

# First Quality Management Report

## Deliverable no. D13.1

**Author(s)/Organisation(s):**

Vincenzo Giannotti and Domenico Patassini (IUAV University of Venice)

**Work Package / Task:**

WP5 Quality Management

Task 5.1

**References:**

Project Handbook (D1), Learning paths specifications (D4), Infrastructure Technical Specifications (D6), Quality Management Report. A quick test on D4 (D13.1), External Evaluation report (EER1) Annex to D13.1, Awareness and Dissemination Plan (D14), Exploitation and Sustainability Plan (D19), LINKVIT Web site (D15), Dissemination material (D16), Project Newsletters (D17), Steering Committee (minutes).

**Short Description:**

Quality assessment of single and clusters of deliverables according to the procedures defined by D12

**Keywords:**

Quality assessment, intermediate outcomes, internal and external effectiveness

Revision History:

Revision	Date	Author(s)	Status	Description
V0.1	13 may 2014	Vincenzo Giannotti, Domenico Patassini (IUAV University of Venice)	Draft	Quality Management Test on D4
V0.2	6 June 2014	Bela Markus	Draft	Annexed External Expert Evaluation Report
V0.3	26 June 2014	Danny Vandenbroucke	Draft	Comments on V0.1
V2.0	8 July 2014	Vincenzo Giannotti, Domenico Patassini (IUAV University), Linkvit Steering Committee	Final Version	Final Version with annexed Quality Management Test on D4 and External Expert Evaluation Report
V2.1	23 September 2014	Vincenzo Giannotti, Domenico Patassini (IUAV University), Milva Carbonaro (GISIG), Danny Vandenbroucke (KU Leuven)	Revised Final Version	Second Version: adjusted on the bases of Milva Carbonaro and Danny Vandenbroucke comments

## Table of Contents

1. Introduction .....	4
2. Quality assessment of the deliverables.....	5
2.1 D1 Project Handbook (task 1.1).....	5
2.2 D4 Learning paths specifications -LPS (task 2.2) .....	7
2.3 D6 Infrastructure Technical Specifications (task 3.1).....	7
2.4 D14 Awareness and Dissemination Plan (task 6.1).....	9
2.5 D19 Exploitation and sustainability plan (task 6.4).....	11
2.6 Communication: D15 Linkvit web site, D16 Dissemination material, D17 Project Newsletters (task 6.2) .....	12
3. Summary of the recommendations.....	15

## 1. Introduction

The Quality Management Plan (QMP) leads to three Quality Management Reports (QMR). The aims of the QMR are to promote the project design with the help of an external evaluator (EE), monitoring and testing the activities led by the Steering Committee (SC).

Based on a time-schedule, the QMP (Task 5.1) provides the guidelines of the 'Quality Assurance' WP5 along with the procedures and devices.

The first QMR considers the progress of the work plan. It states the tasks achieved, focuses on the completed deliverables and enhances the synthesis presented by the SC at the end of the Progress Meetings held in Leuven (19-20 February, 2014).

The Final Report was announced and preceded by D13.1 (test on D4), presented at the end of May 2014, followed by EER1, annexed to D13.1 (June 2014). The test on D4 provides to the SC and EE initial results of the quality assessment using the templates defined by D12 and approved by the SC.

Two types of deliverables were considered in this report: single reports and report clusters, documents and/or actions.

Single reports include the following deliverables:

- Project Handbook (D1),
- Learning paths specifications (D4) with related test (D13.1),
- Infrastructure Technical Specifications (D6),
- Awareness and Dissemination Plan (D14),
- Exploitation and Sustainability Plan (D19).

Cluster refers to communication devices, media and actions and includes the following deliverables:

- Linkvit Web site (D15),
- Dissemination material (D16),
- Project Newsletters (D17).

Although presented in advanced draft, Deliverable D5 will be assessed in the second QMR, when the final version will be available.

## 2. Quality assessment of the deliverables

The quality assessment of each deliverable comprises of a brief comment, the filling of a template and short recommendations.

### *2.1 D1 Project Handbook (task 1.1)*

The Project Handbook is the main document which defines the organization, responsibilities and project management roles (Project Coordinator, Linkvit Secretariat, Work Package Leader – WPL, Steering Committee - SC). It also lays out the project plan and identifies the related deliverables (reports), the communication infrastructure and procedures. At completion, it provides information on the estimated budget per single partner.

The overall work plan is divided into 6 main types of Work Packages (see p. 10 and following, D1).

To date, the Handbook has proven to be a useful tool in developing the project and has not required significant upgrades. The SC has supported the team in the plenary sessions along with effective help from the Secretariat. Ordinary project meetings have been convened according to schedule with no extraordinary meetings of the Steering Committee called on by the Coordinator. To settle technical issues and finalize Deliverables all project partners take part in open internet discussions.

The handbook generally interacts with the project and foresees, if necessary, appropriate updates.

Looking at project implementation, the Handbook needs to integrate the operational monitoring part (devices, time, costs and outcome exploitation) for the assessment indicators to be constructed.

Expected impacts and related indicators (see p.14 and following, D1) have been defined to estimate the success rate according to target groups (see p. 16 and following, idem).

As the Linkvit e-learning platform is not supposed to be about 'navel-gazing', monitoring should benchmark the supply and demand indicators related to innovative vocational training as implemented by D6 in relation to the technical infrastructure. This may ease a sort of "Reflective Networking"<sup>1</sup> and help evaluate the effectiveness of the courses designed by the project.

A second aspect that the Handbook should focus on involves certification and accreditation procedures (other than the INSPIRE driver's license). Procedures should not be left to advanced phases or defined at the end of the project since certification and accreditation are most likely key success factors in the application of the INSPIRE Directive and the legitimation of the Linkvit e-learning platform.

---

<sup>1</sup> This kind of networking is likely to develop interactions with other e-learning platforms

The following chart summarizes the procedural efficiency of D1 using the template of the QA documents and reports.

Internal review	Project Co-ordinator (CO), Steering Committee (SC)
input	D1 Project handbook
method	Review
quality criteria	<p>D1 acts as a guide to the Project work plan and time-table in compliance with the EU and international standards. It sets out the reporting process according to the agreed requirements of the Leonardo da Vinci National Agency. Reports also include the Internal Periodic Progress Reports (PPRs) submitted every six months. Progress indicators to monitor project achievements and impacts are also mentioned.</p> <p>D1 compilation must follow project rules (numeration, table of contents, standard template and corporate design). Assessed about halfway through the project path, D1 proves to be an effective guide tool to measure the achievements of completed and ongoing activities (early or advanced stage).</p> <p>In terms of contents, the organization and presentation of the document are rather clear.</p> <p>The topic is covered thoroughly although updates in monitoring, certification and accreditation could be integrated.</p>
output	<p>A more operational definition of internal monitoring (such as a Handbook complement) and greater openness to training demand and supply at the European level (external monitoring) are recommended.</p> <p>External monitoring may help Linkvit to be considered as 'project built on the results of various GI &amp; INSPIRE European Initiatives'. It can also help to appreciate one of its main objectives, that is 'to transfer the achievements to support improved GI skills to a wider national audience of users, and the creation of operational knowledge in the INSPIRE assignments'.</p> <p>Networking is a constitutive component (action) of external monitoring, thus of Communication and Dissemination activities. In this regard, D1 intends to define a communication flow based on:</p> <p>a) open communication at every level, b) standardized documentation and reporting approach c) acceptance of rules by all participants and d) workable tools. Knowledge of the didactic programmes at a European scale (current research as 'GI-N2K' and alike is properly mentioned) is essential to upgrade existing training material, harmonize and adapt it to national/regional requirements.</p> <p>All of the above-mentioned factors ensure flexibility and openness to Linkvit's e-learning platform. In particular, it may support further curricular training actions in the future, as University Master programs, even through the promotion of the INSPIRE driver's license.</p> <p>Expected outcomes can be uploaded on the project website (<a href="http://www.linkvit.eu/">www.linkvit.eu/</a>) designed to enhance awareness and promote dissemination.</p>

## ***2.2 D4 Learning paths specifications -LPS (task 2.2)***

As baseline see 'Quality Management Report. A quick test on D4'(D13.1).

In addition to the content of D13.1 (submitted to SC on the 13/5/2014), it is worth noting that the contents of the learning paths (LP) can be interpreted according to the four 'semantic axes' mentioned in the QMP, i.e. general functional quality, quality of training products, scientific and cultural quality, and implementation quality. Although by the end of the process it is fully plausible to place LP at the four axes, in particular after the final design and adaptation of the training modules, some of the outcomes in progress can be mentioned.

To date, content design and architecture of the e-learning platform are likely to ensure quality in terms of organization and responsibilities, while the procedures, communication style, networking capacities, type and use of resources are still in progress and being discussed.

Although a quality assessment of the training products (in terms of user learning outcomes) is still premature, the design and adaptation of LP allow a set up of the tools and procedures for performance evaluation and benchmarking. It also entails acknowledging the attitudes of the European countries involved.

The scientific legitimacy of the program does not depend only upon the role of Linkvit's partners within the international scientific community, but also on the e-learning platform's ability to compete with existing ones, in terms of scientific and cultural quality. "Reflective Networking" might be a strategic action to ensure a wider partnership.

Understanding to what extent the program contributes to the implementation of the INSPIRE Directive and its ensuing actions in different European countries is still premature. Such implementation quality can be properly identified through the tests envisaged on the demand and supply side, as indicated above.

## ***2.3 D6 Infrastructure Technical Specifications (task 3.1)***

D6 outlines comparative test results. The test refers to tools and procedures functions that the LMS should incorporate in order to match Linkvit's didactic approach. Assuming that LMS is a software device for administrations, documentation, tracking, reporting and delivery of e-learning education courses or training programs, D6 considers several functional and innovative aspects in relation to Linkvit's requirements, such as on going educational practices and international standards.

The procedure is organized into two phases: a) an exploratory phase that consists in identifying classes of criteria to select and rate LMS options; b) a ranking phase (a kind of aggregation) which consists in ordering and choosing the best performing LMS.

The first step starts by specifying the demand based on the functional features that the LMS should possess. Once the demand profile is identified, D6 recognizes the standard functions of the LMS (second step), referring in particular, to the definition provided by the ASTD (American Society for Training and Development).

The exploratory phase continues with standard updates, looking at enterprise practices where LMS are usually graded according to a set of functions. The most common functions include: content management features, user management tools, assessment creation, collaboration tools,

reporting and analytics and access security features. Special attention goes to the option of installing the application on administration servers or to the use of SaaS (software as a service) model.

D6 highlights that most of the current open source LMS platforms offer both variants, which guarantee greater flexibility and less dependence on system providers.

The exploratory phase ends with the selection of a number of LMS (from a vast range of available LMS products) from commercial and open source approaches.

In summary, the exploratory phase includes a needs analysis, requirements definition, and product vetting.

During the rating (or summary) phase a product evaluation and selection is carried out. The evaluation of LMS is based on technical reports and practical experience using Blackboard 9.1, Moodle 2.0 and Google applications in the context of UNIGIS.

In addition to the above mentioned methods, the involvement of additional literature enriches the background.

The LMS evaluated and related platforms were classified into two groups. The first includes open source products (Moodle, ILIAS, ATutor, Sakai), the second some commercial products like Blackboard and Course Director. The evaluation matrix is adapted to Linkvit purposes (system and student's requirements) and uses six classes, with a total of 46 parameters related to learning interaction, content, technical, assignments, tools and communication. In addition, the ratings of usability, costs, support, flexibility and interoperability should be considered as complementary key-parameters.

The final aggregation (ranking) is made using an additive approach that leads to the selection of Moodle as the core LMS for the Linkvit project.

D6 shows how Moodle (Modular Object-Oriented Dynamic Learning Environment) can be the learning platform used in over 200 countries worldwide to enable participants to distribute content via the internet. Moodle has the advantage of being supported by a large community, ensuring regular updates and offering additional functions based on an open-source solution.

The evaluation procedure followed in D6 is correct, although both the exploratory and the rating (or aggregation) phase can be improved. In the exploratory phase it would be very useful to indicate the correspondence between need requirements (first step), standard functions (second step) and updating (third step). This may allow a more selective (and motivated) choice of parameters which prove useful in comparing LMS.

The rating phase (or summary) follows a simple additive procedure, merely to indicate the presence/absence of certain features. Weighing the parameters and specifying their metrical domain (in other words, working with real evaluation criteria), could modify the final result that ranks 4 LMS yielding a difference in score of just two points, namely Moodle (31) Blackboard (30), Ilias and Sakai (29).

Applying multi-criteria technique with ancillary sensitivity analysis<sup>2</sup> may improve the outcome and not make Moodle such an obvious choice. Despite the fact that Moodle is one of the most popular open-source systems in use today, primarily developed in Linux and with the advantage of being supported by a large community.

---

<sup>2</sup> See, for instance, ELECTRE models designed at LAMSADE, Paris.

In summary:

Internal evaluation	Steering Committee (SC)
input	D6 Infrastructure technical specifications
method	Review, content analysis
quality criteria	The D6 document is aligned with the project rules. It is easy to read and with a broad review of LMS. It comes as an operational guide for the evaluation and a selection of LMS according to Linkvit's requirements. It provides the necessary documentation to compare commercial and open source e-Learning platforms.
output	Semantic connections among the assessment domains in the exploratory phase (aimed at the selection of evaluation parameters) may easily be improved. The final ranking may change if the parameters were transformed into criteria and weighed, and if a multi-criteria technique were adopted instead of an additive procedure.

## ***2.4 D14 Awareness and Dissemination Plan (task 6.1)***

D14 outlines an internal and external communication device. The internal communication activity should help to properly place Linkvit within the partner domains of education, research and consultancy. With their strong networks, partners are meant to be responsible, making sure that the project is sustainable. External communication will appeal to different categories of users involved in INSPIRE actions and strategies

Both communication levels should focus on the expected impacts: short and long term impacts on the target groups and additional impacts related to geographical, thematic, functional, access and audience issues, as indicated in D12.

As a matter of fact, training products and e-learning devices can operate in different contexts to support a standardization (herein considered as added value) of the training process, focusing on the contextual features and on comparative certification/accreditation procedures.

Communication activities will use different media and social networks and, as generally known, the contents Linkvit intends to convey will not be indifferent to the media employed. In addition, visibility compared to other e-learning platforms is a key factor for Linkvit. Within this perspective, it would be helpful to have a communication design capable of enhancing its network with other projects.

To monitor and evaluate the effectiveness of awareness and dissemination activities, D14 plans to collect and analyse a set of data. The aim is to measure the intensity and quality of cooperation and the level and intensity of exchange experiences among the partners.

Visit frequency to the web site and participation in workshops and seminars are considered additional elements of success.

During the testing phase other outcomes will be detected such as the degree of customer satisfaction, the relevance of pilot training, and even the effectiveness in organizing activities. Many of these measures will be assessed using questionnaires at different events.

Monitoring also includes obtaining feedback to make adjustments.

In general, the D14 setting is acceptable and the communication devices are operationally ready to be designed to ensure accessibility, readability, and attractiveness to the e-learning platform.

Internal review	Steering Committee (SC)
input	D14 Awareness and Dissemination Plan
method	Review
quality criteria	<p>The plan outlines an understandable process that should foster open communication. Design and graphics are basic and could be improved by networking and updating (in progress) rules and behaviors of all participants.</p> <p>Media and workable tools are differentiated according to categories of actual e-Learning platform users and potential users. The plan is clear and aims to make the platform accessible and usable.</p> <p>At present, it is impossible to verify to what extent the plan will ensure attractiveness and effectiveness. Both performances will be verified throughout the communication model and once the platform is ready for the required tests.</p>
output	<p>Enable networking on specific and cross-cutting topics focusing on the interoperability.</p> <p>Carry out surveys targeted to the events foreseen in the Plan.</p>

## ***2.5 D19 Exploitation and sustainability plan (task 6.4)***

The plan's main objective is to design a portfolio of actions to make the project sustainable. Activity objectives are well specified yet, at this stage, it would be important to give some extra thought as to the implementation modality, costs and timing. Methods, time and costs are crucial factors for the sustainability of the project.

In relation to the main operative issues, D19 outlines that the exploitation models can be divided into 2 categories. The first includes distribution models based on the open source principles. It implies that all results should be easily accessible, documented, with guidelines and access to trial installations. The second refers to a community-driven model, based on the creation of a community of practice. It is also supposed to include a revenue model in order to generate the necessary resources.

In detail, D19 suggests adopting the Common Creative Licence (CC BY-SA) model for the training modules and an open source e-learning platform (Moodle as LMS). Together, the CC BY SA model and the selected open source platform should help to establish a project community. It is worth mentioning that even preliminary hypotheses on the revenue model and on the organization might be useful in this phase.

To better explore the project's sustainability conditions, D19 suggests a swot analysis 'of the Consortium as such'. Rather than a real swot, it appears to be a very preliminary hypothesis of swot. Once properly defined and extended to the whole project (and its interactions), it could facilitate reaching short, medium and long term objectives. It could also help to better describe the structural and geographic indicators.

In this phase, the swot analysis deals, in particular, with the maintenance of effective mechanisms, informing stakeholders, managing a specific networking between producers and consumers, but especially with the relationship between the project and the implementation of the INSPIRE Directive at national level.

To address the issue of interoperability, the Interoperability Solutions for European Public Administrations (ISA) Programme was launched. Although with considerable delay, the ISA Programme could affect the sustainability of Linkvit, as well as the Reusable INSPIRE Reference Platform (ARE3NA). The ARE3NA's main goal is to identify and develop common components for the successful implementation of the INSPIRE Directive in relation to European e-government.

In these conditions it would therefore be advisable to specify in greater detail the links between program and platform as 'opportunities' and 'threats' in the swot analysis, but also as operative conditions for the project to be sustainable.

Since the e-Learning platform is also aimed at Italian users, it would be appropriate for the swot to highlight application issues of the Directive in Italy and take as its object the entire Linkvit project and not just the 'Consortium as such'.

D19 shows how the exploitation and sustainability plan are closely connected to the communication and dissemination strategy (WP6).

Good communication and dissemination could make the project more sustainable if appropriate networks are calibrated on the main targets group profiles (public administration bodies, scientists, developer and user communities, postgraduates) and on learning path contents. It should be emphasized that professional profiles of target groups are drafted on the basis of four business

processes and that even universities and higher education institutions may be Linkvit's potential customers.

In this perspective, D19 recognizes the importance of two types of networks: one related to scientific communities in general and the other to the communities of developers, managed by ISPRA and by other Consortium partners. Moreover, besides the importance of the previously mentioned networks, the contribution of linked or linkable projects may also be considerable.

The envisaged networks among Italian public organizations and private companies contributes first of all to the project's visibility within different contexts; secondly, to the sustainability of project outcomes. It would be advisable to specify how the Regional points of reference (Rpr) will be activated, as they are a sort of relais with (within) the INSPIRE Directive.

To conclude, it is not fully clear how the final critical issues relate to the swot analysis hypotheses.

Internal review	Project Co-ordinator (CO), Steering Committee (SC)
input	D19 Exploitation and sustainability plan
method	Review
quality criteria	D19 follows the standard template with clarity and in compliance with the project's work-plan. Nevertheless, the Report's objectives have been partially achieved since the sustainability and the swot analyses can prove useful once designed operationally.
output	An operational assessment of the project's sustainability is recommended together with a proper development of swot analysis (if really necessary).  Among the premises to sustainability, networking can be considered as an operational device and assessed accordingly.

## ***2.6 Communication: D15 Linkvit web site, D16 Dissemination material, D17 Project Newsletters (task 6.2)***

The deliverable D14' Awareness and dissemination Plan' says: "in order to fulfil the awareness and dissemination objectives, some activities and tools have been selected and organised following three main steps...The three steps are to raise awareness within the largest pool of potential users and user communities, promote and to deepen the understanding of the Linkvit project and to promote the use of the project results".

At the moment, three actions related to the first step (raise awareness) can be considered, i.e. D15 (web site), D16 (dissemination material) and D17 (newsletters). The three deliverables are devoted to the target audience and are here considered as a unique cluster for the sake of simplicity.

The web site ([www.linkvit.eu](http://www.linkvit.eu)) can be taken as a primary dynamic source of information for external and internal users.

D14 states that the website is structured in three sections: the first addresses the public at large, with useful information to understand the project's mission and its strategies; the second section is dedicated to the training framework with the description of the training packages and the procedures to register and access the e-Learning modules (in progress); the third section identifies a restricted area, accessible only by project partners, where internal work-documents and networking outcomes can be uploaded.

At present, the website shows three main sections, namely the project, modules and communication, whereas the restricted area belongs to the horizontal menu. However, the websites of project partners are still not cross-linked.

The overall graphics of the site is pretty poor and could be greatly improved.

Moreover, references for instance to Leonardo, Inspire Directive implementation and other related projects which are mentioned in the website are not clearly presented. In addition, the website is not yet cross-linked from/to other relevant EU and EU-sponsored sites. Although the website is really easy to surf (and this is an indisputable merit), users may have difficulty to come up with a comprehensive picture of the environment in which the project operates.

The website is still in its preliminary version, but considering that Linkvit is being regularly promoted and advertised, it should be improved so that it can fulfill its intended purpose. Although it follows project standards, it does not seem to be sufficiently attractive and able to raise the awareness the plan had envisaged.

D16 shows that dissemination material has been prepared and updated according to the Dissemination Plan and project requirements. The material consists, in particular, of a multilingual project leaflet, power point presentations and posters. A leaflet has been produced at the beginning of the project, and other material has been prepared for the participation to sectoral events and conferences. Reference dissemination material has already been produced at the beginning of the project, including a standard and a poster-based presentation of its objectives. Dissemination might be properly hosted on the website.

According to D17, four issues of the electronic Newsletters are scheduled: the first published as a general introduction, the others, published every eight months, about the project's follow-up. The newsletters are addressed to stakeholders and users, following the Awareness and Dissemination Plan guidelines.

So far, two Newsletters have been issued. In the first one (February 2014), an interview to the Project leader introduces the Linkvit and the WP activity. The second Newsletter (July 2014) focuses on Linkvit presented at the workshop "A clustering approach to eENVIRONMENTAL Services for advanced applications and capacity building within Inspire and SEIS". The workshop was held in the last Inspire Conference in Denmark. The second Newsletter contains three interviews: D. Vanderbroucke discusses the relevance of education and training to implement the Inspire Directive while an administrator of the National Mapping Agency (IGM - Italy) and a coordinator of the Arpa Piedmont (geo-portal and SDI) looks at the national implementation of the Inspire Directive.

Internal review	Steering Committee (SC)
input	D15 Website, D16 Dissemination material, D17 Project newsletters
method	Review, Content analysis
quality criteria	<p>The deliverables follow the requirements stated by D1 and D16 and are presented in a simple and clear manner.</p> <p>The website's design and graphics can be improved to be more attractive, functional and better at networking.</p>
output	It would be appropriate to improve the graphics of the website and to fill-in selected contents before the Asita Conference (14-16 October 2014).

### 3. Summary of the recommendations

In summary, quality assessment has yielded the following recommendations.

R1 The Handbook should be integrated in the section related to the operational monitoring (devices, time, cost and outcome exploitation) to lead the design of the indicators for an effective assessment. The monitoring should use as benchmarks selected indicators on supply and demand of vocational innovative training. In addition, it would be useful to define certification and accreditation procedures before the project's conclusion. Certification and accreditation might become crucial success factors not only for the application of the INSPIRE Directive, but even for a wider legitimization of the Linkvit e-learning platform.

R2 Besides the Annex recommendations on D4, it is worth mentioning that since the scientific legitimacy of the program depends to some extent on the e-Learning platform's capacity to compete against existing ones, a suitable network is a strategic device to ensure wider partnership. Moreover, in order to appreciate the program's contribution to the implementation of the INSPIRE Directive and its ensuing actions in different European countries, tests on the demand and supply side are recommended.

R3 The evaluation procedure for rating followed in D6 can be improved in the exploratory and aggregation phases. In the exploratory phase evidence of the correspondence among need requirements (first step), standard functions (second step) and updating (third step) may allow a more selective (and motivated) choice of parameters for LMS comparison. Moreover, since rating is based on a simple additive procedure, a multi-criteria analysis ( $\gamma$ -issue oriented, for example) may improve the final rank and not make Moodle such an obvious choice.

R4 As for D19 ('Exploitation and sustainability plan'), an operational assessment might be useful, together with a proper development of a swot analysis. It is worth highlighting that among the premises to sustainability, networking may be a greatly helpful operational device.

R5 For a more effective communication, all actions related to the website, dissemination and newsletters should work together, cross-linking the available contents. Website graphics can prove to be greatly helpful in conveying a full picture of the scientific and cultural environment in which the project takes place. So far, and although it follows the project standards, the website does not seem to be sufficiently attractive and capable of raising awareness as the plan had envisaged. References to Leonardo, Inspire Directive implementation and other significant projects might be clearly indicated. In addition, the website should be cross-linked from/to other relevant EU and EU sponsored sites.