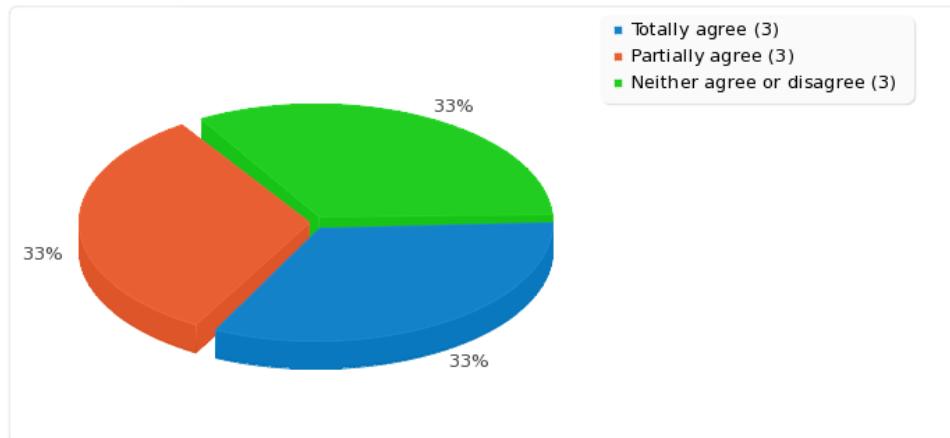
FI (June 2014)



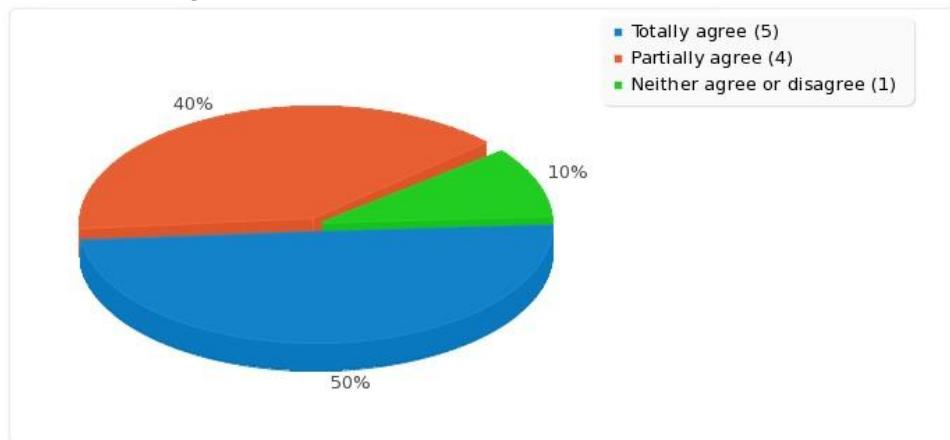
The evolution of results between IE2 and FI here suggest that the issues with the management of people resources noted at IE2 stage were addressed to a significant extent during the final months of the project. While the level of satisfaction (Totally agree or partially agree) rose from 55% to 88%, one respondent still felt that there was room for improvement in this field.

Q10: Internal and external partnerships were managed and structured to create and maximise value for each party (win/win)

IE2 (Nov 2013)



FI (June 2014)



The results here again show a positive evolution in the partners' rating of the way internal and external partnerships were managed, with the proportion of those responding 'Totally agree' or 'Partially agree' increasing from 66% to 90%.

Q11: What worked well for you in POERUP? (FI only):

The role of SERO / Research for the country reports I was involved in; the case study I was responsible for; the policy recommendations I have led on. / Third partner country expertise within the project. / Good consortium of experienced people. / Co-ordinated work, correct co-operative atmosphere, inspiring intellectual environment. / Nice partnership, majority was very open and willing to contribute. / Collaboration with some partners. / I had a quite minor role in POERUP, but the communications seemed excellent. / The POERUP team members were highly reputable, very knowledgeable, therefore great ambassadors of the project, earning high visibility and credibility to POERUP.

Q12: What could have been improved? (FI only)

Communication between partners, not initiated by SERO.

(1) Other WP leaders taking the initiative and progressing their work packages properly - see comments on leadership. (2) the evaluation seems to me to have an undue concentration on management issues, and insufficient attention to outputs and the quality of outputs. (3) whilst elements of WP5 (Dissemination) have been useful (especially the Dissemination Graph), there have been too few Newsletters and centrally organised dissemination activities. (4) Partners have not adequately considered how they might exploit POERUP, both during the funded time of the project and (especially) after the funded period is over.

The website and dissemination materials could be more innovative and modern.

More time.

Recognising that during the lifetime of the project the OER field has dramatically changed thus moving the focus and toolkit of POERUP would have been justifiable.

In my opinion, nothing really.

Collaboration with some other partners.

Clearer idea of what was and what was not in scope for the project.

We would have probably needed more Indians (if not less chiefs). I'm afraid the project was a bit too "Cat1 heavy".

Q13: What kind of problems did you encounter, if any? (FI only)

No big issues. In the end several times delivering the same information into different Excel sheets.

Problem with partner Scienter slowed the project down, but coordinator did a fantastic job do manage the problem.

Updating the wiki was time consuming.

The Scienter bankruptcy was a challenging exercise.

Only small problems because of personnel changes (and ample time to get the new personnel up to speed).

Slow response, inability to overcome staffing issues, administration issues.

No major problems.

The bankruptcy of a project partner threw the work and the morale back a little bit, leaving the (already overloaded) consortium to have to deal with additional tasks and responsibilities, causing delays. The professional landscape in OER is changing very quickly, it is hard to keep our research results/reports up to date. Dissemination was very intensive, but not always perfectly recorded (due to limited information availability).

The problems encountered and areas for improvement fall mainly into three categories:

- 1) Administrative and organisational issues.
- 2) Dissemination (tracking of activity) and exploitation.
- 3) Finding the balance between keeping up with a changing landscape and respecting the initial scope of the project.

Q14: Which of the deliverables have you used with (or promoted to) stakeholders outside the POERUP partnership?

	YES	NO	N/A	How
Country reports (WP2)	8		2	Discussing these with national experts.
Case studies (WP3)	9		1	A useful workshop with a non-POERUP organisation (CROS in Romania) and discussions with organisations in Scotland on the Re:Source initiative. Especially the case study research is used within the frame of our own research. We created a framework to investigate communities and we use this framework in other international research work.
EU-level policy recommendations (WP4)	7	2	1	Numerous presentations - at these, and at IAC workshops, it has been very useful stimulating discussion and obtaining feedback on policy recommendations as these have been developed and refined.
National policy recommendations (WP4)	6	1	3	
International Advisory Committee (WP6)	4	3	3	

Other?

Tables and maps of initiatives

Within our institution we did a presentation of all POERUP results within the frame of a synergy workshop of all OER projects within the institution.

Used to inform new grant applications within new partnership, to improve the argumentation.

Discussions with other OER leaders and politicians/policy makers in Canada

EDEN has shared all public POERUP results with its membership (in the forms of web posts and newsletter articles) and provided space and opportunity for presentations and workshops in the frames of its international conferences.

Feedback received (as reported by partners):

The case study results are very useful for researchers and practitioners who want to set-up or sustain communities. Partners within the OUNL want to use the research paper for their own research.

Very positive response to presentations at Networked Learning Conference all feedback I have had is positive with the process even if some knowledge has been criticised (sometimes rightly)

All seem to feel a need for help and assistance in this area

Workshop participants, IAC members and national round table experts were always very enthusiastic and appreciative of the POERUP reports and presentations, particularly the policy recommendations.

Evaluation B (IAC meetings)

- Vision, objectives and means to achieving them
- IAC meetings
- Policy impact

As has already been mentioned, the question of the definition and organisation of the IAC was a recurrent one and one which has been highlighted in responses to the online questionnaire. As reported in Internal intermediate evaluation 1, one of the challenges faced by the project is the limited availability of (and funding for) potential members to attend specific meetings combined with competing demands on the time of such people when meetings are organised around existing conferences.

The project thus decided to mobilise the potential of workshops organised within the framework of such conferences to build an international community around OER.

The evaluation is based on reports of the three IAC meetings (see deliverables D6.5.1, D6.5.2 and D6.5.3) and on participation of the internal evaluator at the second IAC workshop.

March 2013: IAC Workshop, Nottingham, UK

Participants:

18 participants from outside the project: UK (10), Saudi Arabia (1), Spain (3), Brazil (2), Germany (1), Sweden (1).

5 POERUP representatives.

Themes covered:

Review of POERUP public progress report, country reports, case studies, policy and the Paris OER declaration.

Key Results:

Useful input from the IAC on both country reports and case studies as well as a greater shared understanding of the implications of the Paris OER declaration.

June 2013: IAC meeting at EDEN Annual Conference in Oslo, NO

Participants:

12 participants from outside the project: Romania (1), Hungary (1), Germany (2), USA (1), Norway (3), Turkey (1), Estonia (1), Finland (1), Lithuania (1).

6 POERUP representatives.

Themes covered:

Minutes of 1st IAC workshop, presentation of preliminary findings of 125 notable OER initiatives, classification of OER initiatives, OER policy discussion, support from IAC members.

Key Results:

Agreement on a working definition of 'Notable' OER initiatives. Greater clarity on the relationship between top-down policy and grassroots initiatives.

December 2013: IAC workshop at Media & Learning conference, Brussels, BE**Participants:**

10 participants from outside the project: Italy (1), Spain (3), Ireland (1), Romania (1), Poland (1), Estonia (1), Germany (1), Greece (1)

Including policy and media experts, Ministry representatives.

2 POERUP representatives.

Themes covered:

Presentation of POERUP aims, objectives, achievements and draft policy recommendations, discussion on policy recommendations (with particular focus on teacher training and continuous professional development / certification and accreditation).

Key Results:

POERUP policy recommendations published on Open Education Europa portal but no comments received to date.

Evaluator's conclusions:

As can be seen from the participants' lists included in deliverables D6.5.1, D6.5.2 and D6.5.3, the three IAC workshops brought together different groups of people each time. This is a direct consequence of the project's decision to organise IAC events within existing conferences for the reasons already given. While this strategy obviously widened the base for IAC participation and proved highly useful in terms of awareness raising and linking up with other initiatives, it did result in the events being isolated from each other, thus making follow up from one event to the other less easy to track. Input was thus often limited to the time in the workshops, though some synergies, such as those with IPTS, have proved more substantial and longer term.

It should also be noted that all experts having contributed to POERUP, both from within the project and the wider community (consultants, IAC participants) have been identified in an online map, which forms a useful tool for anyone seeking to identify experts in the field of OER initiatives and policy.

Evaluation C (Workshops)

The scope of this area of the evaluation covers both dissemination workshops and webinars organised centrally by the project dissemination team as part of WP5 and workshops with national OER initiatives under WP6 Exploitation. It does not cover workshops run by and presentations given by individual project team members.

The basis for the evaluation is formed by analysis of the reports on these events and of information collected in the Dissemination Graph (Deliverables 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.6.3 and 6.4).

WP5: workshops and webinars

A total of 5 workshops were organised throughout the project, including two pre-conference workshops at Online Educa Berlin and three webinars.

In addition, POERUP also organized a combined workshop / webinar at EDEN 2013 (Oslo), a presentation/workshop session at the EFQUEL Innovation Forum in Barcelona (September 2013) and contributed to the first EDEN Synergy conference in Budapest, in October 2013, organising a policy round table and a consultation with Hungarian stakeholders.

The project also ran a workshop on initiatives and policies at the EDEN 2014 Annual Conference in Zagreb, Croatia, where the mapping of OER initiatives and stakeholders generated a great deal of discussion and interest. Such data visualisation, although not initially planned as a POERUP deliverable, provided a stimulus for participants to highlight their own initiatives 'not on the map' in a much more powerful way than the text-based lists on the project wiki.

From the data available in the dissemination graph, and taking into account that some figures refer to total conference participation rather than attendance at specific POERUP events, it can be deduced that these events directly reached a total of approximately **300** stakeholders.

Notable in terms of policy impact was the inclusion of POERUP cited as a reference of good practice by the EACEA in a presentation at the EDEN Annual Conference 2013.

WP6: workshops with national OER initiatives

As reported in D6.4, workshops were organised in the Netherlands and the UK (Scotland and Wales).

Total number of participants: **105** (NL: 85; UK 20).

One of the most significant outcomes of these workshops was the identification of threats and opportunities presented by open and online education in the participating institutions.

Evaluator's remarks:

In the second interim evaluation report, the evaluator recommended producing a digest of the threats and opportunities identified during the strategic workshops as a useful tool for dissemination purposes, with a view to furthering policy discussions at institutional, government and EU level.

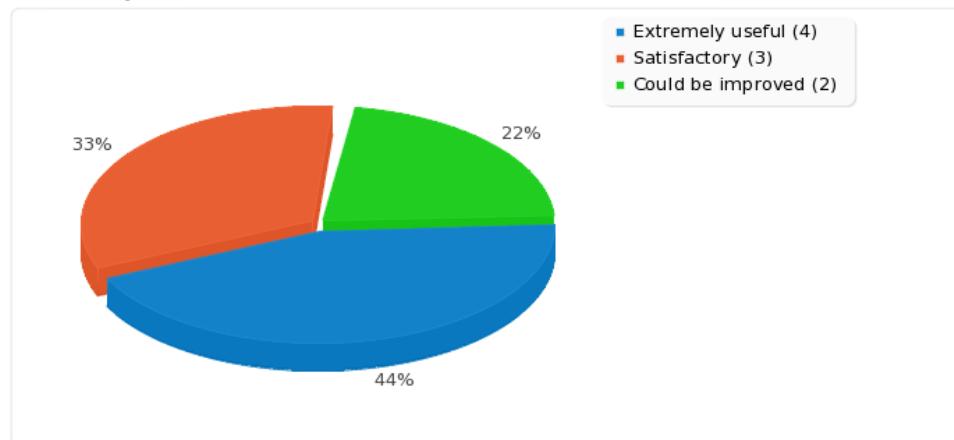
Evaluation D (Deliverables)

With a view to evaluating the usefulness of key deliverables and their potential for impact beyond the project, respondents to the online questionnaire run in November 2013 were asked to rate them on a scale from 'Extremely useful' to 'Could be approved'. As not all deliverables were scheduled to be available at the time of the questionnaire, a further option 'Not able to say' was provided.

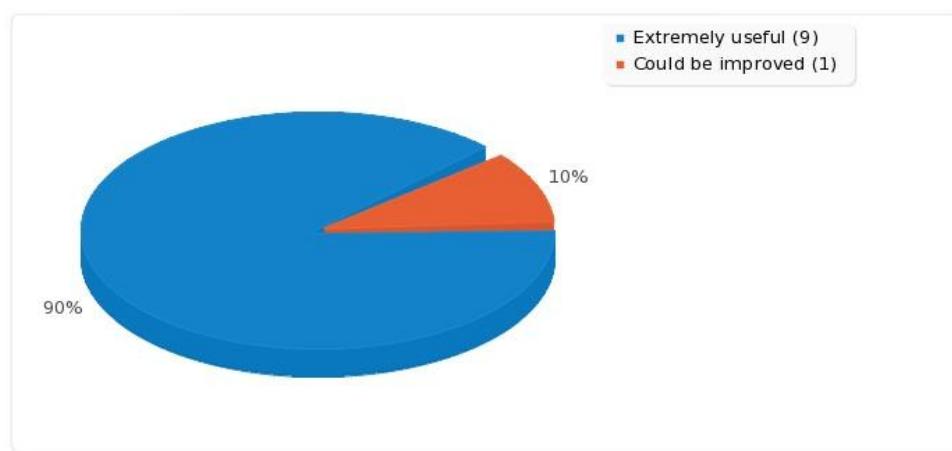
How would you rate the usefulness of the following key deliverables for their target audience?

Country reports WP2

IE2 (Nov 13)

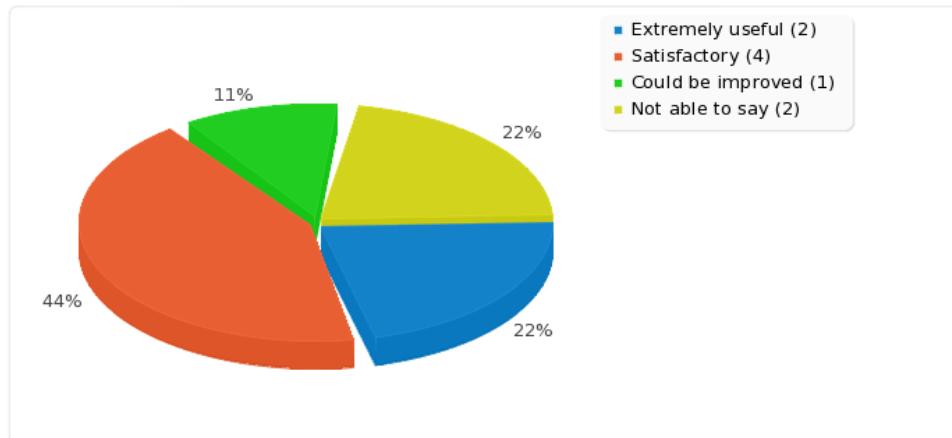


FI (June 14)

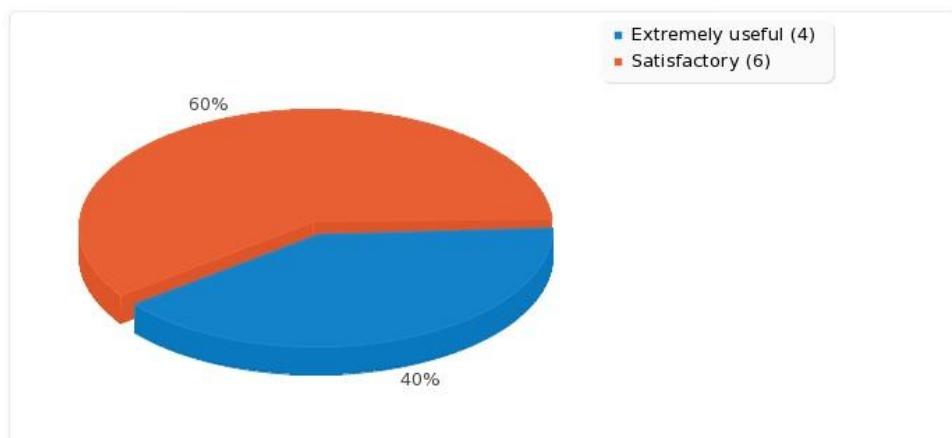


Case studies WP3

IE2 (Nov 13)

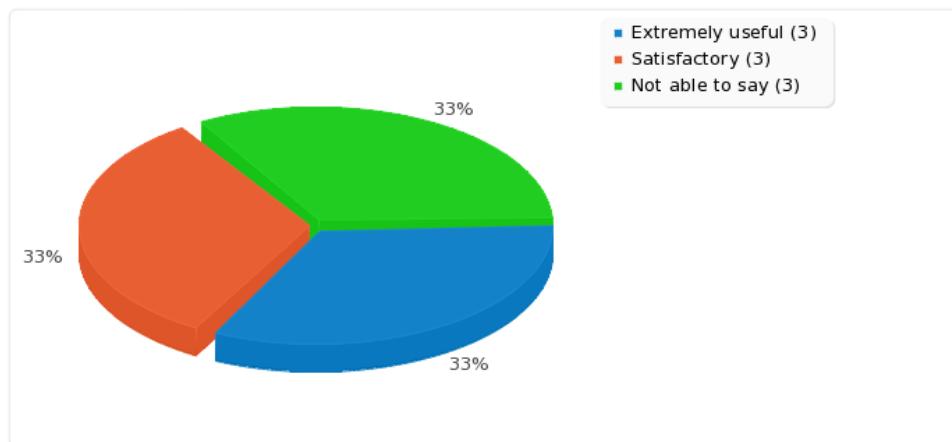


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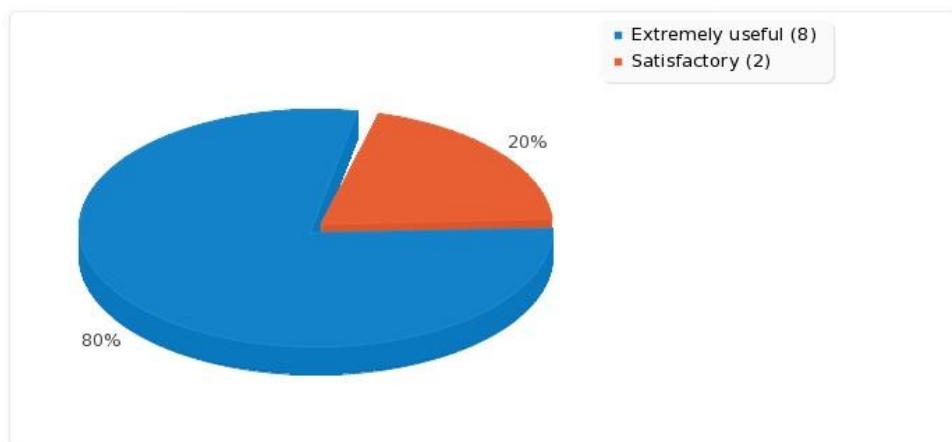


EU-level policy recommendations: WP4

IE2 (Nov 13)

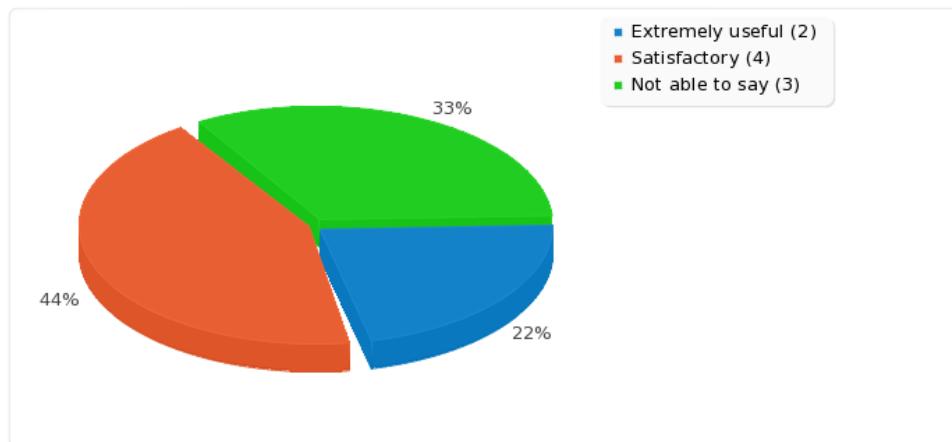


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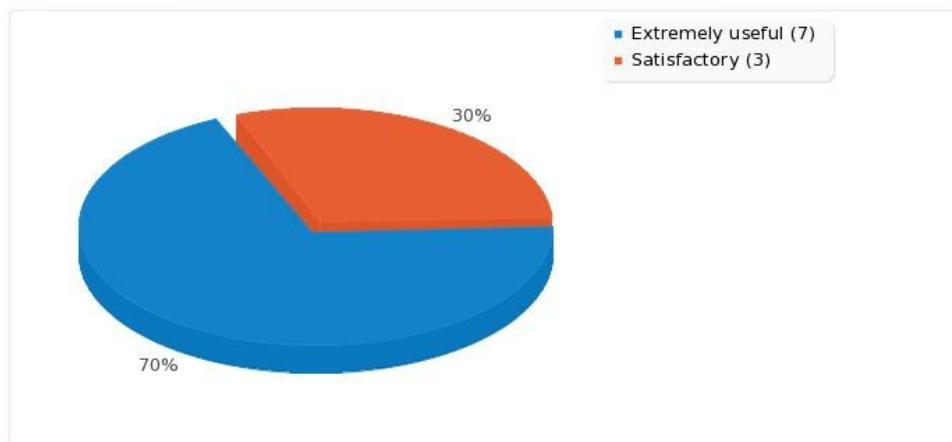


National policy recommendations: WP4

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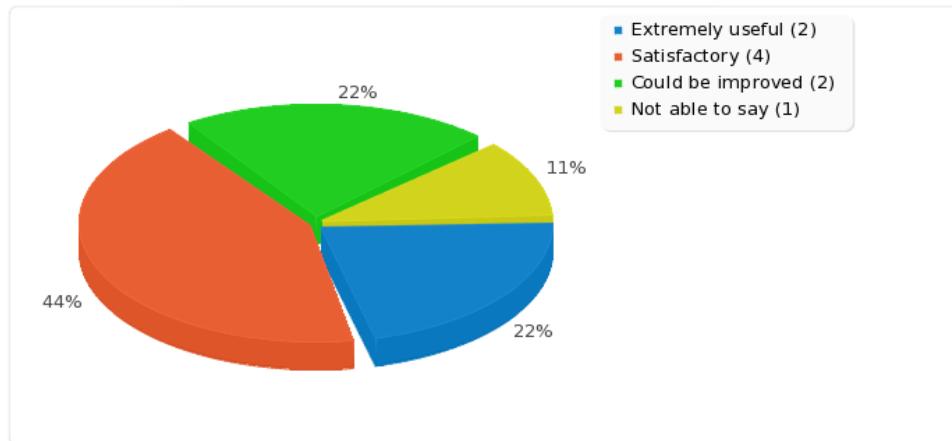


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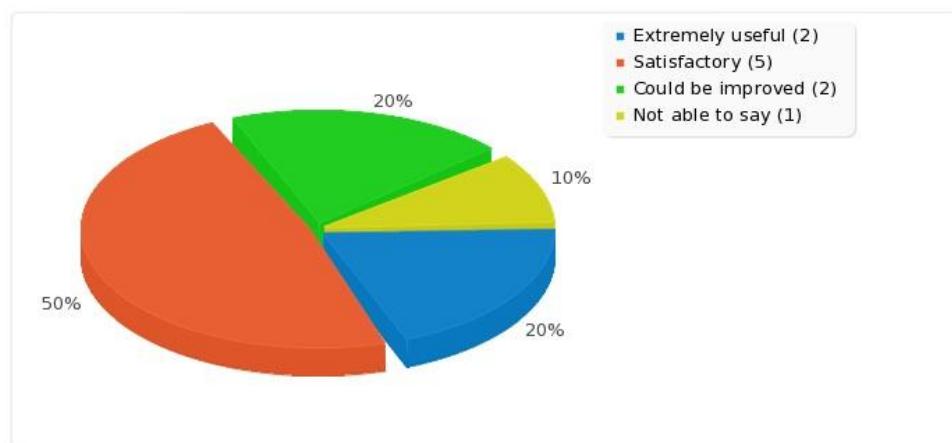


International Advisory Committee (IAC): WP6

IE2 (Nov 13)



FI (June 14)



As can be seen by comparing the responses to the two evaluation questionnaires, the level of internal satisfaction with the majority of deliverables improved significantly. This can be explained by the fact that the deliverables had matured considerably, the necessary updates made to country reports, the policy recommendations adjusted to take into account the most recent evolutions in national and European policy with respect to OER, and the increasing opportunities for promoting, discussing and exploiting these deliverables at national and international events.

The one deliverable considered to have room for improvement was the IAC. This issue has been covered in the relevant section above.

4. Lessons learnt

Partners were asked to formulate their own lessons learnt from the project and recommendations for other similar projects.

Communication between partners in a fully coupled network, not like a star-shaped network

(1) Choose your project partners VERY carefully and get a clear idea of their commitment before the project starts. (2) Be prepared to react quickly to changing situations and developments in the research field which may not have been anticipated when the original project plan was written.

A good partnership with a shared history makes it easier to work together and to deal with unforeseen problems. Mutual trust and knowledge from each others' expertise makes it easy to work together and to reach results in an efficient way.

Concise and clear information from leadership set good examples for me to learn from.

Take more care with selection of partners and be very careful in selection both of small departments in weak institutions and with small companies - both have been found vulnerable.

Set limits early and not allow to expand with opportunity for more.

Strong, experienced project leadership (which Sero offered to POERUP) is crucial for successful project implementation. It's important that all partners collaborate with each other and that they don't divert too far from the original work plan. The balanced representation of staff categories (from manager to administrative) is also very important to achieve the anticipated results.

It is interesting to note that the majority of these comments refer to questions of partnership and communication within the partnership. As has been noted in all three evaluation reports, this was sometimes an issue within the project, with those partners already having experience of working together being largely satisfied with the approach, and a minority either experiencing difficulty in integrating a group with an established working culture or having different expectations of what constitutes leadership. From the evaluator's point of view, it appears that those partners involved in a more scientific role were satisfied with the approach taken, whereas those partners with a more operational, task-based approach to project work felt a certain level of frustration and required a different, more directive, style of leadership, in particular in the early months of the project.

The question of the need to react to the changing environment while still respecting the original work plan is one that was frequently raised within the partnership. This challenge meant that some deliverables needed to be postponed until the relevant information became available, and in the end the project did deliver as promised in the work plan. Policy-related projects such as POERUP are particularly affected by such a changing environment, although the same may be said for technology-focused projects where intentions stated at proposal stage and choices made at the beginning of a project may need to be reviewed. Advice for other projects facing such challenges would be to set up the appropriate mechanisms with the project management structure (committee, governing board or similar) to review and decide collectively on the impact of such adjustments.

5. Feedback from IAC members and other stakeholders.

Feedback was solicited from IAC members and other stakeholders from outside the POERUP project via a short email questionnaire. These stakeholders were asked 4 main questions:

What is your job and its relation to OER initiatives and policy?

How did you hear about POERUP?

In your opinion, which of the POERUP results you know of are the most significant and why?

What impact do you think POERUP could have (or already has)?

- Increased visibility of OER initiatives and policy on an international level?
- Learning from other OER initiatives to develop similar (or improve existing)?
- Influencing policy at different levels (national / European)?
- Other?

Significant contributions were received from 4 stakeholders (Ministry of Education representative (Slovenia); Senior member of national awarding and accreditation authority (Scotland); Independent policy advisor (Ireland); EU project manager and freelance eLearning consultant (Italy). Their responses are provided below.

How did you hear about POERUP?

At a meeting in Brussels, where the project was presented, and where we noted missing information from different countries. We were concerned by the lack of information in the wiki, which is why I sent some information about my country.

From the project manager at the VISCED conference in 2012.

Probably directly through the project manager - perhaps through Association for Learning Technology or through JISC advisory committees - I take an active role in both ALT and JISC. I am active at monitoring all things that will in time have an impact on our learners.

Through networks for ODL (EDEN, Media & Learning, for example) and directly through involvement in European Commission working groups, I have been aware of POERUP from the outset and have been following the activities and outputs.

In your opinion, which of the POERUP results you know of are the most significant and why?

I think simply that POERUP makes policy visible - to policy makers - the whole notion of open or that things can be re-purposed are challenging concepts - processes on policy development are usually quite closed and the policy that emerges are not repurposeable but are tablets of stone - so just showing policy folks at government and indeed institutional level that there are range of initiatives in this space both nationally and internationally helps bring them around to an acceptance that policy is needed in this area to drive change.

The **Country Profiles** are valuable, although they concentrate heavily on broader descriptive aspects of the system as a whole in each case. It is necessary to dig rather deeply to find specifics on OER initiatives, but they are there. The existence of an inventory is very useful, at least for the present, since it is up to date. However, ongoing updating and sustainability of the wiki will be important for me if I am to use it into the future. I have not yet seen the **policy papers**, but these should be useful.

The **wiki**.

The **geolocalized mapping of OERs** is a very interesting tool, even if I'm concerned that it'll be out of date very soon.

What impact do you think POERUP could have (or already has)?**Increased visibility of OER initiatives and policy on an international level?**

It could be very important source for every country and policy makers, but should be "up to date", especially national initiatives.

POERUP has done a good job in raising awareness of its goals and outputs. Anecdotally, I am aware that POERUP has quite a high profile and therefore expect that a significant network of interested professionals has come in contact with the project.

Yes, but so far, I am missing a single overarching document that provides a summary and comparative analysis. The map in the wiki is interesting, but not particularly informative.

Learning from other OER initiatives to develop similar (or improve existing)?

Especially exchange of good practice. There is a lack of qualitative and quantitative OER resources.

Yes to a degree - all administrations need to be messaged in slightly different ways.

I'm not sure it achieves this. A taxonomy and/or quick look up guide to OER initiatives would assist. To do this, some metadata would be needed in order to categorise different OER initiatives (as distinct from a repository for the OER themselves). The wiki provides much useful information and rewards a detailed reading, but in terms of exemplars of what works and under what circumstances, it does not have that reach.

Influencing policy at different levels (national / European)?

Certainly has had an influence on national initiatives in Scotland - I can't comment on policy across other European countries - it was great to see Slovenia moving forward earlier in the year with some open policies.

But there are more calls coming from EU - that talk about open Europe and open educational resources - so evidence that there is impact.

I think like Scotland this evidence base will be used to shape policy and practice at national and institutional level across Europe and probably beyond too.

From previous experience, I'm sceptical in general on influencing policies at national or EU levels from project such as POERUP, but I'm confident the first two points are the good ones.

Yes. the comprehensive nature of what has been brought together can support an evidence-based approach to what is currently happening (or not happening as the case may be). But, to refer back to an earlier point, an overarching report/comparative analysis would be of great value, particularly in the policy sphere.

Evaluator's analysis

What emerges from this small sample (and from observation of contacts made directly with the project) is a good general awareness of the results of POERUP and the interest raised by the mapping of OER initiatives and policy, which has encouraged others to come forward to fill noticeable gaps.

The country reports are seen as being very useful, but several respondents stressed the need to keep these up to date. This will be a challenge for POERUP after the project lifetime and will rely on the efforts of partners and others to continuously update the wiki as new initiatives emerge (or existing ones fold) and as policy evolves. The commitment of partners to continue exploiting the results of POERUP should mean that it is in their own interest to update both the country reports and policy papers.

Interestingly, the case studies were not quoted by any of the respondents, and the project partners should consider highlighting these in future dissemination actions. Finally, there are mixed views on the potential impact in terms of influence policy at different levels and the overarching report/comparative analysis requested by one respondent might be a useful tool to address this.

6. Conclusion and recommendations

This final evaluation report thus provides an account of the implementation of the evaluation plan (D7.1) throughout the project. As has been seen, the main activities planned have been carried out, the deliverables are consistent with the work plan and any adjustments have been duly justified by the project team members.

POERUP was an ambitious project, in terms of its scope and the sometimes sensitive and frequently changing area of educational policy. The project faced a number of challenges, not least the different working cultures and expectations of partners in terms of leadership and internal communication. Further challenges on the management side included having to deal with the impact of bankruptcy of one partner, institutional restructuring within another and delays in resolving contractual and financial issues. The partnership was well aware of these difficulties and took steps to address them, although some, such as the attention to different working cultures and the integration of new partners, could have been dealt with more explicitly and from the outset. While the unforeseen activities did take up a great deal of time and effort, in particular from the coordinator, the project managed to stay on track and deliver highly satisfactory results.

Some of these actually go beyond what the initial work plan promised, such as the data visualisation of OER initiatives and policies around the world. The need to improve the attractiveness of the [POERUP wiki](#) front page was highlighted by partners during the first internal evaluation (September 2012), in order to make content easier to find. Reactions to the data visualisation map during its first public showing at the EDEN 2014 Annual Conference in Zagreb would suggest that this addition is more than cosmetic and could encourage further engagement with the question of OER policy and initiatives as stakeholders from outside the project come forward with their own contributions. This thus provides an opportunity for POERUP to continue exploiting results after the project lifetime, on condition that the wiki be suitably maintained for a sufficient period. It is the evaluator's understanding that such mechanisms and commitment are in place.

In conclusion, it can be said that POERUP has achieved its aims, despite the numerous challenges the project had to overcome.