



**European e-Inclusion Initiative**  
**First Contributions to the Campaign**  
***"e-Inclusion: be part of it!"***

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## Foreword

Information and Communication Technologies have profoundly changed our lives over a relatively short period of time. We now have abundant evidence of the economic benefits associated with these technologies, and progress in virtually all spheres of life is simply no longer conceivable without them.

The European Commission mobilises significant resources to promote the information society in Europe and the world. Over the years, the Commission has stressed that the digital revolution should leave no one behind. Progress and growth should not be at the expense of participation and cohesion, nor at the expense of sustainable use of natural resources and respect for the environment. Public authorities must ensure a balanced development of these different dimensions, in the general interest of society, undertaking public action as appropriate to complement initiatives led by citizens and businesses. The Commission is also contributing, from its comprehensive perspective of European society and challenges.



The aim of the e-Inclusion agenda launched today is to promote inclusive ICT that are not barriers to inclusion. More ambitiously, we aim to promote ICT as a tool for active inclusion, addressing social challenges such as those associated with ageing. This also contributes to the realisation of other goals. For instance, we know that e-inclusive societies are more productive. We also know that the impact of ICT enabled public service reforms is limited if many citizens remain digitally illiterate and cannot use online services.

Following on from the 2006 Riga Ministerial Conference on ICT for an inclusive society, the Lisbon Ministerial debate on e-Inclusion is an occasion, to reinforce the commitment to e-Inclusion of many public and private stakeholders from across Europe.

It is also the occasion to remember that e-Inclusion progress is only possible thanks to the efforts of many anonymous “champions” of an information society for all. These are the persons who work with excluded people on a daily basis, in their communities and homes, becoming part of their social reality, close to the ground. This work is the very foundation of the e-Inclusion action, which ultimately is about improving the daily lives of people.

This document is a tribute to all these e-Inclusion “heroes” and to the people they work with and for. In this spirit, the Commission wants to connect European e-Inclusion policies, and other closely related policies such as those on e-Government or e-Health, to the practical e-Inclusion work carried out on the ground.

This is why, in preparation for this Lisbon event and the launch of the European initiative on e-Inclusion, the Commission services launched a call for contributions. The response surpassed all our expectations. This confirms that there is great interest in this topic and that there are many concrete commitments. The results of the call are reflected in the current document, which is the first deliverable of the “e-Inclusion, be part of it!” campaign, a key element of the European e-Inclusion initiative launched at the Lisbon event.

This very promising start bodes well for the campaign and the European e-Inclusion initiative. The Commission hopes that all the women and men who make e-Inclusion happen every day continue to be the protagonists of the campaign. This will be the necessary complement



to the actions that the e-Inclusion Communication identifies for the Commission and for other relevant stakeholders.

The third of December 2007 is an important day for the cause of an inclusive information society. It is the United Nations day of persons with disabilities. It also marks the launch of the European initiative on e-Inclusion. This step underlines the commitment of the European Commission to an information society for all; a society where every person has equal opportunities to participate; including, those who are physically, mentally, socially or economically disadvantaged.

I must thank all those who sent contributions; also the experts and consultants who helped the Commission in managing this process. Last but not least, I would like to thank those who made possible to get European the e-Inclusion policy to this point, in particular Commissioner Reding and her cabinet staff, the "i2010 e-Inclusion subgroup", the "e-Inclusion partnership", DG INFSO colleagues and especially the ICT for inclusion unit.

Thank you for being part of it!



Frans de Bruijne  
Director  
European Commission  
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## About this document; Addresses for additional information

### *Context: the European initiative on e-Inclusion*

This document was prepared for the Ministerial event on e-Inclusion held in Lisbon on 2<sup>nd</sup> and 3<sup>rd</sup> December 2007. This event marks the official launch of the European initiative on e-Inclusion, which is a proposal from the European Commission to all relevant European stakeholders. The initiative includes the “*e-Inclusion, be part of it!*” campaign, which will run until end 2008.

In preparation for this launch, the Commission services organised a call for e-Inclusion contributions, from 8 to 15<sup>th</sup> October which was met with a very good response: the Commission received more than 150 contributions from across Europe, which included information about initiatives, upcoming events and relevant documentation.

### *Contents*

The current document briefly introduces European policy on e-Inclusion and explains how interested parties can participate in the “*e-Inclusion, be part of it!*” campaign, thus supporting the European initiative on e-Inclusion.

It then reports on the results of the call for contributions on e-Inclusion, listing all initiatives submitted as contributions to the call. It also provides a deeper analysis of 30 initiatives that were considered to be particularly valuable, but this is limited to summaries of one page for each initiative, due to the limited resources and time to prepare this document.

Finally, the document includes the first calendar of events of the “*e-Inclusion, be part of it!*” campaign, which will be regularly updated in 2008.

### *Author; Disclaimer*

This document was prepared by the “*ICT for inclusion*” (INFISO-H3) unit of the European Commission, under the co-ordination of Miguel González-Sancho and in collaboration with the “*Institute for Prospective Technological Studies*” of the Joint Research Center, also of the European Commission. They were supported by a group of experts, who focused in particular on the evaluation of the contributions received to the call and deeper analysis of the 30 contributions elaborated in this document. The experts are:

Joe Cullen, Syb Groeneveld, Alexandra Hache, Stefano Kluzer, Hervé Le Guyader, Christine Leitner, Rasmus Shermer.

Much of the information contained in this document is based on voluntary submissions to the call for contributions. The Commission services cannot guarantee the accuracy of that information. The opinions expressed in this document do not necessarily reflect the views of the European Commission.

### *Additional information*

For further information please visit [http://ec.europa.eu/information\\_society/einclusion](http://ec.europa.eu/information_society/einclusion), where you can also subscribe to an e-Inclusion newsletter, or contact:

[eInclusion2008@ec.europa.eu](mailto:eInclusion2008@ec.europa.eu).



# 1. Policy context

## 1.1. Inclusion in the information society

### e-Inclusion matters

e-Inclusion aims at enabling every person who so wishes to fully participate in the information society, despite any individual or social disadvantages. It contributes to social equity and cohesion, as well as to productivity and economic growth, reducing the cost of exclusion and opening new opportunities for ICT markets.

The social and economic relevance of e-Inclusion is increasingly recognised by public, commercial and not-for-profit stakeholders, with many actions being undertaken at all levels.

### Clear commitment of the European Union – The European initiative

The European Union has stepped up its efforts on e-Inclusion in recent years through several of its policies. In particular, e-Inclusion is one of the three pillars of the i2010 initiative *an information society for growth and jobs*<sup>1</sup>. i2010 announced that the Commission would propose a European Initiative on e-Inclusion in 2008. In the meantime, the Commission has adopted various policy actions relevant to e-Inclusion, e.g. on e-Accessibility, Broadband Gap, e-Government, ICT for ageing well, or e-Skills<sup>2</sup>.

A landmark was the 2006 Ministerial “Riga Declaration” on *ICT for an inclusive information society* where, more than 30 European countries signed a Declaration setting concrete targets for 2010 (e.g. on Internet usage and availability, digital literacy and accessibility of ICT). They also called on the Commission to come forward, in 2007, with a coherent e-Inclusion approach within the i2010 framework towards the European e-Inclusion initiative in 2008 and in line with the Declaration.

Consequently, on 8.11.2007 the Commission adopted the Communication “European i2010 initiative on e-Inclusion - to be part of the information society”. This Communication proposes a European Initiative on e-Inclusion comprising of:

- An e-Inclusion campaign “*e-Inclusion, be part of it!*” to raise awareness and connect efforts during 2008, to be concluded by a Ministerial Conference, to demonstrate concrete progress and reinforce commitments, and
- A strategic framework for action to implement the Riga Ministerial Declaration by:  
1. Enabling the conditions for everyone to take part in the information society by bridging the broadband, accessibility and tackling competences gaps. 2. Accelerating effective participation of groups at risk of exclusion and improving quality of life. 3. Integrating e-Inclusion actions to maximise lasting impact.

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<sup>1</sup> COM(2005)229.

<sup>2</sup> COM(2005)425, COM(2006)129, COM(2006)173, COM(2007)332, COM(2007) 496.





## 1.2. The campaign “e-Inclusion, be part of it!” – How take part

### Presentation of the campaign

The campaign was first mentioned in the call for contributions launched in October 2007, officially announced in the e-Inclusion Communication and started in the e-Inclusion Lisbon Ministerial event of December 2007. The Communication indicates that amongst the key action of the European initiative on e-Inclusion *the Commission will run a dedicated campaign throughout 2008 (“e-Inclusion, be part of it”) building on a call for contributions, and giving visibility to e-Inclusion initiatives, events and results from all across Europe.*

### Rationale and goals

There are many good activities from Europe and beyond relevant to e-inclusion. Most are unknown outside their immediate context of implementation. Better dissemination can inspire others and stimulate more efficient approaches to promote e-Inclusion.

The *e-Inclusion, be part of it!* campaign builds on e-inclusion activities existing at all levels, seeking synergies between them, and aiming at qualitative improvements in overall e-inclusion impact. The main goals of the campaign are to:

- Raise awareness of digital exclusion problems and digital inclusion opportunities, giving visibility to e-inclusion activities.
- Stimulate further efforts, supporting exchange of information and knowledge sharing.
- Improve understanding of e-inclusion realities with a view to improving future actions, developing mechanisms for comparability and impact assessment.

### Commission role and mechanisms for participation

The European Commission has proposed the *e-Inclusion, be part of it!* campaign and will support it directly and with the assistance of independent professionals, through various dissemination efforts: internet and media activities, publications, events. It will also link such dissemination efforts to relevant EU activities. Regular announcements and reports on the campaign's activities will appear on [http://ec.europa.eu/information\\_society/einclusion](http://ec.europa.eu/information_society/einclusion), and in the European Commission e-Inclusion newsletter available at the same address.

The Commission services consider that their role in this campaign must be one of facilitator. The real drivers should be the e-inclusion actors and beneficiaries “on the ground”. Their involvement will be the lifeblood of the campaign and the measure of its impact. In other words, the level of inclusiveness of the campaign, the amount of bottom-up activity it generates will largely determine its success in moving e-inclusion forward. That will also contribute to collective efforts on e-Inclusion that will hopefully be sustained well beyond the campaign itself.

At the end of 2008, the impact of the overall European e-Inclusion initiative will be a function of direct actions from the Commission and third party activity stimulated through the campaign: online contributions, associated events and documents, other support activities. Commission activities are addressed here only to the extent that they aim to stimulate e-Inclusion efforts by stakeholders in the framework of the campaign.

Beyond online contributions described in the next paragraph, which will be handled through the portal [www.epractice.eu](http://www.epractice.eu), proposal for all other forms of participation in the campaign should be addressed to the Commission services at [eInclusion2008@ec.europa.eu](mailto:eInclusion2008@ec.europa.eu) with the mail subject “*proposal for participation to the campaign e-Inclusion, be part of it!*”



### ***First possibility - Online contributions***

The Commission services encourage all those involved in e-Inclusion activities to share their experience through the portal [www.epractice.eu](http://www.epractice.eu). This is a web platform financed by the Commission to exchange practices and discuss issues related to e-Inclusion, e-Health and e-Government. Your initiatives, events, reports and news can be registered or updated through standardised online forms. The portal supports other facilities like blog discussions and newsletters.

The Commission will use the knowledge base accumulated in this portal to support the campaign in various ways, e.g. for documents (as was the case with some initiatives selected from the call for contributions to be presented at the Lisbon event), events, newsletters, awards, etc.

### ***Second possibility - Associated events***

There will be a series of events organised by the Commission services, directly or through its consultants, in the framework of the campaign. The Commission services will invite people identified as having provided valuable online contributions, as described above, to participate in relevant events.

In addition, the Commission services offer the possibility for any party to associate relevant events to the campaign. This can be done by:

- Completing the events online form at <http://www.epractice.eu/events>.
- Then contacting the Commission services, at least one month before the event will take place, indicating the ePractice link with full details of the event. The Commission services may request additional explanation or documents.

The Commission services will then decide if the event is appropriate to the campaign, on the basis of the characteristics of the event and its relevance to the subject area. The total number of events already proposed on similar topics, timing, geographical area and other considerations will also be taken into consideration. Associated events will:

- Be listed in the calendar of events of the campaign, which will be regularly updated (the 1<sup>st</sup> version is annexed to this document) and advertised through the campaign channels.
- Use the logo of the campaign *e-Inclusion, be part of it!* when announcing the event on the web and other media, as well as in the event documentation.
- Within 15 days of the end of the event, send a report of around two pages providing feedback according to a pre-defined format.<sup>3</sup> to the Commission services. This feedback will be reported as part of the results of the campaign.

In addition, for a limited number of events, the Commission services will subject to availability, provide:

- Commission speakers or experts collaborating with Commission e-Inclusion activities.
- Support material such as documentation, videos, campaign gadgets, etc.

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<sup>3</sup> The following information shall be requested:

1. number and profile of participants;
2. activities that took place (e.g. presentations, awards granted, exhibition, campaign, experimental or interactive activities, etc) and results as applicable;
3. main conclusions or findings;
4. lessons learnt in terms of e-Inclusion impact (in particular impact for the intended beneficiaries of the measures considered, recommendations on the efficiency of future measures, etc);
5. next steps as applicable;
6. any other comments or supporting information as applicable.



### ***Third possibility – Ad-hoc publications and other material***

The Commission will produce a number of publications for the campaign, starting with the current document, to be presented at the Lisbon Ministerial event on e-Inclusion. Commission services also offer the possibility for any party to submit relevant publications or other material for the campaign, such as reports compiling experiences, providing measurement or analysis, articles and interviews, translation of documents related to the European e-Inclusion initiative, audiovisual material, etc.

This will require taking prior contact with the Commission services to explain the proposal. Selected documents will be advertised through the campaign channels and reported as part of the results of the campaign.

### ***Fourth possibility – participation in the e-Inclusion awards***

The Commission services intend to organise e-Inclusion awards in 2008. These awards will build on inputs to the campaign date, notably further to the call for contributions, and calling on new submissions. Information on this action will be provided in due course.

### ***Other possibilities***

The Commission services welcome other modalities for supporting the campaign, which must be discussed on an ad-hoc basis. These may include, but are not limited to:

- Managing or actively participating in e-Inclusion “online communities” at [www.epractice.eu](http://www.epractice.eu): launching debates, creating newsletters, reporting results, checking quality of content available on the portal, etc.
- Contributing with articles to the ePractice online journal ([www.epractice.eu/journal](http://www.epractice.eu/journal)).
- Sponsoring initiatives.
- Launching ad-hoc partnerships on specific themes or twining experiences (“twinclusion”).
- Acting as “multipliers” or “champions” of the campaign.
- Other possible ways to be suggested.

These various forms of collaboration will be advertised through the campaign channels and reported as part of the results of the campaign.



## 2. The call for e-inclusion contributions

### 2.1. Purpose and approach

#### Launch and management

The Commission services organised a call for e-Inclusion contributions<sup>4</sup>, which ran from October 8<sup>th</sup> to November 15<sup>th</sup>, to serve as a launch-pad for the campaign “e-Inclusion, be part of it!” in the framework of the European e-Inclusion initiative. This call was promoted through various channels, namely:

- An information day on 8<sup>th</sup> October in Brussels.
- The e-Inclusion webpage on the Commission's DG Information Society portal: [http://ec.europa.eu/information\\_society/activities/einclusion/index\\_en.htm](http://ec.europa.eu/information_society/activities/einclusion/index_en.htm)
- The ePractice portal: <http://www.epractice.eu>
- The i2010 e-Inclusion sub-group.
- DG INFSO-eInclusion and ePractice newsletters.
- Mailings to the contact base of the Commission unit ICT for inclusion.

Four types of contributions were called for: (1) initiatives (i.e. projects, services, schemes, etc); (2) events planned for 2008; (3) reports and studies; (4) comments to post on a blog.

All contributions submitted using appropriate forms provided (i.e. an ad-hoc ePractice form for this call accessible from the e-Inclusion page on that portal; a similar form in word format available from DG INFSO-H3 and IPTS; and the standard ePractice forms for events and documents, and the blog postings), were considered.

All these contributions are posted on the ePractice portal. The current document covers the initiatives and the events received in response to the call. They are all listed in the annexes. If you detect any omission, please accept our apologies and inform us by sending an e-mail to [eInclusion2008@ec.europa.eu](mailto:eInclusion2008@ec.europa.eu).

#### Evaluation and selection

The Commission services involved (DG INFSO-unit H3 and DG JRC-IPTS) assessed all initiatives submitted in contributions to the call, with the support of a group of experts. They made this assessment using a set of four common criteria explained in the call:

- Impact;
- Originality and replication;
- Quality of implementation;
- Dissemination efforts and level of commitment.

A selection was then made of some initiatives to be summarised for the current document. This selection was made on the basis of: (1) scoring on the above criteria; (2) balance in terms of geographical coverage, topics, profile of leading entities and, where appropriate, other relevant parameters.

It was not possible to summarise a higher number of contributions in the short time available so many good initiatives could not be retained in this document. However, there will be future opportunities to profile initiatives not covered here, e.g. in other documents or events.

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<sup>4</sup> [http://ec.europa.eu/information\\_society/activities/einclusion/events/call\\_contrib\\_2008/index\\_en.htm](http://ec.europa.eu/information_society/activities/einclusion/events/call_contrib_2008/index_en.htm)



Moreover, the Commission services encourage stakeholders to make use of those initiatives through any of the modalities for participation in the campaign mentioned above.

This document summarised a limited selection of about 20 per cent of the total received. For presentation purposes, the selected initiatives are classified in 6 chapters, in line with the topics of the Ministerial Declaration on ICT for an inclusive society adopted at Riga in 2006. This classification is far from perfect, as several initiatives address more than one of the topics.

## **2.2. General findings on initiatives received**

### **Analysis of all initiatives received**

#### **Numbers**

We received almost 200 contributions, including events and documents; 153 were "initiatives". This is a remarkably good response for a call that lasted only 5 weeks but it can only be to represent a limited sample of the total number of e-Inclusion activities across Europe. As such it cannot be considered statistically representative. Nevertheless, this sample provides valuable indications of current trends, consolidated or emerging, of e-Inclusion work. The analysis below is, to some extent, conditioned by the way the forms (questionnaires) were structured and the choices they proposed (for topic addressed, category of users targeted, etc), although it was possible to provide additional comments.

#### **Countries**

Initiatives were submitted from 25 countries, with a number considered "pan-European/ or international" (initiatives that could not be clearly traced back to any particular country). The United Kingdom had the highest number (17), followed by Italy (14) and Austria (13). 16 "pan-European/ or international" initiatives were submitted.

Differences in response rates may partly reflect differences in e-Inclusion activity, but many other factors may have played a role: awareness and interest in European action in this area, command of English and availability of information in that language<sup>5</sup>, resources devoted to e-inclusion issues in each country, dynamism of e-Inclusion sub-group representatives, and other possible factors.

#### **Topics**

There are often several policy issues addressed by a single initiative<sup>6</sup>. E-Inclusion policy issues are interrelated and this often translates into an integrated approach of e-Inclusion initiatives. For example, digital literacy measures often form part of measures addressing broader programmes on ageing, disability and/or cultural diversity. In addition, many large scale initiatives have a wide scope and multiple targets (typically those promoted by national and regional governments as part of information society programmes).

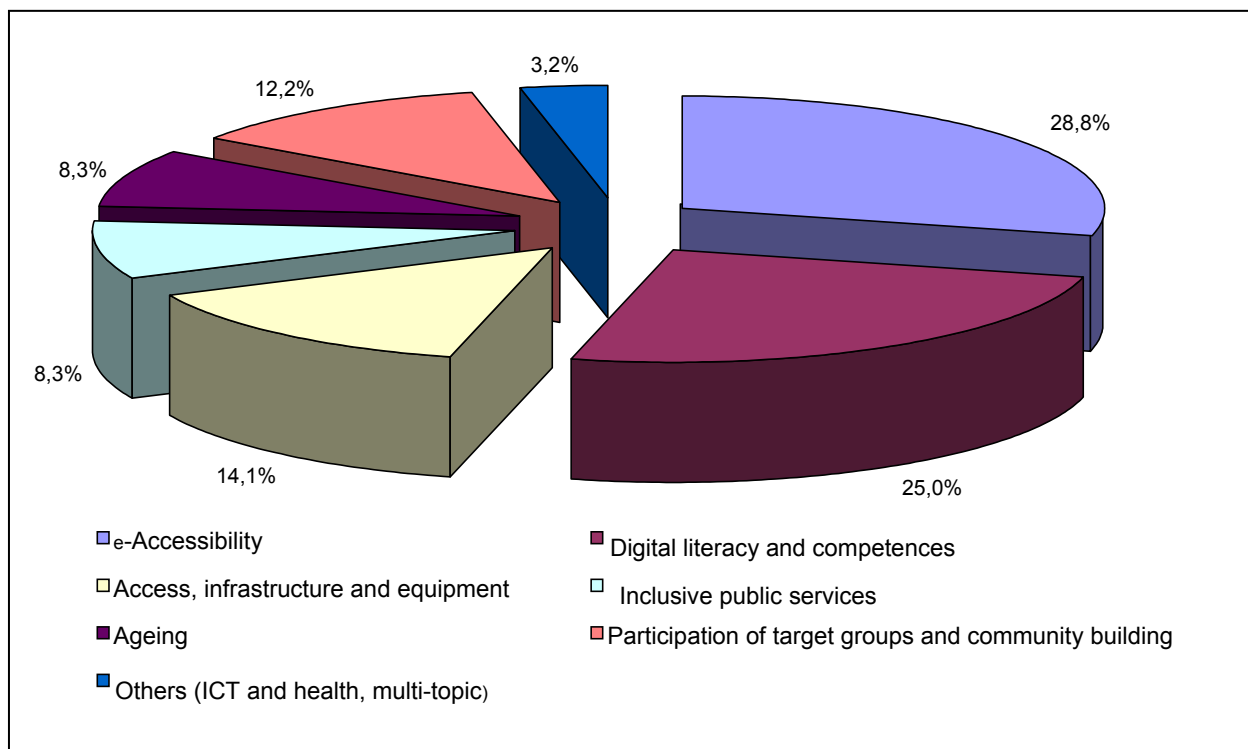
Overall, using the topics of the Riga ministerial declaration, the three most frequent policy issues (i.e. considering only the dominant issue per each initiative) are: (1) "eAccessibility" (29%), (2) "digital literacy" (25%), and (3) "access" (14.1%), while "ageing" and "public services" show a relatively low result (8.3%).

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<sup>5</sup> The call was advertised in 7 languages and submissions accepted in all EU official languages, but the forms were only in English and just a handful of submissions came in other languages. Language diversity is a very important aspect when it comes to inclusion and the Commission services make their most to handle as many languages as possible within the resources available.

<sup>6</sup> Multiple choices were possible for target groups and policy issues in the submission forms.





e-Accessibility, digital literacy and (less so) infrastructure and access issues seem to remain the overwhelming e-Inclusion concerns. Indeed, many initiatives are "supply-driven", focusing on the referred e-Inclusion prerequisites, aimed at generically defined weak regions or disadvantaged groups. In parallel, a trend is also perceptible towards user-centric projects that pay attention to the social context of intended beneficiaries, their capabilities and learning needs. Some projects seek to actively involve users in service design and content production.

This indicates a certain evolution of e-Inclusion initiatives. Once the ICT infrastructure and equipment to connect citizens are in place (in urban, rural and from remote areas), which is still a challenge in parts of the EU, the priority becomes making that ICT and related services as accessible and usable as possible, especially for the socially excluded. At the same time, there is considerable focus on raising user awareness of ICT-enabled opportunities, and developing the skills to seize those opportunities.

"Digital literacy" initiatives often come in the form of campaigns to provide basic ICT skills (ECDL type) on a larger scale. At the same time, there are efforts to tailor training to specific user needs, addressing accessibility issues and other barriers related to the training process. In line with this, there are initiatives to motivate citizens and make them really autonomous with ICTs, even developing their creativity.

The development of "public e-services for disadvantaged people", i.e. mostly inclusive e-government projects (8% of cases) is part of the move towards a more accessible online world. Enhanced community development and social capital is, at the same time, a goal and an approach to reach the disadvantaged sectors of the population in another 6% of cases.

### Target groups

The above picture is in line with the main target groups identified in the contributions. "People with disability" (28%) appears to be the most relevant category, which reflects both the political priority focus on "e-Accessibility" and the fact that disabilities also affect senior citizens (which was another category proposed in the form). The second most popular category "any citizen" (25%) suggests that e-Inclusion initiatives often have a generic focus. The third category "older people (60+)", which reached a total of 12%, closely correlated to





the topics "e-Accessibility", "digital literacy" and "ICT for ageing". "Young people at risk of marginalisation" and "cultural minorities and migrants" are the target group of approximately 10% of all contributions. Additional specific target groups are the unemployed, children (e.g. hospitalised or with learning difficulties) as well as associations, intermediaries and/or public administrations dealing with those target groups.

Frequency of main target group addressed	Initiatives	%
People with disability	43	28,2%
Any citizen	38	25,0%
Older people (60+)	18	12,2%
People with poor or no digital literacy + Illiterate people	11	7%
Young people at risk of marginalisation	10	6,4%
Associations and Intermediaries + Public authorities dealing with groups at risk	10	5,6%
Cultural minorities and migrants	7	4,5%
People in remote Areas + disadvantaged communities	6	3,9%
Unemployed people	4	2,6%
Families and children at risk	2	1,3%
People with health and long-term care problems	2	1,3%
People living in poverty and/or precarity	1	0,6%
SMEs	1	0,6%
Women	1	0,6%
Other + blank cases	3	1,9%
Grand Total	153	100,0%

### *Leading organisations*

The following picture emerges of types of organisations co-ordinating and developing e-Inclusion initiatives:

Types of organisations	Number	%
Public Sector	58	38,5%
Non-for-profit	51	33,3%
Private sector (large enterprises)	13	8,3%
Academia	10	6,4%
Networks and Consortium	10	6,4%
Private Sector (SME or independent)	5	3,2%
Other	6	3,8%
Grand Total	153	100,0%

The public and non-for-profit sectors dominate, often working together. The academia and research sector are generally involved in initiatives related to e-Accessibility and ICT development, working on software and hardware specifications, and research on the social aspects of ICT.

Collaboration of at least two partners is common in the contributions received. One partner often promotes and finances the initiative, while the other one has an operational role and closer contact with the target groups. The information received also indicates that large ICT companies are actively involved in e-Inclusion initiatives, e.g. Microsoft, HP, Intel, Liberty Global, fixed and mobile phone operators, who support a variety of both large-scale and local initiatives. Small enterprises are less frequently involved in e-Inclusion initiatives.



### ***Geographical scope***

Nearly 75% of the initiatives are developed at a broad geographic level (national, pan-European, international), and almost half of them are developed within a national frame. Many initiatives actually started locally, or were piloted at local level and then grew at national or even pan-European level, sometimes with the support of EC programmes.

Local and regional e-Inclusion activities seem to be under-represented in the results of the call. Lack of knowledge of the call itself (also due to its short duration) and lack of time/resources to reply (in English, even though it was not compulsory) are possible explanations for this. The campaign "eInclusion: Be part of it!" should explore mechanisms to link to those "grass-root" initiatives, to give them visibility and relate them to the broader policy context.

### ***Status of implementation***

Around 80% of all the initiatives submitted were defined as "completed/in operation" (40%) or "ongoing/under implementation" (39%). While this may partly reflect the call's aim to identify initiatives which could show real results and impact, it also shows that a major effort to promote e-Inclusion is already underway in all EU countries and that mature experiences to learn from already exist. About 20 submissions also presented new initiatives at launching stage or recently started.

### ***Financial size***

Two thirds of the respondents to the call provided information about the cost of implementation of the submitted initiatives. Given the diversity of the initiatives reported, ranging from very local to pan-European and international projects, the range of the answers is also wide. Private enterprises and non profit organisations tend to be involved in the lower cost projects.

50% of the initiatives are of a relatively small scale (i.e. below € 300,000 euros), while 33% of the cases indicate a budget of more than € 1,000,000. Larger scale projects (> € 5,000,000) tend to be funded by public institutions.

## **Analysis of 30 initiatives selected in this document**

A closer analysis of a few initiatives is made here, on the basis of the four evaluation criteria indicated in the announcement of the call for contributions. Questions on these criteria were included in the forms to be filled in by the respondents.

### ***Evaluation criteria used – overall considerations***

The purpose of using these four criteria is to provide a common analysis framework for all e-inclusion initiatives submitted to the call. The aim being to extract high-level findings on the diversity of contributions submitted, despite their diversity, and then derive good practice recommendations. This approach would fall into the "benchlearning" category.

This approach is exploratory and has clear limits. First, the sheer diversity of e-inclusion activities makes it difficult to apply the same assessment criteria. It may be appropriate to refine these criteria and tailor them to specific topics, types of organisation, etc.

Secondly, and related to the previous point, the criteria were very broadly defined, which was justified by the exploratory nature of the approach. However, if the approach was to be further pursued, criteria may be modified and/or expanded (and broken down into sub-criteria), or perhaps reduced.

Thirdly, also in connection with the previous points, overlaps in their application are frequent, e.g. between innovation and quality of implementation.

Fourthly, the information provided in the contribution was often limited and not specific enough in terms of some or all of the criteria. Many responses provide vague qualitative feedback on the criteria; quantitative evidence is scarcer, and often consists of number of





users, internet hits, projects run, etc. What seems harder to quantify is the user benefits. It may be that this type of information does not exist in some cases (e.g. no measurement of impact), but also that the approach and aims of the exercise were not clear for many respondents. Ideally, the experts who analysed the initiatives would have further explored some of them and contacted those responsible, however this was not possible in view of the limited time.

Limitations in the amount and relevance of information available could be addressed in the future through further elaboration and practice of this benchlearning approach, as well as taking inspiration from other monitoring and evaluation approaches that may exist on e-inclusion or other fields.

Finally, it is sometimes challenging to determine what is really distinct about e-Inclusion good practices, in relation to any good practice in any area. For instance, “involving the user in service design” is a general recommendation for many activities in many domains. At the end of the day, what matters is capturing evidence in relation to the basic e-Inclusion goal: reaching people who are making little or no use of ICT, and in the process using ICT to improve their quality of life.

In any case, feedback on this approach and suggestions for improvement are most welcome.

### **Impact**

Quantitative feedback is mostly about the supply side of the initiatives, especially size and growth over time:

- Number of users, especially of final users trained, but also “intermediaries” using a particular service (e.g. teachers, NGOs, local authorities): this was the most frequently reported impact of evidence (in almost half of the 30 selected initiatives).
- Web activity, e.g. number of visits or newsletter subscribers: typically reported by web-based service initiatives (e.g. “best practices for e-inclusion professionals”, “SAFIR”, “Every body online”, “Red conecta”).
- Number of centres or projects run, services provided, etc (often with indication of progression over time): typically reported by initiatives about public internet access points (e.g. “Easy Space”, “Rede de espaços internet”, “WiN”).
- Financial benefits for service provider: there is apparently only one initiative mentioning this, making a specific estimation of “return on social investment” (“Every body online”).

There is little mention of concrete initiatives having influenced public policies (“Every body online”), rather than the other way round.

There is little quantitative feedback on impact in terms of users’ response to the “ICT treatment” and derived benefits for them:

- Rise in levels on internet usage (“Every body online”); average time spent while using a particular service (“virtual integration counter”); number of web pages created by users themselves (“WiN”).
- Jobs found further to training (“new Employment Opportunities for Poland’s Disabled”).

Feedback about estimated user benefits tends to be qualitative, but indications are often rather general, so that it is difficult to distinguish hoped for and demonstrated benefits. Some concrete indications included:

- Capabilities acquired by users, e.g. in terms of communication, access to online public services or other internet services, change of perceptions and attitudes (“kindergarten for seniors”, “infopankki”, “WiN”).
- Social networking, e.g. people keeping contact having completed a course, or becoming part of a wider community (“Kattints”, “digital communities”, “xenoclips”).



### ***Originality and replication***

This aspect is perhaps less concrete than the impact one and thus difficult to identify. Many initiatives claim that their formula can be replicated; some explain how this has happened; and few elaborate on the issue. Quantitative feedback is very limited here except, for replication; the number of 'spin off' initiatives or projects from an initial successful experience. There are other relevant points that appear:

- Recycling well-tested approaches and tools (e.g. ECDL), tailoring them to the specific needs of new user groups, social contexts, cultures, etc ("barrierefrei", "SAFIR", "Kattints", "Community Technology Learning Center", etc).
- Reuse of software packages and open source approaches ("best practices for e-inclusion professionals", WiN, "Melting pot", etc).
- Adapting the service to the social or working environment of the user ("Volkswagen level 5", "Digital communities" and several others).

### ***Quality of implementation***

As indicated, it is often difficult to differentiate this aspect from the previous one and to identify features of good e-Inclusion implementation that are distinct from other domains. Quantitative feedback was virtually zero here. Relevant points in the initiatives reported included:

- Co-operation with NGOs and people working with the target users to develop and implement the services addressed by the initiatives ("Kindergarten", "Community Technology Learning Center", "Red Conecta").
- Implementation tailored to the local context; services meeting user needs and (re)adapted accordingly ("Barrierefrei", "Best practices for e-inclusion professionals", "Ypaithros", "SAFIR", "Volkswagen level 5", "WiN").
- Provide users with individualised support, including online ("Barrierefrei", "Melting pot").
- Directly rewarding users; provide them with certification of their newly acquired competences ("Volkswagen level 5", "Red conecta").
- Pooling resources from various types of stakeholders, e.g. authorities, enterprises, NGOs; ensuring sponsorship and financial sustainability ("Best practices for e-inclusion professionals", "digital communities").
- Common strategy, while adapting implementation to specific projects ("Kattints"); linking projects ("Digital communities"); develop and sticking to good implementation principles ("Virtual integration counter").
- Monitoring results; asking users' feedback ("Adamo", "Infopankki"). In general, very little feedback was provided on this.

### ***Dissemination efforts and level of commitment***

Again, some overlap with the previous criteria. Some indications concerned:

- Commitment of various types of actors, e.g. local authorities, ICT operators, financial institutions, etc (many initiatives giving details on this).
- Legal requirements relating to e-Inclusion ("Danish e-Accessibility initiative", "Adamo").
- Dissemination efforts through presentation of the respective initiatives at events, publications and dedicated media campaigns (several initiatives).




### 3. Selected contributions by topic



### 3.1. Access, Infrastructure and Equipment

#### CTLCS (Community Technology Learning Center)

<b>Malta</b>	
<a href="http://www.miti.gov.mt">www.miti.gov.mt</a>	
Charmaine Delmar: <a href="mailto:charmaine.delmar@gov.mt">charmaine.delmar@gov.mt</a>	
Ministry for Investment, Industry and IT (MIIT); NGOs: Access; Fondazzjoni Salvinu Spiteri; Eden Foundation; Birkirkara Local Council; Employment and Training Organisation; Physically Handicapped Rehabilitation Fund; National Council of Women; Richmond Foundation.	

#### Context, purpose and description

The Maltese Ministry for Investment, Industry and IT (MIIT) has set up nine Community Technology Learning Centres (CTLCS) since 2004 to promote access to computers and Internet facilities in underserved communities. The purpose of this initiative is to increase digital literacy especially among disadvantaged groups. The MIIT provides equipment and software for the centres with the support of international and local strategic partners including Go, HP, Microsoft, Systec Ltd, Computer Solutions Ltd, and Forestals. The MIIT also supports “Train the Trainers” programmes for the CTLCS, covering a substantial part of their fees. The CTLCS are run by non-governmental organisations (NGOs) which provide the premises and are responsible for the day-to-day operations of the programme. Training programmes are free of charge. Target groups are low skilled people; early school leavers; persons in care and/ rehabilitation programmes; women returning to the labour market; persons in employment at risk of becoming redundant; adult job seekers; employers and employees operating in micro and small enterprises.

#### Impact and added value

- The CTLCS have been crucial for the “myWeb training programme”: Since 2003 courses (of 20 hours) have been delivered to about 12,000 people in Malta (average age: 45-55). MyWeb provides training on basic computer applications, how to browse the Internet and the use of email. The CTLCS also played an important role in promoting the programme. The experience will be used in future ICT literacy programmes to better target the needs of specific (vulnerable) audiences.
- Further replication potential at the national level: It is currently planned to also use the CTLCS as training centres for the delivery of the HP Micro Accelerated Programme (MAP) aimed at providing ICT access to micro enterprises and helping micro-entrepreneurs gain awareness and confidence on their use in business applications. The initiative is an integral part of the MIIT's strategic goal of developing the Maltese information society and economy.



## EEE (Easy-(e)-space)

Belgium	<div>Easy-(e)-spaceE</div> <div>L'informatique solidaire ! Dé solidaire informatica</div>
<a href="http://www.easyspace.be">www.easyspace.be</a>	
Karim Olabi: <a href="mailto:kol@oxfamsol.be">kol@oxfamsol.be</a>	
Oxfam-Solidarité Belgium; IdealX.	

## Context, purpose and description


The Easy-(e)-spaceE project installs a computer network of five PCs and a server for civil society and public welfare organisations in Belgium. All materials (except the server) are second hand and refurbished. The software environment is open source (Edubuntu). This makes Easy-(e)-spaceE an eco-friendly, non-expensive solution. Belgium boasts 580 public social welfare centres. The only real expense these centres have to make when starting with Easy-(e)-spaceE is to hire a person (often through a subsidised contract) that will be responsible for the good use of the network within the respective centre.

## Impact and added value

- This low cost solution helps small not-for-profit organisations to switch to non-proprietary software, sustainable hardware and accessible data and archive management. At the same time people depending for example on welfare organisations (often socially disadvantaged groups such as unemployed persons) are introduced to the information society and can acquire basic e-skills at these Easy-(e)-spaceE centres.
- Experiences with open source software and open networks in small-scale organisations are still not widely available but have great potential for replication. Manuals etc. should be made available in different languages. Easy-(e)-spaceE has the technical know-how, and can share experience on various issues such as how to get enough second hand PCs and screens, a team of technicians, a dedicated website, help desk, means of transport, and good trainers.
- The approach has proven to be successful. The project has been in operation since January 2005 and since then its system and configuration have been implemented in 80 centres. In the coming years many more will follow. The organisation's website displays very positive evaluations from the users.
- The Belgian Ministry of Social Integration supported Oxfam's initiative to install such networks in several social centres. Following evidence on the success of the initiative additional funding was granted. The total budget for the 80 centres so far amounts to € 800,000.



## Rede de Espaços Internet (Internet Spaces Network)

<b>Portugal</b>	
<a href="http://www.espacosinternet.pt">www.espacosinternet.pt</a> ; <a href="http://www.unic.pt">www.unic.pt</a>	
Graca Simoes: <a href="mailto:graca.simoes@unic.pt">graca.simoes@unic.pt</a>	
UMIC – The Knowledge Society Agency (Ministry of Science, Technology and Higher Education)	

### Context, purpose and description

This national initiative launched in late 1999 is now covering the whole country with a network of more than 1000 public Internet Spaces responding to a common charter, whereby each and every node must provide (1) free internet access, (2) at least 3 workstations, (3) service available to the public at least during office hours, (4) permanent on-site support provided by trained “instructors” (mediators) and (5) at least one workstation with h/w and s/w to support people with special needs. Today the most extensive network of its kind in Europe, this initiative coordinated by UMIC (the Portuguese national Knowledge Society Agency) plays a unique role as a social mediator to computer and Internet technology in local, and frequently remote, communities. UMIC operates within the Ministry of Science, Technology and Higher Education.

### Impact and added value

- The initiative was launched seven years ago. To date 1030 Internet Spaces have been set up, plus an additional 2000 Public Internet Access Points (PIAPs). The PIAPs provide free Internet access but do not cover all aspects and services of Internet Spaces. Together these nodes provide a set of services that otherwise would often be missing due to geographical distance and/or demographic factors of a given location. Services include access to job search, basic ICT literacy competence training and certification, use of ICT for leisure.
- Internet Spaces offer appropriate resources for their target audience (i.e. citizens potentially running the risk of marginalisation) to benefit from the Information Society. The Internet Spaces Network initiative is partly supported by EU resources (ERDF development funds). The continuous development and success of the initiative over a time span of seven years provides evidence and materials for sharing and transferring knowledge to regions outside Portugal faced with similar challenges and contexts.
- Public Internet Access Spaces are set up in various and visible locations: public facilities in central places of municipalities, public libraries, employment and training centres, NGOs, etc., and are often operated as local Public Private Partnerships. At the policy level UMIC’s mission is particularly relevant within the context of the Government’s “Technological Plan”, which is a cornerstone of Portugal’s economic policy. The *ConnectingPortugal* Programme launched at the end of 2005 (a dedicated action plan aiming at implementing the information society in Portugal) further underpins the Internet Spaces Network initiative.



## Latvia@World

<b>Latvia</b> <a href="http://www.latvijapasaule.lv/en">www.latvijapasaule.lv/en</a>	<b>LITTA</b> Latvian Information Technology and Telecommunications Association	
Mara Jakobsone: <a href="mailto:mara.j@dtmedia.lv">mara.j@dtmedia.lv</a> ; Andris Melnudris: <a href="mailto:andris.m@dtmedia.lv">andris.m@dtmedia.lv</a>		
LITTA – Latvian Information Technology and Telecommunications Association		

## Context, purpose and description

The Latvia@World initiative is an example of how an NGO working with central and local government and private companies can achieve common goals. This public private partnership is aimed at helping Latvians learn the computer or internet skills required in a knowledge-based economy, broadening access to Internet-based public and private services, and developing the growth of e-services in both the public and private sector. The aim of the project is to help this socio-economic target group overcome the so-called digital exclusion, thus motivating people who are subject to the risk of social exclusion, to join the labour market and lead active social lives. A programme to acquire computer and Internet skills has been designed for the unemployed as well as for those who possess some knowledge and skills, but have not used the Internet. Training is provided at two levels: (1) an introductory course on computer basics and (2) training focused on employment.

## Impact and added value

- The programme is implemented in the cities and rural territories of Kraslava, Preiļi, Valmiera and Ventspils districts, where unemployment and digital exclusion rates are highest. Since 2005, 167 trainers and more than 15,000 people have been trained in Latvia at the so-called community technology learning centres (CTLCs). Latvia@World provides trainees with access to new channels for communication and increased potential for an active social life and better prospects in the labour market, as well as knowledge to build on for further self-training.
- Similar projects exist (or used to exist) in almost all EU countries. These low threshold computer training centres are essential to reach the 'late minority' for increasing their e-skills. The project shows that NGOs cooperating with central and local government offices and private companies can achieve common goals. The strong commitment of both public and private entities to increase employability through IT skills training can serve as inspiration for others.
- People in Latvia still have a mindset that computers are either complex or exclusively for young people. The Latvia@World programme proves that tailor-made programmes can really change such perceptions. The programme also shows that IT skills not only improve chances of getting a better job but also increase the chances of a better social life, especially in rural areas.
- This project is implemented by LIKTA within the framework of the European EQUAL Initiative, which is managed by the Ministry of Welfare in Latvia. The principal objective of LIKTA is to promote the development of the Information Society in Latvia. The project is supported by a robust group of public and private partners. Yearly costs are a bit less than € 1,000,000.





## RIAPs-2 (Development of Rural Internet Access Points Network)

<b>Lithuania</b> <a href="http://www.vipt.lt">www.vipt.lt</a> ; <a href="http://www.vrm.lt">www.vrm.lt</a>	 <b><i>Viešųjų interneto prieigos taškų tinklo plėtra</i></b>
Saulius Jastiuginas: <a href="mailto:saulius.jastiuginas@vrm.lt">saulius.jastiuginas@vrm.lt</a> Vytautas Krasauskas: <a href="mailto:vytautas.krasauskas@vrm.lt">vytautas.krasauskas@vrm.lt</a>	
Ministry of the Interior of the Republic of Lithuania	

### Context, purpose and description

Lithuania boasts about 23,000 small villages where 33 percent of the population lives. During 2007-2008, a total of 400 rural public Internet access points (RIAP) will be opened in Lithuania. RIAPs are one of the most important sources of access to the global information society. The RIAP network will set up and provide computer services and Internet access to small communities in rural and remote areas of Lithuania. This initiative generates new IT knowledge influencing the development of economics, social life and education. It will contribute to decrease unemployment in rural areas in Lithuania.

### Impact and added value

- In urban areas in Lithuania, 50% of the households use the Internet at home. In rural areas this is only 23%. After implementation of the project in 2008, Lithuania will have the biggest number (875) of established RIAPs (considering population density) within the EU.
- The novelty of the project lies in the vast number of RIAPs planned to be established across Lithuania. The development of the IT infrastructure in remote areas is a key factor for the national development and the transformation to an Information Society without digital divides. The project shows that in Lithuania libraries are the most successful places for establishing Internet access points in rural areas.
- The RIAPs-2 initiative of the Ministry of the Interior of the Republic of Lithuania is a logical addition to the RAIN project. RAIN promotes the building of fibre-optics based broadband network channels to all local administrations in the territories of rural local administration centres that do not have broadband connectivity. This project will be completed in 2008. RIAPs-2 is in the implementation phase and will be accomplished in March 2008. The project will have a direct impact on half a million people in Lithuania's rural areas (total population 1,3 million).
- The Government of the Republic of Lithuania has declared the development of the Information Society a top priority. RIAPs-2 is financed by EU Structural Funds and the Lithuanian government and is implemented by the Ministry of the Interior. Countrywide meetings are held with the target groups to inform them about the progress of the project. RIAPs-2 is well known because of successful implementation of the previous project RIAPs-1.





## Ypaithros

<b>Greece</b>	
<a href="http://www.forthnet.gr">www.forthnet.gr</a> ; <a href="http://www.crete-region.com">www.crete-region.com</a> ; <a href="http://www.nah.gr">www.nah.gr</a>	
Manolis Stratakis: <a href="mailto:stratakis@forthnet.gr">stratakis@forthnet.gr</a>	
Forthnet SA; Region of Crete; Heraklion Prefecture.	

## Context, purpose and description

There is increasing recognition that information and knowledge are now at the very core of socio-economic development. Accessing information sources is considered as a difficult and time consuming process and this is especially true for people living in rural areas. In addition, the problem is bigger for mobile working people such as farmers, cattle raisers and agriculturalists. Geographic inclusion is important to building a cohesive Europe. The Ypaithros information platform utilises innovative communication technologies in order to supply accurate, timely and personalised information. Special emphasis has been given to deliver information via mobile phones due to the high penetration of the GSM network in Greece.

## Impact and added value

- The results of the Ypaithros service implementation have mostly targeted farmers, SMEs and individuals active in remote areas. Content is collected and disseminated through the Internet, mobile phones and fixed-line networks. The Ypaithros information platform can be used by various organisations to deploy value added services for rural and distant area population. Ypaithros services contribute to the creation of work places in the countryside encouraging young people to live and work in rural areas, preventing or discouraging desertification. Accessing information sources has become easier, environmental services, EU policy actions and animal friendly farming practices are promoted keeping businessman in rural areas well informed.
- The innovation of Ypaithros lies in the effective matching of the submitted information and the registered users' interests. Information services should pay a lot of attention to understanding users' information requirements, current as well as future interests, according to their occupation, residence and personal preferences. Ypaithros aspires to evolve into an information source for every businessman or individual who needs accurate and up to date information but has no time or the means to seek for it.
- The Ypaithros project started in early 2003, supported and co-financed by the EU Regional Programme of Innovative Actions CRINNO (Crete – Innovative Region). Particular emphasis has been placed on the dissemination and exploitation of the project results aiming not only to make the project and its achievements known to its potential target groups and wider audience, but also to attract the critical mass of subscribers required in order to ensure the sustainability of the Ypaithros service. A dedicated project website was developed ([www.ypaithros.gr](http://www.ypaithros.gr)). In addition, the project has widely distributed a series of publications like the Ypaithros posters and leaflets providing guidance for the Ypaithros users. Efforts have been made to disseminate the project results in announcements and presentations at conferences, workshops and exhibitions.

## 3.2. e-Accessibility

### ADAMO (Accessibility of Devices & Applications in Mobile environment)

<b>Italy</b> <a href="http://www.asphi.it">www.asphi.it</a>	<b>ADAMO project</b>	
Ennio Paiella: <a href="mailto:paiella@tin.it">paiella@tin.it</a>	 <b>ASPFI</b> Fondazione Onlus	 <b>POLITECNICO DI MILANO</b>
Fondazione ASPHI onlus; Politecnico di Milano; TelCo (Telecom, Vodafone, Wind, H3G).	in cooperation with   	

### Context, purpose and description

The use of mobile devices is growing fast. They offer many new opportunities and can improve the quality of life, but could create a new potential digital divide for people with disabilities and in general. ADAMO was launched with the key objective to promote the access and use of mobile technologies and their applications to people with disabilities, assuming that this will benefit everyone. Project objectives are to evaluate the state of the art for the accessibility of mobile devices/services, to promote innovative solutions, investigating the level of awareness of the disability issues and to increase the awareness of the importance of e-inclusion. Accessibility testing is in progress with the direct involvement of people with disabilities. The results will be a global assessment of the real usability of the services/devices, with evidence of the problems and suggestions for improvement.

### Impact and added value

- The project is impacting people with disabilities. It can be extended to all people with minor difficulties. At the end of this phase of the project, there will be a better understanding of the problems that people with disabilities encounter in using new mobile technologies and of potential solutions to these problems.
- The project is fully supported by the four carriers of mobile networks in Italy (Telecom, Vodafone, Wind, H3G) and is implemented in close cooperation with Politecnico di Milano. The Politecnico School of Management makes annual surveys on the ICT market (Observatories) to check the status and trends. A new Observatory (ICT and Disability) will be established: Some specific questions have been dealt with by existing Observatories. The data will be collected and summarised to provide a better picture of the global awareness on disability issues.
- The first phase of the project is running from March 2007 until March 2008. Given the importance of the ADAMO project in terms of e-inclusion and potential number of users impacted, the project team has started a promotion activity to make it known widely (e.g. presentations, participation in events, press articles, etc). It has been presented at several conferences.
- In Italy accessibility is regulated by law since 2004 (the "Stanca Act": Provisions to support the access to information technologies for people with disabilities). This law does not specifically cover the new mobile devices and services. W3C has started the Mobile Web Initiative with the goal of making browsing the Web from mobile devices a reality. ADAMO aims to address the accessibility of mobile devices/services from a more general point of view.



## eAccessibility national policy initiative

Denmark	
<a href="http://www.oio.dk">www.oio.dk</a>	
Peter Gylden Houmann: <a href="mailto:pgh@itst.dk">pgh@itst.dk</a>	
National IT- and Telecom Agency	

### Context, purpose and description

In 2006 the Danish Ministry of Science, Technology and Innovation carried out a national mapping of eAccessibility in Denmark. The results indicate that there are still major obstacles for eAccessibility on public websites. Consequently, a number of initiatives were launched to improve eAccessibility on public websites:

**WCAG guidelines:** In a benchmark study it was concluded that many public web developers find it difficult to understand and implement the Web Content Accessibility Guidelines (WCAG) guidelines. Therefore, as of January 2008, it is mandatory to use the WCAG guidelines for all public websites.

**Open standards:** Comply - or explain: The use of open standards is mandatory for software in the public sector, including web accessibility recommendations. This is an obligation to explain non-compliance with the recommendations.

**Annual benchmark of web accessibility on public websites:** From 2008 onwards an annual benchmark will evaluate all public websites according to WCAG AA. Results will be published on the Internet.




**Guidance to interpreting WCAG:** In January 2008 an improved online guidance effort will be launched concerning web accessibility issues (including explanatory texts, practical examples and video).

### Impact and added value

- eAccessibility on public websites is still poor. eAccessibility initiatives are expected to push owners of public websites to implement web accessibility requirements. They are aimed at public websites as all citizens should be able to benefit from digital opportunities.
- The annual benchmark study and the obligation to explain non-compliance are innovative approaches to government intervention. The mandatory use of open standards is an important policy issue in many EU countries. This initiative might inspire European peers.
- The improved guidance effort is an essential part of the accessibility advice which the Centre of Excellence in the National IT and Telecom Agency provides to help owners of public websites to procure and implement accessible ICT solutions.
- The mandatory use of open standards is part of a government top-down agreement with the local authorities. The obligation to explain non-compliance will compel public websites to consider and explain why they do not follow the guidelines. These explanations will be made publicly available in connection with the annual benchmark, which will monitor the progress in accessibility for all public websites (national, regional and local).



## EVIP (E-inclusion of Visually Impaired People)

<b>Slovenia</b>	  slovensko društvo informatika  MEDOBČINSKO DRUŠTVO SLEPIH IN SLABOVIDNIH LJUBLJANA
<a href="http://www.drustvo-informatika.si">www.drustvo-informatika.si</a> ; <a href="http://www.mdsslj.si">www.mdsslj.si</a>	
Inko Perovic: <a href="mailto:inko.perovic@pol.si">inko.perovic@pol.si</a> Tomaz Wraber: <a href="mailto:tomaz.wraber@guest.arnes.si">tomaz.wraber@guest.arnes.si</a>	
SSI (Slovenian Society Informatica); MDSS Ljubljana (Regional Association of the Blind and Partially Sighted of Ljubljana).	

### Context, purpose and description

ICT enables visually impaired persons to perform activities they were not able to do before and which are very important for their daily personal and professional lives. For this purpose, they have to be well trained to use ICT. On the other hand, they need to be equipped with special assistive devices and software for training. Four different target groups can be distinguished: blind from birth, partially sighted from birth, blinded adults and partially sighted adults. There is a need for defining unified learning standards. They should simplify learning process and improve ICT literacy of candidates to achieve the e-Citizen Certificate.

### Impact and added value

- The project aim is to enable the blind and partially sighted people to be included in every day life activities; to enable or raise competitiveness of younger visually impaired people on the labour market; to enable or to maintain social inclusion of elderly visually impaired people; to improve the quality of the life of blind and partially sighted people. Each year five blind and 25 partially sighted people obtain an e-Citizen Certificate.
- A unified learning standard for blind and partially sighted persons has the potential to be replicated on a larger European scale. The project started as a pilot study at the regional level to find out the most appropriate way on how to train visually impaired persons for optimal use of ICT. The findings will be beneficial for the implementation at the national level at a later stage.
- The project started in May 2008 and will run until December 2012. The project will be fully operational from January 2009.
- The regional experiences will be distributed at the national level.



## G3ict (Global Initiative for Inclusive Information and Communication Technologies)

<b>International</b> <a href="http://www.g3ict.com">www.g3ict.com</a>	 <b>G3ict</b> The Global Initiative for Inclusive ICTs A Flagship Advocacy Initiative of the United Nations Global Alliance for ICT and Development
Axel Leblois: <a href="mailto:axel_leblois@g3ict.com">axel_leblois@g3ict.com</a>	
GAID, the United Nations Global Alliance for ICT and Development	

### Context, purpose and description


An Advocacy Initiative of GAID, the United Nations Global Alliance for ICT and Development, G3ict, launched in December 2006 in support of the implementation of the dispositions of the Convention on the Rights of Persons with Disabilities, aims at ensuring that the resolutions of the World Summit on Information Technology are translated globally into action plans and by both private and public sector initiatives. Together with industry, NGOs representing persons with disabilities, standardisation organisations, G3ict explores how to best support such effort and build consensus on global solutions that work, focusing its efforts on: (1) Sharing best practices for accessible and assistive ICT solutions; (2) Exploring core areas of opportunity for ICT applications for persons living with disabilities; (3) Promoting standardisation and harmonisation of accessible and inclusive ICT solutions; (4) Developing legislative and regulatory resources and references. G3ict is headed by W2i, the Wireless Internet Institute in cooperation with the Secretariat for the Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities and UNITAR, the United Nations Institute for Training and Research. Designed as a two-year programme to foster multi-stakeholder participation and dialogue, G3ict is supported by voluntary private sector companies.

### Impact and added value

- A public private partnership, G3ict combines legislative and regulatory steps in the context of global ICT markets and product lines. It contributes to fostering innovation and lowering costs, or, conversely, prevents fragmentation of the market and elevating the cost of accessible and assistive technologies to users. G3ict thus plays a vital role for pushing the eInclusion agenda, as the global vehicle for turning the Convention on the Rights of Persons with Disabilities into a comprehensive set of ICT based solutions that work. The collective nature of the process, which sees public, private and civil society designing and implementing these solutions, is a strong indication of their sustainability.
- A global initiative, with 118 countries and the European Union having signed the Convention, and with the support from industry and public sector, G3ict underpins and acts as an umbrella to many implementation solutions around the world. It further benefits from the presence on the ground of its many partners, including UNITAR and CIFAL centers, in their mission of training and capacity building in economic and social development.
- Launched in December 2006, this is a massive, global programme benefiting from the WSIS message and partnership and from the distributed nature of its implementation.
- Building on the WSIS process, G3ict fosters the momentum created by pooling together, for the first time, public sector, private sector and civil society on a global set of issues and opportunities for the development of a global Information Society.



## IT FUNK

<b>Norway</b> <a href="http://www.itfunk.org">www.itfunk.org</a> ; <a href="http://www.itfunk.org/docs/english.html">www.itfunk.org/docs/english.html</a>  <a href="mailto:maja@arnestad.no">maja@arnestad.no</a>  The Research Council of Norway	
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### Context, purpose and description

In 1998, the Research Council of Norway was commissioned by the Norwegian government to set up IT Funk, a R&D programme designed to contribute to accessibility for all, including the disabled, to information and communication technology (ICT), and to society through the use of ICT. In 2005, IT Funk was evaluated and found to be a very useful tool in improving access to the information society for people with disabilities, by supporting R&D on accessible ICT-based products and services. The government decided to extend the programme for another six year period (2007-2012), with a gradual increase in public funding.

### Impact and added value

- This national initiative follows a holistic approach, deemed by a 2005 evaluation report to have had a positive impact on accessibility to ICT for users with disabilities, and positive commercial benefits for the companies involved, committing to: promote the use of universal design principles in research and development of ICT and ICT-based products and services; support development of assistive technology which complements and interacts smoothly with standard technology; promote participation in relevant international R&D and standardisation programmes and projects; require the use of standards and guidelines for accessibility to ICT-based products and services in all projects funded by the Norwegian Research Council and other public bodies; promote broad-based user participation in research, development and implementation of ICT-based solutions in society; and to pay special attention to areas where accessibility impacts on a person's life, in particular education, the workplace and basic services.
- An umbrella to a series of specific projects, the programme ensures that responsibility stays with the relevant parties, i.e. enterprises, academic/research institutions, and non-profit organisations. It therefore acts as a constant stimulus to all Norwegian e-inclusion stakeholders to design, deploy and implement e-inclusion tools and services.
- Building from a successful first period the new cycle, covering the 2007-2012 period, benefits from the momentum and wealth of experience accumulated and provides a clear message to the four categories of publics addressed: (1) people with a disability, (2) companies providing ICT-products and services, (3) associations and intermediaries, (4) public authorities dealing with people with disability.
- The Ministry of Social Affairs and the Ministry of Trade and Industry allocate € 1,000,000 per year to the programme, while other sources, primarily companies and research institutions participating in specific projects, provide a similar matching contribution. The level and the widespread provenance of this financial commitment, amplified by the long history of the project, demonstrate its long term and thorough commitment and visibility.





## Degree in “Rehabilitation Engineering and Accessibility”

<b>Portugal</b> <a href="http://www.utad.pt">www.utad.pt</a> ; <a href="http://www.utad.pt/pt/ensino_formacao/1ciclo/acent/engenharia_reabilitacao/index.html">www.utad.pt/pt/ensino_formacao/1ciclo/acent/engenharia_reabilitacao/index.html</a>  Francisco Godinho: <a href="mailto:godinho@utad.pt">godinho@utad.pt</a>  University of Trás-os-Montes e Alto Douro (UTAD), Vila Real	 <b>Universidade de Trás-os-Montes e Alto Douro</b>
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### Context, purpose and description

UTAD was created in 1986, to meet Higher Education needs in the northeastern region of Portugal, incorporating the Vila Real Polytechnic Institute, founded in 1973. UTAD launched in the academic year 2007/8 what is believed to be the first “Bachelor” degree course in Rehabilitation Engineering in Europe, following the first cycle of the Bologna model, over six semesters and 180 ECTS (European Credits Transfer System). The aim of this programme is to train skilled technicians able to use ICT to increase the quality of life of people with special needs (i.e. people with disabilities, the elderly and people suffering from long-term illnesses) in areas such as access to technology and services, education, employment, health, functional rehabilitation, mobility and transportation, independent living, and leisure. The course addresses the need for professionals in a specific domain, as identified in the (Portuguese) “*National Programme for the Participation of Citizens with Special Needs in the Information Society*” and in the “*National Plan to promote Accessibility*”, launched in 2003 and 2006, respectively.


### Impact and added value

- UTAD plays an important role within Higher Education in Portugal. It provides courses of national interest in areas where the labor market is not yet exhausted. UTAD’s flexibility and ability to adapt to new situations, to combine available resources with innovative teaching and learning methods and tools as well scientific approaches are widely acknowledged. The programme is an example of the way innovation can be applied to higher education by adapting curricula to best address the economic and demographic challenges we are facing at present.
- This innovative pilot project (start September 2007) is the first of its kind in Europe. While taking stock of local and national needs, the syllabus design has been inspired by the EU-funded European Design for All e-Accessibility Network (EdeAN) and follows the Bologna model (an intergovernmental initiative with 45 signatory countries, aiming to create a European Higher Education Area by 2010 and to promote the European system of higher education worldwide). The degree programme “Rehabilitation Engineering and Accessibility” has promising potential for replication, in Portugal and across Europe. Despite being a pilot the programme’s design is based on mature and proven EU wide initiatives, such as EdeAN, a network of 160 organisations in EU member states established in 2002.



### 3.3. Ageing

#### Benefit

<b>Austria</b>	
<a href="http://www.bmvit.gv.at">www.bmvit.gv.at</a>	
Lisbeth Mosnik: <a href="mailto:lisbeth.mosnik@bmvit.gv.at">lisbeth.mosnik@bmvit.gv.at</a> Gerda Geyer: <a href="mailto:gerda.geyer@ffg.at">gerda.geyer@ffg.at</a>	
Bundesministerium für Verkehr, Innovation und Technologie	

#### Context, purpose and description

BENEFIT encourages the development of creative ICT services and applications to improve and maintain the quality of life of senior citizens, enabling them to live comfortably on their own. Various target groups are addressed in the different strands of the programme. Niche markets shall be developed for national/local enterprises. The final “products” might be offered at the international level. The pilot phase (2007-2008) focuses on demographic change. Potential topics are mobility, mental activity and social contacts. The programme particularly supports cooperation projects between research institutions, industry and requires substantial and effective user involvement. Projects will be assessed by panels of international experts. The following assessment criteria will be applied in the project evaluation: innovation, quality (technology and research), interdisciplinary approach, usability, user involvement, cost/benefit ratio, exploitation potential.

#### Impact and added value

- Due to the recent launch of BENEFIT data on projects and impact is not yet available. The programme encourages projects that build on existing basic technologies and infrastructure, such as wireless communication, intelligent textiles, etc. and aims to use the potential of ICT research to address societal challenges.
- The issues addressed by this initiative are highly relevant to the eInclusion agenda. Demographic developments are a major concern for governments across the European Union and beyond. The programme takes account of these challenges and has established clear goals and funding principles and processes. The transferability potential beyond Austria appears to be quite high. The international expert panel which will be involved in the project evaluation will certainly contribute to a two-way exchange of experience and knowledge transfer.
- Sustainability of the programme is a key concern of the Austrian Ministry for Transport, Innovation and Technology. Therefore the timeframe was set for 5-10 years. In the pilot phase (2007-2008) a total of € 2,000,000 are earmarked per annum.





## Kattints rá, Nagy! (Click On It Grandma!)

### Hungary

[www.nagyibmknet.hu](http://www.nagyibmknet.hu)

Laszlo Szucs: [laszlo.szucs@upc.hu](mailto:laszlo.szucs@upc.hu);

Roy Sharone: [rsharone@lgi.com](mailto:rsharone@lgi.com);

Chris Hutchins: [chutchins@lgi.com](mailto:chutchins@lgi.com).

UPC Hungary, Budapesti Művelődési Központ  
(Budapest Cultural Center)



## Context, purpose and description

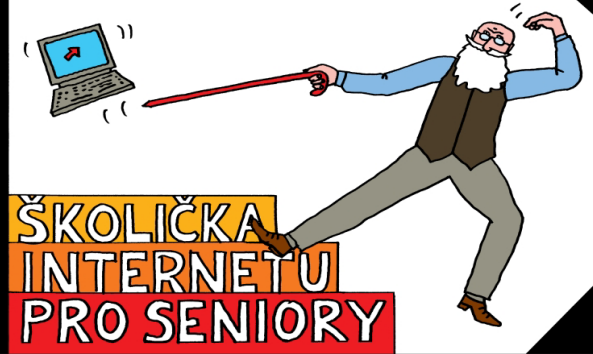
In 2006 UPC Hungary extended the Budapest Cultural Centre's (BCC) computer learning programme for senior citizens by developing and sponsoring the 'Click on it Grandma' programme, which helps senior citizens and retired people overcome the main obstacles for computer and Internet usage. 'Click on it Grandma' courses are offered at a symbolic price of € 4.0. In 2007 more than 1,200 people joined the courses.

## Impact and added value

- The 'Click On It Grandma!' programme is currently running in 12 cities with 10 courses of groups of 10 on average at each site per year. This means 1,200 seniors completed the courses in 2007. This number is expected to grow further in the years to come. The number of participants has nearly doubled in 2006 when UPC joined the initiative. In addition to the courses, "Click On It Grandma!" has formed 'self-teaching circles' in every city. "Click On It Grandma!" clubs have been created, where current and former participants and others citizens get together.
- Linked to this programme, this summer BCC has founded Ezüstnet (Silvernet), the National Association of Senior Internet Users (<http://www.ezustnet.hu>), with the aim of promoting lifelong learning. BCC also launched the Silvernet project in order to build-up an international, regional educational network within the Carpathian Basin to extend "Click On It Grandma!" to the Hungarian speaking population of Romania and Slovakia.
- The project started in 2006 and is still running. UPC Hungary's 'Click On It Grandma!' programme is part of Liberty Global's e-inclusion community investment programme. The European Commission has set "ageing well in the community" as one of three distinct life situations where age-friendly ICT based services have the potential to play a prominent role. Older people are at particular risk of missing out the benefits of the Information Society because many of them do not have access to communication networks or because they do not have the appropriate education. The project strives to overcome these hurdles by providing training and education for the elderly.
- The project has been presented as a best practice in the first ever e-Inclusion report from Hungary, compiled by the BME-UNESCO Centre for Research on Information Society and Trends (ITTK: <http://www.ittk.hu>) and the Forum of Hungarian IT Organisations for the Information Society (INFORUM: <http://www.inforum.org.hu/>). Presented to the Ministry of Equal Opportunities, the report describes "Click On It Grandma!" as the only one of its kind in Hungary



## Kindergarten for Seniors

<b>Czech Republic</b> <a href="http://www.elpida.cz">www.elpida.cz</a>	
<a href="mailto:jiri.hrabe@elpida.cz">jiri.hrabe@elpida.cz</a>	
ELPIDA; Endowment Fund	

### Context, purpose and description


Kindergarten for Seniors is a project coordinated by ELPIDA, Endowment Fund, which started in 2003 with the goal of helping the elderly to integrate into the digital society and, thus, improve their quality of life and communication with their friends, families and public authorities. Since its beginning in 2003, the project has allowed for more than 8,000 seniors to participate in its sessions, administered by a permanent team of trainers selected mainly from university students specifically trained to meeting the challenges and specific training needs of this target group. Financially, supported by GlaxoSmithKline and other private contributors, the project received the support of the Czech Ministry of Informatics in 2006, within the framework of the National Programme of Computer Literacy (NPPG).

### Impact and added value

- 3,658 seniors were trained in Prague and other cities in the Czech Republic in 2006. 187 basic courses and 166 advanced courses were carried out. The Kindergarten for Seniors programme offers senior citizens the opportunity to actively integrate into contemporary life, giving them concrete solutions to their problems, helping them to regain psychological balance, and engaging into up to date interaction with public authorities. After completing the basic PC course which consists of ten lectures addressing PC components, Internet use, work with texts, tables, presentations, graphs, creation of web pages and programme installation, participants are able to electronically communicate with their friends and families and know how to use public e-services.
- Following the setting up of the Prague centres, thirteen additional regional Kindergarten for Seniors centres were set up in major cities of the Czech Republic. Since 2006 five other towns have joined the project, contributing to building a more and more comprehensive network of Kindergarten for Seniors throughout the Czech Republic.
- Benefiting from its four years experience, the Kindergarten for Seniors programme offers a thorough set of sessions, bringing both benefits and security to those willing to change their life. Its sensible pricing model makes it particularly attractive to older people who were not exposed to IT during their formal education, or had very limited opportunities to work with IT during their professional lives.
- The mobilisation of PR resources within ELPIDA increased not only interest of seniors for the project, but also facilitated greater cooperation with other organisations focusing on the elderly. The additional contributions from institutions and media companies through handouts, municipal communication, national newspapers and Czech radio contributed greatly to promoting the project.

### 3.4. Digital Literacy and Competences

#### Barrierefrei

<b>Austria</b> <a href="http://www.barrierefrei.ecdl.at">www.barrierefrei.ecdl.at</a>	
Integrated Study Institute of the University of Linz; Österreichische Computer Gesellschaft; Austrian Federal Ministry of Education, Science and Culture; Microsoft Austria.	

#### Context, purpose and description

The Barrier-Free Access project is tailored to meet the challenges faced by people with disabilities, focusing on six target groups: the blind, visually handicapped, deaf, hearing impaired, mobile handicapped, cognitive impairments. The project aims at enhancing the IT skills of people with disabilities, enabling them to find employment, and at improving the awareness of the need of people with disabilities amongst the general public. The standard course materials have been adapted for people with a wide range of different disabilities, including alternatives to the keyboard and mouse such as on-screen keyboards or a hands free head mouse for paralysed people, Braille displays and synthetic speech output for visually impaired and blind computer users.

#### Impact and added value

- Impact can be measured in number of people trained: 600 persons were trained in 2007. Further benefits are improvement in employment status thanks to ECDL certified IT skills, e.g. some students found jobs in IT companies or local government.
- The approach can be replicated easily in other places to the benefit of users with disabilities addressed in this project. Transferability potential is high due to the fact that the skills certification provided is recognised internationally (ECDL).
- A strong implementation feature is that a standard training package is adapted to individual situations and contexts, which also implies personalised support for individuals.
- A key success factor of this initiative is the commitment from and cooperation with various types of stakeholders: the computer association, big IT manufacturers, academia, and public authorities.

## CTSP Unlimited Potential (Community Technology Skills Program)

<b>Paneuropean / International</b> <a href="http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/default.aspx">www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/default.aspx</a>	
Juan Bossicard: <a href="mailto:juanb@microsoft.com">juanb@microsoft.com</a>	
Microsoft Europe	

### Context, purpose and description

In today's knowledge-based economy, computer literacy has become a vital workplace skill - a skill that millions of people worldwide still lack. Microsoft Community Technology Skills is a global community based learning programme to enhance the IT skills and provide economic opportunities for young people and adults. Focusing on working through community technology learning centres (CTLs) to bring the benefits of information and communication technology to communities underserved by technology, CTSP supports projects that create opportunities to transform communities, strengthen local economies and help people realise their potential. The programme aims to help those new to the work force and people who are re-entering the work force (immigrants, senior citizens, disabled people and other groups). Microsoft cooperates in this programme with a variety of community-based non-for-profit organisations that focus on work force development and IT skills training. Many of these organisations are community technology centres (CTCs) or telecentres, funded and supported by local businesses and government programmes.

### Impact and added value

- Providing access to technology and training to over 800,000 people in EU countries since 2003, and focusing on helping people to find jobs, the programme has stimulated growth in local economies and enhanced the quality of life of many individuals, and thus provided social and economic opportunities for underserved people in the society.
- Microsoft is in a unique position to impact IT skills training and bring technology to communities that otherwise would not have access. But the challenge is bigger than the contribution that any company can make, and others have a key role to play to make e-inclusion possible. For this reason, Microsoft is working in partnership with NGOs, industry, and governments. The UP CTS programme allows individual country offices, to customise projects according to local needs.
- The UP CTSP programme has been further strengthened through the European Alliance on Skills for Employability initiative launched by industry partners in 2006. This initiative has broadened the scope of the programme and encouraged a number of multi-stakeholder partnerships at the local level in many European countries involving government agencies, local businesses and NGOs.
- The UP CTS programme operates in cooperation with local NGOs. The experience from this initiative is disseminated through project partners and subsidiaries. All EU countries currently run programmes with at least one partner. Since 2003 the company has granted \$ 15,000,000 (€ 10,100,000) to 140 NGO partners covering 7,000 CTLs. It has donated software in the range of \$ 33,600,000 (€ 22,600,000) to approximately 940 organisations.



## PbyP (Personalisation by Pieces)

United Kingdom	
<a href="http://www.camb-ed.net">www.camb-ed.net</a>	
Dan Buckley: <a href="mailto:dan.buckley@camb-ed.com">dan.buckley@camb-ed.com</a>	
Cambridge Education	

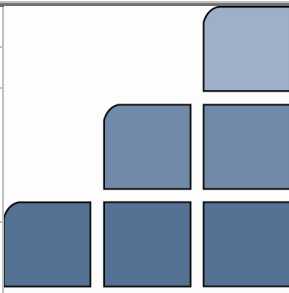
### Context, purpose and description

PbyP is an online service for people aged 5 – 105, which helps users to structure their way of learning and record their learning progress. In addition, users can become part of a community of practice in which they can be experts themselves and help others. As the project is based on competencies, it brings together people with common goals, allowing for example parents to fully engage in the learning process of their children.

### Impact and added value

- The only requirement for participation is that users wish to improve their way of learning and have access to the Internet on a weekly basis. 30 projects are currently in the process of being started up. Users include the following age groups: age 5-7 (programme start January 2008), age 8-11 (1,000 students are already taking part), age 12-18 (1,000 students and their parents are already taking part), age 14-20 (3,000 students, programme start February 2008) and employees of a large engineering firm (1,000 employees, programme start March 2008).
- The project is developing multi-lingual versions of the web interface. A Chinese version will be the first release which is required for a project due to start in March 2008. Students in India and China will be involved in this project.
- The project started in April 2004 and will be running until December 2008. Since its start there has already been increased performance. The success indicators will be in terms of the number of learners achieving evidence of skills progression. Currently 500 of the 3,000 involved have demonstrated progression in this way since April. The aim will be to demonstrate progress in all age ranges by this time next year over a sample size of 10,000 learners.
- The project has been presented to national audiences in six countries so far and has been assured to receive ongoing support. There is genuine interest in the service and its initial findings. The project will endeavour to disseminate both positive and negative findings to ensure that this methodology gains the recognition it deserves.

## SAFIR

<b>Sweden</b>	
<a href="http://www.cfl.se">www.cfl.se</a> ; <a href="http://www.cfl.se/safirenglish">www.cfl.se/safirenglish</a>	
AnneLi Avenas: <a href="mailto:anneli.avenas@cfl.se">anneli.avenas@cfl.se</a>	
The Swedish agency for flexible learning; The Irish Roscommon Partnership Company; Rosequal Company LTD; Province of Macerata, Italy; Diversità e Sviluppo.	

NATIONELLT CENTRUM FÖR  
FLEXIBELT LÄRANDE

## Context, purpose and description

The main purpose of SafirEnglish is to rapidly integrate people into the society and employment market. In a society that is continually changing, the demands on people's knowledge and skills are growing. In the EU, language and computer skills are necessary in order to get employed. It is therefore important to make life-long learning possible. Irrespective of one's age, background, place of residence, family life and work, it must be possible to study and improve one's education. Adult education must be able to meet individual requirements, needs and desires. It demands that education providers develop their teaching techniques, organisation and technology to be able to meet the students' needs. Flexible learning gives students the opportunity to choose the time, place, pace and structure of their studies. SafirEnglish is a teaching material with the purpose to learn English by using the web and it provides interaction between the computer and the student. The main target groups vary for each context. SafirEnglish is used to learn English (for beginners) and by immigrants in Sweden who do not have access to (higher) education and do not speak English. It is used as language training tool and for integration purposes in Ireland. In Italy it is specially targeted to disabled people who cannot go to a learning centre or a school. It is also used for the capacity development of teachers.

## Impact and added value

- SafirEnglish was only launched in autumn 2007. It is therefore not possible to demonstrate any impact yet, but comparison can be made with the original Safir in Swedish which is of course a less used language than English. Nevertheless, Safir Swedish's impact has been enormous: for example, in August 2007 350,000 hits were registered with 12,000 users in 48 countries.
- Safir can be used as course material in classroom teaching or for distance learning with a tutor. It can also be used for individual learning. Safir is easy to use, the structure and navigation is very clear. This makes it possible for people with little computer skills to use the programme without much effort. Different exercises are used in order to vary the content and keep the user interested.
- The following factors have contributed to the programme's success: Safir and SafirEnglish are available to all since there is no need for broadband to use it. Safir is produced for adults, and has an adult learning approach, boasting many practical exercises and other materials on various social issues, such as family life, housing, or health care.





## Volkswagen Level 5 initiative

Germany	
<a href="http://www.volkswagen.com">www.volkswagen.com</a> ; <a href="http://ec.europa.eu/information_society/activities/ict_psp/library/call_docs/docs/einc_tn_aaw.pdf">ec.europa.eu/information_society/activities/ict_psp/library/call_docs/docs/einc_tn_aaw.pdf</a>	
Ruediger Freiwald: <a href="mailto:ruediger.freiwald@volkswagen.de">ruediger.freiwald@volkswagen.de</a>	
Volkswagen	

### Context, purpose and description

Volkswagen GmbH set up the Level 5 Internet initiative to improve the basic Internet skills of all their employees and to support active ageing. After having successfully passed the Level 5 test, employees receive a certificate and are allowed to use the Internet up to 10 hours per month for free (via the Volkswagen portal). The course covers skills such as information search, security, downloading and use of email. The programme is delivered in-house through a subsidiary company responsible for vocational training. The initiative has effectively integrated e-learning processes into the learning culture of Volkswagen, offering customised training based on a blended learning approach (i.e. a combination of on-line and traditional learning methods and tool such as groups learning, seminars, etc.). Employees can study in working rooms set up at each factory, as well as at home. Modules of the European Computer Driving Licence (ECDL) are integrated into the programme, ensuring that the initiative offers Europe wide certification.


### Impact and added value

- Following pilot trials, the initiative has now become established in the organisation. 90,000 employees passed the Level 5 test by 2005. Although the motivation initially was commercial, efforts made to ensure that all employees have basic e-skills do have significant personal and social value.
- Being a pioneering work-based learning initiative with high transferability potential, the initiative shows the importance of providing different learning channels and personal support during the implementation of e-learning processes, especially for users who have not been trained before.
- The initiative was launched in 2000 and has been integrated into organisational practice. It has clear goals, including certification for skills and training (ECDL) of employees.
- This project is a good example of work-based e-inclusion practice, involving a high profile and universally known manufacturer.



### 3.5. Participation of Target Groups and Community Building

#### Digital Communities Programme

Ireland	
<a href="http://www.dit.ie/DIT/communitylinks/digital_community">www.dit.ie/DIT/communitylinks/digital_community</a>	
Dr. Helen McQuillan: <a href="mailto:helen.mcquillan@dit.ie">helen.mcquillan@dit.ie</a>	
Dublin Institute of Technology	

#### Context, purpose and description

The Digital Communities programme is a joint initiative of the Dublin Institute of Technology (DIT) and Hewlett Packard, who with government and private sector partners, provide community ICT centres and training programmes in nineteen inner-city Dublin flat complexes. It is part of a broader Community Links programme, operating in communities with a high level of persistent educational disadvantage. These projects aim to break the cycle of deprivation in families and communities where the rate of long term unemployment is the highest in Ireland and retention rates in education are the lowest. Pockets of the inner city have 80% unemployment and have families in which two and three generations have never worked. There is little tradition of education. Nearly half of the adults living in the Dublin Inner City Partnership area left school at fifteen. Community Links projects specifically challenge the dependency culture which has developed as a result of economic, educational and social disadvantage, and an ethos where people feel helpless, lack self-esteem and have very low aspirations for themselves and their children. The programme has been running successfully for four years, supported by its schools programme DISC (Dublin Inner City Schools Computerisation project).

#### Impact and added value

- The programme is a good example of 'bottom up' initiatives involving community-based approaches that support active citizenship and try to build social capital. It supports 42 inner city schools, with 7,000 students. Evaluation results show positive outcomes at individual level, e.g. participation in learning, as well as at community level, e.g. enhancing social capital.
- An innovative community-based model which is part of the wider Community Links Programme. It involves schools, ICT and after school programmes, third level access programmes, music and community arts programmes. The programme has recently expanded to Belarus.
- Established since 2003 and ongoing the programme has clearly focused goals: community cohesion through active involvement.
- Strong partnership: One of the most successful aspects of the project is its broad partner and sponsor base. The partnership includes the University, Hewlett Packard, government and private sector partners, and the National Council for Technology in Education. The programme has a high profile within central government and significant policy impact.





## CRéATIF (Best practices for e-inclusion professionals)

France	
<a href="http://www.creatif-public.net">www.creatif-public.net</a>	
Philippe Cazeneuve: <a href="mailto:pcazeneuve@free.fr">pcazeneuve@free.fr</a>	
Dublin Institute of Technology	

### Context, purpose and description

A non-governmental organisation supports a network of people from different entities working on e-inclusion, exchanging good practices, supporting and monitoring projects, etc. They also produce news and thematic e-inclusion booklets, with interviews, news, case analyses, etc. This activity is very much Internet-based, relying on voluntary contributions and exchanges between people directly involved in the topics addressed.

### Impact and added value

- Impact is measurable in terms of: (1) Website activity (e.g. 20,000 visits, 600 subscribers to the monthly newsletter, 180 registered writers) and concrete contributions (e.g. articles written); (2) Participation to events and national and international activities; (3) Involvement in research projects and partnerships (e.g. collaboration with several French regional authorities, i-twinning experience with Peru).
- Originality lies in the community approach (e.g. using online collaborative tools for writing, debating, etc), connecting people with various professional backgrounds and responsibilities. This approach may be inspiring for the European e-inclusion campaign and the ePractice portal.
- Noteworthy implementation points are: A bottom-up approach tailored to local contexts; and the pooling of resources from various local parties, including those working directly with vulnerable groups (financial institutions, local and regional authorities, persons working in public internet access points, social workers, and educators).
- The commitment of local authorities and financial institutions must be noted. The initiative is well disseminated in the French speaking online community. Many visits to the site also come from outside France.



## EOL (EverybodyOnline)

United Kingdom	<b>Everybody Online</b>
<a href="http://www.citizensonline.org.uk/everybody_online">www.citizensonline.org.uk/everybody_online</a>	
John Fischer: <a href="mailto:john@citizensonline.org.uk">john@citizensonline.org.uk</a>	
Citizens Online; British Telecom.	

### Context, purpose and description

The EOL is designed to help communities and individuals in disadvantaged areas across the UK to engage with digital technology. Each EOL project has been individually designed to meet the specific needs of the local community it serves, targeting specific geographical areas as well as groups such as older citizens, the homeless community and disabled people. Once an area has been identified as being disadvantaged and having low levels of Internet connectivity, a locally based project officer is employed to work full time in that area to promote digital inclusion. The project officer's role is to foster a network of community based, public Internet access points and to develop learning programmes with partner organisations and volunteers.

### Impact and added value

- The project has involved 600 partners, 78 volunteers, and a total of 835 ICT sessions. 5,800 people have attended the programmes so far. 3,300 people have experienced the Internet for the first time, 25 people have received support into employment. There was a 9% increase in people using the Internet against an Office of National Statistics (ONS) decrease of 3%. EOL works to introduce older people to digital technology and achieves results. One project area alone recorded a 20% increase in Internet usage among older people compared to the national average of just 6% recorded by ONS. The project estimates that for every £1 invested, £3.30 have been generated for society, based on people back into employment alone.
- The programme has scale and longevity and has delivered many projects over many years now. EOL also measures impact in order to increase the effectiveness of the work. Every project officer is trained to get the best from the local media in order to increase awareness of their project's work and the role of the partners.
- The project started in 2002 and is ongoing. Each project lasts around three years and there are 12 running currently. As an independent charity, Citizens Online is able to work to the agendas that are most appropriate and aligns closely with the development of policy.
- With the corporate partner BT there is a strong focus on dissemination. This includes speaking at national conferences, presenting to stakeholder boards, influencing the development of Government policy and seeking local, regional and national coverage. Media coverage is vital for raising the profile of the EverybodyOnline project. In addition the project maintains a website (<http://www.everybodyonline.org.uk>) to meet both W3C and Bobby (a software tool) requirements for accessibility. This has resulted in a 50% increase in web traffic, ensuring that more people than ever before can learn about the programme.



## Infopankki (Infobank - Multilingual web site for immigrants)

<b>Finland</b>	
<a href="http://www.infopankki.fi">www.infopankki.fi</a>	
<a href="http://www.infopankki.fi/en-GB/contact">www.infopankki.fi/en-GB/contact</a>	
International Cultural Centre Caisa; Helsinki City Library; City of Helsinki; Ministry of Labour; Ministry of Education.	

### Context, purpose and description

Infobank is a multilingual website for immigrants. This national web service provides information in 15 different languages on Finnish society and public services. This makes every-day life for immigrants easier. It supports the multicultural progress and integration of immigrants by providing basic information on important topics, including links to other sites with more information. This facilitates finding information from the sites of different authorities. In Finland equal treatment of citizens regardless of their origins is stipulated in the Act on Integration and Reception of Asylum Seekers. This Act also requires active measures to be taken to ensure that representatives of minorities receive sufficient information about their legal rights and options. Minorities have equal opportunities to become active members of the society. Infobank has been established to implement these goals.

### Impact and added value

- By serving both immigrants and the authorities working with them, the site improves immigrants' access to public services. In 2006 there were 1,9 million pages loaded in Infobank and approximately 40,000 visitors were registered per month. This year, the site has received approximately 45,000 visitors per month, so the growth has been significant. Approximately 120,000 foreign citizens live in Finland. A web questionnaire for Infobank users was carried out in May 2007. The results were very positive and indicated that Infobank is a much used and appreciated service. For example, 98 % of the respondents felt that the Infobank site is very easy or easy to use and 93 % of the respondents thought that the information in Infobank is easy to read and understand. Also, most of the respondents (70-90 %, depending on the theme) thought that the themes on the site are well covered and that the site makes every-day life easier.
- Since 2003 initiators have teamed up and expanded knowledge by exchanging ideas and experiences between experts on immigration issues and web production people. In addition, Infobank is actively involved in dialogue to discuss all plans with an extensive network of national and local authorities and NGOs (e.g. the National Directorate of Immigration, the Ministries of Labour and Education, different offices of city administration, immigrant associations etc.). Establishing and maintaining such a network is a difficult task and the experience may well be shared with other countries.
- Infobank consists of a network of five cities and one region. The entire process of producing content for the site and developing the service is done in cooperation between the staff of the partnering cities. Main partners are the cities of Helsinki, Turku, Tampere, Kuopio, Rovaniemi and the Kainuu region. The project is funded by the Ministry of Labour and the Ministry of Education.



## Red Conecta

Spain	
<a href="http://www.redconecta.net">www.redconecta.net</a> ; <a href="http://www.conectajoven.org">www.conectajoven.org</a> ; <a href="http://www.fundacionesplai.org">www.fundacionesplai.org</a>	
Pedro Aguilera Cortés: <a href="mailto:paguilera@esplai.org">paguilera@esplai.org</a>	
Fundación Esplai	

## Context, purpose and description

Connect Now is an initiative within the framework of the strategy to overcome the digital gap based on two networks: “Red Conecta” on the one hand, which focuses on: (1) helping users to access the labor market; (2) improving community development; (3) developing a training methodology for digital literacy called “Ordenador Práctico” for groups at risk of social exclusion, i.e. mainly young people, women, unemployed, immigrants, and ethnic minorities. “Conecta Joven”, on the other hand, is directed to young people aged 16-18. Its main objectives are: (1) to improve the social participation and solidarity of young people, (2) to facilitate the access of young adults to the ITCs thus improving social inclusion, and (3) to promote synergies between and cooperation among the different actors of civil society. All telecenters are hosted by local NGOs which know very well the situation of the people at risk in their areas. The contacts with local NGOs and other networking telecenters have opened up opportunities for sharing knowledge and developing standards of excellence in training efforts.

## Impact and added value

- The programme is running in 61 NGOs in Spain at present and will be expanded to a total of 70 centres by June 2008. All telecenters are equipped with broadband connections and nine personal computers with web cams and headphones. They provide e-skills to 19,000 people every year, and to more than 30,000 people through collaboration efforts with other networking centres. The website of “Red Conecta” has registered 130,000 visits during 2007, and the number of pages viewed has been more than one million. Similarly, the website of “Conecta Joven” has had 89,000 visitors in the same period.
- The key components of the innovative strategy which encompasses both projects are:
  - To go beyond the existing networks because the most important value is the methodology, the training of the trainers and the coordination of know-how. Both networks are now committed to share these values with the largest possible number of telecenters and networks.
  - To improve efficiency by enlarging the network and working with institutions that have required equipment and a potential audience wishing to improve their digital literacy.
  - To extend the community work since the digital gap is a social problem and thus requires the involvement of all the stakeholders at the community level. To achieve the above goals, the local NGOs of the network have agreed to share information, opportunities and support. The initiative is supported by the Ministry of Social Affairs, the Ministry of Trade and Commerce and Microsoft



## WiN (Web in de Wijk/My Portfolio online/Web in Neighbourhoods)

<b>The Netherlands</b> <a href="http://www.webindewijk.nl">www.webindewijk.nl</a>	
Ms. E.R. Kuiper: <a href="mailto:info@webindewijk.nl">info@webindewijk.nl</a>	
Sedna; Brekend Vaatwerk; De InformatieWerkPlaats.	

### Context, purpose and description

Web in Neighbourhoods (WiN) is an initiative launched in 2002, which employs trained professionals (“animators”) to assist inhabitants of a neighbourhood to use ICT strategically in their everyday lives. It enables people to experience the potential benefits ICT can add to the “daily business”, including fun: communicating with others nearby. The project is based on a bottom up approach to stimulate self-organisation and cooperation. People learn to cope with and to take initiatives in all domains of life: work, care, leisure, education, etc. Animators (social professionals with specially designed media education) reach out to all individuals and help them to identify their ambitions, drives and needs. They also discuss with them the opportunities ICT can offer to achieve personal goals in the community.


### Impact and added value

- The WiN method has been implemented in ten different neighbourhoods across the Netherlands. In Parkwijk Almere (4,500 households) 663 webpages were built by 300 people in one year. In Bargeres, Emmen (4,300 households) 4,500 webpages were built in four years and 1,500 different people logged in. The individual WiN portals are visited by approximately 1,400 visitors per month. The Digirooms are visited by many citizens (e.g. in Emmen 2,900 people in 2006). 60% of them are unemployed, 50% are women, and 14% are handicapped. WIN takes the acquisition of e-skills one step further: It changes people from consumers into producers of websites by using a special toolbox. The youngest user is six years old, the oldest 86. Instead of being provided with all kinds of services users can assemble services they have chosen and even start offering their own services. WiN offers people identity, empowerment and networking. It offers e-skills improvement which can contribute to employability. On a neighbourhood scale it offers intercultural contacts, social cohesion and a sense of belonging which contributes to increased participation in activities and in political discussions. WiN can have an impact on all domains of life. WiN works most of the time with people who have never thought of themselves in terms of someone who can use computers and make websites.
- There are plans for localisation of the software to implement it in other countries and to publish a book on the methodology in spring 2008.
- WiN has many (inter)national contacts. Its work is supported by the European Social Fund, the Ministry of Social Affairs and Employment, the Ministry of Internal Affairs, the Province of Flevoland, the Municipalities of Emmen, The Hague and Almere, as well as by various welfare institutions. At present a national organisation is being established which has presented a business plan to support the implementation of the project in other cities and villages.





## XenoCLIPSe (Digital video clips by ethnic minorities)

<b>Pan-European</b> <a href="http://www.lmi.ub.es">www.lmi.ub.es</a> (coordinator); <a href="http://www.xmbcn.org">www.xmbcn.org</a> ; <a href="http://www.uni-koeln.de">www.uni-koeln.de</a> ; <a href="http://www.psw.rug.ac.be/comwet/">www.psw.rug.ac.be/comwet/</a> ; <a href="http://www.uis.no">www.uis.no</a> .	
Cilia Willem, <a href="mailto:cilia@lmi.ub.es">cilia@lmi.ub.es</a>	
Laboratori de Mitjans Interactius (LMI) - Universitat de Barcelona; Universiteit Gent; Universität zu Köln; Universitetet i Stavanger.	

### Context, purpose and description

XenoCLIPSe is an action research project about ethnic minorities, media and participation. The main tool is digital video and its distribution on the net. The idea is to allow people who have difficulties accessing new media and technologies to make and distribute their own information in an easy way and to pass on knowledge and skills to peers. The project thus aims to enhance the "media literacy" of cultural and ethnic minorities who have migrated to or are residents in the European countries involved in the project. The approach combines the *sociological dimension* (analysing media in society), the *educational dimension* (use of new technologies in education), *technological aspects* (digital video for the web) and the *psychological dimension* (impact of images on the public opinion). These dimensions are reflected in the nature of the partner institutions. The project has two strands: (1) reading, i.e. to (critically) analyse media messages, and (2) writing i.e. to produce media messages. The project also addresses the image and perception of ethno-cultural minorities in the media in particular, and in society in general. Furthermore it attempts to empower minorities as media agents. An on-line course and a face-to-face workshop on audiovisual production have been developed. Participants produce video clips and distribute them on the net through a streaming server. Furthermore a directory/address book was developed, i.e. a data base of contacts between journalists and people from minority groups and different ethno-cultural backgrounds with the aim to improve the visibility of minorities in the media on the one hand, and to promote the involvement of minority groups as media makers on the other ([http://www.xenoclipse.net/address\\_book.php](http://www.xenoclipse.net/address_book.php)).

### Impact and added value

- XenoCLIPSe emerged from a previous successful experience of the consortium's first collaboration efforts, i.e. the eCLIPSe project. This new project envisages empowerment for immigrants and minorities by creating access to new technologies.
- The project is being followed up by the xenoclipse.net network. Continuous evaluation and improvement of the products and results takes place. At present, the above mentioned on-line course is being evaluated. The directory/address book is promoted and updated regularly.
- A lesson to learn from the project is the importance of (1) dissemination efforts and (2) the continuous contacts with the relevant target groups and intermediaries (such as associations) during the development of the entire process.



### 3.6. Inclusive Public Services

#### Melting Pot Europa

Italy	
<a href="http://www.meltingpot.org">www.meltingpot.org</a>	
Andrea del Mercato: <a href="mailto:andrea.del.mercato@comune.venezia.it">andrea.del.mercato@comune.venezia.it</a>	
Tele Radio City Onlus; City of Venice, Friuli Venezia Giulia Region, Marche Region.	

#### Context, purpose and description

Melting Pot Europa is a multilingual portal which since 2003 has been providing an updated guide to Italian immigration legislation and easy-to-access information to migrants and to public institutions and voluntary associations operating in the sector. The portal is organised in two main sections: “illegal immigrants”, a legal information counter giving access to a huge archive and to advice services; “diritti di cittadinanza” (citizenship rights) with news, reports and press coverage. The website is part of a project promoting citizens’ rights of migrants in Italy. It builds on the initial radio broadcasting experience of the NGO Tele Radio City in Venice. Today, several editorial groups in different Italian regions (2 contracted journalists and 11 voluntary ones) feed the portal with information on immigration ranging from legislation (which is also commented upon by a contracted lawyer and 9 voluntary ones), to political and cultural initiatives. Ten immigrants associations are currently actively involved in this project. The website also contains multimedia material from the project’s radio broadcasts, which can be listened to via satellite, streaming and local FM broadcast. The portal is managed through a customised multi-lingual CMS software and is published in Albanian, Arabic, English, French, Italian, Rumanian, Serbian and Spanish, with effective search functions thanks to organic Search Engine Optimization (SEO). Translations are provided by 150 volunteers (almost all of them migrants) supported by mailing-list tools. The portal’s archive had over 11,000 items in 2007.


#### Impact and added value

- With about 150,000 visitors per month and 3,000 newsletter subscribers, Melting Pot Europa has become a key reference point for Italian local administrations for migrants associations and migrants. Translations in the relevant languages and dissemination via different media have proved to be crucial. Qualified operators who can provide advice on specific issues is vital. Besides helping public administrations and associations in providing advice to migrants through the portal library (guides, FAQ, reports and legal documents), the translation of documents is very important.
- The portal’s content is almost entirely country-specific. However, the technical solutions are replicable, with suitable adaptations, in other countries. The project uses open source LAMP technologies CMS distributed under GNU GPL licence. Given these open features, the re-use of this system in other countries is envisaged. The City of Venice is actively searching for opportunities in this direction.
- Started as a small bottom up initiative Melting Pot Europa has gained wide national visibility and is supported by several regional administrations in Italy, in addition to a large network of volunteers and private donors.





## New Employment Opportunities for Poland's Disabled

<b>Poland</b>	
<a href="http://www.idn.org.pl/fpmiinr/index.html">www.idn.org.pl/fpmiinr/index.html</a> <a href="http://portal.idn.org.pl/idn/">http://portal.idn.org.pl/idn/</a>	
Bartosz Mioduszeowski: <a href="mailto:bartoszm@idn.org.pl">bartoszm@idn.org.pl</a>	
The Centre for Education and Professional Empowerment of the Disabled; Foundation Supporting Physically Disabled Mathematicians and IT Specialists.	

### Context, purpose and description

The Foundation Supporting Physically Disabled Computer Specialists offers free training courses at several levels in Poland, ranging from basic ICT skills to specialist training in server and database technologies. Disabled people in Poland, as elsewhere, face many challenges. Not least among these challenges are the difficulties experienced in finding employment. Even among those suffering from minor disabilities, only about one in five who is of working age is employed. This proportion appears to have fallen rather than risen in recent years.

### Impact and added value

- From 2005 to 2007, a total of 1,026 people were trained at the foundation's two community technology centres in Warsaw. The Centres for Education and Professional Empowerment of the Disabled, besides ICT skills training, provide psychological and vocational advice. Their mission is to foster professional and social inclusion of the disabled, especially by improving their employability. Impact on people with disabilities is high, the initiative helps them to improve their vocational skills and realise their potential. 1,026 people have been trained to date and more than 2,300 have received counselling. 603 people have been matched to potential recruitment opportunities, of these 133 actually have found a job in the period 2005-2007. The project offers a wide range of services: professional and vocational advice, career consulting and ICT training courses.
- In cooperation with other partners the foundation is currently implementing a new project which aims to establish 379 distance education centres in rural areas. This project is part of a wider scheme aimed at creating model and complex system of social, vocational and digital inclusion. The main purpose of the project is to set up an integrated system of training, evaluation and job placement for persons at risk of social exclusion.
- The foundation seeks to constantly develop and improve its services as well as expanding the scope of its educational offering, thus increasing the number of people to receive training and advice. The initiative has been received attention of the press and other electronic media. Workshops and conferences have been organised to promote the project. To reach the potential beneficiaries the project uses the organisation's website, special job service portals as well as direct contacts.

## VI (Virtual Integration Counter)

<b>The Netherlands</b>	
<a href="http://www.govworks.nl">www.govworks.nl</a>	
Yassin Lachkar: <a href="mailto:Yassin.lachkar@govworks.nl">Yassin.lachkar@govworks.nl</a>	
GovWorks B.V.	

## Context, purpose and description

The Virtual Integration Counter (VI) is a multi-media application presented on stand-alone touch screen computers and on the web, originally designed to enable migrants to obtain information on public services and other matters to allow full participation in Dutch community life. The system requires only three steps, the navigation structure is 'life event' based, and the language used is simple. The VI and other applications developed by GovWorks are designed to respond to the needs of immigrants (nearly half the people of the largest Dutch cities today are first or second generation immigrants), of people with disabilities and elderly people (15% of the Dutch population is affected by some kind of disability and 25% is over 55 years old) and of functionally illiterate people (10%-15% of the Dutch population despite the good education system). Many in these groups are not familiar with ICT and face problems, e.g. when buying products on the internet or retrieving information from government websites. Facing these challenges, the Virtual Integration Counter project (VI) was started by two small Dutch private companies (@Globe Ltd and Hoefnagels Advies), supported by the Dutch Kennisland Foundation in 2001. In 2003 and 2004, the VI was introduced in Amsterdam, The Hague, Eindhoven and Deventer. Various products connected with the VI were launched, such as the National Integration Game. In 2004, the Virtual Integration Foundation changed status and became the limited company GovWorks.

## Impact and added value

- One of the first implementations was the 'i-Punt Amsterdam' developed in 2003 in collaboration with the city of Amsterdam. Nearly 200,000 residents of Amsterdam have so far used the digital counter. More than 150 municipalities have implemented VI applications. In 2006, 104,000 users were counted in 164 municipalities, using the counters (75,000), Internet access (22,000) and games (6,400) on average for more than seven minutes. These figures are continuously growing, showing that many municipalities are recognising the importance of more effective and customised communication with target groups which are in need of special attention and care.
- The key design/success factors in the VI and other GovWorks applications are: (1) language (simple text, font size, multi-language); (2) audio, i.e. text to speech ('Read' button for the functional illiterates and the visually impaired); (3) visualisation (simple and clear graphical design, pictograms, clear and reduced navigation, i.e. maximum of 3 steps to the requested information); (4) culture-neutral communication; (5) interaction design (hardware and touch screen); (6) cost of usage (making sure the application does not require high bandwidth use).
- The experience gained in the project has high transferability potential also beyond the Netherlands.



## ***Annex – Rolling calendar of events associated to European e-Inclusion campaign (1<sup>st</sup> version, 2007.12.03)***

To propose events for the next update of the calendar, please consult the above section “The campaign “e-Inclusion, be part of it!” – How take part”

<b>Title</b>	<b>Start date</b>	<b>Venue</b>	<b>Website</b>	<b>Organiser</b>
<b>e-Inclusion Ministerial Event</b>	2007-12-02	Lisbon, Portugal	<a href="http://ec.europa.eu/information_society/activities/einclusion/events/portugal07/index_en.htm">http://ec.europa.eu/information_society/activities/einclusion/events/portugal07/index_en.htm</a>	European Commission, Portuguese EU Presidency
<b>Promoting eInclusion at local and regional level in the EU</b>	2007-12-12	Lahti,	<a href="http://www.cor.europa.eu/en/presentation/educ.asp">www.cor.europa.eu/en/presentation/educ.asp</a>	City of Lahti, Committee of the Regions, Council of European Municipalities and Regions
<b>European Ambient Assisted Living Day</b>	2008-01-30	Berlin, Germany	<a href="http://www.aal-europe.eu/news-and-events/german-aal-congress-european-aal-day">www.aal-europe.eu/news-and-events/german-aal-congress-european-aal-day</a>	AAL association
<b>Vision in Action: Accessibility for All to Next Generation Networks</b>	2008-02-07	Brussels, Belgium	<a href="http://www.tiresias.org/cost219ter/mtgs.htm">www.tiresias.org/cost219ter/mtgs.htm</a>	Cost 219ter
<b>e-Inclusion: Users voice</b>	2008-02-21	Brussels, Belgium	<a href="http://www.epractice.eu/workshops/upcoming">www.epractice.eu/workshops/upcoming</a>	ePractice workshop
<b>e-Inclusion: Ageing well</b>	2008-04-14	Brussels, Belgium	<a href="http://www.epractice.eu/workshops/upcoming">www.epractice.eu/workshops/upcoming</a>	ePractice workshop
<b>HANDImatica</b>	2008-05-13	Bologna, Italy	<a href="http://www.handimatica.it">www.handimatica.it</a>	ASPHI Foundation
<b>High-level workshop on ethics and e-inclusion</b>	2008-05-12	Ljubljana (Brdo), Slovenia	Not available	European Commission
<b>i2010 conference</b>	2008-05-13	Ljubljana (Brdo),	Not available	European Commission, Slovenian EU Presidency



		Slovenia		
<b>e-Inclusion: Digital literacy</b>	2008-06-16	Barcelona ,Spain	<a href="http://www.epractice.eu/workshops/upcoming">www.epractice.eu/workshops/upcoming</a>	ePractice workshop
<b>e-Inclusion: Special needs groups</b>	2008-09-25	Brussels, Belgium	<a href="http://www.epractice.eu/workshops/upcoming">www.epractice.eu/workshops/upcoming</a>	ePractice workshop
<b>e-Inclusion: European e-Inclusion initiative; results and future steps</b>	2008-11-13	Brussels, Belgium	<a href="http://www.epractice.eu/workshops/upcoming">www.epractice.eu/workshops/upcoming</a>	ePractice workshop
<b>Ministerial high-level conference on e-Inclusion</b>	November 2008	to decide	<a href="#">Not available</a>	European Commission



## ***Annex – e-Inclusion items available on [www.epractice.eu](http://www.epractice.eu) as of 2007.11.28***

To propose events for the next update of the calendar, please consult the above section “The campaign “e-Inclusion, be part of it!” – How take part”

ITEM	Cases	Upcoming events and workshops	Documents	News published
URL	<a href="http://www.epractice.eu/cases">www.epractice.eu/cases</a>	<a href="http://www.epractice.eu/events">www.epractice.eu/events</a> <a href="http://www.epractice.eu/workshops">www.epractice.eu/workshops</a>	<a href="http://www.epractice.eu/library">www.epractice.eu/library</a>	<a href="http://www.epractice.eu/news">www.epractice.eu/news</a>
AMOUNT	88	12	54	54



## Annex – total contributions to the call

N°	Title or name	Country	URL	Entity/Entities Responsible
1	<b>4G University</b>	Czech Republic	<a href="http://www.bariery.cz/projekty/pocitace/pripproj.asp">www.bariery.cz/projekty/pocitace/pripproj.asp</a>	The Charta 77 Foundation
2	<b>A.P.Ri.Co</b>	Italy	<a href="http://www.aprico.it">www.aprico.it</a>	Fondazione ASPHI onlus
3	<b>Ability Passport of Regione Piemonte, A regional service network for disabled citizens</b>	Italy	<a href="http://www.csipiemonte.it">www.csipiemonte.it</a>	Regione Piemonte
4	<b>Academia eSeniora</b>	Poland	<a href="http://www.akademieseniora.pl">www.akademieseniora.pl</a>	UPC Polska's Rainbow Academy
5	<b>Access Skills and Content Initiative</b>	Ireland	<a href="http://www.taoiseach.gov.ie">www.taoiseach.gov.ie</a>	Department of the Taoiseach
6	<b>Accessible competition for web-developers</b>	Denmark	<a href="http://www.bedstpaanettet.dk/bedst-til-nettet">www.bedstpaanettet.dk/bedst-til-nettet</a>	Nationale IT- and Telecom Agency
7	<b>Access-Key</b>	France	<a href="http://www.access-key.org">www.access-key.org</a>	SERFA - Université de Haute Alsace
8	<b>Action Plan for the Integration of People with Disabilities (PAIPDI)</b>	Portugal	<a href="http://www.snripd.gov.pt">www.snripd.gov.pt</a> ; <a href="http://www.mtss.gov.pt/docs/Paipdi.pdf">www.mtss.gov.pt/docs/Paipdi.pdf</a>	National Secretariat for the Rehabilitation and Integration of People with Disabilities (SNRIPD) - Ministry of Labour and Social Solidarity
9	<b>Actnow Broadband Cornwall</b>	United Kingdom	<a href="http://www.actnowcornwall.co.uk">www.actnowcornwall.co.uk</a>	The project was set up as a partnership venture, supported by the EU through Objective One, Cornwall County Council, Cornwall Enterprise, Business Link, BT, South West Regional Development Agency and Cornwall College. Cornwall Enterprise is the lead partner.
10	<b>Adam Bailin</b>	United Kingdom	<a href="http://www.cabinetoffice.gov.uk/government_it/web_guidelines.aspx">www.cabinetoffice.gov.uk/government_it/web_guidelines.aspx</a>	Central Office of Information
11	<b>ADAMO - Accessibility of Devices &amp; Applications in MOBILE environment</b>	Italy	<a href="http://www.asphi.it">www.asphi.it</a>	Fundazione ASPHI Onlus, in cooperation with Politecnico di Milano and TelCo (Telecom, Vodafone, Wind, H3G)
12	<b>ADO Icarus vzw</b>	Belgium	<a href="http://www.ado-icarus.be">www.ado-icarus.be</a>	Ado Icarus
13	<b>Advanced Surveillance system for Alzheimer Patients</b>	Pan European	<a href="http://www.informacro.info/Index2.asp">www.informacro.info/Index2.asp</a>	Informa Srl
14	<b>Age Action Ireland</b>	Ireland	<a href="http://www.ageaction.ie">www.ageaction.ie</a>	Age Action Ireland
15	<b>Age concern</b>	United Kingdom	<a href="http://www.ageconcern.org.uk/DINetwork">www.ageconcern.org.uk/DINetwork</a>	Age Concern in the UK, with support from British Telecoms
16	<b>AKS - the Accessibility Kit for SharePoint</b>	international	<a href="http://aks.hisoftware.com/index.html">http://aks.hisoftware.com/index.html</a>	Microsoft in collaboration with HiSoftware
17	<b>Andalucia Compromiso Digital</b>	Spain	<a href="http://www.andaluciacompromisodigit">www.andaluciacompromisodigit</a>	Regional Government (Junta de Andalucia). More



	<b>(Andalucia Digital Commitment)</b>		<a href="#">al.org</a>	than 200 Voluntary Associations. Red Cross Andalucia
18	<b>ARGOW</b>	Finland	<a href="#">www.invalidiliitto.fi</a> ; <a href="#">www.nkl.fi</a> ; <a href="#">www.ms-liitto.fi</a> ; <a href="#">www.kynnys.fi</a>	Finnish Association of People with Mobility Disabilities, Finnish MS Society, Kynnys ry/Threshold Association, Finnish Federation for the Visually Impaired
19	<b>ArNet.gr 4u</b>	Greece	<a href="#">www.deada.gr</a> , <a href="#">www.arnet.gr</a>	Municipal Development Company of Argypourpolis (D.E.A.D.A.)
20	<b>AT:net</b>	Austria	<a href="#">www.bmvit.gv.at/telekommunikation/politik/breitband/sonderrichtlinien/at_net.html</a>	Federal Ministry of Transport, Innovation and Technology
21	<b>Barrier Free Access</b>	Austria	<a href="#">www.barrierefrei.ecdl.at/</a>	Federal Chancery and the Social Affairs Ministry
22	<b>Barrier Free Services</b>	United Kingdom	<a href="#">www.abilitynet.org.uk</a>	AbilityNet
23	<b>Benefit</b>	Austria	<a href="#">www.bmvit.gv.at/innovation/iktnano/benefit.html</a>	Federal Ministry of Transport, Innovation and Technology
24	<b>Best practices for e-inclusion professionnals</b>	France	<a href="#">www.creatif-public.net</a>	CREATIF
25	<b>BREAKOUT - An Interactive Learning Environment for Offending Prevention and Rehabilitation</b>	Pan European	<a href="#">www.breakoutproject.odl.org</a>	The Tavistock Institute
26	<b>Bridging GenerationGap</b>	Austria	<a href="#">http://wsis.schule.at</a>	Federal Ministry of Education, Arts and Culture; Austrian Commission for UNESCO; KulturKontakt Austria
27	<b>Bridging the Digital Divide in Africa</b>	international	<a href="#">www.geocities.com/basicpccourse</a>	United Nations, Dutch Ministry of Economics Affairs, Ministry of Interior
28	<b>Broadband in Carynthia</b>	Austria	<a href="#">www.kaerntenklick.at/</a>	Austria's Carinthian region
29	<b>Castleblaney Arts and Community Development Ltd.</b>	Ireland	<a href="#">www.iontascastleblaney.ie</a>	Castleblaney Arts and Community Development Company
30	<b>CD-ROM 10 golden rules</b>	Netherlands	<a href="#">www.correlation-net.org</a>	Correlation Network Project
31	<b>Centaur</b>	Finland	<a href="#">www.kl-deaf.fi</a>	The Finnish Association of the Deaf
32	<b>CHOICES 3G Programme - Digital Inclusion Centres</b>	Portugal	<a href="#">www.programescolhas.pt/</a>	ACIDI – Alto Comissário para a Imigração e Diálogo Intercultural
33	<b>Citizen First for e-Inclusion</b>	Pan European	<a href="#">www.citizen-first.net</a>	Mid-West Regional Authority (IE), Cambridgeshire County Council (UK), Eindhoven Regional Government (NL), City of Kortrijk (BE)
34	<b>Communities @One</b>	United Kingdom	<a href="#">www.walescoop.com</a> <a href="#">www.communitiesatone.org</a>	Welsh Assembly Government (Communities Directorate)





35	<b>Computers Helping Seniors (Server for Seniors) Senior Net</b>	Czech Republic	<a href="#">Not available</a>	Ministry of Interior
36	<b>Connecting South West</b>	United Kingdom	<a href="http://www.connectingSW.net">www.connectingSW.net</a>	South West Regional Development Agency and the 7 sub-regional partnerships comprised of , SW local authorities, Corporate and SME businesses, SW Voluntary and Community Sector ICT Infrastructure Group.
37	<b>CTLCS</b>	Malta	<a href="http://www.miti.gov.mt">www.miti.gov.mt</a>	Ministry for Investment, Industry and IT,Non-Government Organisations,International and local sponsors (ICT companies including Microsoft and HP)
38	<b>CTSP</b>	Pan European	<a href="http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/default.aspx">www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/default.aspx</a>	Microsoft Europe and many other partners locally
39	<b>Czech Smart Homes</b>	Czech Republic	<a href="#">Not available</a>	Ministry of Interior
40	<b>DART - Digital Awareness and Response to Threats</b>	Greece	<a href="http://www.dart.gov.gr">www.dart.gov.gr</a>	Secretariat for Digital Planning of the Ministry of Economy and Finance
41	<b>Developing a Pan-Accessible IT Qualification</b>	United Kingdom	<a href="http://www.ecdl.co.uk">www.ecdl.co.uk</a>	British Computer Society
42	<b>Digital Communities</b>	Ireland	<a href="http://www.dit.ie/DIT/communitylinks/digital_community/">www.dit.ie/DIT/communitylinks/digital_community/</a>	Dublin Institute of Technology (DIT) and Hewlett Packard
43	<b>Digital competencies screenreader</b>	Austria	<a href="http://www.screenreader.at/index.html">www.screenreader.at/index.html</a>	Bildungszentrum Graz West, Berufsförderungswerk Düren, European Blind Union, National Council for the Blind – Ireland, Slovak Blind and Partially Sighted Union, Estonian Foundation for the Visually Impaired, Associazione Nazionale Subvedenti Milan
44	<b>Digital Local Agenda Networking</b>	Pan European	<a href="http://www.ancitel.it">www.ancitel.it</a>	ELANET (CEMR) and it members across Europe, other European networks that would be invited to participate
45	<b>Distribution of Software Packages</b>	Malta	<a href="http://www.miti.gov.mt">www.miti.gov.mt</a>	Ministry for Investment, Industry and Information Technology (MIIT)
46	<b>e Inclusion@school</b>	Italy	<a href="#">Not available</a>	Presidency of the Council of Ministers - Department for Innovation and Technology
47	<b>eAccessibility initiatives in Denmark</b>	Denmark	<a href="http://www.oio.dk">www.oio.dk</a>	National IT- and Telecom Agency
48	<b>EASPD Interest Group on ICT &amp; Assistive Technologies</b>	Belgium	<a href="http://www.easpd.eu">www.easpd.eu</a>	EASPD
49	<b>Easy e-Space</b>	Belgium	<a href="http://www.easyespace.be">www.easyespace.be</a>	Oxfam-Solidarité Belgique



50	<b>Ecdl for unemployed citizens of Zagreb County</b>	Croatia	<a href="http://www.mreza.com.hr">www.mreza.com.hr</a> <a href="http://www.elit-trade.hr">www.elit-trade.hr</a>	Ana Roglic-Milovac, dipl. ing., Mreza NGO, ana@mreza.hr
51	<b>e-Citizen campaign 2008</b>	Italy	<a href="http://www.aicanet.it">www.aicanet.it</a>	AICA (Associazione Italiana per l'Informatica ed il Calcolo Automatico)
52	<b>EIAO - European Internet Accessibility Observatory</b>	Norway	<a href="http://www.eiao.net">www.eiao.net</a>	University of Agder
53	<b>e-Inclusion Research at the Centre for European Economic Research (ZEW)</b>	Germany	<a href="http://www.zew.de/en/forschung/projekte.php3?action=list_abt&amp;abt=ikt">www.zew.de/en/forschung/projekte.php3?action=list_abt&amp;abt=ikt</a>	Centre for European Economic Research (ZEW)
54	<b>eInclusion: a visionary composite case study</b>	United Kingdom	<a href="http://www.digiteam.org.uk">www.digiteam.org.uk</a>	De Montfort University International eCommerce Research Centre; Digital Inclusion Team
55	<b>ELAK - Electronic Filing Austria</b>	Austria	<a href="http://www.digitales.oesterreich.gv.at/site/5286/default.aspx">www.digitales.oesterreich.gv.at/site/5286/default.aspx</a>	ARGE ELAK, FABASOFT
56	<b>ELVI - Aiding the Lives of the Aged</b>	Finland	Not available	University of Lapland, Faculty of Art and Design, Faculty of Social Sciences
57	<b>ERIC</b>	France	<a href="http://eric.regionpaca.fr">http://eric.regionpaca.fr</a>	Région Provence-Alpes-Côte d'Azur
58	<b>e-Skills Initiative (ESI)</b>	Greece	<a href="http://www.hepis.gr">www.hepis.gr</a>	Hellenic Professionals Informatics Society (HEPIS) ; ECDL Hellas S.A. Personnel Certification Body
59	<b>EuAIN - The Adaptive Content Network</b>	Netherlands	<a href="http://www.euain.org">www.euain.org</a>	The Adaptive Content Network (EUAIN)
60	<b>Europe for all</b>	international	<a href="http://www.europeforall.com">www.europeforall.com</a>	
61	<b>Evaluation of the effectiveness of a Psychosocial On - Line Program tailored to children and teenagers with Neuromuscular Disease and to their parents.</b>	Spain	<a href="http://www.neuromuscular.deusto.esw">www.neuromuscular.deusto.esw</a> <a href="http://www.aventurapirata.deusto.es">www.aventurapirata.deusto.es</a>	Deusto University, Bene Association, FMM, Imsero, Iberdrola
62	<b>EverybodyOnline</b>	United Kingdom	<a href="http://www.citizensonline.org.uk/everybody_online">www.citizensonline.org.uk/everybody_online</a>	Citizens Online
63	<b>EVIP - E-inclusion of Visually Impaired People</b>	Slovenia	<a href="http://www.ulaplend.fi/?DeptID=12472">www.ulaplend.fi/?DeptID=12472</a>	SSI (Slovenian Society Informatica); MDSS Ljubljana (Regional Association of the Blind and Partially Sighted of Ljubljana)
64	<b>Free SMS for Disabled people</b>	Italy	<a href="http://www.agcom.it/provv/d_514_07_CONS/d_514_07_CONS.htm">www.agcom.it/provv/d_514_07_CONS/d_514_07_CONS.htm</a>	Luca Coscioni Association
65	<b>G3ict - The Global Initiative for Inclusive ICTs</b>	international	<a href="http://www.g3ict.com">www.g3ict.com</a>	GAID - United Nations Global Alliance for ICT and Development; W2i - Wireless Internet Institute in cooperation with the Secretariat for the Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities; UNITAR - the



66	<b>GAK - Förderung der Breitbandversorgung ländlicher Räume im Rahmen der Gemeinschaftsaufgabe Verbesserung der Agrarstruktur und des Küstenschutzes</b>	Germany	<a href="http://www.bmelv.de">www.bmelv.de</a>	United Nations Institute for Training and Research. BMELV, Landwirtschaftsministerien der Bundesländer
67	<b>GovWork's Virtual Integration Counter</b>	Netherlands	<a href="http://www.govworks.nl">www.govworks.nl</a>	Besloten Vennootschap, a private limited liability company, liability limited by shares. The most common form of enterprise. Similar to GmbH, LLC, Ltd., BVBA, SPRL.
68	<b>Graduate Entrepreneurship Training through IT? (GET-IT)</b>	Pan European	Not available	HP; MEA-I - Micro-Entreprise Acceleration Institute
69	<b>Health-Media e.V. - Radio4Handicaps</b>	Germany	<a href="http://www.radio4handicaps.de">www.radio4handicaps.de</a> <a href="http://www.health-media-ev.de">www.health-media-ev.de</a>	Health-Media e.V.
70	<b>Hub@blackwell</b>	United Kingdom	<a href="http://www.blackwell-village.org.uk/">http://www.blackwell-village.org.uk/</a>	Hub@blackwell
71	<b>ICOM - ICT's &amp; disability resources centre</b>	France	<a href="http://www.handicap-icom.asso.fr">www.handicap-icom.asso.fr</a>	Handicap International Programme France
72	<b>ICT Training for the Eldery</b>	Malta	<a href="http://www.miti.gov.mt">www.miti.gov.mt</a>	Ministry for Investment, Industry and Information Technology (MIIT)
73	<b>ICT - Migrations</b>	France	<a href="mailto:tic-migrations@msh-paris.fr">http://tic-migrations@msh-paris.fr</a>	Fondation de la Maison des Sciences de l'Homme
74	<b>ILC - Internet Centers in Local Councils</b>	Malta	<a href="http://www.miti.gov.mt">www.miti.gov.mt</a>	Ministry for Investment, Industry and IT
75	<b>Increased access to public services for elderly and handicapped</b>	Sweden	Not available	Omsorgsförvaltningen
76	<b>Info Bank</b>	Finland	<a href="http://www.infopankki.fi">www.infopankki.fi</a>	City of Helsinki
77	<b>INPS</b>	Italy	<a href="http://www.inps.it">www.inps.it</a> ; <a href="http://www.asphi.it">www.asphi.it</a>	Inps (National Institute for Social Security), in cooperation with Fondazione ASPHI onlus
78	<b>IntelTeach</b>	Pan European	<a href="http://www.intel.com/education">www.intel.com/education</a>	Intel® Education Group
79	<b>Internet driving License NRW</b>	Germany	<a href="http://www.internet-fuehrerschein.de">www.internet-fuehrerschein.de</a>	IMAGO GmbH
80	<b>INTERNET TAUGHT TO OUR GRANDPARENTS</b>	Italy	<a href="http://www.portalegiovani.eu">www.portalegiovani.eu</a> <a href="http://www.portalegiovani.eu/digitaldivi.de">www.portalegiovani.eu/digitaldivi.de</a>	Assessorato Giovani / Municipal youth department
81	<b>IRIS</b>	Slovenia	Not available	Institute for rehabilitation, Republic of Slovenia Ministry of Higher Education, Science and



				Technology, Republic of Slovenia University of Ljubljana, Faculty of Electrical engineering SmartCom Ltd SETCCE Ltd
82	<b>ISIS</b>	Italy	<a href="http://www.progettoisis.org">www.progettoisis.org</a>	Ministry of Justice – Juvenile Justice Department
83	<b>ITFUNK</b>	Norway	<a href="http://www.itfunk.org">www.itfunk.org</a> ; <a href="http://www.itfunk.org/docs/english.html">www.itfunk.org/docs/english.htm</a> l	The Research Council of Norway
84	<b>Job Fair</b>	Czech Republic	<a href="http://www.bariery.cz/burzaprace">www.bariery.cz/burzaprace</a>	The Charta 77 Foundation
85	<b>Kattints rá, Nagyi! (Click on it Grandma!)</b>	Hungary	<a href="http://www.nagyi.bmknet.hu">www.nagyi.bmknet.hu</a>	UPC Hungary, Budapesti Művelődési Központ (Budapest Cultural Center)
86	<b>Kindergarten for Seniors</b>	Czech Republic	<a href="http://www.elpida.cz">www.elpida.cz</a>	ELPIDA, Endowment Fund
87	<b>Kindergartens</b>	Norway	<a href="http://www.hio.no/content/view/full/4563">www.hio.no/content/view/full/4563</a>	na
88	<b>L@die and d@ata</b>	Norway	Not available	Office of Diversity and Integration, City of Oslo; Ministry of government administration and reform
89	<b>Latvia@World</b>	Latvia	<a href="http://www.latvijapasaule.lv/en">www.latvijapasaule.lv/en</a>	LIKTA – Latvian Information Technology and Telecommunications Association
90	<b>Learning and writing handicap compensation with MP3 players</b>	France	<a href="http://www.avantice.org/">www.avantice.org/</a>	Agence départementale Numérique 64
91	<b>Learning materials</b>	Norway	Not available	na
92	<b>Life Tool</b>	Austria	<a href="http://www.lifetool.at">www.lifetool.at</a>	na
93	<b>Loom web framework</b>	Spain	<a href="http://www.extrema-sistemas.com">www.extrema-sistemas.com</a>	Extrema Sistemas de Informacion
94	<b>Mayo County Development Board</b>	Ireland	<a href="http://www.mayocdb.ie">www.mayocdb.ie</a>	Mayo County Development Board
95	<b>Med-e-Tel</b>	Luxembourg	<a href="http://www.medetel.lu">www.medetel.lu</a>	Luxexpo
96	<b>MediaManual</b>	Austria	<a href="http://www.mediamanual.at/en/index.php">www.mediamanual.at/en/index.php</a>	Federal Ministry of Education, Science and Culture
97	<b>Melting Pot Europa</b>	Italy	<a href="http://www.meltingpot.org">www.meltingpot.org</a>	Tele Radio City s.c. Onlus
98	<b>Mental Health Study</b>	United Kingdom	<a href="http://www.digiteam.org.uk">www.digiteam.org.uk</a>	Digital Inclusion Team, City of London, Centre for Social Work and Social Policy, Bournemouth University, UK
99	<b>Microenterprise Acceleration Program (MAP)</b>	international	<a href="http://www.mea-i.org">www.mea-i.org</a>	MEA-I
100	<b>MIJNABC.NL</b>	Netherlands	<a href="http://www.mijnabc.nl">www.mijnabc.nl</a>	Reading and Writing Foundation; Rabobank; IBM



101	<b>Mobile Internet Access Unit - Évora County Digital Project</b>	Portugal	<a href="http://www.evoradistritodigital.pt">www.evoradistritodigital.pt</a>	Évora County Association of Municipalities (AMDE - Associação de Municípios do Distrito de Évora)
102	<b>Multimedia Stations Austria</b>	Austria	<a href="http://www.multimedystation.at/">www.multimedystation.at/</a>	APC Interactive Solutions AG Telekom Austria Federal Chancellery City of Vienna
103	<b>MyVoice</b>	Czech Republic	<a href="http://www.fugasoft.cz/">www.fugasoft.cz/</a>	Technical University of Liberec + Fugasoft company
104	<b>MyWeb</b>	Malta	<a href="http://www.miti.gov.mt">www.miti.gov.mt</a>	Ministry for Investment, Industry and IT (MIIT), Non-Government Organisations
105	<b>MyZone</b>	Belgium	<a href="http://www.my-zone.be">www.my-zone.be</a>	Telenet
106	<b>National Digital Inclusion Initiative 2008</b>	Portugal	<a href="http://www.unic.pt">www.unic.pt</a>	UMIC – The Knowledge Society Agency
107	<b>Nenuphar</b>	France	Not available	CASNAV de Paris
108	<b>New Employment Opportunities for Poland's Disabled</b>	Poland	<a href="http://www.idn.org.pl/fpmi/nr/index.htm">www.idn.org.pl/fpmi/nr/index.htm</a> <a href="http://portal.idn.org.pl/idn/">http://portal.idn.org.pl/idn/</a>	Foundation Supporting Physically Disabled Computer Specialists
109	<b>OSSATE</b>	United Kingdom	<a href="http://www.ossate.org/">www.ossate.org/</a>	eWorks
110	<b>PA Aperta</b>	Italy	<a href="http://www.forumpa.it/forumpa2007/pa/aperta/">www.forumpa.it/forumpa2007/pa/aperta/</a>	prize Italy
111	<b>PC Refurbishment for persons with disability</b>	Malta	<a href="http://www.miti.gov.mt">www.miti.gov.mt</a>	MIIT - Ministry for Investment, Industry & Information Technology, FITA – Foundation for IT Accessibility for the Elderly, PHRF – Physically Handicapped Rehabilitation Fund
112	<b>PCs Against Barriers</b>	Czech Republic	<a href="http://www.bariery.cz/projekty/pocitace/">www.bariery.cz/projekty/pocitace/</a>	The Charta 77 Foundation
113	<b>Personalisation by Pieces (PbyP)</b>	United Kingdom	<a href="http://www.camb-ed.net">www.camb-ed.net</a>	Cambridge Education
114	<b>PIAP</b>	Malta	<a href="http://www.miti.gov.mt">www.miti.gov.mt</a>	The Ministry for Investment, Industry and information Technology, Local Councils
115	<b>Piloting solutions for alleviating brain drain in South East Europe</b>	Pan European	<a href="http://h41131.www4.hp.com/uk/en/global_citizenship/press_kits.html?jumpid=reg_R1002_UKEN">http://h41131.www4.hp.com/uk/en/global_citizenship/press_kits.html?jumpid=reg_R1002_UKEN</a>	UNESCO and HP
116	<b>Plain-e (Selko-e)</b>	Finland	<a href="http://www.selko-e.fi">www.selko-e.fi</a>	The Finnish Association of Societies for Persons with Intellectual Disabilities
117	<b>Public Administration Websites W3C-WAI Conformance</b>	Portugal	<a href="http://www.acesso.unic.pt/legis/rcm_155_07.htm">www.acesso.unic.pt/legis/rcm_155_07.htm</a> <a href="http://dre.pt/pdf1sdip/2007/10/19000/0705807058.PDF">http://dre.pt/pdf1sdip/2007/10/19000/0705807058.PDF</a>	AMA – Agency for Administrative Modernisation



118	<b>Public Procurement Toolkit</b>	Denmark	<a href="http://vkassen.oio.dk/">http://vkassen.oio.dk/</a>	National IT- and Telecom Agency
119	<b>Quality of web sites</b>	Netherlands	<a href="http://www.kwaliteitsmodelwebsites.nl">www.kwaliteitsmodelwebsites.nl</a>	Ministry of Economic Affairs; Ministry of the Interior and Kingdom Relations; Taskforce Disability and Society; The Reading and Writing Foundation
120	<b>RAIN</b>	Lithuania	<a href="http://www.rain.lt">www.rain.lt</a> <a href="http://www.placiajuostis.lt">www.placiajuostis.lt</a>	Placiajuostis internetas"
121	<b>Red Conecta &amp; Conecta Joven</b>	Spain	<a href="http://www.redconecta.net/">www.redconecta.net/</a> <a href="http://www.conectajoven.org/">www.conectajoven.org/</a>	Fundacion Esplai
122	<b>Rede de Espacos Internet (Internet Spaces Network)</b>	Portugal	<a href="http://www.espacosinternet.pt">www.espacosinternet.pt</a>	UMIC – The Knowledge Society Agency
123	<b>Rehabilitation Engineering course at UTAD</b>	Portugal	<a href="http://www.utad.pt/pt/ensino_formacao/1ciclo/acent/engenharia_reabilitacao/index.html">www.utad.pt/pt/ensino_formacao/1ciclo/acent/engenharia_reabilitacao/index.html</a>	University of Trás-os-Montes e Alto Douro (UTAD)
124	<b>Remote e-strategies</b>	Greece	<a href="http://www.mewcat.gr">www.mewcat.gr</a>	Mewcat
125	<b>RIAPs-2</b>	Lithuania	<a href="http://www.vrm.lt">www.vrm.lt</a>	Ministry of the Interior of the Republic of Lithuania
126	<b>Safer Internet for mentally disabled</b>	Netherlands	<a href="http://www.stras.nl">www.stras.nl</a>	STRAS: Stichting Rotterdamse Avondscholen (The Rotterdam Evening Schools Foundation)
127	<b>SaferInternet for Older</b>	Austria	<a href="http://www.bmsk.gv.at">www.bmsk.gv.at</a>	Federal Ministry of Social Affairs and Consumer Protection
128	<b>Safir</b>	Sweden	<a href="http://www.cfl.se/safirenglish">www.cfl.se/safirenglish</a>	1. Swedish agency for flexible learning – production and project managing 2. the Irish Roscommon Partnership Company, ROSEQUAL COMPANY LTD 3. the Province of Macerata Italy, Diversità e Sviluppo
129	<b>Seniorkom</b>	Austria	<a href="http://www.seniorkom.at">www.seniorkom.at</a>	Austrian Association for older people (Österreichischer Seniorenrat)
130	<b>Service Center ÖGS</b>	Austria	<a href="http://www.oegsbarrierefrei.at/default.asp">www.oegsbarrierefrei.at/default.asp</a>	Austrian Association of deaf people (Österreichischer Gehörlosenbund)
131	<b>Servizi innovativi S.I.L.CRA.</b>	Italy	<a href="http://www.silcra.it">www.silcra.it</a>	Municipalities of Colletorto
132	<b>Social Integration for pensioners</b>	Sweden	<a href="http://www.pro.se">www.pro.se</a>	Swedish National Pensioners Organization
133	<b>Sophia Housing Association</b>	Ireland	<a href="http://www.sophia.ie">www.sophia.ie</a>	Sophia Housing Association
134	<b>TATE - Through Assistive Technology to Employment</b>	United Kingdom	<a href="http://www.easped.eu">www.easped.eu</a>	EQUAL
135	<b>Tegnkomp - The digital relay service</b>	Denmark	<a href="http://www.amcnord.dk">www.amcnord.dk</a>	the municipality of Århus



136	<b>for deaf and hard of hearing Telecentres Europe</b>	international	<a href="http://www.tegnkom.dk">www.tegnkom.dk</a> <a href="http://www.telecentre.org/telecentre-europe">www.telecentre.org/telecentre-europe</a>	<ul style="list-style-type: none"> <li>• Fundacion Esplai – Spain <a href="http://www.fundacionesplai.org">www.fundacionesplai.org</a></li> <li>• iCentre – Bulgaria <a href="http://www.icentres.net">www.icentres.net</a></li> <li>• ATEL – Belgium <a href="http://www.atel.be">www.atel.be</a></li> <li>• FiT – Ireland <a href="http://www.fit.ie">www.fit.ie</a></li> <li>• EOS – Romania <a href="http://www.eos.ro">www.eos.ro</a></li> <li>• Information Dissemination and Equal Access Project (IDEA project) – Russia <a href="http://www.idea-russia.ru/about/eng/">www.idea-russia.ru/about/eng/</a></li> </ul>
137	<b>The Bartiméus Accessibility Foundation</b>	Netherlands	<a href="http://www.bartimeus.nl/">http://www.bartimeus.nl/</a>	The Bartiméus Accessibility Foundation
138	<b>The Internet and Me</b>	United Kingdom	<a href="http://www.connectingsomerset.co.uk">www.connectingsomerset.co.uk</a>	Somerset County Council
139	<b>The "Relative Utility" Approach: a policy proposal for stimulating ICT adoption</b>	Belgium	Not available	Fedict, the Federal Service for ICT, Belgium
140	<b>The Wheel</b>	Ireland	<a href="http://www.wheel.ie">www.wheel.ie</a>	The Wheel
141	<b>TIKAS</b>	Finland	<a href="http://www.verkkotikas.net">www.verkkotikas.net</a> <a href="http://www.faidd.fi">www.faidd.fi</a>	The Finnish Association on Intellectual and Developmental Disabilities (FAIDD); Teaching material Center, OPIKE
142	<b>TOM - Today I Decide</b>	Estonia	<a href="http://www.eesti.ee/tom">www.eesti.ee/tom</a>	
143	<b>UK Online + My guide</b>	United Kingdom	<a href="http://www.myguide.gov.uk">www.myguide.gov.uk</a>	UK online centres division, Ufi Ltd. Department of Innovation, Universities and Skills (DIUS, as was DfES) English Local Authorities Voluntary and Community Sector organizations Colleges and other Adult Education providers
144	<b>UPC Express TV</b>	Czech Republic	<a href="http://www.upc.cz">www.upc.cz</a> ; <a href="http://www.lgi.com">www.lgi.com</a>	
145	<b>Up-to-date ICT skills through the new ECDL version 5</b>	Italy	<a href="http://www.aicanet.it">www.aicanet.it</a>	AICA (Associazione Italiana per l'Informatica ed il Calcolo Automatico)
146	<b>Volkswagen Level 5 initiative</b>	Germany	<a href="http://www.volkswagen.de/">www.volkswagen.de /</a> <a href="http://www.volkswagen.com">www.volkswagen.com</a>	The Volkswagen Group
147	<b>W2N</b>	United Kingdom	<a href="http://www.welcometonorfolk.org.uk">www.welcometonorfolk.org.uk</a>	<ul style="list-style-type: none"> <li>• Norfolk Constabulary</li> <li>• Crown Prosecution Service,</li> <li>• HM Courts Service</li> <li>• HM Prison Service</li> <li>• National Probation Service</li> </ul>





				• Youth Offending Team
148	<b>West: Welfare Society Territory</b>	Italy	<a href="http://www.west-info.it">www.west-info.it</a>	West - non-profit
149	<b>WiFi Services in Pubic Gardens</b>	Malta	<a href="http://www.miti.gov.mt">www.miti.gov.mt</a>	MIIT - Ministry for Investment, Industry & Information Technology, MJHA - Ministry of Justice and Home Affairs, DGL - Local Government Department, LC – Local Councils
150	<b>WiN (Web in de Wijk/My Portfolio online/Web in Neighbourhoods)</b>	Netherlands	<a href="http://www.webindewijk.nl">www.webindewijk.nl</a>	
151	<b>Work in Czech</b>	Czech Republic	<a href="http://www.soze.cz/workinczech">www.soze.cz/workinczech</a>	<p>Society of Citizens Assisting Migrants (SOZE), main co-ordinator  Centre for Integration of Foreigners (CIC)  Organisation for Aid to Refugees (OPU)</p> <p>co-operation on particular tasks:  Gender Information Center NORA  Refugee Association of the Czech Republic (AUČR)  Bridges for Human Rights (MLP)</p> <p>Ministry of Labour and Social Affairs - Department of Migration and Integration of Foreigners  Ministry of Education, Youth and Sports  Brno – Central Employment Office  Brno – District Employment Office  Centre for Language Education at the Masaryk University in Brno</p>
152	<b>Xenoclipse</b>	Pan European	<a href="http://www.xenoclipse.net">www.xenoclipse.net</a>	Laboratori de Mitjans Interactius (LMI) - Universitat de Barcelona- Xenomedia Comunicació-Universiteit Gent-Universität zu Köln-Universitetet i Stavanger
153	<b>YPAITHROS</b>	Greece	<a href="http://www.ypaithros.gr">www.ypaithros.gr</a>	Heraklion Prefecture-Forthnet SA-Region of Crete-

