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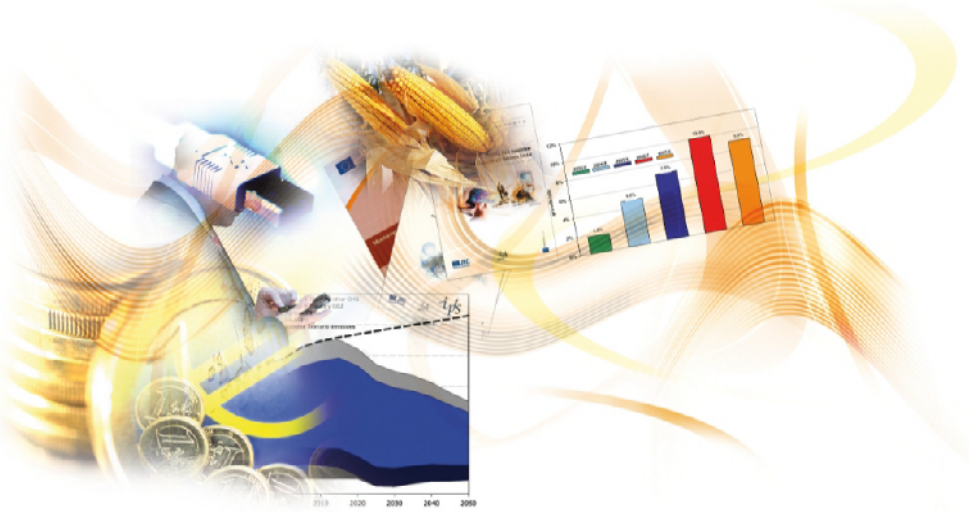
Digital Literacy Workshop Report:
Brussels, 12 October 2010

Digital Competences for Social Inclusion Actors and Intermediaries

Editors: Gabriel Rissola, Clara Centeno



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Part B. Summary of presentations and discussions was prepared by the ePractice communication team, EUROPEAN DYNAMICS S.A. and edited by Gabriel Rissola, JRC-IPTS, European Commission, and the Workshop speakers

Part C. Workshop conclusions and recommendations was prepared and edited by Gabriel Rissola and Clara Centeno, JRC-IPTS, European Commission

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About

ePractice.eu is a portal created by the European Commission/DG Information Society and Media, which offers a new service for the professional community of eGovernment, eInclusion and eHealth practitioners. It is an interactive initiative that empowers its users to discuss and influence open government, policy-making and the way in which public administrations operate and deliver services. It involves practitioners from all 27 Member States, EU-member candidate states and EFTA countries. Practitioners from other countries outside the EU are also welcome to join.

The ePractice.eu portal combines online activities with frequent offline exchanges: workshops, face-to-face meetings and public presentations. With a large knowledge base of real-life case studies submitted by ePractice members from across Europe, ePractice.eu serves as a point of reference for all users.

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1 IPTS is one of the seven research institutes of the European Commission's Joint Research Centre (JRC)

2 This work was carried out in the framework of the Administrative Arrangement "e-Inclusion Strategic Support 2020 - II" (INFSO/H3/2010/l - JRC 31752-2010-05) between DG INFSO and IPTS, and also the SMART-0109 Specific Contract 07 between DG INFSO and European Dynamics S.A.

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Preface

Launched in 2005 following the revised Lisbon Agenda, the policy framework "i2010: A European Information Society for Growth and Employment" clearly established digital inclusion as an EU strategic policy goal. Everybody living in Europe, and especially disadvantaged people, should have the opportunity to use information and communication technologies (ICT) if they wish and to benefit from ICT use by service providers, intermediaries and other agents addressing their needs. Building on this, the 2006 Riga Declaration defined eInclusion as "both inclusive ICT and the use of ICT to achieve wider inclusion objectives" and identified, as one of its six priorities, "digital literacy and competence actions, in particular through formal or informal education systems, building on existing initiatives. These actions will be tailored to the needs of groups at risk of exclusion, because of their social circumstances or their capacities and special needs, notably the unemployed, immigrants, people with low education levels, people with disabilities, and the elderly, as well as marginalised young people, contributing to their employability and working conditions".

These goals have recently been taken further in the context of the Digital Agenda for Europe (2010), which, in Chapter 6 *on Enhancing digital literacy, skills and inclusion,* calls for multi-stakeholder partnerships, increased learning, recognition of digital competences in formal education and training systems, as well as awareness raising and effective ICT training and certification outside formal education systems, including the use of online tools and digital media for re-skilling and continuing professional development.

In this context, DG Information Society and Media, Unit H3 (ICT for Inclusion) asked the Institute for Prospective Technological Studies (IPTS) to carry out specific research work to support the implementation of the eInclusion goals and especially the DAE goals on digital literacy, skills and Inclusion. In recognition of the crucial role that "eInclusion intermediaries" (Public Internet Access Points, public libraries, third sector organisations including NGOs and social workers, etc.) have already been playing for many years, one of the aims of this research was to better understand the ICT and digital competence needs of these intermediaries to effectively carry out their digital and social inclusion goals. eInclusion intermediaries are vital to both the development of the digital competences of excluded groups and to the wider use of ICT to support social and economic inclusion of groups at risk. They support the acquisition of new skills (e.g. for engaging in further training activities, for social collaboration and participation or for employment) through personalised assistance, facilitation of learning-by-doing processes based on users' interests and purposes, and guided access to online resources and eLearning platforms.

In this framework, IPTS and DG INFSO/H3 jointly organized the ePractice Digital Literacy Workshop on Digital Competences for Social Inclusion Actors and Intermediaries, which built on the following previous work:

- A JRC-IPTS study on "Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU 27", (2008)[3] which surveyed 119 initiatives. This survey found that while the public sector has a key role at funding level, the implementation of the vast majority of these projects (80%) is carried out by third sector or public sector organisations. The survey also showed that providing ICT access and literacy had the highest relative frequency (in 20-30% of cases).
- The workshop on 'The Role of Large Third Sector Organizations (TSO) in eInclusion' held during the e-Inclusion Ministerial Conference in Vienna (2008).[4] At this event, third sector organisations working in the field of eInclusion discussed their key role in the implementation

[3] Kluzer S., Hache A. and Codagnone C. (2008), "Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU27", Seville: JRC-IPTS. Available at http://publications.jrc.ec.europa.eu/repository/handle/111111111/6912

[4] http://ec.europa.eu/information_society/events/cf/einc08/item-display.cfm?id=939

of policies at the local level, and the lack of recognition of this role by EC policy making. Also discussed was the fact that only a small minority of TSO make use of ICT in the delivery of their assistance and services, their low "e-readiness" and the limitations in the skills and knowledge of their staff. Finally, it was recognised that there is a need to measure the impact of TSO actions.

This report represents an attempt to shed some light on who these intermediaries and social actors are, their funding sources, their eInclusion role, the target groups they address, the social needs they fulfil, the impact of their actions from socio-economic and digital inclusion perspective, and finally their (ICT-related) needs and how policy could support these. It presents relevant cases of digital competences for carers, for intermediaries in their social inclusion role, and for intermediaries in their role as managers of initiatives. It concludes with a list of policy options to support the development of these competences.

Part A. Introduction

1 Workshop Aims and Design

The workshop in brief

ePractice:

This workshop was organized for the Digital Literacy Community of the ePractice community platform, at http://www.epractice.eu/en/events/2010-digital-literacy-workshop

Organisers:

It was co-organised by the ICT for Inclusion Unit of DG Information Society and Media (European Commission) and the Information Society Unit at the Institute for Prospective Technological Studies (Joint Research Centre, European Commission) with the logistical support of European Dynamics S.A.

Purpose:

The aim of the workshop was to identify good practices and success criteria regarding ICT-enabled training, resources, and tools for developing digital competences for intermediaries and social actors which would help them to provide assistance to groups at risk of exclusion (elderly, disabled, migrants, youth, unemployed, low educated) and to foster their social inclusion and economic participation.

Presentations:

11 practitioners presented relevant cases on three themes: digital literacy for carers, digital literacy for intermediaries in their social inclusion role, and digital literacy for intermediaries in their role as managers of initiatives. These presentations were complemented by presentations on the policy context and the current knowledge on cases where the role of intermediaries, as well as their training and empowering, are critical (e.g. those working on digital competences development or ICT for social inclusion).

Outcome:

There were 14 speakers at the workshop and 74 attendees, including 11 members from the European Commission. There were 6,542 visits to the workshop webpage from ePractice members (as of 18/03/2011).

Content of this report:

- The workshop rationale, aims and themes,
- A summary of the presentations and discussions,
- The conclusions and recommendations,
- List of speakers and presentations,
- List of participants.

Workshop webpage: http://www.epractice.eu/en/events/2010-digital-literacy-workshop

This report can be complemented by the presentations made by the speakers, available at the Workshop web page.

Speakers and presentations are listed in **Annex I: Workshop Agenda**, and participants are listed in **Annex 2: List of Participants.**

1.1 Rationale

Previous research on ICT for social inclusion[5] has shown how ICT can support the inclusion of groups at risk of exclusion such as the elderly, the disabled, migrants, young people, the unemployed and the low educated. The analysis of ICT-based initiatives for inclusion of some of these groups[6] shows that the potential of ICT-based tools, applications and services covers several dimensions. These initiatives can provide ICT access and literacy; help final users to use ICT for education and learning, labour and economic participation, and social participation and civic engagement and can increase social capital and social inclusion. They can also support intermediaries and service delivery (including social) actors in being more efficient and effective in their jobs.

Research also points to the crucial role of intermediaries, social inclusion and service delivery actors (family carers, third sector workers, etc) in realising ICT's potential for inclusion. In addition, while there are no systematic studies on the digital competence levels of these actors, there is some consensus among actors working on eInclusion that the digital competences levels of intermediaries working in the public sector and third sector organisations are low and are not generally enough to take full advantage of ICT in their daily work.

In particular, social organisations employ a variety of professional profiles ("youth worker", "cultural mediator", "social outreach operator", "trainer", "welcoming operator", "guidance expert") who are increasingly demanding the development of their own digital competences to help them in their daily work, and to cope with the rapid evolution of ICT and with the emerging needs of their end users in a connected world. Among these intermediaries are those specialised in providing digital inclusion initiatives to groups at risk of exclusion (i.e. e-Inclusion facilitators) who are exposed to major challenges regarding their own digital competences (gaining and updating them) as they are key actors in providing ICT access and training to digitally and socially-excluded groups. In addition, they are demanding a deeper knowledge of the full potential of ICT (notably Web 2.0) so that they can develop digital competences and ICT access and use as catalysts to promote further social inclusion.

The workshop, in combination with the ePractice Digital Literacy Community, aimed to provide answers to the following questions:

- What digital competences do intermediaries and social actors need in order to realise the full potential of ICT for inclusion of groups at risk?
- Which initiatives have developed solutions and services that increase and ameliorate the digital competence levels of intermediaries? What ICT-based approaches and solutions are there?
- What do we know (available studies, data and statistics) about the digital competence levels of intermediaries working with groups at risk of social exclusion and/or providing ICT-driven initiatives and digital literacy and inclusion initiatives?
- Which factors explain their knowledge gaps and/or low/inadequate levels of digital competence?
- Among the state-of-the-art solutions and initiatives that address the *development of digital competences of social actors and intermediaries*, which of them had impact and which have a potential for transferability, scaling up and cooperation with other stakeholders at the European level? How can these processes be facilitated?

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[5] See JRC-IPTS publications on *ICT for integration of immigrants & ethnic minorities (IEM)* at http://is.jrc.ec.europa.eu/pages/EAP/eInclusion.html#IEM), as well as the Bridge-IT Booklet "Migrants, Ethnic Minorities and ICT - Inventory of good practices in Europe that promote ICT for socio-economic integration in culturally diverse contexts" (forthcoming, to be available online at the URL above).

[6] Kluzer S., Hache A. and Codagnone C. (2008), "Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU27", Seville: JRC-IPTS.

1.2 Contribution to eu2020 Policy

The Digital Agenda for Europe (DAE) of the Europe 2020 strategy[7] calls for "multi-stakeholder partnerships, increased learning, recognition about digital competences in formal education and training systems, as well as awareness raising and effective ICT training and certification outside formal education systems, including the use of online tools and digital media for re-skilling and continuing professional development."

The DAE also sets out to "by 2012, develop tools to identify and recognise the competences of ICT practitioners and users" and stresses the need "to cover the certification of carers (i.e. so that they can provide an interface to information services for people that would otherwise have difficulty to use the internet)".

This workshop followed up on these DAE commitments and its theme is also relevant to other flagships in the Europe 2020 strategy, namely "An agenda for New Skills and Jobs" and "European platform against poverty and social exclusion".

1.3 Workshop Aims

The workshop aimed to identify good practices and success criteria regarding ICT-enabled training, resources, and tools for developing digital competences for intermediaries and social actors (professionals, volunteers, actors in general from the public sector, third sector or even friends and family) to help them to provide assistance to groups at risk of exclusion and to foster their social inclusion and economic participation.

Digital competences were considered in a wide scope:

- Digital competence is defined as more than just the use of ICT and the Internet. According to the European Reference Framework on Key Competences for Lifelong Learning (2006), it is "the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet".[8]
- Digital competences include the networking, collaboration, sharing, security and privacy skills needed in the evolving Information Society context, shaped by social computing developments.[9]

1.4 Workshop Themes

The previous ePractice workshop on Digital Literacy (2008) had reached the conclusion that:[10]

> "Digital literacy programmes and initiatives need to be shaped by more carefully considered frameworks and models that avoid 'over homogenising' target groups and recognise the complex ways in which culture, context and personality shape digital literacy needs and learning outcomes. Digital literacy content needs to be adapted to suit the profiles, needs and life worlds of different user groups in different digital literacy scenarios. Content needs to be consistent with their daily lives and preoccupations".

Thus, the workshop discussions on the development of specific digital competences for intermediaries and social actors, (i.e., youth workers, social animators, social assistants, care providers, teachers,

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7 http://ec.europa.eu/information_society/digital-agenda/index_en.htm

8 http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf

9 See JRC-IPTS Policy brief on Digital Competences for Lifelong Learning, http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=1820

10 ePractice Workshop on Digital Literacy, Barcelona, 15 June 2008, http://www.epractice.eu/en/workshops/digitalliteracy

motivators, e-facilitators,[11] e-mentors, ICT trainers, etc) to help them foster the social inclusion of the groups at risk they work with/for (i.e. the elderly, disabled, migrants, youth, unemployed, low educated, etc) were structured thematically in three topics:

1) *ICT-based solutions (training, resources, tools) to train intermediaries in digital competences and to help them to provide care and assistance to groups at risk (notably dependent people like the elderly or the disabled).*

The provision of adequate long-term care services in qualitative and quantitative terms will, in the near future, become a major challenge for national welfare systems and for European society. Policies dealing with the current demographic trend of ageing are beginning to grant stronger care rights to citizens and provide more domiciliary care. At the moment, informal caregivers, i.e., family, friends, volunteers and other caregivers employed by the people needing care or their families, provide the majority of care to the elderly, and their numbers are likely to increase. One of the challenges of domiciliary care is the nature of caring and the impact it has on many areas of caregivers´ lives, including health, work, relationships and social life among others. Regarding ICT, caregivers (be they formal or informal; family relatives, social assistants, telecentre staff, relevant associations and authorities) can play an important role in bringing the benefits of ICT to those who need care, both directly (e.g. facilitating their access to and use of technology) or indirectly (e.g. using ICT for their daily jobs and for their professional training).

This topic included examples of caregivers' digital literacy and targeted online training, acquisition and certification of competences (digital or not), online support and guidance for their professional preparation, practical support for dependent people through online tools and services. In general, these examples showed that the ICT-based training can bring improvements to efficiency in care and social support, and to the digital competences that their application requires. The examples included single online entry points for caregivers and/or dependents to information and resources, targeted tools and materials, specific assessment and certification schemes, learning and training facilities (either for the acquisition of e-skills or of other relevant competences that can be acquired online).

Practices such as Tele-care, Tele-health, assistive technologies and others solutions were also discussed. These primarily address people in need of care, but could also alleviate the burden for carers by allowing them to delegate certain monitoring tasks or perform them at a distance, and by ensuring the safety and well-being of the person cared for at times when the carer cannot personally be around. This in turn is expected to help paid carers to better cope with their jobs' demands, and to reduce stress factors which affect the health and wellbeing of carers in general.

2) *ICT-based solutions (training, resources, tools) to train intermediaries in digital competences and to help them to raise the levels of education / learning / skilling and/or employability of groups at risk (notably* migrants, youth, unemployed and low educated).

The economic downturn of the last few years has increased the demand for alternative methods of job seeking and training options from people who find it difficult to take advantage of formal employment and training channels. These people turn to public and third sector organisations which offer job guidance and training activities in non-formal and informal settings.[12]

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[11] eFacilitator term encompasses a range of professional profiles providing assistance, training and support services to users of Telecentres and other kind of Public Internet Access Points (libraries, etc). eFacilitators are enablers of both Digital Literacy and ICT-enhanced Social Inclusion processes.

[12] CEDEFOP glossary (http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp) clarifies well the distinction between **Formal learning:** "Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.", **Non-formal learning:** "Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view." and **Informal learning:** "Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in

These activities include training in digital competences (where intermediaries are becoming the main providers of digital literacy training for people at risk) and in other 'key competences' (for example, the ability to communicate in a foreign language, learning to learn and a sense of initiative)[13] and other transversal (self confidence, decision making, leadership, etc) or vocational skills. Examples of initiatives which develop e-learning resources to 'professionalise' the work force of social organisations by providing official certification, etc were also included. In addition, there was discussion of the various ways in which ICT in a range of online activities facilitates the task of helping end users to look for jobs: by mapping labour market opportunities; by providing them with the means to assess their own competences and digital skills, prepare a CV, use email and internet to receive job opportunity alerts and to apply to them; by allowing them to create and update a digital identity, prepare for a job interview, and use social networking sites and Web 2.0 tools effectively, etc.

3) *ICT-based solutions (training, resources, tools) to train intermediaries in digital competences and to help them to address management and operational transversal needs.*

Here, typical transversal needs, both at management level (e.g. project planning and management; fundraising and sustainability; volunteering and recruitment; networking and exchanging good practices with other centres and countries) and operational level (e.g. intermediary's training on transversal issues like ethics, gender, dependency or foreign languages; how to address the ICT needs of the organization and exploit the potential of web 2.0 applications to empower its end users) were discussed.

Each of the above three topics encompassed the multiple roles of ICT in different aspects: ICT for information and resources, for targeted support, for assessment, recognition and certification of competences, for online learning and training, for communication, for online counselling, for protecting privacy of groups at risk, etc.

terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. Informal learning outcomes do not usually lead to certification but may be validated and certified in the framework of recognition of prior learning schemes; informal learning is also referred to as experiential or incidental/random learning."

[13] These are part of the 8 key competences defined in the European Reference Framework on Key Competences for Lifelong Learning (http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf).

Part B. Summary of Presentations and Discussions

In this section we include a summary of each presentation made during the Workshop, in line with the Agenda (available in Annex 1). Questions to the speakers and their answers are merged in the respective summaries. The summaries were prepared by European Dynamics S.A. in the framework of a Service Contract with the European Commission, to be later edited by the JRC-IPTS and reviewed by the speakers themselves.

As for the rich roundtable discussions and debates held at the end of each section and of the workshop, their more remarkable outcomes are included in Part C of this report.

1 Welcome Session

The welcome session was chaired by Paul Timmers, DG Information Society and Media, Head of ICT for inclusion Unit.

1.1 Digital Agenda for Europe: Paul Timmers, European Commission, DG Information Society and Media, ICT for inclusion Unit

Speaker's presentation:
http://www.epractice.eu/files/1.%20Welcome%20%2526%20Introduction.pdf

Mr Paul Timmers, Head of ICT for Inclusion Unit, welcomed the participants of the ePractice workshop and set the overall digital literacy context in Europe. Following Lisbon Strategy, Europe has now moved to “Europe 2020” reflecting the change in the economy and the society: ageing, divides, etc, but also Europe's place in the world at large. Part of this change is that ICT in its transformative nature is becoming of “everyday use”. Therefore, digital literacy, skills and competences all become important elements for Europe in the next ten years.

Digital literacy and competences is therefore a key topic, identified in Europe 2020 within the following flagship initiatives: the "Digital Agenda for Europe" (DAE) adopted in May 2010, the "Innovation Union" adopted on October 6th and the "New skills and jobs" soon to be adopted.

Digital inclusion, skills and literacy constitute DAE’s pivotal pillar –of the seven in total – that is required for the realisation of the agenda’s objectives. Challenges to overcome include the subject’s inability to be regulated by law; market’s lack of interest; difficulties in approaching the interest groups; unsuccessful established practices; and complications in controlling the evolution of expectations. It is of key importance to act smart in the area; create public-private and all kind of partnerships; and last but not least, it is equally important to set clear targets that will support leadership – not only political.

Mr Timmers prompted the participants to share their ideas, views and input in this workshop on what the Commission can do. The results of this workshop will be used by EC for further planning, raising awareness and policy development.

1.2 ***New Skills for New Jobs:*** *Godelieve Van den Brande, European Commission, DG Education and Culture, Jean Monnet, partnerships and relations with the agencies Unit*

Speaker's presentation:
http://www.epractice.eu/files/2.%20Godelieve%20Van%20Den%20Brande.pdf

DG EAC is strongly involved in the implementation of the "Digital Agenda for Europe" (DAE). . Ms Godelieve Van den Brande showed how the DAE, the “New skills for new jobs” agenda and the Education agenda converge when talking about digital literacy and competences. Among the seven flagship initiatives proposed in Europe 2020 Strategy, the DAE, the ¨Industrial policy for the globalisation era” and the “Agenda for new skills and jobs” flagship initiatives are very close to each other and address the topic of digital literacy and competences.

Among those different flagships, it is clear that under Europe 2020, education has an increased importance and has become a core issue. Ms Van den Brande’s view is that skills and competences, education, and inclusion are concepts which are interlinked. The importance of digital competences has been raised in DG EAC a while back in 2006, when it was identified as one of the eight key competences that youngsters, as well as life long learners (LLLs) should acquire. Under the Education and Training 2020 strategic framework this competence has already been addressed and has been linked to transversal competences, like innovation and creativity. In 2008 when discussions on new skills for new jobs where initiated, DG EAC linked with DG Employment and Social Affairs. The Communication that was launched in 2008, along with the respective mandate – to look into those future skills for future jobs – illustrated the importance of tackling the topic of digital competences in the education sector. This is true due to the societal changes, the financial crisis and especially due to the fact that the worlds of work, employment and the digital world are disconnected from the world of education; a gap that has to be bridged as well.

Ms Van den Brande underlined that Europe needs additional and appropriate skills. Research studies conducted by CEDEFOP and other institutions have provided input for what kind of competences are needed for these future jobs and how they can be converged through life long learning (LLL). Towards 2020, there is a need for higher educational attainment levels in order to respond to the need of higher skills in occupations.

Pertaining to future jobs, there is a growing demand for transversal skills, the so called “soft skills”: skills that have to do with handling complex problems, collaboration and communication, being critical etc. These “soft skills” are unfortunately much less addressed even in higher education. Moreover, most of future jobs will have a digital component. Developing the right mix of skills brings the world of education and training closer together.

It is important to find the ways in education and training to respond to these skills. It is not a core employability competence; it is especially a life skill. Not acquiring these skills, no matter if youngster or adult, is an excluding factor from the future digital society. Education has to play a dual role: (a) address the need of society in terms of employment by re-skilling and up-skilling youngsters’ and LLLs’ competences but also (b) safeguard that all youngsters and adults will be sufficiently digitally literate in order to function and be active citizens in the society. DG EAC focuses on this balance between efficiency and equity. It is not only old workers requiring re-skilling and up-skilling, it is also a 10% of today’s youngsters (between the ages of 16 and 24) who have never used a computer or the Internet that are already at risk of exclusion from the future society.

In addition, Ms Van den Brande addressed another problem: although there is a huge number of youngsters daily using Web 2.0 technologies in leisure, they are not in fact digitally competent, since they do not use technologies towards adding-value activities. Ms Van Den Brande wondered whether

ICT users, may that be youngsters, adults or even older people, are effective ICT users; “Do they make a critical use of ICT?” she asked. The conclusion is that being digitally native does not automatically render himself/herself an effective ICT user. Therefore, the new digital era prescribes a new form of digital divide: making confident and critical use of ICT in order to be characterised as digital competent.

Teachers in education are intermediaries and have a crucial role to play. Perhaps teachers are indeed digitally literate themselves, but this does not necessarily mean that they have the skills to teach their students how to make critical use of ICT and they are not ready to do that. An EU-wide survey conducted by “European Schoolnet” in primary education asking 18.000 teachers revealed that teachers are positive for pupils to use ICT but they do actually lack the skills to teach how to use ICT. The survey also showed a large discrepancy between the use of ICT at home and use at school. There is therefore an important need to train teachers acquiring and teaching digital skills and competences. Although they are motivated to endorse the use of ICT, they do not have the opportunity or the know-how to do so.

Ms Van den Brande concluded that it is of major importance for the years to come to deal with the teachers, consider them as learners as well and aim to find proper ways to train teachers and trainers to be good intermediaries in digital competences provision within the LLL There is some evidence on that: the eTwinning project part of Comenius (the EU programme for schools). Teachers are working together, are teaching each other, and they learn through peer learning on how to achieve this. New communities of practice for teachers have been built up with a lot of success.

1.3 Setting the Scene: *Clara Centeno and Gabriel Rissola, European Commission, Joint Research Centre, Institute for Prospective Technological Studies, Information Society Unit*

Speaker's presentation:
http://www.epractice.eu/files/3.%20Clara%20Centeno%20and%20Gabriel%20Rissola.pdf

The Institute for Prospective Technological Studies (IPTS) is one of the seven research Institutes of the European Commission Joint Research Centre (JRC) that provide scientific support to European policy making in areas that encompass economical, social and technological dimensions. In the area of digital literacy, IPTS has engaged in research for the ICT for inclusion Unit of DG Information Society and Culture, as well as for DG Education and Culture in Lifelong Learning (LLL) policy perspective. Ms Clara Centeno and Mr Gabriel Rissola set the scene of the workshop by presenting some research results, integrating work done for DG INFSO and DG EAC in relation to workshop’s areas of interest, work that reflects research results and conclusions rather than official EC policy statements. The aim of the presentation was also to set the workshop's key objectives and pose questions to which a debate would be launched during the day.

eInclusion was born in Riga in 2006 with the Ministerial Declaration on e-Inclusion with two lines of focus: (a) digital inclusion on one side by ensuring that everybody’s is included and (b) use of ICT for inclusion.

It is necessary to see digital competences as a very broad concept encompassing all these competences that will allow today and in the future to live in a digital society, that is, working, learning in a LLL perspective, socially interact, participate etc. Technology and policies for digital competences, training and education need to evolve together.

The exact of “where we stand today” cannot be precisely answered. The reason is that indicators are not available yet to measure digital competences and the amount of knowledge, skills and attitudes needed to live in a digital society. According to EUROSTAT results, one may see that there are still

important gaps in computer and Internet use. One out of two Europeans has never used a computer or has very low skills. More affected groups of the population are proved to be typically aged 55+, unemployed, those with low income and low education.

Digital competences go beyond using ICT; they encompass critical and confident use of ICT, including: ability to participate in social networking applications and in collaborative environments, awareness of security threats and risks, and also ability to use ICT for creative and innovative purposes, irrespectively of the context (business, social, etc). As ICT technology and its adoption and usages evolve, so should do the digital divides and related policies to address them. Digital divides initially accounted for ICT access and basic user skills, and need to reflect differences in the variety and intensity of use, in the ability to make critical and confident use of ICT, in the ability to share an collaborate, etc.

At the second part of her speech, Ms Centeno spoke about ICT for inclusion, namely, in what ways usage of ICT applications and services support target groups initially identified in the Riga declaration, in particular migrants and ethnic minorities and marginalised youth. Research in the domain, by IPTS and other institutions, reveal that ICT does support target groups in several aspects of their lives in order to achieve integration (mainly for the migrants and ethnic minorities) and inclusion (mainly referring to the socially and economically excluded), through: user empowerment; autonomy; skilling; providing them with alternative paths (though social networking and collaborative environments) to education for marginalised youngsters or migrants (e.g. ICT tools to learn the host country´s language); increasing employability with ICT skills or ICT tools to search for a job; facilitating social participation and civic engagement. Digital inclusion is an empowering tool per se, and also provides opportunities for the individuals to engage to initiatives of the local community.

In all services and applications above, intermediaries play a crucial role as potential multipliers: teachers, trainers in lifelong learning contexts, e-facilitators like in telecentres, social actors working with groups at risk of exclusion (elderly, women, migrants, youth), informal caregivers and family and friends which are the most important resource for teaching digital skills. On the other hand, these intermediaries have important needs; many of them may not have enough skills or the capacity to apply the skills to the job they perform. The workshop focuses on these people: social actors, e-facilitators and informal caregivers. The open questions are who these people are, what are their needs and how can ICT and digital competences can do to help them, accomplishing their eInclusion goal both as digital inclusion and as ICT for inclusion.

IPTS has five upcoming projects in this field, which aim to:

- define concepts, needs and profiles for a digital competences framework;
- investigate the future of learning and future ways for acquiring new skills;
- better understand the impact of ICT on (informal) caregivers, either in support of their caring tasks or of the reconciliation of caring and private life;
- understand how can ICT support the socio-economic integration of immigrants in their hosting societies;
- study the use and potential of ICT to support the inclusion of youth at risk.

Subsequently, Mr Gabriel Rissola took the floor to continue the IPTS presentation. The focus was placed on the intermediaries, the informal caregivers (friends and families) and the informal workers (giving services in this sector).

Initiatives addressing the needs of the intermediaries in terms of digital competences are needed in order for these initiatives to be successful. People working in social services have special needs in managing processes, projects etc that need to be identified, understanding how becoming digital competent can help doing those tasks. Due to the ageing society, the role of informal caregivers has

become increasingly important, and also for them ICT represents an opportunity. These are new jobs, responding to new needs, requiring new tools and competences as well.

Evidence suggests that the long list of emerging needs can be covered by ICT. ICT-based services that can provide supporting function in various areas have been identified by IPTS: better communication and coordination; information provision and on-the-job support; improve working conditions; giving target groups a social and emotional support, i.e. collaborating and exchanging information with peers; and also help trainers in providing a more professional work. The questions posed by Mr. Rissola are: “Which are the digital competences needed for this kind of activities? How can they be trained to acquire them?”

Other areas that need to be addressed through online initiatives include: LLL potential learners who can have more training options though adult education, participation in social online places; the migrants groups in following training and online courses, through eLearning platforms, providing them paths to social inclusion and participation. The facilitators- intermediaries are social actors helping vulnerable groups through providing ICT services and training to fight social exclusion. Among the wide range of competences, transversal competences are the mostly needed in this area. Training and recognition of this training are important factors. Intermediaries have the most important role to play as multipliers for the skills of the future jobs.

Mr. Rissola ended his presentation by anticipating the fundamental questions of the workshop:

- What digital competences are needed by intermediaries and social actors?
- What do we know (available studies, data and statistics) regarding levels of digital competences of intermediaries?
- Which factors explain their knowledge gaps and/or low/inadequate levels of digital competences?
- Which initiatives have developed solutions and services in order to raise digital competences of intermediaries?
- Which ICT-based approaches and solutions exist?
- Which impact have they achieved?
- Do they have a potential for transferability, scaling up and/or cooperation at the European level?
- Which are the challenges they face? How these processes can be facilitated?
- How can European policy support all the above?

Afterwards, a space for discussion was opened. Somebody from the audience raised a concern on the distinction between specialists and mainstream in the service delivery chain and whether this distinction has been taken into account by IPTS, as needs differ on these two categories and ICT advances in one dimension may exclude people from the other. It was replied that each group has specific socio-economic needs and these needs should be addressed by adapted ICT tools and supporting training and applications. Every case is different and should be treated in a different way. Focused approaches are needed for every target group.

A participant commented that one should be aware of the differences done by EC services between eSkills, digital competences and digital literacy. Recognising the importance of the role of intermediaries and the importance of their training, there is a question mark on who will pay for the training of intermediaries. The panel replied that as this is a multi-sectoral area where multiple stakeholders are involved, perhaps financing should also be spread among the various stakeholders. An example was made of two major initiatives co-financed by private-public partnerships, which had been presented at another workshop with eInclusion national experts (Digivaardig & Digibewust in the Netherlands, eComunitate in Romania).

A discussion on whether terminology on digital literacy, skills and competences is clear was launched, leading to the suggestion of employing a glossary, periodically updated, as CEDEFOP is doing since years. Another participant added that terminology in EU is not always clear in the Digital Agenda. Many terms, whose relevance is not always clear, are usually put under the same platform: eGovernment, digital literacy, low carbon economy.

Another question raised by the audience was on the description of the "best model" for an organisation in the sector of ICT training yielding successful results, an experience that would be worth transferring to other centres and organisations across Europe. The reply from the panel was that there is a lack of impact assessment practices on ICT training coming from the organisations providing it, which is expected to come out from current and future initiatives in the field. Another participant added that since there are large discrepancies and differences in digital levels, training systems and national policies across Europe, studying customised and adapted regional models would be far more efficient than adopting a generic approach. A European framework in the digital literacy market on that would be helpful.

1.4 The Digital Literacy Community, ePractice: *George Kolomvos, EUROPEAN DYNAMICS S.A.*

Speaker's presentation:
http://www.epractice.eu/files/4.%20George%20Kolomvos.pdf

Mr George Kolomvos presented the Digital Literacy Community at ePractice. In the context of this presentation, Mr Kolomvos referred to the term "digital literacy" as the set of skills required to achieve competence in using ICT for working, leisure, communication with the loved ones, for delivering transactions with governments and businesses, and for independent living. The community aims at displaying this necessity towards a higher level of digital skills across groups at risk of exclusion and at stimulating participation in the collection of implementable cases, policy recommendations and successful implementations.

Mr Kolomvos characterised the intermediaries as the important link between the target groups and ICT. Although their role is to fight the digital exclusion of the target groups, they also constitute a target group themselves, yielding thus a second order of digital divide.

Some figures on the participatory nature of the community followed (one out of three items published within the community and the increasing importance laid upon the topic of digital literacy: more than half of the eInclusion items published at ePractice refer to digital literacy.

Mr Kolomvos spoke about ePractice cases in the community, as a structured way to provide brief information on digital literacy projects. An ePractice case filed under the community is much easier and quicker to be read; filing a case supports the dissemination and raises awareness.

ePractice issues since March 2010 the eInclusion factsheets for 30 European countries. A factsheet is a screenshot of the status of each country, providing information on strategy (other countries have eInclusion action plans, while others encompass it under the eGovernment umbrella), legal framework, actors and "who is who" (at political level), development in each of the Riga areas and future challenges on national and EU-wide research.

Mr Kolomvos ended his presentation by urging those interested in the topic of digital literacy to join the community and actively participate by sharing information on their projects (through ePractice cases),

as well as post their views and recommendations on what the Commission could do in order to advance the specific area of interest and eInclusion as a whole.

2 ICT and Training of Caregivers

The chairing of this session was undertaken by Gabriel Rissola and Clara Centeno, from the European Commission, Joint research Centre, Institute for Prospective Technological Studies.

2.1 Getting Migrant Caregivers Online: *Andrea Schmidt, European Centre for Social Welfare Policy and Research*

Speaker's presentation:
http://www.epractice.eu/files/5.%20Andrea%20Schmidt.pdf

Ms Andrea Schmidt presented the project "Migrant Carers Online". In an ageing society, there is much of uncertainty about future health trends. Especially for the dementia patients there will be an increased need for training and personalized care. The availability of carers (formal and informal) will be at risk. Ms Schmidt presented graphs showing that the so-called "support ratio" (number of women aged 45-64 for each 80 year-old) mostly taking care of the elderly at home is decreasing. Other evidence suggests that home care is dominant for more people accessing care, comparing to the institutional care.

Among the challenges faced by carers are: labour shortages, demand for services around the clock and budgetary constraints at state and household level. Migrant care workers may be "legal carers" (e.g. nurses employed by health sector), but also informal carers ("grey markets of care") in home care, taking advantage of the unregulated cash benefits, which is favourable in this context. Migrant care workers might be part of the solution for sustaining long term care.

Due to the nature of this service (24 hours commitment), migrant care workers experience social isolation that may drive to psychological distress, loss of self esteem; this isolation reinforces also the language barriers that prevent them from being integrated in the society. Access to information and training opportunities is limited for these people. Social protection is also lacking, causing often exploitation of the migrant care workers.

Three good practices were presented aiming at giving answers to the questions on the impact of digital competences on the quality of care provided on one hand, and how can migrant care workers can use ICT to better interact with the formal care system on the other.

The first initiative – "Action" from Sweden – addressed the isolation and the lack of training of migrant care workers and family carers. The ICT tools are quite simple: a special PC with user friendly interface and basic services provided: a multimedia training unit (how to deal with a stroke etc); information on support service; a video communication tool with local call centres where family carers may reach professional nurses and local consultants to receive support; and a communication tool with other family carers. The effects of the digital competences required or acquired through this initiative on migrants are increasing social network and receiving on-the-job support. Potential limitations include accessibility of the Internet and language problems.

The second initiative – "Carers UK online discussion forum" –, requiring less digital competences than the first one, is an online forum addressing topics for cares and the persons cared. Benefits for the migrants of this initiative is the peer support and advice they receive, the carers themselves are involved as they run the forum providing thus contact and networking. However, not many migrants have been registered on the site, and this might be due to privacy concerns (many of them might have entered UK illegally).

The third initiative – "Non Piu Soli" from Italy – is a health bracelet that can be worn by an older person and be monitored by an external health centre. This social alarm indirectly reduces the need for 24-hour-presence of migrant carers, increasing the carer's independence. Nevertheless, there are waiting lists and there is even a fear from the carers' side of being replaced by ICT.

Ms Schmidt concluded that given the appropriate legal, technological and cognitive environment, digital competence can support migrant care workers emotional, professional and societal level. However there is still a lack of initiatives designed particularly for the migrants; legal concerns; evidence-based knowledge on the benefits, impact and costs of ICT solutions especially in informal domiciliary long-term care.

2.2 *FEPEM (France):* *Timothée Fechner, Fairvalue*

Speaker's presentation:
http://www.epractice.eu/files/6.%20Timoth%C3%A9e%20Fechner.pdf

Mr Timothée Fechner presented the French Federation of Household Employment (FEPEM) representing 3.5 million household employers who directly employ 1.7 million employees in France. FEPEM is the only representative of the family employment sector, related to elderly care, children care and daily life organisations etc.

FEPEM developed in 1994 IFEF,[14] which is FEPEM's institute of family employment and is the sole actor for vocational training of family employment in France. Its' objective is to allow the carers to be trained and the unemployed to gain access to the sector. IFEF develops the adequate trainings for the sector (around 100) and coordinates the training policy of the family employment sector and coaches the trainers according to the needs of the specific target groups. It does not deliver training by itself but through partnerships with around 400 centres.

FEPEM has identified a number of drivers and needs for the trainings they provide, the most important of which is the possibility they give to carers of a professional career. FEPEM aims at changing the perception of the sector and its jobs that are up to now perceived as low-skilled or illegal. Carers wishing to benefit from the training have fragmented working hours and are not always able to visit the centre. Their employees' needs for ICT competences include:

- Mastering ICT within the household of the employers.
- Accompanying adults (especially seniors) and children in their use of ICT.
- Improving skills and employability.
- Accessing new sources of information, empowerment.
- Helping the employee to cope with a multi-employment situation.
- Allowing open and distance learning (ODL).

Four projects developed by FEPEM and IFEF ("ODL", "e-portfolio", "Portal for training in family employment[15]", "Serious game"). Overall, 1.800 carers were trained thanks to the 70 trainings available by ODL (10% of the carers trained each year in the sector). Workers have gained self-esteem and self-confidence at personal level. At professional level, these workers were officially recognised of the trainings and developed communication skills. At social level, networks of local solidarity have been created (training communities) and e-Inclusion has been achieved for both carers and their employers (especially older persons).

[14] http://www.institut-fepem.fr
[15] http://www.emploisdelafamille-formation.fr

Important challenges of digital literacy include the low initial training of the employees, the academic failure during secondary studies and the remote monitoring. Social challenges feature the risk of isolation and the need of raising awareness on these types of trainings.

FEPEM has developed a national resource centre providing information on the rules and the funding available to both employers and employees. It also comprises a database of good practices that could be transferable at EU level. Mr Fechner concluded with a couple of recommendations for the European Commission. He suggested conducting pan-European studies in order to have a better understanding on the evaluation of needs, cultural context, legislation and political priorities. Raising awareness on the positive impact of these trainings both to employees and the political leaders is also of major importance.

2.3 Cuidadoras en Red (Spain): Trinidad Carrión, University of Málaga

Speaker's presentation:
http://www.epractice.eu/files/7.%20Trinidad%20Carri%C3%B3n.pdf

Ms Trinidad Carrion presented the "Cuidadoras en Red" project which is about a social network site of the non-professional care givers, that is, carers and informal care assistant. Most of them are immigrant women providing homecare to disabled and elderly. This project was launched with the Institute of Innovation for human wellbeing and the Nursing department of Malaga University.

Ms Carrion presented the demographic context where it became apparent that a growing number of older people are in need of homecare. A substantial percentage of them, mostly women, have no or low education and skills. These carers suffer themselves from social isolation, depression, anxiety, fatigue, lack of knowledge about caring and digital isolation.

In the first phase of the project, the carers' needs identified were mostly for information and training on the care they give. Ms Carrion underlined that carers, although intermediaries, are themselves a target group at risk of exclusion. Among the support needs feature the alternative care services, relationship with self-help groups and communication with the social and health care professionals. The Internet has an important potential to respond to these needs. However, very few resources were found in Spanish.

At the second phase of the project, efforts focused on developing digital and information skills related to health and social care, and including the female carers into the net society. The programme involved 12 carers from rural areas, engaged in face to face training. Results showed that 9 of them achieved digital skills (switch on and off the computer, use a word processor, surfing the net, email use), while 4 out of 12 managed to recognise their information needs, to store and retrieve information and make effective and ethical use of it.

Exploiting the advances of Web 2.0 technologies, the third phase of the project encompassed the design and development of an open source social network. During the fourth phase, focus was placed upon health promotion and quality of life of the carers and their dependent families. Activities now were enriched with more modules, such as the face to face training programme "Carers in online social network" and active professional dynamisation of the carers participation in the online social network "Cuidadoras en Red". The trainees were now 23. Results showed that 100% of carers achieved digital skills. 43.4% achieved the information skills mentioned in the previous case (with the 12 carers), while 40% managed to navigate the online social network and create and communicate knowledge through the social network.

Currently the network has 13 communities and 162 users engaging in activities such as blogging commenting, uploading photos, videos and files. The Carers with low levels of education and a great burden in everyday life are now motivated to learn to use ICT through a face to face training programme. The use of social network has promoted social relation between carers and, also, improved the relationships with younger members of the family. ICT has been proved very effective for learning at home and it encouraged carers to study what they have not been able to study before.

Implementation of this initiative is facilitated if a low-cost computer is provided to the individual for (much more regular) use at home, instead of having to get to the telecentre once per week. In Spain, every child has a computer in the primary school; Ms Carrion suggested this status could also apply on the case of carers. First, training should occur face to face at local places, in order to pass later on to online training.

Ms Carrion ended her presentation by giving recommendations on improving the carers' quality of life, the quality of homecare in the Information Society. Carers' job should be professionalised providing them with opportunities of employment and social integration.

2.4 *Aspasia and Care Talents (Italy):* *Federico Boccaletti, Anziani e non solo societa cooperativa*

Speaker's presentation:
http://www.epractice.eu/files/8.%20Federico%20Boccaletti.pdf

Mr Boccaleti presented "Aspasia", an ICT-based project for social and professional inclusion of migrant homecare workers. The groups targeted encompass the so-called "badanti", who are women, mostly migrant and over 45, working as caregivers of elderly people. They are employed directly by families and co-habitate with the care recipient and their status is frequently irregular. They are on duty 24 hours a day, while they normally have one to one and a half free days during the week (usually on Sunday and on Wednesday afternoon). They usually do not have any qualification or training concerning care provision.

These people do not have access to up to date technologies and they are in majority socially isolated. Providing them with a basic training should also take into account the following particularities:

- Time: they cannot attend traditional classes.
- Language: Italian is not their first language and not always fluently spoken.
- Costs: they can't afford to pay the training themselves and neither can their employers (i.e. households).

The solution to the aforementioned problem is a training course to be used as a self-learning tool, but also combined with few class meetings to support their social inclusion. The course designed is accessible either via e-learning platform and DVDs - for those not having a pc and an Internet connection - and is translated in seven languages. Clearly, the costs of such training are notably lower than those of a traditional training course.

Mr Boccaleti described the training tool. It consists of 23 didactic units made up of slide shows with photos, text in seven languages and audio in Italian; short videos; self-correcting assessment test; a paper handbook containing the texts of units. Slide shows and videos are accessible either through e-learning platform or DVDs. Tests are accessible via e-learning only. For those who study via DVDs, there are dedicated centres - usually located at local social services - where they can take the tests. Upon request, trainees can borrow a portable DVD player.

The training tool had been developed within a project called “Aspasia”, that run from 2004 to 2008. Within the project, the tool was tested on around 150 users. The tool was further implemented (more languages made available, new videos produces) and consolidated. It has now been used by over 1000 caregivers, in several Italian regions – both as a self-learning tool and integrated with classes.

Within a LLL Leonardo project called “Care talents”, another ICT-based tool was produced. It is a series of twenty tests and exercises aimed to validate competences acquired on the job by caregivers. Caregivers with over one year of previous job experience can now first assess their skills through a tool which they undergo different kind of exercise (fill the blanks, quizzes, matching…). After the assessment, users are addressed to study only those modules of the training course that were not validated, thus saving time and enhancing the skills they already have.

Mr Boccaleti ended his presentation by presenting some of the results achieved. Over 1,000 caregivers were trained in 3 years and over 350 caregivers’ skills were assessed. The results showed that more than 1,350 caregivers improved their confidence in using ICT and computers. They improved their professional, language, ICT and soft skills. Their self-esteem from the recognition of their job was improved as well.

2.5 HFT - Home Farm Trust (UK): Steve Barnard, HFT

Speaker's presentation:
http://www.epractice.eu/files/9.%20Steve%20Barnard.pdf

Mr Steve Barnard presented the work being done at Home Farm Trust, an organisation engaged with adult people with intellectual disabilities supported by personalised ICT (computers and other technologies). Mr Barnard spoke about the role of carers (to support and look after the individual) and the importance HFT and other organisations lay upon them: 60-70% of the budget of such organisations is spent on carers. Although many examples of good practices are available, the fundamental question of who pays the training of carers remains. Approximately 10% of the working population is engaged in health and social care; however, the majority of older or disabled people prefer living in their own homes often with their families (informal carers and organisations like HFT).

HFT focuses on creating technologies assisting the individual without the need of the carer. The technologies used help avoid expenses, while developing individual’s digital competences and skills. Mr Barnard underlined that what is important is not the definition of technology, but rather the mission it accomplishes and the ultimate delivery to the individual. Electronic assistive (personalised) technology used at HFT supports personal care, mobility, communication (both means and context); employment, education and leisure. Mr Barnard drew the line at this point between assistive technologies easily affordable for everyone and telecare providers.

What is being currently taken up in the UK is the development of a commonly agreed ethical framework to sit at the heart of any policy or training programme based on the principle of personal autonomy. Ethics was mentioned to be the most important step on setting up initiatives to help people.

In 2007, the total worth of the learning disabilities and mental illness market in England was estimated at £5.6 billion. However, providing informal care actually removes workforce equivalent to £25 billion per year, rendering the domain absolutely determinant for a nation’s economy.

Mr Barnard stressed once more the importance of using ICT to help people: one should first identify and describe the need of the individual, how can he/she be helped, who is going to use this tool (individual or carer); and at a second level develop the appropriate ICT tool.

Special emphasis was placed upon the service delivery chain. Currently, the chain is fed by structures of the health care and social sector. What finally reaches the end user or the carer has been pre-determined by the gatekeepers (occupational therapists), not by the final users. Mr Barnard suggested changing this delivery chain to a more bottom-up structure where users will be much more involved in the process.

In what followed, examples of good practices were presented on assisting people in living independently. Some of examples required “a few hundred pounds” to save several thousands of pounds per year (e.g. parents do not quit their jobs to look after their son). Moreover, people who used these services or tools were happy. The example of a virtual house was also presented, giving valuable information not in technical language, to careers and disabled people on what technologies are available to install in a house based on the individual’s needs. Mr Barnard ended his presentation by putting the accent on that the aim should be to provide ICT to make people live independently and not to become dependent on ICT. However, the question on the EU framework on training (i.e. funding of training) is absolutely fundamental.

In the concern raised from the audience that unemployment would be increased if ICT replaces intermediaries; the speaker stated that the development of ICT is meant to facilitate both target groups and intermediaries. Changing needs in an ageing society will make new jobs emerge and these jobs will be supported by ICT tools. ICT will not replace intermediaries; it will make them use smarter ways to deliver services.

One of the participants reminded that isolation is a serious challenge for the family carers; most of them have a tunnel vision with no access to information about which options are available; these people perceive ICT as not being accessible enough. A second challenge is confidence. People working in this area require a better understanding of technology. A participant added that technology itself is still too complicated; design of devices (simplistic) and language (what this device/service can do for me) are also important.

3 ICT and Training for Intermediaries facilitating Social and Labour Inclusion

The chairing of this session was undertaken by Clara Centeno and Gabriel Rissola, from the European Commission, Joint research Centre, Institute for Prospective Technological Studies.

3.1 European Vocational Education and Training for e-Inclusion Facilitators: *Milvia Rastrelli, ARCI-L'Apis*

Speaker's presentation:
http://www.epractice.eu/files/10.%20Milvia%20Rastrelli.pdf

Ms Rastrelli presented the VET4e-I project,[16] which is funded by the EU, under the Leonardo Programme. The project is related to the creation and remote delivery of training courses for e-Facilitators. e-Facilitator is a role that has emerged in the field of e-Inclusion referring to people that undertake the task of developing key competences of users at risk of exclusion, including digital competences, civic and interpersonal skills, learning-to-learn abilities, etc.

A short presentation of the partners of the project was made, emphasising on the ones that are mainly involved with the actual implementation of the training course and its delivery. Subsequently, the presentation focused on the levels of involvement of e-Facilitators, which also correspond to the responsibilities they undertake, from simply responding to user requests, to providing digital literacy training, to empowering users and to stimulating them to become active members of the communities they support. Based on the challenges of these levels/roles, Ms Rastrelli discussed the necessary requirements for e-Facilitators, in terms of education, experience and skills. Such requirements include an ICT educational background, ability to speak in English plus at least one more language and training/experience in social sciences and specialized inclusion subjects.

The presentation briefly mentioned the gaps in training that have been identified by e-Facilitators themselves in the areas of Management, Vocational Education and Training (VET), eLearning Methodologies and Technicalities. Continuing on the theme of feedback received by e-Facilitators, the benefits of eLearning and the corresponding challenges (as perceived by them) were enumerated.

In conclusion, Ms Rastrelli referred to the future aspects of the remote training system. The dissemination activities and potential were mentioned, as well as the exploitation strategy to be followed, mainly discussing a new project aiming to create a Europe-wide academy for e-Facilitators. Finally, a number of EC-sponsored activities that can support such a new project were presented.

In response to a question from the audience, the speaker added that in her experience with similar projects, the users do not want to be trained by ICT experts, so they do not show up in sufficient numbers in official centres and events. People prefer to be trained by people with similar experiences and background as themselves who just have a little more experience. Accordingly, in her view, the essence of such projects is to mobilize people in their environment, as opposed to having an academic approach that is based on experts. She continued that many of the e-Facilitators are volunteers coming from the targeted groups. The issue that needs to be addressed is that a lot of the people from endangered communities would like to help but do not have the opportunity or the means to pursue their education. The purpose of the VET4e-I project is to bridge this gap, by providing such persons with enough training to be able to function as e-Facilitators, while remaining members of the

[16] http://www.efacilitator.eu

targeted groups. A representative from the audience added that the quality to be looked for should be the willingness to help fellow humans within the community. This willingness to help is not aimed towards recognition, but rather for personal gratification, which is a very powerful motive.

Another participant mentioned that when working with volunteers there is an issue of sustainability. Currently, volunteers are being used to a large degree, but experts and other specialists are also a necessary part of these social services. However, the question is not so much where these people come from – whether they are academics or friends or family of the users – but, rather, how they can be supported in their role as e-Facilitators. A representative from the audience added that experience from the UK brings the importance of empowering the e-Facilitators to take the responsibility for the betterment of their societies, which motivates them and produces satisfactory results. A different representative mentioned that it is important to distinguish between the organisations that provide these services, which are by need structured in a specific and rigid way, and the actual communities that are supported. These communities are not structured and experience shows that the best persons to approach them are people who have just overcome their fear of not-knowing but still remember this fear and can, thus, be effective in teaching the community on how to overcome their fears as well. Finally, another representative argued that the key question for the sustainability of such services is whether a self-helping community and process can be set-up. In the end, funding will not always be available, so the effort needs to be self-sustainable.

3.2 Digital Inclusion for Social Cohesion: Fiona Fanning, ECDL Foundation

Speaker's presentation:
http://www.epractice.eu/files/11.%20Fiona%20Fanning.pdf

Ms Fanning introduced herself and the ECDL Foundation, which promotes digital literacy and providing pertinent programs and services, and has a pan-European presence. The commitments of the foundation in relation to the EU Digital Agenda were also presented.

Two projects were presented. The first was the “E-Citizen for Silver Surfers”, which focused on providing training to older people to use the internet and developing a practical model for such training across Europe; lessons learnt from this project were briefly mentioned. The second project related to the training of blind people in Hungary and the Czech Republic to support their entry to the labour market. An interesting aspect of this case was that a person that received training through the project later became an intermediary for the project, thus demonstrating the concept’s potential multiplier effect.

The lessons learnt from the two cases were presented, with emphasis given on the expected benefits for the various target sub-groups of each one (older people, people with disabilities, unemployed, etc). Ms Fanning continued by mentioning a number of recommendations related to undertaking such projects, especially noting the difficulty of reaching out to marginalized groups and the importance of face-to-face training. The importance of taking into account the scalability of such projects was mentioned, along with the importance of creating awareness around them. Further recommendations were also mentioned, specifically for measures that can be undertaken by the EC, including measures to increase access to the internet, reduce barriers to computer ownership, increase access to technology and promote measures to empower NGOs to undertake projects in the area of inclusion. Furthermore, measures specifically targeting private companies were mentioned, emphasising on raising awareness about eInclusion and drawing the attention of governments and companies to the specific field.

Asked about how intermediaries are prepared to work under the ECDL model that is working for disadvantaged groups, the speaker argued that they are working with intermediaries on two levels based on the definition of intermediaries. There are social actors or trainers that pass on ICT skills and soft skills and there are ICT providers that pass on information on how to operate the systems.

3.3 Surfing to the Job - Digital Opportunities on the Labour Market (Germany): Susanne Bernsmann, Stiftung Digitale Chancen

Speaker's presentation:
http://www.epractice.eu/files/12.%20Susanne%20Bernsmann.pdf

Ms Bernsmann introduced the Digital Opportunities Foundation, a German non-profit organisation focused on making people interested in Internet and related technologies, supporting them with their first steps and thus making them aware of the opportunities offered by digital media.

One of the target groups of the Digital Opportunities Foundation are social workers, to whom the foundation is providing training courses. As intermediaries, they know about the skills and competences but also the handicaps of their clients. They themselves are known by their clients as trustful and reliable persons. The project “Surfing to the job” was mainly addressed to social workers, who are engaged with unemployed, not-graduate youth (secondary target group).

The first step of the project was the analysis of the target groups and their demands for support in the field of job-search and application. Subsequent the modular curriculum and the diverse online and printed training material for the one day courses and the practical work in the field were developed. They comprise didactical material for the trainees a guided tour through the online job market of the federal Labour Agency and printed flyers in Turkish, Russian and German language to inform young people about the programme.

The training campaign was rolled out nationwide with a focus on areas with a high percentage of unemployed youths in 2005. During the runtime of the project nearly 400 intermediaries acting as facilitators for several thousand young people were trained. After the completion of the training course, two-step evaluation phase followed: a fill in questionnaire was handed out at the end of the course followed by a telephone interview about 6-8 weeks after the training course. Dissemination of the project and its results was effected by press releases, the project website and speeches at conferences.

Ms Bernsmann concluded with a description of the lessons learnt from the project, namely the opportunity for providing job training to disadvantaged youths, the scalability of the project to a pan-European level, once social infrastructure differences are addressed and the importance of media literacy as a pre-condition to entering the labour market.

4 ICT and Training for Intermediaries managing and implementing Social Initiatives

The chairing of this session was undertaken by Clara Centeno, IPTS, with Gabriel Rissola moderating later the debate.

4.1 The Flexi Project - Electronic Tools for Real-time Management of extra-EU Citizens Work for Italy: *Antonio Novellino on behalf of the Italian Ministry of Labour and Social Affairs-DG Technological Innovation*

Speaker's presentation:
http://www.epractice.eu/files/14.%20Antonio%20Novellino.pdf

Mr Novellino described a tool developed to facilitate eInclusion as well as a variety of related public services. In particular, Mr Novellino described a web based system that facilitates the management of bidirectional migratory flows for working purposes.

The core idea relies on immigrants from African countries who enter the country and wish to work in Italy. The participating countries are Italy on the EU part and from Africa Ghana, Senegal, Nigeria, and Tunisia.

The major issue is that immigrants need to be aware of labour law regulations, which is not always the case. The particular system assists them in the job seeking process by registering their data and grouping it properly. In this database, private companies (based on their needs for specific expertise) may further search for the profile they seek. By this way, the migration process is better controlled from both employers' and workers' sides. Problems related to Inclusion related issues are therefore avoided.

It must be noted that all system functions are centralized and therefore controlled on a Ministerial level. This is an effective practice that has rarely been used in Italy in the past. Since 2007, it is compulsory for all employers to notify the Ministry of labour for any modification (new hirings, existing contract amendments, etc.) on labour status through an electronic application. However, a barrier in the system's practical use is that in Italy, different labour relations laws apply in each region.

Mr Novellino stressed out that the proposed solution works effectively since it is not a "top-down" solution, but it is based on already existing platforms that their data are synchronized, thus achieving a cross cut communication amongst them. The idea and the project purpose can be summed up as follows:

- Open this system to the four target African countries.
- Provide citizens planning to migrate, with essential information on employment opportunities in Italy as well as on laws and regulations governing labour relations.
- Allow Italian companies to search for possible available professional profiles through the database collaboration (elderly carers, farm workers, etc).
- Achieve a labour matching among Italy and the 4 selected countries, thus reducing the existing gap. This can be accomplished by the transfer of knowledge that the immigrant will gain in Italy and further disseminate in their own countries.

Following this summary, Mr Novellino presented in detail how the Flexi system works. He described the Flexi platform as a web based eService that provides employment assistive features to both Italian employers and the country's employment service. On one hand, Italian employers are given the

opportunity to search profiles according to their needs. On the other hand, the employment service can input workers data and keep the database profiles to facilitate the job matching and the overall migration process.

In practice, the immigrant who wishes to work in Italy may contact the central repository where the data officer will assist them by conducting an interview that will help highlight the immigrant's expertise. Then the profiles are matched in relation to the market's needs. This information is then sent to the Italian Ministry of labour. Eventually the data officer will find the companies where the immigrant will be proposed for hiring. This is how two labour entities can collaborate in a bi-directional way. The End users are the citizens, the Ministry and private countries companies.

Thereafter, Mr Novellino presented visuals from actual training organized for Africans wishing to work in Italy. The purpose was to educate African officers on issues related to Italian labour laws and the differences with the respective ones in the 4 African countries. The objective of the training was to bring the officer in a position to be able to support prospective immigrants. Once the training was completed, the African officers had a platform to work on. This web based platform had front and back office available so that officers could enter candidates data.

On the front end, it is an easy way to use an application by just logging-in and entering the data. On the Italian companies' side, interested employers may search for the profiles with the needed clarifications and then send a request to the foreign employment service in order to contact the operators (offices) in the foreign country.

Mr Novellino pointed out that the most important aspect of the Flexi system is not the technology deployed to set-it up, but rather the quality of the service it provides: the final result is quick and efficient. In further explaining the system's architecture, he concluded that this tool could improve some things, not in terms of forecasting but actually seeing the actual market situation. As a last remark Mr Novellino, presented a portal developed in Italy that acts as a single point for accessing any job market eService. All users can enter their professional data and navigate through the section of potential employers.

Asked if the ultimate goal of FLEXI is to foster high skilled immigration in Italy or to create labor opportunity for those that normally immigrate to come to Europe, the speaker said that that ultimate goal is to create a novel link between the two countries in a two-way direction. People that have some expertise will be able to come in Italy and continue their training in the Italian environment and then can go back and transfer what they learned to their countries in order to reduce the social divide, which is even more important than reducing the digital divide.

4.2 Circuit Riders (UK): Sarah Lord Soares, LASA

Speaker's presentation:
http://www.epractice.eu/files/15.%20Sarah%20Lord%20Soares.pdf

Ms Sara Lord Soares discussed Circuit Riders, which is an e-facilitator or a person who is a technology expert that potentially has a community of organisations that they work with. Among the three projects managed, the two of them have enabled to have a community of interest of organisations. The first project had 24 organisations that worked with migrant communities; with silent seekers and refugees.

In terms of the Circuit Riders' intervention (two-year duration), the organisations were monitored and looked upon the technology used, giving them a plan to aim to and scheduling face to face meetings

and regular trainings on ICT. Most importantly, the focus of this intervention was to enable these organisations to have strategic approach to technology.

Hence, Circuit Riders are ICT intermediaries providing technology competence, development and support not for profit grips. Circuit Riders are not dealing directly with the communities. Circuit Riders first look at the NGOS' technology needs and aiming to get the evidence that their approach is not strategic. The Circuit Rider Intervention provides collaborative services that support the NGO in planning, procuring, incorporating and maintaining technology into their deliverables and business plan; challenging the very small organisations that do not want to think and acknowledge technology.

ICT is essential to the work that small organisations carry out, regardless of the communities they are working with, ranging from activities related to general administration; meet their mission delivery, manage their membership databases, online engagement, and fundraising and reporting to convergence with phone systems. For instance, a lot of people are using Skype, a new technology that is free and easy to use but still requires thinking strategically in terms of the policies.

ICT is expensive and complicated and quite often within a small NGO volunteers are used to maintain technology. Small NGOs don't have technical expertise in house and managerial expertise around ICT and they haven't integrated ICT in their business plan and have fundraised for it.

Circuit Riders long-term strategic and technical ICT intervention is in principle expensive, but most projects have been funded thus providing high intensity both in terms of the training and consultancy. The funding sector in the UK is drying up, and currently the people that used to be Circuit Riders providing free services have either set up their own enterprises or have become independent consultants. NGO'S need free support in the strategic sense to be able to deliver those mission critical deliverables they got with the communities they want to work with.

In addition, long-term strategic and technical ICT intervention by Circuit Riders will enable organisations to make more effective use of funding for ICT equipment and projects; helping funders understand they have to fund technology and the integration of the technology to the organisation and finally assist organisations to develop strategies to improve their services through the effective use of ICT.

One of the things that Circuit Riders did with European funding provided through EasI and Presto was training people in the organisation, either silent seekers or migrants into professionalising their roles. Circuit Riders identified the accidental techies and up skilled them to understand the strategic impact. Both the volunteers that were coming in and migrant population had a level of understanding, but it was about rounding of the technology skills used in a more understandable soft skills language.

Ms Lord Soares continued that the fourth project was about developing a framework of competences for people who are working in small NGOs with an ICT focus. Circuit Riders are looking at the knowledge of the voluntary sector and voluntary organisations themselves, therefore they are actually looking at the structure of the sector; their ICT knowledge related to infrastructure, purchasing, maintenance, auditing, and also looking at the consultancy competences related to communication skills, facilitation, assessment and planning, project scoping and in terms of regional terms; the data protection and legislation that comes with owning and looking after technology.

The individuals were accessed by conducting a self-assessment. Circuit Riders have a very thorough assessment form related to the 17 competences developed in collaboration with the 500 circuit riders (identified in the UK, who work with the technology in the volunteer sector). Therefore, they developed a personal plan for them to refer to and built a platform using word press which again uses peer to peer support and referral to v sources and then these individuals were asked to demonstrate the changes made to their work and that in fact had incorporated a strategic approach to technology.

In conclusion, Ms Lord Soares discussed the outcome and impact of this project, including the following:

- Establish a rolling programme of intermediary training that supports e-inclusion of excluded communities.
- Provide support to small NGOs by trained Circuit Riders to improve their missions by looking at their deficiencies and helping them to use improved technologies.
- Conclude that small NGOs are better able to meet their mission of delivery with improved technology.
- Have a Successful track record in integration of migrant communities
- Acquire experience of organising isolated ICT workers such as the Circuit Rider Community through events and conferences, e-list. 500 circuit riders that regularly post questions and provide support.
- Develop a trusted knowledgebase of resources and intelligence for capacity building that all NGOs can get in and fulfil their need.
- Proved that the Circuit Riding methodology is both scalable and transferable to Europe. What's really needed is the equivalent type of infrastructure organisation or the equivalent partner organisation that would employ someone to manage a program like this.
- Provide resources such as the 17 competences guide for circuit riders to deliver a service targeting soft skills not technology skills; two evaluations of the intervention and their outcomes and finally the Lasa Circuit rider on how it can be used in one own setting.

A representative from the audience asked whether increased collaboration could be achieved by small NGOs pulling their resources to do some back office systems in other countries and continued by asking whether there is a way for bigger NGOs that have bigger IT departments to adopt small NGOs. The speaker replied said that the first has happened, so the groups that have worked with do not have proper expertise and have brought together and funded one person's expertise to get half a day of week's support. A big organization adopting a smaller one and being able to share is a great idea- whether it will happen or not- depends on how keen managers would be in getting their ideas out.

Part C. Emerging issues and Recommendations

In this section, we present an integrated analysis of the contributions from the different speakers, which major lines were discussed along the workshop sessions, and the discussions that took place at the 3 roundtable discussions.

It first presents for each of the key type of actors and roles, the major findings on the key role played by the intermediaries (caregivers, social workers, eFacilitators) on social and digital inclusion of care recipients such as elderly and disabled, and of groups at risk of socio-economic exclusion, notably migrants, youth, unemployed and low educated. It then focuses on the needs of those intermediaries, which span a wide range: the need to increase their own digital literacy and the need for targeted online training, for acquisition and certification of competences supported by ICT (either digital or not), the need for online support and guidance for the professionalization of their job (vocational training, recognition of professional profiles) and practical support through online tools and services for the people they serve.

Opportunities that could be seized by supporting these actors in their social and digital inclusion roles are then identified, as well the current challenges faced by those intermediary practitioners who are either providing social inclusion related services to end user (domiciliary care, on demand assistance, digital literacy training, ICT-enhanced user empowerment, social inclusion or local community engagement), or have a management role of those services. Finally, a list of policy options discussed by the participants to seize the above opportunities and address the identified challenges is summarised.

1 Identified Needs, Opportunities and Challenges

1.1 Transversal Conclusions relevant to all Intermediary Actors

Here are presented the identified needs, opportunities and challenges that are relevant to all the intermediary actors covered by the workshop.

- ***Need for a common framework for an agreed terminology concerning digital competence***

Use of terms like digital competence often overlaps with close related concepts like e-Skills or e-Competences, while the frontier between digital competence training and digital literacy or eSkills training is somewhat confusing. As for stakeholders the terminology is not always clear, in the context of the Digital Agenda it would be necessary to harmonise terminology and build a common understanding around key concepts used in the eInclusion field.

- ***ICT can support different categories of Intermediaries, but targeted solutions are needed to address differentiated needs for effectiveness***

Intermediary users can benefit from digital inclusion or ICT for (social) inclusion. Low skilled people, including special categories of intermediaries like caregivers, would benefit from being trained in order to become digital literate and to be able to benefit from opportunities brought/facilitated by ICT (for example online courses, job offers, exchange with peers). At intermediary level, needs differ according to the different intermediary roles played (caregivers, social workers, e-Facilitators, managers of initiatives, etc), the nature of the target group they serve, and also depending on the ICT specialisation degree needed in their particular role in the service delivery chain (from specialists who are providing assistance to end users to managers of the initiatives). There was a general consensus on the positive role that adapted ICT tools (from targeted eLearning solutions to management systems for social organisations or devices for the caregiver to easily supervise care recipient at distance) can play to

support Inclusion intermediated by caregivers, social actors or eFacilitators,[17] and the need of supporting these actors with training and applications customised to their specific profiles and needs.

- ***An European framework on digital competence for end users and intermediaries (bottom-up built) might be required***

There is a need to understand the different pathways that people can follow to become digitally competent, including not only the end users but those actors who are involved in the delivery of digital competence training and supporting initiatives across countries as well. Local communities are the microcosms where the impact reached by single local actors, such as social organisations, telecentres, libraries, civic centres can be more immediately verified, so if the pathways to acquire and put to work digital competences were mapped in local communities, it could be possible to understand the levels of digital competence that local intermediary organisations and volunteers working in the third sector –which are critical to carry out a wide inclusive action - need to have. Many measures could speed up the process of leveraging the digital capabilities (either of intermediaries or end users), but one that can be particularly efficient could be to systematically embed digital competence training, validation and recognition in education systems, either in formal or non-formal education[18].

- ***The European digital literacy training market should also be framed and enhanced***

Identifying and transferring "best models" to yield successful results for organisations in the sector of ICT training could speed up the process of raising the digital competences of intermediaries. However, a lack of impact assessment practices on ICT training coming from the supplier organisations makes the identification of best models difficult. Additionally, the many discrepancies and differences in digital literacy levels, training systems and national policies across Europe prevents adopting a generic approach, pointing out to the need of studying customised and adapted regional models. There was a consensus that more needs to be done to structure and develop the ICT training supplier side, and there was a suggestion to build a European framework for the digital literacy training market that harmonises the discrepancies above making a distinction between the contexts in which generic solutions could be adopted and those which require targeted solutions. It was argued that this framework might be helpful not only for institutional suppliers, but also for the beneficiaries (e.g. for non EU migrants coming to EU countries willing to transfer this knowledge back to their countries upon their return).

- ***Awareness raising among stakeholders needs to be strengthened***

There was consensus on the need to increase the efforts to bring to the attention of *key actors* (i.e. local, regional and national governments, traditional third sector organisations not familiar with ICT, and private foundations and companies running or funding social responsibility initiatives) on the potential of digital competence for achieving social inclusion objectives, and on the different needs of the intermediaries. In particular, there was discussion about the importance of focusing awareness actions towards *funding actors* (since funding models for training and inclusion remain a challenge) and *industrial actors,* e.g. ICT product and service providers, who need to better understand the need to involve users in the design process so as to ensure they meet the diverse needs of the end users. Also at the level of the practitioners, the need was recognised for raising awareness of existing practices across Europe, essential to support transferability and replicability of practices.

[17] As explained in Part A, 1.4, eFacilitator term encompasses a range of professional profiles providing assistance, training and support services to users of Telecentres and other kind of Public Internet Access Points (libraries, etc). eFacilitators are enablers of both Digital Literacy and ICT-enhanced Social Inclusion processes.

[18] See definitions of formal, non-formal and informal learning in footnote 10.

- ***Funding resources from multiple stakeholders will be necessary to support socially-oriented ICT initiatives***

For social initiatives, and particularly in a crisis context, funding is a key issue. As social inclusion crosses ICT, employment, learning and social areas there is an opportunity for stakeholders from these different areas to pool resources. Multi-stakeholder partnerships seem to be a component of future models of training and social services delivery. As examples to watch, two major initiatives co-funded by the public administration and the private sector are highlighted, as they have successfully addressed the fundraising issue while achieving broader impact than they would have done if they had been funded exclusively with public money (e.g. Digivaardig & Digibewust in the Netherlands, eComunitate in Romania).

- ***Impact measurement and analysis are needed to support mobilisation of actors***

The need for measurement of the broad economic and social impact of digital competence-related initiatives was highlighted. This would be an efficient instrument, not only for the support of awareness raising and mobilisation of actors as it would, for example, stimulate the replication and transfer of good practices, but also for ,the monitoring and fine tuning of delivered services. It would also be useful for the accountability of public money expenditure and, more in general, it would be an indispensable resource for the implementation of the Digital Agenda. Currently, there are a variety of measurement methods in this field, but there are very few measurement reports. In particular, there is a need for methodological harmonisation; contextualised impact measurement and analysis reports to structure the field data and make it meaningful for the various types of stakeholders involved (for instance, cost-benefits analysis and socio-economic impacts of ICT solutions for informal caregivers in domiciliary settings); and also important levels of data aggregation as to extract evidence for policy action. The ECDL "cost of ignorance study"[19] was mentioned as a useful source, where the impact of exclusion and the lack of digital literacy have been measured, from both social and economic perspectives. This 2001 study illustrates the scarcity of research on this topic. More recently (in 2010), IPTS published a report on ICT, youth at risk and impact assessment which partially covers this topic.[20]

1.2 ICT and Training of Caregivers

The need for domiciliary care is expected to increase in the near future in Europe, becoming a major social and economic challenge for European society and welfare systems. Today, informal caregivers (family – mainly spouses and daughters - , friends, volunteers and other caregivers employed by the cared person or his family, where migrants play an important role) provide the bulk of care and their share and number are likely to increase in the future. Approximately 10% of the population aged 15+ provide informal care to an elderly relative, and non-family caregiver (friends, volunteers, and caregivers employed by the family) play an important role as well.

Informal caregivers, although being intermediaries, are themselves a target group at risk of exclusion. A substantial number of caregivers, mostly women, have low education and skills. Informal caregivers can suffer from social isolation, depression, anxiety and fatigue; their knowledge about caring is often scarce, fragmentary, and so is - or even poorer- their awareness of how the digital skills and available digital resources can support them. To perform their job properly, caregivers need to count with training on care related issues and additional care to get respite or professional care support, relate with peers to seek and provide both emotional and professional support, or communicate with social and health care professionals, among others.

[19] More information on http://www.ecdl.org/index.jsp?p=967&n=2278

[20] See http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=3459

One of the key challenges that will need to be addressed in the future in long-term care, is the expected shortage of informal caregivers, due to a combination of demographic and socio-economic factors. Among others, the unattractiveness of the job conditions, due partly to the variety and complexity of tasks to be performed and the emotional cost of it, and the lack of needed competences by caregivers to perform their jobs as well as the lack of recognition of the competences acquired through caring that make re-integration in the labour market after a period of care difficult. Another policy concern in long term care is the quality of care in domiciliary settings. Aiming at addressing these above two challenges, policy options currently discussed are the provision of (vocational) training and certification of the carers competences, including accreditation of competences acquired through experience. These could contribute to the professionalization of the sector.

ICT can give an important contribution to the above challenges, in the provision of both informal and vocational training, improving the working conditions and the quality of life of the caregivers as well as contributing to increasing the quality of the care provided. The exploratory research that IPTS has completed during 2009[21] points at the potential of concrete ICT devices, applications, services and equipment in support of at least the following functions: 1) Follow-up of and interaction with the cared person and interaction with this person and other relevant actors involved in care (their relatives, authorities, providers) by means of telecare, assistive and surveillance technologies, as well as specific applications that allow better planning and monitoring of the progress of individuals cared for; 2) Professional and personal (emotional, social) support, by means of distance learning, multimedia based learning, online fora, telephone support services, web based information services, online communities, online accreditation tools, social networking sites; 3) ICT for facilitating participation, such as caring-work-family balance, volunteers participation, supply-demand matching and carers self-organization and lobbing, by means of telecare and surveillance technologies, remote video connections, job seeking web sites, online communities, web sites, online fora; 4) Support of specific migrant needs, such as language barriers, specific isolation conditions or knowledge of the local institutional framework, by means of ICT for language learning, online automatic translation into several languages, telephone, email, social networking sites, online communities, distance learning tools, dedicated web based information sites, etc.

The workshop presentations and discussions pointed a the following key messages in relation to ICT-based solutions to train caregivers on digital competences and to support them on their job on providing care with ICT-based training and resources:

- ***Awareness raising on the opportunities offered by ICT and addressing societal fears towards ICT is needed***

The development of ICT-based applications and services has the potential to help both end users (e.g. elderly or disabled people) and informal caregivers. For instance, while caregivers do support disabled people to adopt the technology, technology for independent living can increase their autonomy and reduce their dependency on carers, providing at the same time more free time to the carers (for their own, their own family or for employment). Changing needs in an ageing society will make new jobs emerge and these jobs will be increasingly supported by ICT tools and skills. It is expected that ICT will not replace intermediaries, but rather make them use smarter – and more sustainable - ways to provide care. For caregivers to benefit from these opportunities, their understanding, knowledge and confidence on technology-based solutions needs to be improved, as well as their access to information (by means of ICT), to training (digital literacy courses) and (alternative informal) learning opportunities. In other words, the benefits of ICT (what ICT can do for the carer) need to be better communicated and favoured by more accessible information and training.

[21] Kluzer S. et al. (2010) "Long-term care challenges in an ageing society: the role of ICT and migrants", Institute for Prospective Technological Studies, Joint Research Centre, European Commission, available at: http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=3299

- ***Specific digital competence awareness and training measures for caregivers are needed***

Migrants are playing an important role as (informal) caregivers in some countries, covering an important part of the increasing demand of domiciliary care. In their role as caregivers, migrants often face additional inter-cultural and language barriers, lack of basic understanding of care institutional settings and culture, and isolation. ICT-based applications and services can support migrant caregivers at different levels (e.g. emotionally, through portals that put them in contact with peers and experts; professionally, by means of online training and knowledge resources to consult; at societal level, by spreading the voice on the important role they are playing in contemporary society; or for their integration, by breaking their isolation with social media). However there are still a number of specific constraints to fully exploit the potential of ICT, such as the lack of initiatives designed particularly for the migrants informally working as caregivers - and for the informal caregivers in general - taking into account their specific contexts (time and place availability) and needs (language knowledge, professional and personal needs, inter-cultural aspects), the low skills level of many caregivers, their limited educational background, their work in isolation and their limited experience and resources to monitor the cared person at distance. To take full advantage of ICT, caregivers need to be digitally empowered by acquiring a range of digital competences, like the ability to online access new sources of information, to master ICT within the household of the employers, to accompany adults (especially seniors) and children in their use of ICT, to improve their own skills and employability -often coping with multi-employment situations- taking advantage of open and distance learning (ODL)[22] and job seeking portals.

- ***There is an opportunity for ICT to facilitate training and certification of competences of caregivers for their enhanced employability and mobility***

As stated above in the introductory paragraphs of 1.2, the availability of caregivers is progressively becoming a critical issue for long-term caring. Apart from demography factors that are increasing its need, one element that is stopping the development of the labour supply side is that care working is perceived today as a low-skilled but time-consuming job, and changing this perception may require important awareness-raising efforts addressed to employees, employers and decision makers at various levels. One key resource that can help making this job more attractive is to multiply the opportunities for informal caregivers and vocational training students to access to devoted training curriculums and certification that can lead to a professional career development. Indeed the professionalization of the sector has a potential to create formal jobs and facilitate carer's employment, positively impacting on the economy, but its putting in motion requires first the recognition of the professional profiles, the creation of training programmes and of certification and accreditation procedures. Professional profiles, training curriculums and qualification frameworks differ substantially from country to country, which suggests that common guidelines for Member States to create adequate frameworks for the development of professional caring could help, enabling also mobility carers across borders. All this process can be accelerated using ICT, for example facilitating distance training and certification with a view to improve the employability of beneficiaries, or creating virtual information exchange platforms on caring opportunities and online application procedures (as already exists e.g. for au pairs) with a view to promote their mobility.

[22] "The terms *open learning* and *distance education* represent approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. Open and distance learning is one of the most rapidly growing fields of education, and its potential impact on all education delivery systems has been greatly accentuated through the development of Internet-based information technologies, and in particular the World Wide Web." (UNESCO, 2002, "Open and Distance Learning - Trends, Policy and Strategy Considerations").

- ***User-oriented design and affordability of end-user ICT-based devices, applications and services are needed for increased adoption by dependent people***

One of the current challenges in realizing the opportunities that ICT-based devices, applications and services can provide to support independence is the mismatch between the market supply and the lack of adoption by end-users (dependent people). For example, assistive (personalised) technology can be a valid means for a range of purposes: personal care and health (medication dispensers), mobility (finger print lock, fall prevention and detection, curtain opener, easy to use appliances), safety (alarm button, telecare – video communication with loved ones -, appliance shut off solutions, smoke, gas or flood detectors, bed occupancy sensor), communication (picture phone, easy mobile phone), employment (tele-work), education (PC and internet based learning) and leisure. However, to ensure adoption, its development needs to be ruled by the principle of promotion of personal autonomy (taking provisions to prevent further dependence from the means that enhances that autonomy, being it ICT-based or not) and be designed on the basis of the specific need of the individuals to be helped. Users need to be more involved by manufacturers in the design process for a more effective and targeted end product / service. An additional policy challenge that needs addressing for increased adoption is the affordability of these ICT-based devices, applications and services.

1.3 ICT and Training for Intermediaries facilitating Social and Labour Inclusion

The economic downturn of the last few years has incremented the level of demand for alternative job seeking and training options by people who find it difficult to take advantage of the formal employment and education channels, and thus turn to the public sector and third sector organisations which offer training activities in non-formal and informal settings, and job guidance. These organisations are playing an growing role in the provision of *training* -of digital competences, other "key competences" (including the ability to communicate in local and foreign languages, learning to learn and a sense of initiative),[23] transversal competences (self confidence, decision making, leadership, etc) and sometimes vocational skills as well- and *social services* (basic information and guidance, legal assistance, job placement services, empowerment, support for self-organization; lobbying activities; awareness raising campaigns). These social operators increasingly recognise that ICT can accelerate, multiply and make more effective their services supply, for different reasons: because at both national and local level, public administration' services and procedures as well as strategies and tools for job search and matching work demand with supply are more and more digitalised; because empowering end users' autonomy and promoting their inclusion requires their digital competence; because the effectiveness of the services they provide can be enhanced and, in particular, the possibility to attend more users and to disseminate knowledge through trained users to their communities; because ICT enable the organisations to share documents, information, knowledge and good practices more effectively.

Most of the professional profiles working in these organisations (lawyers, legal consultants; cultural mediators, interpreters; trainers, educators, teachers; experts in constitution and management of civil society organisations; experts in designing, organising and promoting socio-cultural animation; experts in political communication, etc) who are increasingly aware of ICT's potential for their work. However they seem to be insufficiently prepared to take full advantage of it. Additionally, there is an increasing demand for digital competences from end-users, not only for employability purposes but also for further learning, social participation, networking and communication, and for accessing the broader benefits of the Information Society. As an answer to both the needs of intermediaries and end users, a new professional profile whose role is essential in the field of ICT for Inclusion is emerging: the e-Facilitators (i.e. facilitators of digital inclusion and of ICT-enhanced social inclusion[24]). This term refers

[23] For reference, see footnote 11

[24] http://ww.efacilitator.eu

to people who undertake the task of developing the basic key competences of users in centres frequented by people who are marginalised or at risk of social or digital exclusion (e.g. Public Internet Centres, libraries, civic centres or social organisations). Those competences go further than digital competences to embrace civic and interpersonal skills, learning-to-learn abilities, etc. guided by end-users needs (e.g. finding a job) on which most of their motivation to learn relies. This emerging role encompasses different levels of responsibility, from only responding to user requests, to providing digital competence training (from basic levels –digital literacy- to more advanced levels, which can improve users' qualifications for jobs –namely "eSkills"), to empower users for employability, social participation and personal fulfilment, up to helping users become promoters of social inclusion initiatives in social organisations or their local communities. An e-Facilitator is also a multiplier (rough estimations by telecentre networks indicate that s/he typically serves 350 - 500 end users a year) whose mission is evolving from supporting digital and social inclusion to the promotion of economic participation (user employability). The term may also refer to those called on to play a direct role in assisting social organisations to take full advantage of ICT, explaining the available ICT options, how they can be adapted to their activities and exploited for organisation's purposes (e.g. e-Riders[25]). In this sense, they operate as experts who help people to appropriate and customize ICT to their own needs and at their own pace. We envisage that e-Facilitators will be called on to play a crucial role in the implementation of the Digital Agenda in Europe.

In the workshop presentations and discussions, the following key messages were highlighted in relation to ICT-based solutions (training, resources, tools) to train intermediaries on digital competences (like the e-Facilitators) and to support them in their job of raising education / learning / skilling and/or employability of groups at risk (notably migrants, young people, the unemployed and low educated):

- ***There is a need for training and certification of competences for the professionalization of the e-Facilitator role, where ICT can play a key role***

Today, a variety of professionals are acting as "e-Facilitators"[26] -from ICT trainers to socio-cultural mediators and promoters of disadvantaged user inclusion- but, as yet, the e-Facilitator profession is not formally recognised in the Member States. The need for legal acknowledgement of the "profession" of e-facilitator is not new: a suggestion to this effect was made by a previous study commissioned by DG INFSO as part of the "e-Inclusion: be part of it!" (2008).[27]

Professional profiles and status differ from country to country ("dinamizador" in Spain, "animateur multimedia" in France, "facilitatore di e-Inclusion" in Italy, "e-/ICT-mediator" in Bulgaria). This suggests that in some countries the e-Facilitator profession could become a variation of an already recognised profile (for example "animateur socioculturel" in France), whereas in others this new profession needs to be incorporated as such in the national or regional catalogues of professions (for example in Tuscany region in Italy or in the national catalogue of professions in Spain). Formal recognition of this profile is a relevant issue, as on it depends the availability or not of formal vocational training and certification for e-Facilitators. Besides, it would support further career development which, in the present conditions (voluntary/low paid jobs in unstable labour frameworks), is hard to foresee for e-Facilitators. At the moment, Bulgaria is the only Member State where a career path for eFacilitators could be envisaged (here they could move up from "educators" to "centre managers").

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[25] http://ukriders.lasa.org.uk

[26] Generic term proposed by VET4e-I project. More details: http://www.efacilitator.eu/wordpress/vet4e-i-deliverables

[27] Bermingham M. (ed.), Groeneveld S. & Haché A. in collaboration with Kluzer S. (2008), "Comparative study of Public e-Service Centres in Europe. A contribution to the "e-Inclusion: be part of it!" campaign of the European Commission". Brussels: European Commission, DG Information Society and Media. http://www.epractice.eu/files/media/media2109.pdf

Of course, e-Facilitators can benefit –and are benefiting- from the existing formal education offer (a survey made of 252 e-Facilitators in four countries showed that 55% had university studies)[28] as well as non-formal training courses, but in order to structure and develop the profession across Europe, devoted training curricula linked to a recognised professional profile in the Member States are necessary to attract people to play this role, giving them better opportunities for a career development and promoting their mobility. This also implies the opportunity for harmonisation of professional profiles and training curriculums across borders, a process that is being promoted by a few projects like "European VET solution for e-Facilitators of Social Inclusion" (VET4e-I)[29] and that could be accelerated with an active support of the EC. At the same time, as e-Facilitators are already familiar with ICT, they are in an optimal position to take full advantage of ICT for their own training and the formal recognition of their competences in the different national and regional contexts across Europe.

- ***A wide range of competences is necessary for the e-Facilitation job***

The competences needed by an e-Facilitator range from knowledge on how to operate software applications (GNU/Linux like Ubuntu, Web 2.0 applications, Blogs, content management systems, OpenOffice, digital photo and video editors, Gimp, Dreamweaver, etc.) to social inclusion competences such as the ability to deal with a range of different target groups (older people, people with disabilities, young people, migrants, rural inhabitants, etc.), the ability to understand/speak a second language (mainly English, but it varies depending on their target group profiles which can lead to the need for them to communicate in migrants' languages) or to organise courses and activities (digital literacy, online public procedures, online job seeking, collaboration in a network, user's empowerment and engagement in community initiatives), and to manage the centre (online centre start up, project planning and management, efficient resource management, volunteering, ethics and gender issues). As can be appreciated, the full range of competences identified for this profile includes technical (ICT), social, pedagogical, transversal and managerial skills, which are rather difficult to find in a single candidate. Any training programme for the preparation of e-Facilitators which would support the availability of this profile on the job market would need to provide the whole range of competences required for the job. This is one of the main reasons why a separate vocational training programme is suggested. At the same time, a training programme of this kind would need to be flexible enough to adapt to participants' different backgrounds (from technical to social knowledge/experience) and availability to attend training lessons. According to the above mentioned survey, 71% of employers would agree to giving e-Facilitators permission to attend the courses during working time, which suggests they are also aware of the need and potential benefits.

- ***e-Facilitators could benefit from eLearning tools and resources, and are willing to!***

The gaps in training supply that have been identified by e-Facilitators themselves in a recent online survey[30] are more concentrated in the areas of Management (of resources, projects, events, platforms, etc), Methodology (user-centred didactics and how to build on user's motivation, how to adapt the offer to the needs of each target group, etc.) and ICT (how to operate and use Web 2.0 and free software tools for digital competence training and social oriented activities). According to the same survey the e-Facilitators prefer to be trained through collaborative eLearning tools because they can facilitate attendance, participation and sustainability. Indeed, due to the nature of the e-Facilitator´s job - which implies being connected to Internet at the time they need to be physically present at the centre where they provide assistance and training to end users- they have identified eLearning as a privileged training tool and resource, which can open a window to new opportunities for training. From an organizational point of view, eLearning (vs. face to face training) can be more affordable to produce (and reproduce in new contexts), cheaper to deliver and can reach remote (rural) areas and larger groups, thus facilitating the affordability, sustainability, scalability and

[28] Survey made in 2010 in the framework of the VET4e-I project mentioned above. More details: http://www.efacilitator.eu/wordpress/vet4e-i-deliverables

[29] http://www.efacilitator.eu

[30] *Ibid.*

transferability of the training. This same tool might however be less appropriate for other intermediary profiles such as social workers who might require a combination of face to face training with ICT supported self-learning tools (i.e. blended learning).

- ***ICT becomes an invaluable resource to support the training of volunteers working in the third sector organisations***

Just over 20% of Europeans take part in voluntary and charitable activities, though there are wide differences between Member States.[31] An important part of this voluntary work is channelled by third sector organisations working in the field of social inclusion. These organisations deal with common problems during the life cycle of volunteering, from selecting and recruiting them, to training them, supporting them in their specific tasks and replacing them when the volunteering period comes to an end, properly dealing with their high rotation through anticipated planning. On the other hand, the needs of the volunteers themselves in terms of training and competence recognition are comparable to those of paid professionals, with the addition that due to its not remunerated nature volunteering is appreciated as a learning experience and a way to gain experience, making volunteers more open to mobility (which can be easier than for professionals formally engaged with an employer).

Usually a part of the e-Facilitator volunteers are coming from the targeted groups themselves. An essential activity of digital literacy and inclusion projects/initiatives/organisations is to mobilize people in their local environment/community -as opposed to importing expertise from outside- which in consequence motivates many people from endangered communities to help, but usually they do not have the opportunity or the means to pursue their own education. Such a gap can be bridged by providing such persons with enough training to be able to act as e-Facilitators, while remaining members of the targeted groups. As they understand well the issues and are "trusted" persons by people at risk of social exclusion, they could in this way become privileged e-Facilitators, thus multiplying the provision of digital literacy and inclusion.

In this complex context, ICT can help in different ways, not only providing volunteers with similar opportunities than those already identified for e-Facilitators (indeed a critical mass of these is made of volunteers in many organisations across Europe), but also helping organisations to build a common understanding of what voluntary help is and should be across Europe, including the different pathways that could be taken to target and support the volunteers, complemented with effective mechanisms to properly train and coach them, which in turn facilitates their rotation wherever it is needed while reducing the cost of replacement for the organisations in which they serve. Specific resources that could be useful for the purposes above include those already outlined for e-Facilitators (e-Learning, etc) together with devoted online portals, guidelines and offer-demand maps/databases for volunteers and organisations interested to collaborate each other in the field of ICT for Inclusion, including a chapter to promote volunteers' mobility across borders.

1.4 ICT and Training for Intermediaries managing and implementing Social Initiatives

Despite the variety of social initiatives implemented by third sector organisations and other actors, there are common management and implementation needs which repeat from initiative to initiative, either at management level (e.g. project planning and management; fundraising and sustainability; volunteering and recruitment; networking and exchanging good practices with other centres and countries) and operational level (e.g. intermediary's training on transversal issues like ethics, gender, cultural diversity, dependency or foreign languages; how to address the ICT needs of the organization and exploit the potential of web 2.0 applications to empower its end users). ICT resources, eLearning

tools and resources and digital competences can help, in one way or other, to address those transversal needs and make the initiatives more efficient and effective.

The workshop presentations and discussions pointed at the following key messages in relation to ICT-based solutions (training, resources, tools) to train intermediaries on digital competences and to support them to address management and operational transversal needs:

- ***Sustainability of eInclusion initiatives is an open issue to which ICT can help***

Even when volunteers are being used to a large degree, experts and other specialists are a necessary part of the initiatives delivering social services, raising the concern about how to fund their support over time. In the end, funding will not always be available. ICT can help the initiatives to be more efficient, cheaper to maintain and easier to replicate. ICT can also enable the set-up of self-helping communities and processes that reduce the need of external experts, thus definitively contributing to their sustainability. According to a forthcoming study on the role of third sector organisations in the eInclusion field[32] there is a tactical relationship between third sector organisation (TSO) and ICT which can be recognised in the following activities:

a) Coordination and network, supporting the share and diffusion of resources and knowledge between individuals, groups, networks, and creating "common spaces" and transforming "weak links" in "collective actions", thus supporting the "political agenda of priorities" of the TSO.
b) Expertise and knowledge creation, which refers to TSO's production of data, analysis, concepts, and knowledge in order to support and legitimate activities they develop.
c) Supply solutions and services against social inequities, in an effort to counterbalance dynamics of inequity, exclusion and marginalisation of specific areas and/or targets users.
d) Advocate, design and support ICT and communicational infrastructures, which focus on the values and properties of ICT, developing awareness and advocacy regarding the governance and laws applied to the access and use that can be achieved with ICT. They can also provide access, training to ICT, networking with ICT, designing ICT. They generally are deeply linked with "free culture" protection and spreading. Here, "two dimensions must be taken in account. In one hand, the IT capacities of TSO to manage their internal and back office work, translated into the levels of digital inclusion of their members/workers/participants and their production of “technological know how”; and on the other hand, the type of methodologies and approaches that TSO are using to increase the digital inclusion and/or social inclusion of the public they are targeting through their initiatives and services."[33]

Depending on the tactical relationship adopted between TSO and ICT, the needs for digital competences and tools will vary significantly.

- ***ICT is essential to the socio-economic work that (public/private/third sector) social actors carry out across target groups***

Workshop participants highlighted the transversal support role of ICT on the varied management tasks to be undertaken by social actors: from general administration to achieving their mission objectives, fundraising and reporting, managing their membership databases or online participation and networking, etc. Due to the broad range of opportunities brought by ICT, it is convenient for the organisations to think strategically in terms of their policies of use of technology, even when they adopt simpler and popular e-tools (like Skype or any other easy-to-use, free software).

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[31] McCloughan P. *et al*, (2011), "Second European Quality of Life Survey: participation in volunteering and unpaid work", Dublin: European Foundation for the Improvement of Living and Working Conditions (Eurofound)

[32] Hache A. (forthcoming, June 2011), "Under the radar: The roles of Civil Society and Third Sector Organizations (TSO) to EU eInclusion policy", Seville: JRC-IPTS.

[33] *Op, cit.*

- ***Making an efficient use of ICT requires training on a wide range of ICT related competences***

The workshop participants identified that a range of ICT related competences are necessary for the organisations to efficiently exploit the potential of ICT (through their staff and/or external experts): competences on managing and ICT infrastructure (scoping, design, purchase, implementation, maintenance and auditing), on using ICT for projects or events (communication, facilitation, planning and monitoring) or on data protection and other legislation related to the use of technology. Furthermore, training needs differ depending on the role played by internal staff, from social workers or trainers needing to acquire basic ICT/Social media skills to staff requiring know how to operate specific ICT programmes.

- ***Social actors may need to develop collaborative strategies to incorporate ICT into their management practices***

ICT can be complex and expensive to implement and manage. Small organisations usually don't have technical and managerial expertise in house to properly deal with ICT and quite often delegate in volunteers ICT related tasks (installation, maintenance and use of ICT devices and programmes). As for affording the related costs, nor have they integrated ICT in their fundraising strategy.

A possible solution to optimise the adoption and use of ICT for the achievement of their social goals with their target communities would be to count on external ICT strategic advice and support from individuals or organisations with both significant NGO experience and substantial technical expertise. They could help social actors to understand the potential value of ICT and integrate them into their programming and managerial work (for example, e-Riders have been doing this for years, and small e-NGOs are now also doing it). If planned for the long term, this could enable organisations to make more effective use of funding for ICT equipment and projects -eventually helping funders understanding the reasons to fund technology and its integration to the organisation- and what is more important, facilitating organisations the development of strategies to improve their services through the effective use of ICT.

Other methods could be adopted such as hiring external consultants, or collaborative models to share the costs of ICT and their management. For example, organisations could share the cost of an ICT specialist who would work part time for each one; pool resources to produce back office systems, subcontract software programming in cheaper countries (off-shore/business partnering models); or bigger social organizations could sponsor smaller ones by sharing their technology or expertise. Last but not least, the development and use of free software solutions built by social organisations could be an opportunity to share ICT resources between third sector organisations, and at the same time take full advantage of the flexibility of free software customised to specific local and contextual needs.

2 Options for European Policy Action

The following policy options were discussed during the workshop and ordered by priority by the participants. Further discussions on these options took place in the context of ePractice's Digital Literacy community[34]. During the edition process, two couples of policy options were grouped for coherence, leading to the final list of policy option presented below.

1. Funding schemes to be facilitated to regional and local actors for the implementation of Digital Competence development actions

Concerns about initiatives funding and sustainability were highlighted frequently during the workshop. In accordance to the audience, access to EC funding is a major challenge for actors having a local or regional scope. The Digital Agenda for Europe 2020 is expected to palliate this situation with the implementation of its Action 57: Make digital literacy and competences a priority for the European Social Fund (2014-2020)[35].

Besides, as a response to the generalised economical difficulties of Third Sector Organisations and local administrations (e.g. municipalities) that are supporting the costs of delivery of ICT-related social services like digital literacy training, multi-stakeholder partnership and funding models were suggested as a solution. These models could help complement public funding (which is today the main funding source of Third Sector Organisations and local administrations) with private funding through fiscal incentives to companies, participation of companies stimulated by their Corporate Social Responsibility policies, and other instruments and resources that could be identified in order to attract other actors, specially from the private sector, to share the costs of the initiatives.

On the other hand, it was said that a number of public and private local and regional actors would be willing to contribute with funds and resources to the implementation of the Digital Agenda but they to be engaged need some guarantees that their effort will not be isolated or futile. A clear message from European institutions putting and valuing their local efforts in a larger context, and backing them in different ways (co-funding their initiatives, facilitating knowledge exchange with other regional and local actors, providing them with common methodologies and tools, etc), are examples of what can be done to engage those local and regional actors in the promotion and development of digital competences. Digital Agenda plans to go local will probably be the right way to mobilise those potential actors.

2. Building multi-language good practice exchange platforms to support information exchange between different stakeholders and to ensure more visibility of small initiatives, with a view to support scalability and transferability of good practices across borders and at local/regional level.

The need, expressed at different instances of the workshop, to count with a multilingual state-of-the-art platform that facilitates exchange and collaboration among practitioners, as well as replication and transfer of good practices, led to a rich debate on this second Policy Option, aimed to identify the specific needs and requirements of the practitioners, as well as the gaps with the existing ePractice platform:

The following were the requirements for a good practice exchange platforms identified by participants:

[34] http://www.epractice.eu/community/digilit

[35] http://ec.europa.eu/information_society/newsroom/cf/fiche-dae.cfm?action_id=215&pillar_id=48&action=Action%2057%3A%20Make%20digital%20literacy%20and%20competences%20a%20priority%20for%20the%20ESF

- Need for a collaborative platform more than for a portal, putting the accent more on capacity building than on information exchange, balancing virtual with face-to-face activity, sharing resources and promoting (mutual) learning.
- Need for powerful interactive and proactive functions (taking full advantage of Web 2.0 resources).
- Mixed approach (virtual meeting combined with face-to-face opportunities to meet and discuss) for the broaden audience and inside each Community as well.
- Need for devoted community moderation carried out by experts in the themes of interest for each community; moderation to be effective needs to identify adequate references and practices and motivate participation (which might demand investing on expert resources).
- Need a virtual place / platform to gather evidence on good practices, impact assessment and measurement.
- Need for physical meeting places supporting stakeholders to identify opportunities for joint projects.
- Could use Awards (from local to EU level) as a motivation tool to participate and share.

The recommendations for the upgrade of the current ePractice portal to support the requirements identified include:

- Expand its scope to also target projects at a national and regional level and in national languages;
- Address the extended “Multi-language" need;
- Facilitate the engagement of different local actors (public agencies/funding bodies, ICT manufacturers/developers, etc) and facilitate their cooperation to bring their solutions and services to the market ;
- Provide virtual spaces and tools to meet and discuss locally in countries and using native languages (as each country will have different issues to tackle, content of discussion will probably vary from one country to another);
- The communities’ initiative could work well, but before any community starts running, it requires a lot of effort and expert resources. More centralised support to decentralised activities (i.e. activities organised by the practitioners themselves), an improved system to support and engage new members that are willing to share and learn, as well as devoted (paid) moderators animating the communities might be required;
- Reinforce the blended approach to the community (sharing resources is important, but face to face communication is still necessary in order to meet, explain and reach a common understanding).

3. ICT and digital competences awareness raising and access

The participants pointed out that despite all the telecommunication infrastructures developed in the last decade, access is still an issue in many geographical contexts across Europe. Therefore ICT access policies are still necessary with, for example, the creation of new Public Internet Access Points (PIAPs) and the promotion of low cost access to Internet.[36]

But access does not only mean counting with shared or private device to access the Internet, it also means being aware of ICT potential and having the skills to exploit it. This leads to the relevance of digital competences, both at individual and organisational level. During the workshop, the audience agreed that a wide range of social and educational actors are not taking advantage of the full potential of ICT because of their lack of knowledge on the role that ICT and digital competences can play for

[36] The lack of home PC and Internet access suffered by the more disadvantaged segments is illustrated in Bridge-IT booklet (references in footnote 1) with the case of the migrant and ethnic minority population, for whom applying for a contract with an internet and/or telephony provider is a difficult task when they can't

them to achieve their goals. Awareness raising initiatives should target not only those actors but also policy actors, institutions (including at local level) and decision makers. Regarding the end users, educational programs were highlighted as a powerful vehicle to raise awareness on the potential of ICT; moreover, if the educational organisations could adapt their learning approach to take full advantage of ICT and embed digital competence training in their scholar curriculums, with a view to promote a critical and confident use of it, they would not only contribute to create awareness but to prepare the new generations to participate from the digital society –and become themselves intermediaries/multipliers, supporting social inclusion goals.

4. Development of a European framework on digital competences of Intermediaries for a common definition of digital literacy / competence and of the levels of competence required for each kind of intermediary profile and task

Along the workshop there was general consensus on that ICT can facilitate training and certification of (digital) competences to support the job of Intermediaries, including volunteers, enhancing their further employability and mobility. This requires agreeing common definitions on digital competence and literacy, identifying and defining the different emerging profiles (from caregivers to e-Facilitators to socially-oriented managers of ICT resources), mapping and defining the (digital) competences and levels required for each kind of intermediary profile and task, facilitating the recognition of the competences the intermediary actors already have got (even when they were developed thanks to non-formal or informal training; see option 6) and the acquisition of less developed competences through digital competence training providers (see option 5 below) or on-the-job learning. The development of a European Framework should facilitate this task and give a reference for the future (a first basic step of which could be maintaining a periodically updated Glossary as CEDEFOP is already doing for the terminology of European education and training policy[37]).

5. Development of a European framework for a model for training provision across countries

Based on the premise that the European digital competence training supplier side -where a combination of private, public and third sector organisations intervene- needs to be framed and enhanced (see *1.1 Transversal conclusions relevant to all intermediary actors* above in this Part C), the promotion of a European Framework to support the sector, which might support a better knowledge of it (including mapping the main European and national suppliers, their profiles, engagement in inclusion processes, sustainability aspects, etc) and its development (including mechanisms for the transfer and broader exploitation of “best models” of ICT training and the possible harmonisation of differences on digital inclusion education provision across Europe) was proposed to help matching both customers and suppliers expectations across the EU.

6. Development of a European Framework for the Recognition and certification of emerging job profiles and their competences in the (digital/social) Inclusion field in order to allow professional development and geographical mobility

The recognition and certification of emerging job profiles across Europe is a challenging process due to the national and regional nature of the process. Indeed, the formal process for the recognition of new professional profiles varies from country to country and is not only based in the numbers of potential offer and demand candidates (which many times is hard to estimate) but also in the lobby capacity of the interested actors, mixing up complex bottom-up and top-down processes that can lead to unbalanced results across countries.

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demonstrate to be a legal resident or householder. For them to access Internet, "[PIAPs] constitute often the closest and only initiative available in specific socially disadvantaged and deprived areas".

[37] http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp

In order to harmonise, standardise and promote job profiles that are emerging from the articulation of the digital and social inclusion fields across Europe (e.g. e-Inclusion Facilitator, e-Rider, e-Facilitator of Social Inclusion, etc) -which are called to play a role not only in the social field but in the labour market of the future as well (as multipliers of new skills demanded by new jobs)- the set up of an European Framework for the Recognition and Certification of those job profiles was proposed as the best policy option to support the development and consolidation of these emerging profiles. This would consist on a series of awareness raising initiatives, recommendations and guidelines produced at European level that could accelerate a cascade process of recognition of those profiles at national/regional level, also facilitating the delivery of appropriate Vocational training curriculums (which need to be linked to formally recognised professions in order to become formal education) to prepare those profiles to run their professions more efficiently and facilitate their career development and mobility, also across Europe. Those training curriculums should be adapted to the European Qualifications Framework[38] and to the digital competence framework at policy option 4 that makes skills and qualifications clearly and easily understood Europe-wide, and could enlarge the offer of digital competence training suppliers at policy option 5, thus demonstrating that **policy options 4, 5 and 6 are strongly interrelated**.

[38] http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

3 Conclusions

As part of their socio-economic inclusion work, intermediaries and social actors (caregivers, e-facilitators, social workers, etc.) play a key role in the process of acquisition of digital competences by disadvantaged target groups (the elderly, the disabled, immigrants, young people at risk, the long-term unemployed, etc.) and in encouraging their active participation in the Information Society. But intermediaries need proper preparation for this role, which embraces digital skills plus a wide range of other competences, the acquisition of which can be facilitated/accelerated with help of ICT. Recognising the key role played by intermediaries and social actors, the Digital Agenda for Europe already foresees different mechanisms to help them to acquire digital competences and other knowledge and competences through the use ICT, which now need to be put in practice.

This workshop has shown that a number of good practices have already been developed in the Member States and at pan-European level. The generalisation of results at European level, and the replication and transfer of results of this kind of initiative across borders could accelerate the process described above. However, a number of general and specific constraints were identified during the workshop, which specific European policy options could address. Workshop participants identified and discussed an initial list of policy options for a range of goals, including –among others- the deployment of more Public Internet Access Points (PIAPs), the recognition and certification of emerging job profiles in the (digital/social) inclusion field, structuring the digital inclusion training sector, promoting targeted awareness raising on the benefits of acquiring digital competences and actively participating in the Information Society, or setting up a multilingual good practice exchange platform, taking full advantage of web 2.0 potential.

Annex I: Workshop Agenda

Time	« Digital Literacy » European Commission, DG Information Society and Media – 0/54 Avenue de Beaulieu 33, Brussels, 1160
9:30 - 10:15	**Registration**
10:15 – 10:30	**Welcome and Introduction:** "Digital Agenda for Europe" Paul Timmers, DG INFSO, EUROPEAN COMMISSION
10:30-10:45	**New Skills for New Jobs** Godelieve Van Den Brande, DG EAC, EUROPEAN COMMISSION
10:45-11:05	**Setting the Scene** Clara Centeno and Gabriel Rissola, IPTS, JRC, EUROPEAN COMMISSION
11:05-11:20	**The Digital Literacy Community,** George Kolomvos, EUROPEAN DYNAMICS S.A.
ICT and Training of Carers	
11:20-11:35	**Getting Migrant Carers Online,** Andrea Schmidt, European Centre for Social Welfare Policy and Research
11:35-11:50	**FEPEM (France)** Timothée Fechner, FairValue Corporate & Public Affairs
11:50-12:05	**Cuidadoras en Red (Spain**), Trinidad Carrión, Univ. De Málaga
12:05-12:20	**Aspasia and Care Talents (IT),** Federico Boccaletti, Anziani e non solo società cooperativa
12:20-12:35	**HFT – Home Farm Trust (UK)** Steve Barnard, HFT
12:35-13:00	**1st roundtable discussion**
13:00-13:45	**Lunch Break**
ICT and Training for Intermediaries facilitating Social and Labour Inclusion	
13:45-14:00	**European Vocational Education and Training for e-Inclusion Facilitators** Milvia Rastrelli, ARCI-L'Apis
14:00-14:15	**Digital Inclusion for Social Cohesion,** Fiona Fanning, ECDL Foundation
14:15-14:30	**Surfing to the Job - Digital Opportunities on the Labour Market,** (Germany) Susanne Bernsmann, Stiftung Digitale Chancen
14:30 -14:45	**2nd roundtable discussion**
14:45-15:00	**Coffee Break**
ICT and Training for intermediaries managing and implementing Social initiatives	

15:00-15:15	**INCLUSO FP7 Project** Wouter Van den Bosch, Katholieke Universiteit Leuven, Belgium
15:15-15:30	**The FLEXI Project, Electronic Tools for Real-time Management of extra-EU Citizens Work for Italy,** Grazia Strano, Italian Ministry of Labour and Social Affairs- DG Technological Innovation
15:30-15:45	**Circuit Riders,(UK)** Sarah Lord Soares, LASA
15:45-16:00	**3ra roundtable discussion**
16:00-16:30	**Conclusions and Recommendations: European Commission**

Annex II: List of Participants

SURNAMES	NAME	ORGANISATION
APOSTOLIDIS	Kathi	Breast Cancer and Patient Rights Advocate
BAENSCH	Juergen	ISFE
BANSCH	Jurgen	PEGI SA / ISFE
BARROS	Rui	INESC Porto
BARNARD	Steve	HFT
BERNSMANN	Susanne	Stiftung Digitale Chancen
BEX	Helena	Belgian Federal Service for Social Integration
BIRCH	Peter	Education Audiovisual Culture Executive Agency
BOCALETTI	Federico	Anziani e non solo società cooperativa
BRENNER	Sabine	Federal Office of communications
CARRION	Trinidad	Nursing Department. University of Malaga
CARTELLI	Antonio	University of Cassino
CASTRO	Rui	academia de software
CENTENO	Clara	European Commission JRC - Institute for Prospective Technological Studies
CHARLAFTIS	aggelos	epaphos advisors
CHOWCAT	Ian	Sero Consulting
CIOARA	Mihaela	Ministry of Communications and Information Society
CLIFFORD	Ian	Ufi ltd
COLLINS	Hannah	EAVI
CULPIN	Ian	Martech International
DEL POZO MORO	Javier	TECNALIA-Sistemas de Innovación
DEPRE	Ilse	Bibnet vzw
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Technical Note

Abstract

This report reflects the presentations, discussions and conclusions on a "Digital Competences for Social Inclusion Actors and Intermediaries" workshop organised in the context of ePractice Digital Literacy community (Brussels, 12 October 2010). The purpose of this workshop was to identify good practices and success criteria regarding ICT-enabled training, resources, and tools for developing digital competences for intermediaries and social actors (professionals, volunteers, carers, actors in general from the Public and Third Sectors) to support them on their job on providing assistance to groups at risk of exclusion and on fostering their digital, social inclusion and economic participation. As a result, six policy options for the development of digital competences for intermediaries were identified and debated by participants.

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