



ICT4EMPL: Literature Review on Employability, Inclusion and ICT

Report 3:

Database of example practices of how ICT can support employability for young people, older people and migrants

prepared by

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Introduction

The project, of which this report is part, is concerned with reviewing the literature on Employability, Inclusion and ICT. Other elements of the project include:

- A report outlining how the concept of employability is elaborated in the literature, with specific reference to young people, older workers and migrants (Green et al., 2012*). An employability framework is presented in this report.
- A report outlining the role played by ICT in affecting employability, with specific reference to young people, older people and migrants (de Hoyos et al., 2012**).
- A review of data sets (Owen et al., 2012***).

This report provides details of 26 initiatives (identified in the first two reports above) aimed at supporting individuals in developing ICT skills for employability and beyond. These initiatives can be seen, to different degrees, as 'good' practice cases, although the initiatives have not been rated. The list is by no means exhaustive and the template (provided at the end of the document) can be used to add further initiatives to the data base.

* Green A E, de Hoyos M, Barnes S-A, Owen D, Baldauf B. and Behle H. (2012) *Literature Review on Employability, Inclusion and ICT, Report 1: The Concept of Employability, with a specific focus on young people, older workers and migrants*, JRC Technical Notes Series JRC, Institute for Prospective Technological Studies, Joint Research Centre, European Commission.

** de Hoyos M., Green A., Barnes S-A., Behle H., Baldauf B and Owen D. (2012) *Literature Review on Employability, Inclusion and ICT, Report 2: ICT and Employability*, JRC Technical Notes Series, Institute for Prospective Technological Studies, Joint Research Centre, European Commission.

*** Owen D., Behle, H., Baldauf, B. (2012) *Literature Review on Employability, Inclusion and ICT, Report 4: Review of data sets*, JRC Technical Notes Series, Institute for Prospective Technological Studies, Joint Research Centre, European Commission.

CONTENT

ICT initiatives to support employability		Purpose of initiative summary	Target group(s)	Link to Employability framework	
1	Amazing-people	Amazing people e-programme	To provide career coaching to help people make career choices	- unemployed/ economically inactive - returners to the labour market - migrants - youth - older people	ES; IF2; IF4; IF5; IF6; IF7; IC3
2	BYCS-UK	Bangladeshi Youth and Cultural Shomiti	To provide ICT access and relevant training programmes to assist people in gaining qualifications for employment	- unemployed/ economically inactive - returners to the labour market - migrants - youth - older people - Bangladeshi population	ES; IF1; IF2; IF5; IF7
3	eLSe	eLSe - Senioren lernen zuhause (e-learning for seniors at home)	To develop, test and offer an online learning course for senior citizens in five European countries with no or very little computer skills to enable them to learn at their own pace	- older people; no or low level of computer skills who would find it difficult to attend a course in person due to their geographical location, other mobility restrictions, or other commitments	ES; IF1; IF2; IF3; LC1; LC3
4	eScouts-UK	eScouts (Intergenerational learning circle for community service)	To develop an innovative intergenerational learning exchange between senior adults and youth volunteers focusing on the development of digital competences, plus passing on advice and guidance to young people regarding labour market choices, employability and adult life choices	- unemployed/ economically inactive - returners to the labour market - migrants - youth - older people - intermediary actors	ES; IF1; IF2; IF4; IF5; IF7
5	Ethnic Jobsite	Ethnic Jobsite	To provide online recruitment solutions for members of minority groups through access to vacancies and information regarding job search	- migrants - ethnic minorities - employers seeking diverse workforces	ES; IF1; IF4; IF5; EP2; LC3
6	Experience Counts 50+	Experience Counts 50+	To support over 50s into sustained employment by providing 1:1 support, information advice and guidance, SMART action plan and access to ICT courses	- unemployed/ economically inactive - older people (aged 50 plus)	ES; IF1; IF2; IF3; IF4; IF5; IF6; IF7

CONTENT

7	Fit.Fasttrack	Fit. Fast track to IT (MigrantICT-IE is part of this initiative)	To develop market orientated curricula and resources, and to equip marginalised communities with PCs and interactive whiteboard technologies	- jobseekers	ES; IF2; IF5; IC3
8	Fundacion-Bip-Bip	Fundacion Bip Bip	To use surplus computer equipment and install them in homes, organisations and shelters that target disadvantaged groups	- those in danger of being digitally excluded, especially migrants, drug addicts in rehabilitation, children in care, larger prison population in the reintegration process, physically and mentally disabled and battered women	ES; IF1; IF3; IC3
9	GetYourselfHired-UK	Get Yourself Hired	To provide job seeking advice for young people to develop their employability; and to gain a better understanding of young peoples' job seeking behaviour and what makes a successful jobseeker to inform policy and practice	- young jobseekers in the UK	ES; IF1; IF2; IF4; IF5; IF6; IF7; LC1; LC3
10	Interface3-BE	Interface3	To offer non-mixed (single-sex) ICT training designed to enable women to access positions in all economic sectors using or producing ICT and to address the barriers that women face to enter careers in ICT	- women - unemployed women - migrant women - women returning to the labour market - school-age women (ICT career awareness programmes)	ES; IF1; IF4; IF5; IF7; IC3
11	Inter-Life	Inter-Life Project	To create an integrated educational environment of web-based and mobile technologies, that supports a virtual working space for young people to make educational and career decision making skills	- youth	ES; IF1; IF2; IF4; IF6; IF7; IC3
12	Internet Saloon	Internet Saloon	To provide basic one day courses that present the internet such that any person, even without prior knowledge of the PC, is able to navigate, network and use e-mail after six hours	- older people	ES; IF1; IF2; IC3

CONTENT

13	IPERIA-FR	IPERIA Institut, France (known previously as FEPEM institute)	To design and develop continuing training programmes adapted to the needs of employees and their employers, and to provide training for carers and unemployed individuals seeking to enter the sector	<ul style="list-style-type: none"> - individuals employed in household employment encompassing children and elderly care and family employees. This includes low-skilled individuals and immigrants - unemployed people interested in working in this sector 	ES; IF1; IF2; IF4; IF5; IF7; IC1; IC2; IC3; EP1
14	KEMP	Keep employment by developing e-skills (KEMP)	To develop an ICT course for people aged 45 plus with low ICT skills levels who are working in SMEs in the service sector in order to raise awareness of the importance of ICT training	<ul style="list-style-type: none"> - older people in paid work - other adult learning organisations 	ES; IF1; IF2; IF7; IC3; EP1; LC1
15	Keycompetences-	Key competences for all	To support the enhancement of the basic key competencies of low qualified adults improving their employability through an alternative ICT-based, user-centered, interest-oriented approach	<ul style="list-style-type: none"> - migrants - youth - older people - intermediary 	ES; IF1; IF2; IF5; IF7; IC3; LC1
16	KCPS	Kuder Career Planning System	To offer comprehensive and user-friendly solutions to help career planners of all ages identify their interests, explore their options, and plan for career success through a range of online assessments and tools	<ul style="list-style-type: none"> - youth - parents/carers - intermediary actors - educators - adult career changers 	ES; IF1; IF2; IF6; IF7; IC3
17	MigrantICT-IE	Migrant ICT Project <u>(part of Fit.Fastrack initiative)</u>	To help migrants integrate into a new culture by supporting the development of IT skills and by finding a secure relevant job or go on to further education	<ul style="list-style-type: none"> - migrants - youth - older people 	ES; IF1; IF2; IF4; IF5; IF7; IC3

CONTENT

18	Naric UK	Naric	To provide an analysis of qualifications to establish lines of comparison with recognised national and international standards or qualification framework levels	<ul style="list-style-type: none"> - individual migrants preparing their studies or employment in the UK - individuals from the UK preparing their migration to work or study abroad - organisations include Awarding Bodies, Professional Associations, Education Authorities, National and International education providers 	ES; IF1
19	Notschool UK	Notschool	To provide an 'Online Learning Community' offering an alternative to traditional education for young people who are unable to engage with school or other complementary provisions	<ul style="list-style-type: none"> - young people disengaged from classroom learning, aimed at the 14-16 age range but welcomes both younger and older teenagers 	ES; IF1; IF3; IF7; IC3; MF1
20	OWLE50+	Older Women in Learning and Enterprise 50+ (OWLE50+)	To offer a series of workshops and support for older women to enable them to contribute to society and the economy throughout their later lives by responding to each woman's needs through learner-centred up-skilling	<ul style="list-style-type: none"> - unemployed/ economically inactive - returners to the labour market - older women - older disadvantaged women - older women at a crossroads in their life - older women who needed assistance in sustaining or establishing a business 	ES; IF1; IF2; IF4; IF5; IF6; IF7; IC2; IC3
21	SkillsHealth Check-UK	Skills Health Check Tools	To provide tools (a set of online questionnaires with a report) designed to give individuals information about their skills, interests and motivations in the workplace, and to help individuals into and progress in employment	<ul style="list-style-type: none"> - unemployed/ economically inactive - returners to the labour market - migrants - youth - older people - all working age adults of any ability 	ES; IF1; IF2; IF4; IF7; IC3; LC1; MF2

CONTENT

22	SmartWork-EE	Smart Work Association of Estonia	To promote smart work and employment opportunities in rural communities in Estonia, so that: individuals can choose working arrangements and workplaces; businesses can increase their productivity through flexible working arrangements; and at risk groups can be helped to enter the labour market	<ul style="list-style-type: none"> - unemployed/ economically inactive - returners to the labour market - any at risk groups 	ES; IF4; IF5; IC3; EP1; EP3; LC1; MF3
23	SpielendLernen-DE	Spielend Lernen - Learning whilst Playing	To provide a web-based learning platform 'scoyo' to help young people with their school work	- disadvantaged young people who struggle to follow the school curriculum	ES; IF1; IF7
24	StiftungDigitalechancen-DE	Stiftung Digitale Chancen (Digital Opportunities Foundation)	To help people to learn more about the Internet, support providers of public Internet Access Points in social institutions that enable people to use the Internet	<ul style="list-style-type: none"> - new users without access to the internet - new users with special needs - providers of publicly accessible access points - parents, social workers and charities for children - politicians, higher education and companies 	ES; IF1; IF3; IC3
25	ValenciaYa-ES	Valencia Ya	To provide free Internet access points, free training in the use ICT tools, donate recycled computer equipment to NGOs and associations and support digital voluntary programme for people with disabilities and limited mobility	<ul style="list-style-type: none"> - unemployed/ economically inactive - returners to the labour market - migrants - youth - older people - intermediary actors 	ES; IF1; IF3; IF5; IC1; IC3

CONTENT

26	YouthforWork-KE	YouthforWork-KE – Computers for Development (CFD) Youth for Youth Project 'Learning by Doing'	To support the ICT skills development of young people; assist the unprivileged especially women to access skills that can allow micro entrepreneurship projects to allow self sufficiency; stimulate local ICT sector growth by developing workforce ICT skills; organize employability training workshops for children and women ; promote cross cultural exchange between youth in Africa and the Netherlands on employment cultures	- unemployed/ economically inactive - migrants - youth - international development	ES; IF1; IF2; IF4; IF5; IF7; IC3; LC1
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Link to employability framework key:

ES Enabling support factors

Individual factors

IF1 Demographic characteristics

IF2 Disposition to enhancing employability

IF3 Health and well-being

IF4 Labour market and Job seeking knowledge

IF5 Economic position

IF6 Adaptability and mobility

IF7 Employability skills and attributes/ characteristics

Individual circumstances

IC1 Household circumstances

IC2 Household work culture

IC3 Access to resources

Employer/ organisational practices

EP1 Organisational culture

EP2 Recruitment and selection practices

EP3 Working practices

Local contextual factors

LC1 Features of local employment

LC2 Local work culture

LC3 Local labour market operation and norms

Macro level factors

MF1 Regulatory regime

MF2 Welfare regime and institutional factors

MF3 Employment policy

MF4 Macroeconomic factors

Type of information	Potentially relevant fields
Identification	Amazing people - The 10 Steps To A Job You Love e-programme http://www.amazingpeople.co.uk/ http://www.amazingpeople.co.uk/contactus.htm Denise Taylor
Outline description	The 10 Steps To A Job You Love eProgramme is based on 10 emails that are sent every 3-4 days. The eprogramme is to help the user think broadly on what's important in making a career decision. The 10 steps come as downloadable PDFs so they can be printed and saved. Users are encouraged to create a document to record thoughts and reflections and to summarise each step.
Purpose of the initiative (description, objectives, intended outcomes, etc.)	Free resource focused on career coaching - helping people make career choices.
Relevant policy domains	- Employment
Geographical scope	UK Tewkesbury rural and urban national
Set-up Funding	Set up by organisation. Self-employed professional. Funding unknown.
Operational funding	Operational income unknown. Resources offered freely, but will cost £10 in the future. Sustainable resource whilst other services delivered by organisation are in operation.
Stakeholders and institutional resources - (Multiple)	Developer and promoter
Target users: both initial target population and additional potential target population (multiple)	- unemployed/ economically inactive - returners to the labour market - migrants - youth - older people
Specific Services/support provided	Links to whole range of online resources, careers newsletter and job search programme at http://jobsearchsupport.com/ .

Technologies used	Internet and email
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	Unknown
Stage of development	Seems to be a well-established programme developed by a Chartered Psychologist/Careers Coach.
Development Process/ Methodology	Small scale programme designed by one professional.
Number of beneficiaries	over 3,000 beneficiaries
Claimed Outcomes/Impact dimensions	No evaluation of programme. No measured outcomes or sources of impact reported.
Criticisms of service/initiative/progra mme	None recorded.
User factors	Recipients needs as to email and internet. Some basic IT skills required.
User stories	http://www.amazingpeople.co.uk/clientssay.htm
Success factors and barriers reported by the initiative	Initiative reports that people have made career choices and have moved into more satisfying jobs.
Transferability	Could be transferred to other contexts.
Researcher Analysis	Support is provided by the developer/promoter, but these services would cost.
Assessment as to whether of interest	It is an interesting example of how a small, freely available initiative can be set up and maintain by one professional.
Overall assessment	No, but interesting.
List of references / reports / articles /	None.
Any other comments	

Type of information	Potentially relevant fields
Identification	Bangladeshi Youth and Cultural Shomiti http://www.bycs.org.uk/ 30-32 Biddulph St, Leicester LE2 1BF 0116 275 5855
Outline description	Established as a cultural organisation in 1974, in the late 1990's the BYCS developed into an educational organisation. From 2002 it established its ICT training courses, alongside numeracy, literacy and language courses.
Purpose of the initiative (description, objectives, intended outcomes, etc.)	The BYCS provides ICT access and relevant training programmes to assist people in gaining qualifications for employment.
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Employment - Immigration and integration - Lifelong learning - Youth - Ageing - Gender
Geographical scope	UK Leicester urban community centre local
Set-up Funding	European Union
Operational funding	European Social Fund European Regional Development Funding, Learning and Skills Council and Leicester City Council Big Lottery
Stakeholders and institutional resources - (Multiple)	
Target users: both initial target population and additional potential target population (multiple)	<ul style="list-style-type: none"> - unemployed/ economically inactive - returners to the labour market - migrants - youth - older people Bangladeshi population

Specific Services/support provided	Courses in ICT skills, language, numeracy and vocational skills
Technologies used	PC , Internet
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	
Stage of development	Established
Development Process/ Methodology	
Number of beneficiaries	1600 people have gained 2200 externally accredited qualifications between 1997 and 2007. There are two main areas of training support on offer – ICT and Catering.
Claimed Outcomes/Impact dimensions	
Criticisms of service/initiative/programme	Structural constraints placed upon the actions of the BYCS by funding programmes, upon which the Centre is reliant for a great deal of its funding, limit the ability of the Centre to provide a more developmental training support system leading to higher level skills. This makes the Centre a starting point for individuals' development.
User factors	Need to obtain qualifications Conditions of funding mean participants cannot attend multiple courses and develop their skills Problems in accessing internet at home
User stories	
Success factors and barriers reported by the initiative	Sustainability of funding is a major problem
Transferability	

Researcher Analysis	see: Diminescu, D., Hepp, A., Welling, S., Maya-Jariego, I. and Yates, S. (2009) ICT Supply and Demand in Immigrant and Ethnic Minority Communities in France, Germany, Spain and the United Kingdom, IPTS-JRC Technical Note, JRC 52233. ftp://ftp.jrc.es/pub/EURdoc/JRC52233.TN.pdf
Assessment as to whether of interest	
Overall assessment	Candidate for good practice
List of references / reports / articles /	
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>eLSe - Senioren lernen zuhause (e-learning for seniors at home)</p> <p>http://www.el-se.org/</p> <p>eLSe - eLearning für Senioren, Institut für Lern-Innovation Universität Erlangen-Nürnberg Sónia Hetzner, Telefon: 09131 - 85 247 39 Marion Meyerolbersleben, Telefon: 09131 - 85 211 85 E-Mail: info@el-se.org sonia.hetzner@fim.uni-erlangen.de</p>
Outline description	<p>The initial three year project (2004-2007) aimed at developing, testing and offering an online learning course specially adapted for senior citizens with no or a low level of computer skills. It was co-ordinated by the Innovation in Learning Institute (ILI) at the University of Erlangen-Nuremberg, Germany. ILI is an institute which has specialised in technology-enhanced learning research and development activities, often starting out with a user needs analysis. Since then the institute conducted further projects that built on the earlier work and developed it further.</p> <p>The two-year follow up project (2007 to 2009) named <i>eLSe Academy - e-Learning Academy for Seniors</i> was also led by ILI and was funded by the Grundtvig -Lifelong learning programme.</p> <p>ILI is currently (2011-12) engaged in a one year project named Lern@Haus (learn@home) in Germany, which is funded by the Federal Ministry of Family, Senior Citizens, Women and Youth (http://www.lernhaus.net/). The project aims to pilot the adaptation of the eLSe project for local use at so called multi-generation houses across Germany, targeting 150 senior citizens. This worksheet will provide further details on the first two projects.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>The project aimed at developing, testing and offering an online learning course for senior citizens in five European countries. The course was designed to meet the needs of older learners with no or very little computer skills and to enable them to learn at their own pace from home in a virtual classroom, taking into account any pre-existing skills. The course follows a modular approach. The aim of the eLSe project was to develop and test 6 online learning units. The aim of the subsequent eLSe Academy was to build on this and to develop and test 12 learning units (offered in the form of a basic and an advanced course). The course content covers the breadth of computer and internet usage, including text processing, emailing, digital photography and using online services and offer a learner-centred approach. Material and units are available in various languages including English, French, German, Lithuanian, Italian, Swedish and Spanish.</p>

Relevant policy domains	Digital inclusion Social inclusion Lifelong learning Ageing
Geographical scope	France, Germany, Italy, Spain, Sweden, UK (Innovation in Learning Institute, University of Erlangen-Nuremberg, Germany) as above international eLSe: transnational (e.g. EU); eLSe Academy (same partners as before, plus Vidéoscop, the audio-visual department at the University of Nancy 2, France) EDUCALINE S.L - Logrona/Spain imaginary s.r.l. - Milano/Italy Centrum för Distansöverbyggande Hälso- och sjukvård, Luleå Tekniska Universitet - Lulea/Sweden University of the Third Age -UK Kauno Technologijos Universitetas - Kaunas/Lithuania
Set-up Funding	eLSe: SOKRATES MINERVA (EU funding); eLSe Academy: Grundtvig (EU funding) eLSe: public R&D funding; eLSe Academy: public R&D funding eLSe:440,345 €; eLSe Academy: 298,943 € eLSe: 1.12.2004 - 31.12. 2007; eLSe Academy: 1.12.2007-30.11.2009
Operational funding	eLSe in Germany: The website indicates that each of the two courses costs 96 € (http://www.el-se.org/html/anmeldung.html)
Stakeholders and institutional resources (multiple)	ILI, Erlangen-Nuremberg, Germany EDUCALINE S.L - Logrona/Spain imaginary s.r.l. - Milano/Italy Centrum för Distansöverbyggande Hälso- och sjukvård, Luleå Tekniska Universitet - Lulea/Sweden University of the Third Age - Bromley/UK Kauno Technologijos Universitetas - Kaunas/Lithuania
Target users: both initial target population and additional potential target population (multiple)	eLSe: older people with no or low level of computer skills who would find it difficult to attend a course in person due to their geographical location or other <i>mobility restrictions</i> ; eLSe Academy: older people with no or low level of computer skills who would find it difficult to attend a course in person due to their geographical location <i>other commitments</i>

Specific Services/support provided	eLSe (in Germany) offers two courses: a beginners course with 7 units (covering an introduction to the electronic classroom; Word; emails; internet use and services offered; filing and data formats; and e-learning strategies) and a follow up course with 4 units (internet communication using skype and fora; digital photography; presentations; and media accessible via the internet); Overall, there are total of 12 learning units (the 12th one being a résumé, including emails to other senior citizens in Europe) in five languages: German, Italian, Spanish, Lithuanian and Swedish. The units are partially also available in English (7 out of 12 units) and French (4 out of 12 units).
Technologies used	Open source learn management system ILIAS (www.ilias.de) Online
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	eLSe: 1.11.2004; eLSe Academy 1.12.2007 eLSe: 31.12.2007; eLSe Academy: 30.11.2009
Stage of development	eLSe: established (pre-test in 2006 and pilot in four languages in the UK, Germany, Sweden and Spain in spring 2007); eLSe Academy: established (tested with 300 people)
Development Process/ Methodology	In-house Experimental (piloting)
Number of beneficiaries	more than 1000 senior citizens (in Germany) (http://www.el-se.org/html/aktuelles.html)
Claimed Outcomes/Impact dimensions	Products: - a beginners and an advanced online course (a total of 12 units; - CD-ROM for distribution to senior citizens and senior citizens' organisations no information (found) on the impact of the course
Criticisms of service/initiative/ programme	
User factors	Basic course: familiar with switching on the computer and use of mouse and keyboard; computer with internet access; Advanced course: basic computer knowledge (e.g. writing and sending emails; using the internet); computer with internet access

User stories	<p>eLSe Academy: Feedback from participants has been positive, with further details, reported in the ASLECT report, provided below (p.3: "-the learning units are well structured, and the didactical approach and elements are most suitable for them; -the virtual classroom is appealing, easy to handle and suitable for training; -the support by the tutor is essential and most helpful; -the participants confirmed the assumptions of the eLSe-Academy team: e-learning works extremely well for the target group of seniors, because it is flexible in terms of contents, learning time and pace " (ASLECT: e-Learning for Seniors, p.3; www.aslect.eu/documents/case12_ElseAcademy_rev.pdf)</p>
Success factors and barriers reported by the initiative	
Transferability	<p>The learning programmes was tested in five and partially tested in two countries. In addition to the group-learning context for which it was initially developed, the programme can be used for self-directed learning (in Germany, Italy, Lithuania and Spain a CD-ROM has been distributed to senior citizens and senior organisations and in the UK to senior citizens) and supporting relatives or friends of seniors wishing to develop basic ICT skills.</p>
Researcher Analysis	<p>The partnership between e-learning specialists and senior organisations engaged in ICT-training for senior citizens (e.g. the German National Association of Senior Citizens' Organisations (BAGSO)) was identified as a key strength of the project in the final project report.</p> <p>The online course is delivered in the form of a small (virtual) classroom with tutorial support on offer, but there is scope to use it in other contexts, as demonstrated by the project (self-directed learning via CD-ROM; supporting another person wishing to learn these skills). The course has been tested and developed in a number of countries and there may be scope to do develop similar courses in other countries.</p> <p>The course has been developed to meet the needs of a particular user group. It is based on a user needs analysis, offers different ways of demonstrating what needs to be learned and is flexible (e.g. in terms of the learner's pace). The project has recently won an innovation prize in Germany.</p>
Assessment as to whether of interest	<p>The project is of special interest because it has been adapted to suit the needs of senior citizens with no or a low level of computer skills. It has, however, not been set up to enhance their employability, but the skills gained could be deployed to search for jobs online or write electronic CVs, if the individual wishes to do so.</p>

Overall assessment	Candidate for Good practice: identified as “best practice” in Europe by the European Commission, DG Education and Culture and recommend as good practice by ASLECT (Active Seniors Learn, Educate, Communicate and Transmit; the project also an innovation award in 2012 Germany (365 Orte im Land der Ideen)
List of references / reports / articles / evaluations	Final report of the follow up project <i>e-Learning Academy for seniors</i> (public part 2010); ASLECT (Active Seniors Learn, Educate, Communicate and Transmit): e-Learning for Seniors (www.aslect.eu/documents/case12_ElseAcademy_rev.pdf); Evaluation reports can be found at http://www.else-academy.org - now moved to http://www.linkedin.com/groups/eLSe-Academy-eLearning-seniors-1968366 (registration required)
Any other comments	The eLSe project was among the 2012 award winners of a government-led initiative on innovation in Germany (365 locations in the land of

Type of information	Potentially relevant fields
Identification	<p>eScouts (Intergenerational learning circle for community service)</p> <p>http://escouts.eu/</p> <p>No single contact person identified</p>
Outline description	<p>eScouts is a community intergenerational learning initiative. It centres around intergenerational contact between younger and older people (over 55) focusing on digital skills and employability (and other advice).</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>eScouts aims to develop an innovative intergenerational learning exchange between senior adults and youth volunteers. It centres on the development of digital competences of older adults and on the older adults passing advice and guidance to young people regarding labour market choices, employability and adult life choices more generally. Young people will gain new insights from their role as teachers of digital skills to older people.</p> <p>The main trigger for eScouts is policy - especially 'ICT for an inclusive society' and a 'Digital Agenda for Europe'. Inter-generational learning is also a key driver.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Employment - Lifelong learning - Youth - Ageing
Geographical scope	<p>Bulgaria, Italy, Poland, Spain, UK</p> <p>Intergenerational contact takes place through a variety of local stakeholder organisations (e.g. public internet centres, youth and elderly associations, etc.).</p> <p>Transnational project - involving 8 partner organisations</p>
Set-up Funding	<p>EU Lifelong Learning Programme; Education, Audio-visual and Culture Executive Agency</p> <p>Details of funding are not easily available in the public domain</p> <p>Details of funding period are not easily available in the public domain</p>
Operational funding	<p>No publicly available details of operational funding easily available.</p>

Stakeholders and institutional resources -(Multiple)	<p>Consortium of 8 partners: D-O-T is a network of professionals engaged in the development of an inclusive Knowledge Society through action research initiatives focused on ICT and Social Innovation. ESPLAI educates children and young people during their leisure time and strengthens associations and organizations in order to reduce social exclusion and the digital divide. ICT Development Bulgaria is Bulgaria's leader organization involved in the process of developing the Information Society. L'A.P.I.S. – the Agency for the Promotion of the Solidaristic Enterprise – is a social co-operative settled in Rome in 1995, provides services to various agencies of the Third Sector. ARCI is a civic and independent association that promotes active citizenship at local level through leisure, training and cultural activities. sfs Dortmund, a central research centre of Technische Universität Dortmund, combining research with active participation. Reflective Learning-UK (RL-UK) is a social enterprise which aims to support all those who care for the well-being of each other, their organization and community. A Polish Youth Foundation aiming to stimulate comprehensive development of children and youth.</p>
Target users: both initial target population and additional potential target population (multiple)	<ul style="list-style-type: none"> - unemployed/ economically inactive - returners to the labour market - migrants - youth - older people - intermediary actors (social services, association, trainers, etc.)
Specific Services/support provided	General life skills. Employability.
Technologies used	<p>Various technologies - not intended to be specific. Likely to be PC, but could be other media Online</p>
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	<p>- regulation/ governance</p> <p>Governance varying according to partners in each of the countries involved.</p>
Timeline	
Stage of development	The project is moving into the establishment phase.

Development Process/ Methodology	<p>This is a demonstrator project. It has three main phases: (1) Train youth people (16-25) to become ICT teachers of the digital excluded elderly, with a “Community Service – Learning” approach. (2) Training the elderly (retired people over 55) to become mentors for the youth (their previous teachers) to better face work and life challenges with an ethic dimension and valuing youngest “digital capital”.</p> <p>(3) Training Facilitators of intergenerational learning of each country of the consortium to be the key actors and mediators of those two groups.</p>
Number of beneficiaries	
Claimed Outcomes/Impact dimensions	<p>Project is in progress - so outcomes not yet available.</p> <p>Lack of details in the public domain about measurement of outcomes</p> <p>The Partnership aims to create a common and certifiable curriculum for different target groups (young, elderly and the facilitators promoting e-Inclusion), to be exploited by the partner organizations and new stakeholders.</p> <p>No evaluation available, as yet.</p>
Criticisms of service/initiative/programme	
User factors	<p>Increasing importance of digital skills</p> <p>Possible factors could be lack of facilitators and lack of interest from young people and older people</p> <p>Need for young people to have digital skills</p> <p>Young people gain insights from their role as teachers of digital skills and more general guidance on general employability issues through their interactions with older people.</p>
User stories	
Success factors and barriers reported by the initiative	
Transferability	<p>This project is happening in several countries and by its very nature is transferable.</p>

Researcher Analysis	<p>Materials developed for the project could be used more widely.</p> <p>The project is not particularly innovative from an ICT perspective, but is of interest in terms of the context for the application of such skills (in particular through inter-generational learning).</p>
Assessment as to whether of interest	Of possible value as a case study (but rather too early in the life of the initiative).
Overall assessment	Possibly a candidate for good practice (in due course)
List of references / reports / articles / evaluations	
Any other comments	This is an interesting application of involvement with ICT to enhance employability.

Type of information	Potentially relevant fields
Identification	<p>The Ethnic Jobsite (N.B. Ethnic Jobsite is a trading name of Diversity Jobsite Ltd, along with Disability Jobsite, Asian Jobsite, Diversity Jobsite and Disability Network)</p> <p>http://www.ethnicjobsite.co.uk/aboutus.php</p> <p>Telephone contact for sales: +44 (0)845 257 0334</p> <p>No single contact person - various contact points for different services via the Website - e.g. http://www.ethnicjobsite.co.uk/adrates.php for services to recruiters.</p>
Outline description	<p>The Ethnic Jobsite aims to provide effective online recruitment solutions for members of minority groups through access to vacancies and information regarding job search. It provides resources to employers - through assistances in advertising vacancies to minority groups - to help ensure that recruits (and workforces) are an accurate reflection of diversity within British society.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>Equal opportunities in employment continue to be a key challenge. The purpose is to promote access of minority groups to employment opportunities.</p> <p>Ensuring access to quality employment for individuals from minority groups and helping employers to achieve diverse workforces.</p> <p>The aim is to broker enhanced job matches (through ICT enabled information and recruitment services) for individuals from minority groups and to help employers reach potential applicants from minority groups.</p> <p>Triggers are from policy and also relate to business opportunities.</p>
Relevant policy domains	<p>Employment - job search for individuals and vacancy filling for employers. Immigration and integration of ethnic minorities.</p>
Geographical scope	<p>This is a UK initiative.</p> <p>It is an electronic and telephone services for individuals and for employers and can be accessed across all geographical areas. The vacancies advertised on the site may be anywhere within the UK.</p> <p>international</p>
Set-up Funding	<p>Details of funding have not been found in the public domain.</p>

Operational funding	<p>On an operational basis employers pay for services provided by the jobsite. Budget details are not publicly available.</p> <p>Financial sustainability - income is generated form commercial services.</p>
Stakeholders and institutional resources - (Multiple)	<p>The Ethnic Jobsite is a private sector business but works with the public sector and with private sector employers, and with careers services.</p> <p>Ethnic minority support groups, newspapers, etc.</p>
Target users: both initial target population and additional potential target population (multiple)	<p>unemployed/ economically inactive</p> <p>migrants and ethnic minorities (and other minority groups - some through sister services)</p> <p>employers</p>
Specific Services/support provided	Recruitment and employment advices services for job seekers and employers
Technologies used	<p>Website technologies.</p> <p>The Ethnic Jobsite has introduced a SMS Alert Campaign broadcasting SMS text messages direct to jobseekers' mobile phones. Via this route employers and advertisers can directly target specialist audiences from minority groups.</p> <p>Mainly online services (including information provision).</p>
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	<p>The Ethnic Jobsite was established in 2000 and since then has come to be regarded as the leading provider of information and vacancies to minority groups (and for employers seeking diverse workforces) in the UK.</p> <p>It remains in operation.</p>

Stage of development	Established
Development Process/ Methodology	This is a commercial site - with services developed in accordance with customer/ market needs.
Number of beneficiaries	
Claimed Outcomes/Impact dimensions	<p>Some information is available on outcomes via case studies of specific individuals.</p> <p>Outputs are measured according to number of employers using services and number of hits on the website. According to facts and figures published on the Ethnic Jobsite there are over 228,000 visits per month. In May 2012 there were over 997,000 page impressions from over 228,000 unique visitors. Each year there are more than 2.9 million visitors from Black and Minority Ethnic Groups to the website.</p> <p>Data on sources and impact are from the Ethnic Jobsite website marketing material.</p> <p>No economic analysis (cost-efficiency, comparisons etc.) found, but the fact that the website is continuing in operation and development may be interpreted as indicative of cost efficiency.</p> <p>No external evaluation found</p>
Criticisms of service/initiative/programme	
User factors	<p>Employer branding (meaning that employers are advertised as equal opportunities employers promoting workforces and welcoming applicants from minority groups). For individuals from minority groups drivers for usage include access to information to help with job applications (e.g. how to construct CVs, information on job search, etc.) and customised access to vacancies.</p> <p>ICT and website skills are preconditions for use of the website.</p> <p>Access to vacancies and job search help for individuals. Enhanced access to minority groups for employers seeking diverse workforces.</p>

User stories	Examples are provided on the website of user stories - e.g. of a graduate from an ethnic minority group who found difficulty securing a post and went to the Ethnic Jobsite to find out more about equal opportunities policies and found a jobs via the website from an employer actively seeking applications from candidates from ethnic minorities - see http://www.ethnicjobsite.co.uk/d_newscase01.php . Another example is of a refugee doctor who sought help to find a job using his experience - http://www.ethnicjobsite.co.uk/d_newscase02.php
Success factors and barriers reported by the initiative	
Transferability	The initiative is national in scope - although the principles behind it could be transferable elsewhere.
Researcher Analysis	
Assessment as to whether of interest	
Overall assessment	Candidate for good practice
List of references / reports / articles /	No evaluations found in the public domain.
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>Experience Counts 50+</p> <p>http://www.esf-works.com/projects/case-studies/case_studies/402602</p> <p>Ramesh Moher, Recruitment Manager 3rd Floor, Heron House 109 Wembley Hill Road Wembley Middlesex London HA9 8DA (020) 8795 3999 rmoher@newchallenge.fsbusiness.co.uk</p> <p>Ramesh Moher</p>
Outline description	<p>Working in partnership with a local college (providing ICT courses), the provider New Challenge supports older unemployed or economically inactive residents living in two London boroughs (Brent and Harrow) in finding sustained employment. New Challenge was set up in 1997 as a non-profit organisation, initially supporting older men from black and minority ethnic groups who were long-term unemployed or economically inactive. It has since gained experience in helping a wide group of unemployed or economically inactive people into sustained employment in Brent through various funding schemes, and is reported to see around 2,500 people per year. As 20 per cent of the project participants must be Jobseeker Allowance claimants, New Challenge works closely with the local Jobcentre Plus.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>The ultimate aim of the project is to successfully support over 50s into sustained employment (defined as 6 months) in the areas of Brent and Harrow. New Challenge offers 1:1 support through experienced and professionally qualified advisors (at least six hours) throughout the period they work with the participant. Following an initial assessment, 1:1 information advice and guidance sessions help to formulate an individually driven SMART action plan that enables the individual to pursue his or her learning or employment goals. ICT courses at two levels are part of the support package offered by the project to those who would benefit and these are delivered by the local partner college. New Challenge also offers brokerage support, drawing on its established links with local employers, and provides on-going support during the first six months in employment.</p> <p>Personalised, on-going support. Building on past experience in the local area, this was an opportunity to offer their services and experience specifically to residents aged 50 and over.</p>

Relevant policy domains	Digital inclusion Social inclusion Employment Lifelong learning Ageing
Geographical scope	England Brent and Harrow - twop neighbouring boroughs in north-west London with a high proporion of ethnic minorities urban local
Set-up Funding	London Councils and European Social Fund (ESF) public operational £232,700 01/04/2010 -31/03/2012
Operational funding	
Stakeholders and institutional resources - (Multiple)	co-funded by London Councils New Challenge in collaboration with the College of North West London
Target users: both initial target population and additional potential target population (multiple)	unemployed/ economically inactive older people (aged 50 plus)
Specific Services/support provided	The established team at New Challenge provides (a) the initial assessment of the employment history, existing skills and any skills development needs (including literacy, numeracy and ICT skills), (b) at least six hours 1:1 information, advice and guidance and (c) brokerage support to help find sustained employment and (d) in-work support when employment has been found. Those who would benefit from an ICT course are referred to the partner organisation of New Challenge, the College of North West London (CNWL). The college offers a 3-week (non-accredited) entry level IT course (21 hours, covering internet, email, work processing and spread sheets)and for successful completers interested in developing their ICT skills further more in-depth course (level 1) to equip participants with skills for administrative roles, which was developed jointly with New Challenge. Those who could benefit from motivational support are referred to GoalsUK, an established Community Interest Company and social enterprise, for a two day course.

Technologies used	PC Internet access
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	Started 01/04/2010 Completed 31/03/2012
Stage of development	established (in terms of the team of people, the partnership with the college and the links with local employers across a number of sectors)
Development Process/ Methodology	
Number of beneficiaries	100 participants - Of those participants 86% were from ethnic minorities and 30% have a long-standing health condition.
Claimed Outcomes/Impact dimensions	As at 31 March 2012, 38 secured employment (target 31) and 19 (target 14) were in sustained employment for six months and 63 progressed to further learning (target 64). (Source: http://www.esf-works.com/projects/case-studies/case_studies/402602 - tab 'delivery and achievements') The figures above indicate that the project has over-achieved or achieved its targets.
Criticisms of service/initiative/programme	
User factors	Participants are recruited through outreach activities with Jobcentre Plus, advertisement in the <i>Harrow People</i> magazine and by word of mouth There is an entry level ICT course and an advanced one for completers of the entry level course.
User stories	http://www.esf-works.com/projects/case-studies/case_studies/402602

Success factors and barriers reported by the initiative	success factors: established partnership with the local college and established links with local employers
Transferability	
Researcher Analysis	<p>New Challenge was reported to offer a 'small, friendly environment'.</p> <p>There appear to be a number of key success factors: personalised support offered to participants, taking into account their background and personal circumstances (such as caring responsibilities or any health issues) and allowing time for participants to discuss their plans and needs, working in partnership with other providers (CNWL, GoalsUK), established links with employers in a range of sectors (retail, health and social care, security firms) and detailed knowledge of the job requirements enabling advisers to optimise the match.</p> <p>The governments <i>Work Programme</i> is now also requiring contractors to support people on benefits into sustainable employment.</p>
Assessment as to whether of interest	The ultimate aim of the project is to support participants into sustainable employment. ICT courses are part of the support package offered to
Overall assessment	Candidate for Good practice
List of references / reports / articles /	Experience Counts 50+ case study download and videos on the ESF website above; TAEN (2012) Special Publication. ESF projects.
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>Fit. Fast track to IT (MigrantICT-IE is part of this initiative) www.fit.ie Fit has offices in Dublin, Cork, Northern Ireland, contact in the Republic of Ireland info@fit.ie and in Northern Ireland: billymcclean@fitni.org.uk or katyslevin@fitni.org.uk Peter Davitt, CEO</p>
Outline description	<p>FIT's mission is to promote an inclusive Smart Economy by creating a fast track to marketable technical ICT skills for those at risk of unemployment in the long term. It is the primary industry skills development initiative facilitating collaboration with government, education & training providers and disadvantaged communities to enable greater access to employment for marginalised job seekers.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>FIT works with industry and VECs in developing market orientated curricula and resources which are used for FIT programmes. As part of this on-going development of training provision FIT have also helped to equip marginalised communities with PCs and interactive whiteboard technologies.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Employment - E-skills development and certification
Geographical scope	<p>Republic of Ireland Northern Ireland</p> <p>Since it started in Dublin in 1999, FIT has expanded substantially and now operates across the Republic of Ireland. More recently FIT has commenced programmes in Northern Ireland under the banner FIT-NI. FIT is actively involved in a number of EU digital inclusion initiatives and is a member of the European Alliance on Skills for Employability.</p>
Set-up Funding	<p>Fit is a registered charity and not for profit organisation. The initiative is co-financed by the Department of Enterprise, Trade and Employment.</p>
Operational funding	

<p>Stakeholders and institutional resources - (Multiple)</p>	<p>FIT Initiative collaborates with major indigenous and international companies along with Government departments and training agencies, namely FAS (Irish employment authority) and VECs (Ireland's vocational education committees) as well as local development organisations. These key stakeholders are committed to equipping job seekers with the necessary skills to compete effectively in the marketplace.</p> <p>The Board of FIT comprises of major multinational companies and indigenous corporations such as Accenture, AIB, Alchemy, AOL, DELL, Eircom, HP, IBEC, IBM, Lionbridge, Microsoft, NTR, Oracle, Origin Enterprises, Sisk Healthcare, Siemens, SkillSoft, Symantec, Version 1 and We Localize</p>
<p>Target users: both initial target population and additional potential target population (multiple)</p>	<p>Job Seekers</p> <p>A list of EU and national projects can be found here: http://www.fit.ie/index.php?page=projects</p>
<p>Specific Services/support provided</p>	<p>FIT programmes are carefully tailored to give job seekers new marketable skills to compete for sustainable jobs in the emerging knowledge economy. FIT course are accessible and results are achievable even for people who may not have taken part in formal education for many years.</p>
<p>Technologies used</p>	<p>FIT works with industry and VECs in developing market orientated curricula and resources which are used for FIT programmes. A list of currently available programmes can be found here: http://www.fit.ie/index.php?page=courses-search</p>
<p>Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)</p>	
<p>Timeline</p>	<p>FIT was established in 1999.</p>
<p>Stage of development</p>	
<p>Development Process/Methodology</p>	

Number of beneficiaries	To date, over 8,000 job seekers have completed FIT skills development programmes of which over 5,000 progressed into employment. 2,500 job seekers are currently participating in FIT programmes.
Claimed Outcomes/Impact dimensions	Two FIT graduate surveys were conducted during 2008; the goal being to evaluate the impact the FIT Initiative has had since it began in 1999. The first survey covers the early years (1999 - 2005) and showed that 64 % of graduates were employed, 17 % unemployed, 10 % in Further Education, 3 % self employed, and the remaining 6 % unable to work, retired, or carer/working in the home. The second survey covers the years of 2005 to 2007, and had the following result: 41 % of graduates were employed, 22 % unemployed, 19 % in Further Education, 2 % self employed, and the remaining 16 % unable to work, retired, or carer/working in the home.
Criticisms of service/initiative/programme	
User factors	
User stories	Testimonials for students, graduates and employers are available on FIT's website http://www.fit.ie/index.php?page=testimonials
Success factors and barriers reported by the initiative	
Transferability	
Researcher Analysis	FIT (Fastrack to Information Technology) is a industry initiative working in collaboration with government agencies, education and training providers, community organisations and major national and international companies. This successful collaboration has resulted in the digital inclusion of many previously unemployed people.
Assessment as to whether of interest	
Overall assessment	Candidate for Good practice
List of references / reports / articles / evaluations	Recently the EU Commission cited FIT as one of the most effective employability initiatives in Europe http://ec.europa.eu/enterprise/sectors/ict/files/e-skillsmpsbrochure_en.pdf
Any other comments	

Type of information	Potentially relevant fields
Identification	Fundacion Bip Bip http://www.fundacionbip-bip.org/quienes_somos.php Bip Bip Fundation Av de la industria, 8 1ª Planta - oficina 2-A 28108 Alcobendas info@fundacionbip-bip.org
Outline description	Bip Bip uses surplus computer equipment and install them in homes, organizations and shelters that target disadvantaged groups. ICT skills obtained will help to find or retain employment.
Purpose of the initiative (description, objectives, intended outcomes, etc.)	Creation of class rooms in Spain Provision of online access Promoting Tourism software tools Promoting time donation from volunteers inside corporations and outside them Promoting the donation of two thirds of companies margins to Non Profits in exchange of using these macro donations as a marketing claim
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion Employment of disadvantaged groups <ul style="list-style-type: none"> - Immigration and integration
Geographical scope	Spain rural and urban national
Set-up funding	
Operational funding	non-profit organisation
Stakeholders and institutional resources - (Multiple)	no information on website
Target users: both initial target population and additional potential target population (multiple)	Those in danger of being digitally excluded, especially migrants, drug addicts in rehabilitation, children in care, larger prison population in the reintegration process, physically and mentally disabled and battered women

Specific Services/support provided	The Fundacion Bip Bip have recently started three complementary projects: Probipbip (a fundraising platform), Micro volunteers (platform where NGO can manage micro tasks solved by on line volunteers), and Wiki guides (collaborative tourism guides to generate confidence in tourists planning to travel to developing countries).
Technologies used	PC, internet access, wikis
Contextual information (descriptive, possibility to	
Timeline	Bip Bip Foundation was founded in 2000
Stage of development	
Development process/ Methodology	
Number of beneficiaries	Recycled computers by Bip Bip have allowed them to set up 2132 Bip Bip classrooms which have given service to more than 590.000 users.
Claimed Outcomes/Impact dimensions	
Criticisms of service/initiative/programme	
User factors	
User stories	
Success factors and barriers reported by the initiative	
Transferability	
Researcher Analysis	
Assessment as to whether of interest	
Overall assessment	Candidate for Good practice
List of references / reports / articles /	
Any other comments	

Type of information	Potentially relevant fields
Identification	Get Yourself Hired https://www.bbc.co.uk/labuk/experiments/employability/ https://www.bbc.co.uk/labuk/contact.html
Outline description	<p>The BBC Lab UK Get Yourself Hired Test aims to gather data from young jobseekers throughout the United Kingdom. This will allow researchers to build a better picture of employment prospects for young people, and find out what makes a successful jobseeker. Many employers claim that young people lack skills. But is attitude more important than skills when it comes to getting a job?</p> <p>Get practical job seeking advice from The Apprentice winner Tim Campbell</p> <p>Part of a real science study</p> <p>Takes just 20 minutes</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>The initiative is intended to gather to gain a better understanding of young peoples' job seeking behaviour and what makes a successful jobseeker.</p> <p>The intended outcome is twofold: the provision of job seeking advice for young people to develop their employability; and the provision of robust data for analysis to inform policy and practice in this area.</p> <p>The main trigger for this particular initiative has been the significant rise in the number of unemployed young people in the UK.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Employment - Youth
Geographical scope	UK online test open to all national
Set-up Funding	<p>Initiative funded by BBC Lab UK. BBC Lab UK is funded by the BBC collaborates with leading scientists and high profile BBC programmes to build online experiments which are opened up to a large number of participants. The purpose of these experiments are to create new knowledge and understanding that are available for academic research and educational purposes.</p> <p>The BBC is a public service broadcaster providing impartial services to the UK, Channel Islands and the Isle of Man. It is mainly funded by an annual television licence fee set by the British Government and paid by UK households.</p> <p>The funding budget for this project is unknown.</p> <p>The experiments is expected to remain online for the medium-term.</p>

Operational funding	Operational income sources and budget for this initiative are unknown. As it is funded and supported by the BBC it is a financial sustainable model in the short to medium term.
Stakeholders and institutional resources - (Multiple)	The BBC and the collaborating scientists are promoting this initiative. The experiment was designed by four academics: Professor Rachel Mulvey of the University of East London, Professor Ed Cairns of the University of Ulster, Professor Leo Hendry of the University of Aberdeen and Professor Marion Kloep of the University of Glamorgan.
Target users: both initial target population and additional potential target population (multiple)	Young jobseekers in the UK
Specific Services/support provided	Test provides user/participant with practical job seeking advice and advice on developing employability skills.
Technologies used	Online platform It has the potential to be developed in other formats.
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	Results will be UK specific, but as internationally recognised measures have been used the test could potentially be transferred to other contexts and locations.
Timeline	The initiative started in late 2011 and is expected to run for several months. The findings of all BBC Lab UK experiments are published as soon as is practical. Typically this will be several months after the experiment has been launched, but the length of time varies from experiment to experiment. This delay allows us to gather sufficient data, and gives our scientific partners enough time to analyse the data thoroughly.
Stage of development	The initiative has been launched and is available online. The data gathered through the Get Yourself Hired Test will be analysed by Professors Rachel Mulvey, Ed Cairns, Leo Hendry and Marion Kloep.
Development Process/ Methodology	This initiative is an experiment in order to gain a better understanding of youth employability issues. The Get Yourself Hired Test uses a number of different psychological scales to assess your resilience, self-efficacy, time orientation, and skills.

Number of beneficiaries	<p>Participants - numbers/targets not reported at the time of writing</p> <p>Beneficiaries will include those accessing data for analysis, those using the results in academic purposes. It should therefore had a broad impact and potentially a large number of beneficiaries if results are used to inform policy and practice.</p>
Claimed Outcomes/Impact dimensions	<p>The initiative has been developed using the following measures:</p> <p>The Resilience Scale - Wagnild, G, 2009</p> <p>The General Self-Efficacy Scale - Schwarzer, R and Jerusalem, M, 1995.</p> <p>The Zimbardo Time Perspective Inventory - Zimbardo, P, 2006.</p> <p>The Multi-dimensional Work Ethic Profile - Miller, M and Woehr, D, 2001 (note: the Get Yourself Hired Test uses a shortened version of the original scale, adapted by Professors Leo Hendry and Marion Kloep).</p> <p>The Inventory of the Dimensions of Emerging Adulthood - Reifman, A., Arnett, J.J., and Colwell, M.J, 2007).</p> <p>The BBC Wellbeing Scale - Kinderman, P., Schwannauer, M., Pontin, E. and Tai, S, 2011.</p> <p>The Transferable Employability Skills Scale - Mulvey, R, 2011</p> <p>No outcomes have been claimed by the developers.</p>
Criticisms of service/initiative/programme	None reported at the time of writing.
User factors	<p>Access to the internet would be a barrier to usage. Those with a visual impairment or English as a second language may have problems accessing the initiatives.</p> <p>User would need basic level IT skills and literacy skills.</p> <p>For the user, the benefits are perceived to be help with job seeker behaviour. For the wider educational community, results could, potentially, have a number of benefits, such as better support an advice for young people, identification of practice to reduced unemployment, development of employability programmes etc.</p>
User stories	None currently recorded.
Success factors and barriers reported by the initiative	None currently recorded.
Transferability	Unknown at this stage of the development.

Researcher Analysis	<p>Educational institutions would be good enablers by providing access to the initiative and following up with activities and advice to develop knowledge and understanding further.</p> <p>The success of the initiative is dependent on achieving high numbers of participants to produce valid results. Participants need to feel that they have some knowledge or insight into their job seeking behaviour.</p> <p>If the initiative was to be developed for other countries then questions and measures would need to be evaluated to ensure transferability to context.</p> <p>It is open access and impartial.</p> <p>This is a large scale project so scalability would not be an issue.</p>
Assessment as to whether of interest	This is a very interesting initiative particular as it spans the UK and will include a number of participants. It has been developed using tested and robust measures, so will provide valid data.
Overall assessment	Candidate for good practice
List of references / reports / articles /	None at the stage of the development
Any other comments	Results will be publicly available to those in academic institutions, so further analysis could be completed at a later stage.

Type of information	Potentially relevant fields
Identification	Interface3 www.interface3.be rue du Méridien 30, 1210 Bruxelles +32 2 219 15 10
Outline description	Interface3 works to expand and diversify women's field of professional investment and to enable them to build effective foundations for a career in a job market where ICT skills are not a considerable advantage but have become unavoidable. It offers ICT courses designed to enable women to access positions in all economic sectors using or producing ICTs. To do this, this non-profit organisation offers three types of modules: (1) introductory modules; (2) modules focused on women's ICT career awareness; and (2) modules leading to qualification or certification for the ICT sector or trades making intensive use of this tool.
Purpose of the initiative (description, objectives, intended outcomes, etc.)	Interface3 believe that women can and should seize these opportunities of employment in ICT and also participate in the development of the world of ICT and share its benefits. Jobs in ICT are challenging, well paid, and offer many career opportunities. In excluding themselves from this field, women remain at the margin of its development. Unfortunately there are many barriers to women's participation in IT. Interface3 therefore believe that specific actions must be conducted to attract women to careers in ICT. For this reason, Interface3 offers non-mixed (single-sex) training and works to address the barriers that women face to enter a career in ICT.
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Employment - Lifelong learning women's inclusion in the ICT labour market
Geographical scope	Belgium Brussels region rural and urban local
Set-up Funding	Courses are free of charge and supported by financial and educational partners. A list of partners is provided: http://www.interface3.be/content/nos-partenaires Interface3 is a non-profit organisation (Association Sans But Lucratif, ASBL) No further information provided on the website regarding funding.

Operational funding	No information provided regarding operation funding. Interface3 have developed overtime collaborations with training centres, employment agencies, enterprises, training sectors, etc. Through these collaborations they have been able to create new training modules and tools, to experiment of new teaching methods, to strengthen its communication or its system of management of information and find new employment niches.
Stakeholders and institutional resources - (Multiple)	Interface3 website provides a list of (1) financial and educational partners; (2) enterprises that provide sponsorship and share their experience; (3) pedagogical partners; (4) local partners. See http://www.interface3.be/content/nos-partenaires
Target users: both initial target population and additional potential target population (multiple)	women unemployed women migrant women women retuning to the labour market school-age women (ICT career awareness programmes)
Specific Services/support provided	Training courses (computer, administrative and certification), recruitment services and ICT careers awareness
Technologies used	Training courses developed in conjunction with pedagogic partners. Computer and software relevant to the training. Training provided on site on a weekly basis (six weeks over the summer and five more during Christmas, Easter and other holiday seasons).
Contextual information (descriptive, possibility)	Not-for-profit organisation (ASBL) Belgium/Brussels region
Timeline	Active since 1988 On-going
Stage of development	Established training provider
Development Process/ Methodology	In-house training; recruitment services
Number of beneficiaries	Around 400 women trained each year; 70% able to enter the labour market.
Claimed Outcomes/Impact dimensions	Interface3 claim to train around 400 women aged between 20 and 60 per year and that their rate of insertion to the labour market is 70%. No expected outcome indicators are mentioned. Further figures provided in their website: http://www.interface3.be/content/interface3-en-chiffres . No known external evaluation.

Criticisms of service/initiative/programme	Reported outcome figures cannot be compared against expectations.
User factors	<p>Courses focus on women entering or returning to the labour market wishing to entering a career in the ICT sector of a sector where ICTs are widely used.</p> <p>English language required or desirable for most courses since manuals and technical specifications tend to be in English.</p> <p>Some courses give preference to women with a higher humanities degree and some to those who do not possess this degree, suggesting a wide range of courses catering to different skills and backgrounds.</p>
User stories	See http://www.interface3.be/girls-stories
Success factors and barriers reported by the initiative	None reported on the website which is intended to attract applicants. No further documentation is available online.
Transferability	No evidence of transfer or intent to transfer. However, the training model is developed on context with no particularly salient features and thus may be transferable to other regions/countries.
Researcher Analysis	<p>Strong links with stakeholders, including enterprises.</p> <p>Low skilled women may need support and encouragement, as well as guidance, to take part in the courses offered.</p> <p>This seems to be a transferable initiative. It seems to build upon an extensive network of partners collaborating in different ways and this must be taken into account.</p> <p>As said, the website is intended to attract applicant and no further documentation is available online. Communication with managers of this project would provide the necessary information to assess whether the initiative meets its aims and provides value for its funding.</p>
Assessment as to whether of interest	This initiative offers training to support women in developing skills to work in the ICT industry or industries using ICT tools. The target population does not focus merely on the low-skilled although basic courses are provided and no technical knowledge is necessary. This combination can be seen as a positive characteristic since it potentially increases women's aspirations, although the low skilled may need to be encouraged to take part.
Overall assessment	Candidate for good practice
List of references / reports / articles /	
Any other comments	Lack of evaluation limits objective criticism.

Type of information	Potentially relevant fields
Identification	<p>Inter-Life: Interoperability and Transition project Project map: http://slurl.com/secondlife/InterLife/177/159/25 Research team blog: http://www.inter-life.org/blog/?p=10 v.lally@educ.gla.ac.uk Professor Vic Lally</p>
Outline description	<p>The project is investigating the use of Information and Communications Technologies (ICTs) to support skills development by young people to enhance their management of life transitions. It is developing a mobile and three-dimensional (3D) virtual community called 'Inter-Life'. Educational and social transitions have significant impacts on performance, motivation and identity formation. Inter-Life offers the opportunity for participants to work together on transition activities in the community, whether they are logged in, or using their mobile device away from the desktop. It provides reflective and personal development tools and scenarios for transitions, to demonstrate the flexibility and robustness of the educational and technical designs. In particular, the research focuses upon:</p> <ul style="list-style-type: none"> User engagement, co-design, and development Identification of learning outcomes, processes, and skills acquisition Participant identity formation and development associated with Inter-Life usage Professional development of educators working in 3D communities <p>The project adopts mixed-method, technology-enhanced data gathering and analysis. Phenomenographic techniques are being used - analysing personal accounts of participants across a range of settings. The project is investigating identity development from an Activity Theory perspective, viewing identity as individual and social construct, rather than a fixed quality or 'given'. The project is possible because of the combined talents of our interdisciplinary team based at the Universities of Glasgow and Stirling, and also involving two highly respected expert consultants.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>Mobile and three-dimensional (3D) virtual community called 'Inter-Life'. It support skills development of young people to enhance life transitions (both Educational and social transitions). It provides this through reflective and personal development 'tools and scenarios' for transitions.</p> <p>To create an integrated educational environment of web-based and mobile technologies, that will support a virtual working space for young people. To make it capable of co-design and re-design by users and developers through a set of generic scripting tools.</p> <p>Aim to understand and support young people's transition skills development.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Employment - Lifelong learning - Youth

Geographical scope	Scotland and Jamaica urban and rural international
Set-up Funding	ESRC/EPSRC non-departmental public body established by Royal Charter in 1965 and receive most of our funding through the Department for Business, Innovation and Skills £500,000 for whole project November 2008 - November 2011
Operational funding	£500,000 for whole project unknown 3 year project (no further funding secured at time of writing)
Stakeholders and institutional resources - (Multiple)	ESRC and EPSRC (research councils) Collaboration between University of Glasgow and University of Stirling, together with two external consultants
Target users: both initial target population and additional potential target population (multiple)	- youth Pilot with: Gifted/Looked After Young People develop 'transitions out of vulnerability'; and Undergraduates develop transitions through higher education/employment
Specific Services/support provided	Reflective and personal development tools, together with different scenarios. A virtual space or 'diary room' that will provide a 'built in' mechanism for personal and facilitated reflection, for skills development, for data gathering and for Inter-Life evaluation. An e-Portfolio to record and document participant development against transition outcomes.
Technologies used	Virtual Worlds (Second Life, Open Sim) plus mobile devices Online Connecting participants with their PC & mobile phone, asynchronous and real-time connections
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	Aimed at young people to understand whether and how skills around educational and occupational career decision making could be developed in a virtual world. Not tested with low ICT skilled group
Timeline	Project started November 2008 Pilot in Derbyshire and Glasgow conducted April - June 2009 Full deployment of virtual world September 2009 Project ended November 2011

Stage of development	Project completed in November 2011
Development Process/ Methodology	User engagement, co-design, and development. The project is investigating identity development from an Activity Theory perspective, viewing identity as individual and social construct, rather than a fixed quality or 'given'. Mixed-method, technology-enhanced data gathering and analysis. Phenomenographic techniques used - analysing personal accounts of participants across a range of settings.
Number of beneficiaries	Unknown
Claimed Outcomes/Impact dimensions	<p>Participant identity formation and development associated with Inter-Life usage</p> <p>Level of experiential and cultural 'assets' of individual and groups enhanced to manage transitions?</p> <p>How participants act and develop socially in Inter-Life, while engaged in 'scenarios'</p> <p>Skills and understandings 'map' onto 'real world' experiences of transition?</p> <p>How scenarios can be used, together with a suite of 'Transition Tools', to support young people through their key life transitions</p> <p>Identification of learning outcomes, processes, and skills acquisition</p> <p>External evaluation unknown</p>
Criticisms of service/initiative/progra mme	
User factors	<p>Short-term project so access provided as part of the project.</p> <p>ICT skills are required.</p> <p>Benefits perceived in the acquisition of skills for successful life transitions.</p>
User stories	http://www.tel.ac.uk/inter-life/interlife-video/
Success factors and barriers reported by the initiative	<p>How a SIP-based distributed application can integrate real physical devices (both mobile and fixed) with their virtual counterparts, used by the avatars in Inter-Life.</p> <p>How novel virtual devices within Inter-Life can be integrated, using physical devices with limited capabilities.</p> <p>How a two-tier P2P overlay architecture can combine low latency and scalable routing-table traffic.</p> <p>How can this prove robust where there is significant churn and the infrastructure must support SIP based communications and a high volume of document storage?</p>
Transferability	

Researcher Analysis	<p>Successful initiative supporting young people and helping them reflect and develop skills to support life transitions. Can be accessed by those geographically dispersed.</p> <p>It would be easy to replicate and scale up.</p>
Assessment as to whether of interest	<p>It seems to be a really exciting initiative engaging young people with a range of abilities. A good approach to reaching geographically dispersed young people.</p>
Overall assessment	<p>Candidate for good practice</p>
List of references / reports / articles / evaluations	<p>* Devlin, A., Lally, V., Sclater, M. & Parussel, K. (2011) The development of life transition skills in Inter-Life: a novel, 3-dimensional virtual learning environment. Paper presented at CSCL 2011 Conference, Hong Kong.</p> <p>* Lally, V. and Sclater, M. (2010) Community, Identity and Transition through Creative Engagement. ECER 2010: Helsinki.</p> <p>* Devlin, A.M., Sclater, M., Parussel, K., Pomerantz, M. and Lally, V. (2010) Inter-Life and Transition Skills for Looked After and Accommodated Children (LAAC): Barriers and Facilitators to the engagement of atypical Learners. Poster presented at 3rd Annual University of Glasgow Learning and Teaching Conference, 22nd April 2010. * Sclater, M. & Lally, V. (2009) Bringing Theory to Life: towards three-dimensional learning communities with 'Inter-Life'. In G. Rijlaarsdam (ed.) Fostering Communities of Learners: 13th Learning and Instruction (EARLI). Amsterdam: Graduate School of Teaching and Learning, University of Amsterdam, 190.</p> <p>* Lally, V. & Sclater M. (2009) Investigating Immersive Learning Communities with 'Inter-Life'. Presentation at British Educational Research Association annual conference</p> <p>* Lally, V. & Sclater, M. (2009) Inter-Life: Where Second Life Meets Real Life. Presentation to Computer Assisted Learning (CAL) conference 2009. Brighton.</p> <p>* Magill J, Canavan B, Devlin AM, Trinder J, Magill E, Pomerantz M: "A Fusion of Mobile Technology and Second Life™ in a learning environment to support the transition from School to University." In Blackey, H. Jefferies, A. Masterman, L and Whalley, B. (Eds). "In Dreams begins Responsibility – Choice, Evidence and Change." Presented at The 16th Association for Learning Technology Conference (ALT-C 2009) held 8th-10th September 2009, University of Manchester, England, UK. Short Paper in "Second Life Processes Session": No: 0317. Available at: http://repository.alt.ac.uk/46</p>
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>Internet Saloon</p> <p>http://www.internetsaloon.it/ Internet Saloon. AIM - corso Magenta 59 - 20123 Milano - Tel. 02 48193088 - 02 48013121 - Fax 02 48194649 - e-mail: aimstaff@aim.milano.it</p>
Outline description	<p>Internet Saloon is a free school for people over 50 who want to get closer to computers and discover the vast world of the Internet.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>Internet Saloon is based on very simple and effective idea: the basic course lasts one day and presents the internet such that any person, even without prior knowledge of the PC, is able to navigate, network and use e-mail after six hours. Professors have prepared university students to provide this training.</p> <p>The initiative includes a special programme to assist job seekers aged 50 plus through the use of online tools, for which it has been awarded the 2012 Skills for Employability Awards in category on Active Ageing through IT learning by the European Alliance on Skills for Employability (EASE) in partnership with Adecco.</p> <p>ICT skills can help the elderly to find or retain employment.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Lifelong learning - Youth - Ageing
Geographical scope	<p>Italy Lombardia and Sicily rural and urban regional</p> <p>Currently (January 2012), there are three operating Internet Saloons throughout Italy, in the cities of Milano, Sondrio and Catania. Between 2008 and 2010 there were also centres in Pavia, Napoli, Bari and Ancona.</p>
Set-up Funding	<p>Initiative of AIM (Association for Metropolitan Interests), a private and cultural association, with the participation and support of four major private partners: Credit Valtellinese Group, HP, Microsoft, and Telecom Italy</p> <p>AIM - Association for Metropolitan Interests, is a cultural centre founded in 1987 by a group of Milanese companies and banks in order to promote research and projects. It aims to support Milan in its cultural, social and economic development.</p>

Operational funding	
Stakeholders and institutional resources - (Multiple)	
Target users: both initial target population and additional potential target population (multiple)	- older people
Specific Services/support provided	Each Internet Saloon is organised into two spaces: One classroom for courses with multimedia workstations and a large screen and a space with a training computer and with other multimedia stations where the students can go after the course, to practise and become more familiar with the material covered in the course. An important feature of any Internet Saloon is the informal and welcoming atmosphere where senior students may share experiences, exchange ideas and forge new friendships.
Technologies used	multimedia workstations, individual training computers.
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	Started in 2000
Stage of development	Established
Development Process/ Methodology	
Number of beneficiaries	During the school year 2009 - 2010 Internet Saloon offered a total of 10,500 workstations and more than 16,000 students benefited from the initiative
Claimed Outcomes/Impact dimensions	

Criticisms of service/initiative/programme	
User factors	
User stories	
Success factors and barriers reported by the initiative	
Transferability	
Researcher Analysis	
Assessment as to whether of interest	
Overall assessment	
List of references / reports / articles / evaluations	http://europa.eu/ey2012/ey2012main.jsp?catId=975&langId=en&mode=initDetail&initiativeId=80&initLangId=en
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>IPERIA Institut, France (known previously as FEPEM institute) http://www.emploisdela famille-formation.fr/ 60 avenue Quakenbrück BP 136 - 61004 ALENCON CEDEX, France Tel +33800820920</p> <p>See also: http://www.epractice.eu/files/6.%20Timothée%20Fechner.pdf</p>
Outline description	<p>Representative and actor on behalf of the professionalisation of 'family jobs' [maternal assistant, family guardian, family employee, life assistant] in France. Aim to provide an integrated approach to vocational training for carers.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>The Institute designs and develops continuing training programmes adapted to the needs of employees and their employers. Training is implemented remotely to facilitate access.</p> <p>Objective: to provide training for carers and unemployed individuals seeking to enter the sector.</p> <p>The Institute also coordinates training policy related to family employment</p>
Relevant policy domains	<p>Digital inclusion Employment Immigration and integration Lifelong learning Family employment Vocational training Professionalisation and certifications</p>
Geographical scope	<p>France</p> <p>Distance learning allows for broad geographical scope including urban and rural areas, etc.</p> <p>national</p>
Set-up Funding	
Operational funding	
Stakeholders and institutional resources - (Multiple)	<p>Courses are implemented by around 400 registered training centres in France</p> <p>Resource Centres provide information about employment contracts, financial aid, social welfare, employees rights to training etc. Centres are staffed with trained consultants who also provide careers advice and guidance. See http://www.centreressources.com</p>

Target users: both initial target population and additional potential target population (multiple)	Individuals employed in household employment encompassing children and elderly care and family employees. This includes low-skilled individuals and immigrants. Unemployed people interested in working in this sector
Specific Services/support provided	Training courses providing recognised qualifications and transferable skills. Distance and face-to-face learning and promotion of professional networks. Legal and financial information, as well as careers advice and guidance, are provided through Resource Centres
Technologies used	Serious games' as a role-playing training tool Use of digital resources to facilitate open and distance learning
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	
Stage of development	Established
Development Process/ Methodology	National programme
Number of beneficiaries	Estimated at 1,800 (trained carers) as of 2009 (10% of carers)
Claimed Outcomes/Impact dimensions	Personal impact - increased -self-esteem and self-confidence Professional impact - emergence of professional identity; communication skills; certification Social impact - development of networks and employability-Inclusion
Criticisms of service/initiative/programme	The initiative provides support from a legal, personal and educational perspective, making it potentially more effective.
User factors	Certification is possible through training or validation of acquired experience (VAE), Training adapted to people with low ICT skills introductory training to ICT and Open and distance Learning available Support in building e-Portfolios

User stories	Brief quotes from users available through the website
Success factors and barriers reported by the initiative	Barriers: low educational level of trainees including past academic failures; remote mentoring; lack of ICT tools at home; isolation
Transferability	
Researcher Analysis	
Assessment as to whether of interest	This initiative directly addresses the employability of workers at risk of social exclusion and isolation making efficient use of ICTs.
Overall assessment	Candidate for good practice
List of references / reports / articles /	http://www.epractice.eu/files/6.%20Timothée%20Fechner.pdf
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>Keep employment by developing e-skills (KEMP) http://www2.spi.pt/kemp/partners.htm list of contact details of partners listed under http://www2.spi.pt/kemp/partners.htm</p> <p>The project co-ordinator was Professor Augusto Medinaon at SPI (Sociedade Portuguesa de Inovação), Portugal (augustomedina@spi.pt)</p>
Outline description	<p>The main objective of the programme is to develop and pilot an ICT course for older workers (45 plus) in a particular segment of the economy (SMEs in the services sector). The course aims to support the target group in learning the skills required in today's information society, focusing on e-skills that can be used in both the professional and the private context.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>The project aimed to develop a largely classroom-based ICT course for people aged 45 plus with low ICT skills levels who are working in SMEs in the service sector. The underlying aim is to raise awareness of the importance of ICT training among older workers for maintaining or strengthening their employability while highlighting the benefits ICT skills can bring to their professional and personal life. Building on an analysis of good practice and a user-needs analysis, the programme focuses on developing and testing a 5-day pilot course (32 hours), delivering the final course and disseminating the results and final products to key players in adult education /training, SME associations and other relevant organisations, so that they can also use the material to deliver ICT courses.</p> <p>The course covers six modules: vocational orientation/lifelong learning, e-communication (including email, video conferencing or instant messaging), e-learning, e-banking, e-business and e-government, with more time devoted to the first three areas. Two modules (e-business and e-communication) are offered as an online learning courses on the project website.</p>
Relevant policy domains	<p>Digital inclusion Employment (maintaining employment) Lifelong learning</p>

Geographical scope	<p>Austria, the Czech Republic, Germany, Italy, Poland, Portugal and Spain</p> <p>Transnational, project partners include: Sociedade Portuguesa de Inovacao (PT) E.N.T.E.R. – European Network for Transfer and Exploitation of EU Project Results (AT) TEMPO – Training & Consulting (CZ) ReFIT – Association for Regional Promotion of Research, Innovation and Technology for Structural Development (DE) IFI – Instituto de Formacion Integral (ES) TK Formazione (IT) WSHE – Academy of Humanities and Economics in Lodz (PL)</p>
Set-up Funding	<p>Grundtvig Programme (EU programme) public R&D Budget: 324.600,55€ December 2007 to November 2009</p>
Operational funding	
Stakeholders and institutional resources - (Multiple)	<p>Project partners</p> <p>Intermediaries (so called 'silent partners') who have direct contact with companies and the main target group of the project.</p> <p>Project partners</p> <p>Project partners and other interested (adult learning) organisations</p>
Target users: both initial target population and additional potential target population (multiple)	<p>older people in paid work other adult learning organisations</p>
Specific Services/support provided	<p>The course consists of an introduction, six modules, a glossary of terms, a list of reference books and links. The modules cover the following topics:</p> <p>Module 1: Vocational orientation (6 hours) Module 2: E-Communication (11 hours) Module 3: E-Learning (6 hours) Module 4: E-Banking (3 hours) Module 5: E-Business (3 hours) Module 6: E-Government (3 hours) In total it takes 32 hours to complete.</p>

Technologies used	PC Two online modules are available in English language on the project's website
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	Project duration December 2007 - November 2009 Piloting took place in 2009 (March 2009: classroom based pilot course in Madrid taking 30 to 35 training hours to complete; October 2009: KEMP course in Florence, same format as in Madrid but delivered as in-service training provision)
Stage of development	piloted and established (documents are available for other organisations to run the course or for the individual to follow self-directed learning)
Development Process/ Methodology	In-house Experimental
Number of beneficiaries	19 in total who attended a 5-day course (plus 13 who took part in a shortened course)

<p>Claimed Outcomes/Impact dimensions</p>	<p>Eleven course participants (target 14) from 6 EU countries attended the pilot course in Madrid, Spain, and eight (target 15) from 3 EU countries the slightly revised final course in Florence, Italy. In addition, 13 participants attended a shorter course (20 hours) in the Czech Republic.</p> <p>Course material developed as part of the programme:</p> <ul style="list-style-type: none"> - Course guidelines - Manual for trainees and trainers - Six modules, with separate presentations for all six of them - Two of the six modules are available online: e-Business course and e-Communication course (in English only) - DVD containing all project documents in 7 languages - Website (http://www2.spi.pt/kemp/courses.htm) accessible in 7 languages <p>Outputs informing the course development:</p> <ul style="list-style-type: none"> - Good practice handbook detailing 25 examples of teaching methodologies and techniques of courses largely aimed at participants aged 40/45 or 50 plus (3 to 4 examples in each of the participating countries) - User needs analysis <p>Overall course feedback was reported to be positive, with few details provided in the report ('very satisfied' ; 'developed their ICT and Internet skills'). Participants also had an opportunity to develop their language skills as both courses were delivered in English.</p> <p>Course feed back</p> <p>it was reported that in addition to internal evaluation by one project partner an external evaluator was involved.</p>
<p>Criticisms of service/initiative/programme</p>	
<p>User factors</p>	<p>Need to develop ICT skills in today's society (and to overcome resistance to learn e-skills among older workers)</p> <p>Targets people with low ICT skills</p>
<p>User stories</p>	
<p>Success factors and barriers reported by the initiative</p>	
<p>Transferability</p>	<p>The programme products are seen as transferable to other sectors and other target groups (e.g. women on maternity leave).</p>

<p>Researcher Analysis</p>	<p>Building on a user needs analysis, the programme developed a free resource pack which can be used by adult learning organisations and for self-directed learning (using the online courses and the trainee manual). The availability of a ready-made, presumably low cost ICT course (trainer costs still have to be paid) may encourage adult learning providers to offer the course for older workers. If delivered as a traditional classroom based setting the course takes 5 days to complete and this may act as a deterrent to SMEs often known to find it difficult to release staff for training courses, but there may be opportunities to address this by offering it in a different format (e.g. through blended learning). On the other hand, participants may have preferences for a classroom-based learning set.</p> <p>The piloting only suggested minor modifications indicating that a sound course concept has been developed that suits user needs (bearing in mind the low numbers of course participants).</p> <p>The resource pack is ideally suited to scaling the course and can be transferred to other sectors as the examples are of wider interest.</p> <p>The literature highlights the need for offering ICT courses for older people that take into account user needs. Course delivery is largely traditional.</p>
<p>Assessment as to whether of interest</p>	<p>The course is of special interest because it is targeted at older workers in paid work in a particular segment of the economy wishing to improve their ICT skills in areas that are relevant to jobs more generally (e.g.. emailing or using online services, such as e-business).</p>
<p>Overall assessment</p>	<p>Candidate for Good practice: Yes/Maybe (at the time of writing the report relatively few people had attended the course, limiting the assessment. Following post project dissemination activities course uptake may have increased.)</p>
<p>List of references / reports / articles / evaluations</p>	<p>Final report (November 2009) (available at eacea.ec.europa.eu/); Newsletters (available at http://www2.spi.pt/kemp/download.aspx); DVD containing all project documents in 7 languages (distributed to seminar participants and adult learning organisations); Three articles in newsletters or magazines (see references in the Final report); See also other reports listed under heading 'claimed outcomes'.</p>
<p>Any other comments</p>	

Type of information	Potentially relevant fields
Identification	Key competences for all http://www.keycompetences.eu/wordpress/
Outline description	Building an employability toolkit for telecentres
Purpose of the initiative (description, objectives, intended outcomes, etc.)	The project supports the enhancement of the basic key competencies of low qualified adults improving their employability through an alternative learning approach (ICT-based, user-centered, interest-oriented).
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Employment - Immigration and integration - Lifelong learning
Geographical scope	UK, Belgium, Spain, Latvia, Romania, and Germany web-based network international
Set-up Funding	European Commission Education & Learning DG Lifelong Learning Programme
Operational funding	European Commission Education & Learning DG Lifelong Learning Programme
Stakeholders and institutional resources - (Multiple)	Online Centres, Employment Agencies, Adult Education Centres and others.
Target users: both initial target population and additional potential target population (multiple)	<ul style="list-style-type: none"> - returners to the labour market - migrants - youth - older people - intermediary actors (social services, association, trainers, etc.)

Specific Services/support provided	Toolkit can be used by a range of stakeholders - Online Centres, Employment Agencies, Adult Education Centres and others.
Technologies used	Web-based. Built using Wordpress.
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	Project website provides access to documents about the project.
Timeline	Started in 2009. Final conference of the project held in November 2011.
Stage of development	Pilot from 2009. Project launched in 2011.
Development Process/ Methodology	
Number of beneficiaries	
Claimed Outcomes/Impact dimensions	<p>Products</p> <ul style="list-style-type: none"> Toolkit for End users Handbook for Facilitators Guidelines for New Actors <p>Other results</p> <ul style="list-style-type: none"> Exchange of good practice in the field of adult non-formal training on Key Competencies required for Employability
Criticisms of service/initiative/programme	
User factors	
User stories	
Success factors and barriers reported by the initiative	
Transferability	Cross-national
Researcher Analysis	This project has not been fully live for very long, so it is too early to assess its impact.
Assessment as to whether of interest	Yes

Overall assessment	Candidate for good practice
List of references / reports / articles / evaluations	The project is being evaluated continuously. Access to evaluation reports (and other project documents) requires registration.
Any other comments	This project has moved out of the development phase and is now live. The employment toolkit is available on-line (under an Open Commons licence) at: http://www.keycompetences.eu/wordpress/wp-content/uploads/2011/09/Handbook-Facilitators-final-ENG-redux.pdf

Type of information	Potentially relevant fields
Identification	Kuder Career Planning System (comprising Kuder® Galaxy (elementary), http://www.kuder.com/support@kuder.com).
Outline description	The Kuder Career Planning System – offers innovative and comprehensive educational and career planning for all levels of involvement – elementary, middle school, high school, postsecondary, adults, and parents. The developmentally-appropriate system features three core components: Kuder® Galaxy (elementary) https://www.kudergalaxy.com/ , Kuder® Navigator (secondary) http://www.kudernavigator.com/ , and Kuder® Journey (postsecondary and adult) http://www.kuderjourney.com/ . Galaxy encourages a basic level of early career awareness while Navigator and Journey incorporate everything you need to create a plan for the future, including a lifelong portfolio, research-based assessments, and a powerful administrative database management system. Backed by over 70 years of research and development and guided by the thinking of world-renowned vocational experts, the Kuder Career Planning System is your proven solution for
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>It offers comprehensive and user-friendly solutions to help career planners of all ages identify their interests, explore their options, and plan for career success.</p> <p>It is intended to ensure that individuals experience a valid and reliable career journey.</p> <p>Mission: To raise student aspirations and to provide career options to students and adults through self-assessment and education.</p> <p>Goals: Guide students and parents through successful 8th grade and post-high school transitions; Increase retention and graduation rates; Provide career planning, guidance, and development resources to last a lifetime.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Employment - Lifelong learning - Youth
Geographical scope	<p>USA</p> <p>urban and rural</p> <p>national</p>
Set-up Funding	<p>Set up and run by private organisation. Kuder, Inc. is a leading provider of Internet-based tools and resources that help students and adults achieve their educational and career planning goals.</p> <p>Funding not reported.</p>
Operational funding	<p>Fee charged to access planning system.</p> <p>Operational budget unknown.</p> <p>Financially sustainable as maintained by private organisation.</p>

Stakeholders and institutional resources - (Multiple)	
Target users: both initial target population and additional potential target population (multiple)	<ul style="list-style-type: none"> - youth - parents/carers - intermediary actors (social services, association, trainers, etc.) - educators - adult career changers
Specific Services/support provided	<p>Provides a stimulating and creative environment in which to explore career possibilities. Delivers simple, age-appropriate content customized by developmental level, middle school versus high school. Navigation through career options and make connections between coursework and the world of work.</p> <p>Introduces lifelong portfolio development.</p> <p>Provides guided exploration using the interactive Career Planning Timeline.</p> <p>Facilitates flexible individual guidance with an enhanced Administrative Database Management System.</p> <p>Provides a comprehensive system for exploring career interests and occupational options, considering new or additional education and training, preparing for today's workforce, and finding jobs.</p> <p>Guides users through an easy step-by-step process, providing a reliable and effective career planning and development experience.</p> <p>Features a flexible approach for users to complete the steps in a recommended order, or to select the step that meets their immediate needs.</p> <p>Supports on-going awareness of job opportunities, including today's high-demand, high-growth jobs.</p> <p>Enables users to manage an e-Portfolio, a web page of achievements and goals that can be shared online.</p>
Technologies used	Online self-assessment backed up by a database of real-time
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	<p>The planning system and its components are based on over 70 years of research and development.</p> <p>KCPS was fully deployed in 2002.</p>
Stage of development	This is a well established and evaluated system.
Development Process/ Methodology	National programme implemented in a range of educational institutions, businesses and organisations offering careers services.

Number of beneficiaries	Promotional material quotes millions of students and adults use the system.
Claimed Outcomes/Impact dimensions	To identify young people's interests, explore option, and plan for career Soft outcomes are measured.
Criticisms of service/initiative/programme	More work required to assess validity with disadvantages groups and adults.
User factors	Drivers for usage, include: No preconditions for use, but it does need to be purchased. Supports career exploration, career development and planning.
User stories	http://www.kuder.com/adult-career-changers/index.aspx
Success factors and barriers reported by the initiative	Success factors are reported to be a 'lifetime of education and career success'.
Transferability	Evidence that it is used across the US (across 50 states), including Arkansas, Kansas, Missouri, Nebraska, South Carolina, Tennessee, and Virginia. Transferable as it can be customised. Also, used world-wide.
Researcher Analysis	This is a well established career planning system that is widely implemented across the US. Research evidence suggests that this is a valid and reliable system for young people. Founded on a strong research and evidence base involving a number of leading experts.
Assessment as to whether of interest	This is a very a good example of good practice is using ICT to support employability, particularly for young people in the US.
Overall assessment	Candidate for good practice
List of references / reports / articles / evaluations	http://www.kuder.com/news-room/research.aspx
Any other comments	

Type of information	Potentially relevant fields
Identification	Migrant ICT Project (part of Fit.Fastrack initiative) http://migrantict.ning.com/page/contact-1 Fasttrack Into Information Technology Ltd Ireland Ballyboggan Road, Dublin 11. Contact person: Maria Fojk Email: mariafojk@fit.ie web: www.fit.ie
Outline description	The Migrant ICT project was conceived as a way of integrating migrants into a new culture and also helping them to develop IT skills and secure a relevant job or go on to further education.
Purpose of the initiative (description, objectives, intended outcomes, etc.)	To help migrants integrate into a new culture by supporting the development of IT skills and finding a secure relevant job or go on to further education.
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Employment - Immigration and integration
Geographical scope	Ireland, Northern Ireland, Poland Lithuania colleges of education international
Set-up Funding	European Commission
Operational funding	European Commission
Stakeholders and institutional resources - (Multiple)	Fasttrack Into Information Technology Ltd Ireland Co Meath VEC PIAP, Poland NALMA, Lithuania South Eastern Regional College, NI.
Target users: both initial target population and additional potential target population (multiple)	<ul style="list-style-type: none"> - migrants - youth - older people

Specific Services/support provided	Produced resources for learning ICT skills in English and for accessing the Irish labour market
Technologies used	- User Platform: PC, mobile, games etc. - Online or offline
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	Project duration: 1 December 2007 - 30 November 2009
Stage of development	Completed
Development Process/ Methodology	
Number of beneficiaries	
Claimed Outcomes/Impact dimensions	the Migrant ICT initiative which involved 100 Polish and Lithuanian students both in Meath and in Northern Ireland taking part in the country's first ICT course creating a model for adult education for migrants
Criticisms of service/initiative/programme	
User factors	
User stories	
Success factors and barriers reported by the initiative	
Transferability	Materials are in three languages
Researcher Analysis	Presumably terminated when funding ended.
Assessment as to whether of interest	It seems to have developed useful learning resources which are still available on-line.
Overall assessment	Candidate for good practice
List of references / reports / articles /	No evaluation available
Any other comments	Website still exists, providing access to resources. It has not been updated since 2010.

Type of information	Potentially relevant fields
Identification	<p>Naric http://www.ecctis.co.uk/naric/ Address: Oriel House, Oriel Road, Cheltenham, Glos, GL50 1 XP UK</p>
Outline description	<p>UK NARIC is the UK's national recognition information centre and provides services whereby qualifications from outside the UK are compared to the UK's qualification frameworks. NARIC provides services - many of them Web-based - both for individuals and organisations.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>UK NARIC conducts analysis of qualifications to establish lines of comparison with recognised national and international standards or qualification framework levels. Their evaluation and recognition of programmes involves systematic examination of qualification design, assessment procedures and quality assurance mechanisms.</p> <p>UK NARIC's holds the key online database International Comparisons is an internationally used qualifications database and serves as a key tool for recognition.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Employment - Immigration and integration
Geographical scope	<p>UK</p> <p>Online service, offices throughout UK. National offices exist in many countries. http://www.ecctis.co.uk/naric/Individuals/Going%20overseas.aspx</p> <p>national (with international element)</p>
Set-up funding	
Operational funding	<p>For individuals: Statements of comparability cost between £48 and £250, depending if translation or fast-track services are required.</p> <p>Companies can purchase membership packages which cost between £850 and £4500.</p>
Stakeholders and institutional resources - (Multiple)	
Target users: both initial target population and additional potential target population (multiple)	<p>Individual migrants preparing their studies or employment in the UK.</p> <p>Individuals from the UK preparing their migration to work or study abroad.</p> <p>Organisations include Awarding Bodies, Professional Associations, Education Authorities, National and International education providers</p>

Specific Services/support provided	
Technologies used	Provision of service over the internet
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	
Stage of development	Established
Development process/Methodology	
Number of beneficiaries	70,000 people from overseas contact Naric UK to understand how their qualifications relate to those in the UK.
Claimed Outcomes/Impact	
Criticisms of service/initiative/programme	
User factors	
User stories	
Success factors and barriers reported by the initiative	
Transferability	The UK's National Europass Centre removing barriers to help those wishing to work and study in Europe
Researcher Analysis	Naric works in the removal of institutional barriers and thus helps migrants to study or work in a different country.
Assessment as to whether of interest	Initiative is very important to help migrants get work according to their level of skills and to avoid underemployment.
Overall assessment	Maybe. There is no information as to how ICT skills get accredited.
List of references / reports / articles /	
Any other comments	

Type of information	Potentially relevant fields
Identification	Notschool www.notschool.net Inclusion Trust
Outline description	Notschool is an international 'Online Learning Community' offering an alternative to traditional education for young people who, for a variety of reasons, are unable to engage with school or other complementary provisions such as home tutoring or specialist units.
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>Provision of education for young people who disengaged from classroom learning because of various reasons such as illness or phobia, pregnancy, bullying or disaffection. Excluded young people find the chance to get 'informally included' (history.notschool.net) and gain valuable ICT skills.</p> <p>Online learning is one way to reach vulnerable young people and (re-)engage them with academic learning.</p> <p>Technical Platforms and Tools used include Blog, Social Networking, Podcasts, Online Office, Forum, Personal Learning Environment.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Lifelong learning - Urban regeneration/ rural development/ local economic development - Youth
Geographical scope	UK online learning national
Set-up Funding	
Operational funding	Up until 2005, notschool received £3m a year from the DfES (former UK Department for Education and Skills) in recognition of its visionary approach to engaging young people by offering them a learning experience tailored to their individual needs (source: http://www.guardian.co.uk/education/2005/nov/08/furthereducation.elearning). There is no information about current funding sources available.
Stakeholders and institutional resources - (Multiple)	

Target users: both initial target population and additional potential target population (multiple)	Young people disengaged from classroom learning Notschool is primarily aimed at the 14-16 age range but welcomes both younger and older teenagers.
Specific Services/support provided	
Technologies used	Provision of online learning, PC, internet access
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	The very first pilot for this project started in 1998 and in 2000 the UK Department for Children, Schools and Families commissioned the development of the Notschool.net pilot.
Stage of development	Established
Development process/ Methodology	
Number of beneficiaries	Notschool.net is a full-time alternative provision and has helped 8,000 young people over the last 12 years.
Claimed Outcomes/Impact dimensions	According to Notschools website, leavers of notschool over the last five years; <ul style="list-style-type: none"> • 65-70% successfully pass onto college or work based learning • Between 25 and 30% go directly into work. • NEET figure is under 2% per year
Criticisms of service/initiative/programme	
User factors	
User stories	User stories can be found here: http://history.notschool.net/case_studies#five
Success factors and barriers reported by the initiative	
Transferability	

Research analysis	
Assessment as to whether of interest	
Overall assessment	Focus on general education rather than ICT skills.
List of references / reports / articles / evaluations	http://history.otschool.net/default.html Evaluation in 2005 http://www.otschool.net/docs/NS_Eval2005.pdf progress report http://www.otschool.net/docs/NS_report_05.pdf Redecker, Ch., Ala-Mutka K., Bacigalupo M., Ferrari A., and Y. Punie (2009) Learning 2.0: The Impact of Web 2.0 Innovations on Education and Training in Europe. http://ftp.jrc.es/EURdoc/JRC55629.pdf http://www.guardian.co.uk/education/2005/nov/08/furthereducation.elearning
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>Older Women in Learning and Enterprise 50+ (OWLE50+) http://www.owle50plus.eu/news.php no contact information provided as project ended in 2011 (hilary.farnworth@londonmet.ac.uk was the email address provided during the lifetime of the project) for details of project partners see http://www.owle50plus.eu/viewpage.php?page_id=3</p>
Outline description	<p>The OWLE50+ programme offers a series of workshops and support for older women to enable them to contribute to society and the economy throughout their later lives by 'ageing wisely'. The programme responds to each woman's needs through learner-centred up-skilling. Based on the partners' experience in the labour market, women's development and business start up, their aim was to design a series of adaptable workshops, consisting of five strands:</p> <ul style="list-style-type: none"> • Older women's enterprise competencies and micro business start up • Employability and life skills • ICT for social and business growth • Community involvement • Effective senior citizenship in the EU and own country. <p>The content of the ICT strand was designed to cover the role of technology/ICT in innovation, the use of electronic information and communication channels (internet, social media and Skype) as well as privacy and security issues. In practice, it was adapted to meet the needs of the course participants, with Italy focusing on learning basic business ICT skills, Sweden on engaging participants in emailing each other and understanding/exploring social media, and the UK on exploring ICT and the support peers could offer, rather than engaging in IT training itself as participants argued that such courses were provided elsewhere.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>The initiative was designed to develop and pilot a programme of workshops and support for older women which enables them to 'overcome disadvantages' and to play an active role in the labour market and/or in society throughout the latter part of their lives. Run in three countries (UK, Italy and Sweden), the initiative also aimed to disseminate the programme concept (its methods and contents) and the experience gained widely.</p> <p>Customised, participant-driven programme of workshops and support for over 90 older women in 3 countries</p> <p>Supported through lectures, exercises and supervision, individual reflection and reflection within the group were key to the programme. The theory was based on the work of Kolbs (1983, reflection on the learning process) and Ellström (1992, meta-learning/unconscious learning; 2006, learning in interplay with the environment).</p>

Relevant policy domains	Social inclusion Employment Ageing Lifelong learning
Geographical scope	UK, Sweden, Italy London, UK; Norrköping (former industrial town, eastern Sweden; city of Bari and the surrounding small towns, south Italy metropolitan (London) and urban (Norrköping; Bari and surrounds); local (regional in Italy) international
Set-up Funding	Grundtvig - EU Lifelong Learning Programme public R&D € 299,430.00 1 October 2009 - 30 September 2011
Operational funding	Grundtvig - EU Lifelong Learning Programme
Stakeholders and institutional resources - (Multiple)	
Target users: both initial target population and additional potential target population (multiple)	unemployed/ economically inactive returners to the labour market older women older disadvantaged women older women at a crossroads in their life older women who needed assistance in sustaining or establishing a business
Specific Services/support provided	The programme ran a series of workshops for women aged 50 plus over a 10-12 week period covering the 5 strands listed above, with the programme itself being adapted to suit local needs. Taking the UK as an example it offered 11 one-day sessions and a celebratory event at the end. Each partner ran two courses over the programme period. The ICT skill-related learning objectives varied by partner, with Italy focusing on acquiring basic business IT skills in two sessions (offering computer access inside and outside the course), Sweden on communication via email (among participants) and understanding the concept of the social media, and the UK offering a facilitated session exploring different technologies and identifying participants who could offer specific ICT expertise (e.g. in web-design, PowerPoint, Facebook, desktop publishing or internet fora). To facilitate peer support after the programme had ended, participants were encouraged to set up self-directed meetings (so called 'hubs'). For further details of the entire programme see the OWLE50+ online toolkit.

Technologies used	PC, ICT training, internet, social media and Skype
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	Project duration 1/10/ 2009 to 30/09/2011 Pilot started 01/10/2009
Stage of development	The programme was run as a pilot. The project partners expressed a keen interest in seeking funding that would enable them to re-run the programme in other EU countries.
Development Process/ Methodology	
Number of beneficiaries	97 women (52 in the UK, 21 in SE and 24 in IT)
Claimed Outcomes/Impact dimensions	<p>The programme aimed at recruiting 90 women and attracted 97.</p> <p>For each country detailed figures are provided on the current economic status of participants and/ or participants' (career) plans for the future at the end of the programme, indicating that substantial numbers have enrolled in a wide range of vocational training or adult education courses (including two having registered for a basic computer course); set up a (mirco) business or were still working on the idea of setting up a business; found a new job; are still in the same job but had reflected on their choices or made plans for the future; or volunteered. Some were looking for jobs and few considered themselves unemployed.</p> <p>Self-assessments before and after the course for the UK showed improvements in terms of (a) participants' level of confidence ; b) their assertiveness; and c) their perceived capacity of generating an income.</p> <p>internal evaluation no economic analysis no external evaluation appears to be available</p>
Criticisms of service/initiative/progra mme	
User factors	

User stories	http://www.owle50plus.eu/downloads.php?cat_id=5 (case studies)
Success factors and barriers reported by the initiative	
Transferability	Having been tested in three countries, the programme concept and the experience gained throughout the programme has been documented in electronic form on the projects' website, and could be used and adapted by an adult learning provider, according to the programme co-ordinators.
Researcher Analysis	<p>Enabling and supporting factors: flexible but structured approach which meets the needs of participants; feedback from participants built in to help meet their needs (additional areas of interest included e.g. health, finances and personal safety); exchange of good practice between the countries; paying travel costs was pivotal for the UK project as many women were on low incomes.</p> <p>Success factors: The programme generated more interest than could actually be satisfied as the number of participants was limited. The programme benefited from the input of relevant local experts and stakeholders. As a matter of principle, it avoided duplication of expertise and instead linked up participants with relevant experts and stakeholders.</p> <p>Barriers to development: Gaining access to funding for setting up a micro (business) was identified as an issue for older women (an Italian bank has, as a result of the project, set up a counter for older women). While structured, the programme is flexible to be adapted to the needs of participants in different locations.</p>
Assessment as to whether of interest	The OWLE50+ programme offers older women an opportunity to reflect on their plans to (re)engage with the labour market or in society and to actively pursue these plans. Skills development is a key element of the programme and ICT training is offered as a key element of it, with the exact nature of the ICT course varying between the three countries, taking into account participants' needs.
Overall assessment	Candidate for Good practice
List of references / reports / articles / evaluations	<p>Toolkit, containing examples of programmes and training ideas</p> <p>Case studies (in the respective languages of the three countries involved)</p> <p>Final evaluation review and progress report</p> <p>Website, documenting key stages of the programme</p> <p>http://www.owle50plus.eu/downloads.php</p>
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>Skills Health Check Tools https://nationalcareersservice.direct.gov.uk/tools/skillshealthcheck/Pages/default.aspx https://nationalcareersservice.direct.gov.uk/aboutus/contactus/Pages/contact4.aspx</p> <p>No key contact given No service champion identified</p>
Outline description	<p>The Skills Health Check Tools are a set of online questionnaires with a report, designed to give an individual information about their skills, interests and motivations in the workplace. The tools help individual's to think about the kinds of jobs they might be best suited to in future.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc)	<p>The Skills Health Check Tools make up part of the new National Careers Service in England. The tools are designed to help point the user in the right direction in terms of deciding if skills needs updating, whether new skills are required, what sort of job is suited to the users skills. The aim is support user employability through skills identification, assessment and development.</p> <p>Help people either into employment or progress in employment.</p> <p>The new National Careers Service in England has been designed as primarily an online to reach a wider audience. It is one initiative designed as part of welfare reform in England.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Social inclusion - Employment - Lifelong learning
Geographical scope	<p>England available on the internet and accessible to all</p> <p>national</p>
Set-up Funding	<p>The National Careers Service has been set up by the UK Department for Business Innovation and Skills. It is a publicly funded service.</p> <p>Budget for tool development is unknown.</p>
Operational funding	<p>Operational income is from the UK Department for Business Innovation and Skills.</p> <p>Operational budget unknown.</p> <p>Publicly funded initiative embedded in a new online service so sustainability is not an issue at the current time.</p>
Stakeholders and institutional resources - (Multiple)	<p>Widely promoted by the National Careers Service, government and Next Step (publicly funded careers services).</p>
Target users: both initial target population and additional potential target population (multiple)	<ul style="list-style-type: none"> - unemployed/ economically inactive - returners to the labour market - migrants - youth - older people <p>All working age adults of any ability.</p>

Specific Services/support provided	Assessment and diagnostic tool
Technologies used	Online internet tool
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	The tool was developed in England to help support both the employed and unemployed.
Timeline	A literature was initially undertaken in 2007 to identify skills assessment and diagnostic tools used internationally and seek out evidence of good practice (Bimrose et al., 2007). The tool was developed, extensively tested and evaluated in 2008/2009 (Adams et al., 2009). It was launched in 2012 as part of the new National Careers Service in England. The tools will be available for the foreseeable future.
Stage of development	The tools have been piloted and evaluated. It was fully launched in April 2012.
Development Process/ Methodology	National programme. Development process outline in initial evaluation, see Adams et al. (2009).
Number of beneficiaries	Potentially all those in England requiring support from the National Careers Service.
Claimed Outcomes/Impact dimensions	The tool has been developed to used with or without intermediary support. The initial evaluation highlighted that there were more positive outcomes if participants completed the assessment with help or sought help after. Positive outcomes were also noted where more concrete suggestions for skills development were identified. No economic analysis of tools has been undertaken. An evaluation on the pilot tools are available (see Adams et al., 2009).
Criticisms of service/initiative/programme	Criticisms have been on the validity and reliability of the measures used in the assessment.
User factors	Drivers of usage are around access to the National Career Service support and advice. As the tools can be used with or without the help of an intermediary there should be minimal barriers or preconditions to use. Benefits are around the identification and development of skills required, including IT, literacy, numeracy skills.
User stories	A selection of real life stories are provided by people who have been helped by high quality careers advices, it is unclear what role, if any, the Skills Health Check Tools have played. Stories can be accessed at https://nationalcareersservice.direct.gov.uk/aboutus/reallife/Pages/default.aspx

Success factors and barriers reported by the initiative	None currently reported.
Transferability	There is much evidence on other tools and assessment available internationally (see Bimrose, et al., 2007). The success of these is mixed. Transferability is questionable based on evidence from evaluations of other tools.
Researcher Analysis	<p>The role of the intermediary will be key to enabling this assessment and its success.</p> <p>The success and failure of this initiative will be if users are able to implement their Skills Actions Plans that are a product of the skills assessment. Support and training needs to be able to ensure participants can develop and enhance their skills.</p> <p>It is unclear as to what extent this development</p> <p>If the initiative was to be developed for other countries then questions and measures would need to be evaluated to ensure transferability to context.</p> <p>This is a large scale project so scalability would not be an issue.</p>
Assessment as to whether of interest	This is one of many skills assessment and diagnostic tools available internationally. The success depends on whether it is a valid and accurate measurement of individual skills, if the Skills Action Plan is achievable and if high quality and impartial support and advice is available to ensure action can be achieved.
Overall assessment	Maybe candidate for good practice
List of references / reports / articles / evaluations	<p>Bimrose J, Barnes S-A, Brown A, Hasluck C and Behle H. (2007) Skills Diagnostics and Screening Tools: A Literature Review (Research report 459). Leeds: Department for Work and Pensions/Corporate Document Services.</p> <p>Adams L, Oldfield, K, Fellows L and Hall P. (2009). Evaluation of the Skills Health Check Diagnostic Tool. Coventry: Learning and Skills Council National Office Retrieved from http://dera.ioe.ac.uk/158/1/nat-shctoolevaluation-aug09.pdf (Accessed: 30/03/2010).</p>
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>Smart Work Association of Estonia http://www.smartwork.ee/en/smart-work Ms. Kadri Seeder, Project Manager Part of Telecentre Europe</p>
Outline description	<p>The Smart Work Association is an organisation bringing together all smart work knowhow in Estonia. It offers various support services to parties interested in implementing smart working. The mission is to promote smart work in Estonia, so that: (1) individuals can choose working arrangements and workplaces to suit themselves; (2) businesses can increase their productivity through flexible working arrangements, (3) at risk groups can be helped to enter the labour market, (4) stimulating opportunities for employment in rural communities.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>The development of a network of (tele)work centres to support risk groups in entering the labour market and employment. To promote smart work - i.e. flexible working through the application of ICT</p> <p>Smart use of ICT provides opportunities for individuals to enter and retain employment alongside other responsibilities. From an employer perspective it promotes the idea that productivity can be increased and talented individuals can be retained via flexible working.</p> <p>The Estonian Telework Association (the name used prior to the current name: The Smart Work Association of Estonia) grew out of two telework-related international projects, which were funded by the European Social Fund EQUAL programme, in 2005–2007. The first was Choices and Balance, which aimed to decrease barriers to employment by promoting flexible forms of working. It was targeted mainly at individuals with young children. The second was Applying models of telework and flexible work arrangements on the islands and peripheral coastal areas of Estonia.</p>
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Employment - Lifelong learning <p>Rural development Not confined to any particular group Women - especially those with caring responsibilities</p>

Geographical scope	Estonia centres throughout Estonis rural local and national scope
Set-up Funding	Evolved from ESF monies No specific documentation, but appears to draw on a number of different funding sources currently. Scale of budget and funding period is not clear from publicly available information
Operational funding	Details of operational funding not available
Stakeholders and institutional resources - (Multiple)	NGOs (various) Estonian Association of Information Technology and Telecommunications (a voluntary organisation, whose primary objective is to unite the Estonian information technology and telecommunications companies) Schools - can be centres in some areas Employers - can promote the initiative
Target users: both initial target population and additional potential target population (multiple)	- unemployed/ economically inactive returners to the labour market any at risk groups - could be young people, older people or anyone
Specific Services/support provided	
Technologies used	Various - the technology used depends on what is available at each centre.
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	Centres in different parts of Estonia, but particularly rural areas. Can be in schools, village centres, etc. The Association offers assistance to local government and to entrepreneurs.

Timeline	Started in 2007, although grew from previous ESF projects. On-going development
Stage of development	Established
Development Process/ Methodology	Focus on demonstrating what smart working (through the flexibility and opportunities offered by ICT) can do. Apparently examples of good practice are collected.
Number of beneficiaries	
Claimed Outcomes/Impact dimensions	No specific documentation on outcomes. Rather, the Association is promoting a concept. No documentation on what information is collected No economic analysis or external evaluation
Criticisms of service/initiative/progra mme	
User factors	In some rural areas there are limited opportunities for employment, telecentres enable (potential) employers and other to come together to share technology, services, etc.
User stories	
Success factors and barriers reported by the initiative	
Transferability	The concept is transferable elsewhere
Researcher Analysis	The current work builds on previous ESF projects. It is about promoting flexible working practices and promoting their potential. The concept is transferable elsewhere
Assessment as to whether of interest	Of interest for demonstrating the role of ICT in enabling flexible working and entry/return to employment
Overall assessment	Maybe candidate for good practice
List of references / reports / articles /	
Any other comments	

Type of information	Potentially relevant fields
Identification	Spielend Lernen - Learning whilst Playing Stiftung Digitale Chancen Fasanenstr. 3 10623 Berlin, Berlin AnsprechpartnerIn: Susanne Bernsmann Tel.: 030/43727740
Outline description	Learning whilst Playing
Purpose of the initiative (description, objectives, intended outcomes, etc.)	The issue of 'learning and schools' is often negatively associated with socially disadvantaged young people which results in about 10 per cent of young people leaving school without any kind of school leaving certificate. The project provides a web-based learning platform 'scoyo' to help young people with their school work.
Relevant policy domains	- Digital inclusion - Social inclusion - Youth
Geographical scope	Germany Berlin and North Rhine-Westphalia urban and rural regional
Set-up funding	Financed by Scoyo GmbH (www.scoyo.de) together with Stiftung Digitale Chancen
Operational funding	Financed by Scoyo GmbH (www.scoyo.de) together with Stiftung Digitale Chancen (see other best practise data base entrance) Project duration 12/08 to 9/09
Stakeholders and institutional resources - (Multiple)	Company 'scoyo' together with the Stiftung Digitale Chancen
Target users: both initial target population and additional potential target population (multiple)	Disadvantaged young people who struggle to follow the school curriculum.
Specific services/support provided	
Technologies used	Web-based learning platform 'scoyo'
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	

Timeline	Project duration 12/08 to 9/09
Stage of development	Experimental
Development process/ Methodology	
Number of beneficiaries	
Claimed Outcomes/Impact dimensions	Evaluation was published as a book 'Spielend Lernen' (in German language) available here: www.siebenhaar-verlag.de
Criticisms of service/initiative/progra mme	
User factors	
User stories	
Success factors and barriers reported by the initiative	
Transferability	
Researcher analysis	
Assessment as to whether of interest	The project was mainly used for the SCOYO company to test their learning platform. In selected children and youth centres, young people could access the platform, accompanied by social workers. No details of the evaluation results are published.
Overall assessment	Candidate for good practice
List of references / reports / articles /	
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>Stiftung Digitale Chancen (Digital Opportunities Foundation)</p> <p>http://www.digitale-chancen.de/content/sections/static.cfm/key.58</p> <p>Fasanenstr. 3, D-10623 Berlin Executive Board: Charles Fränkl, AOL Germany (executive director) Prof. Dr. Herbert Kubicek, University of Bremen, (scientific director)</p> <p>Jutta Croll M.A., E-mail: jcroll@digitale-chancen.de Phone ++49-(0)30-43 72 77-30</p>
Outline description	<p>The goal of the Stiftung Digitale Chancen (Digital Opportunities Foundation) is to make people interested in the Internet and to support them with their steps into the digital world. Digitally excluded people can (re)-connect to employment opportunities and thus are able to find or to keep employment.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>Stiftung Digitale Chancen help people to learn more about the Internet, support providers of public Internet Access Points in social institutions that enable people to use the Internet, and address experts from politics, business and the academia who work on the digital integration theoretically and practically. They provide various data and information and stimulate public and private efforts to bring the power of communications to under-served communities.</p> <p>The Stiftung Digitale Chancen was founded in 2001. The Stiftung Digitale Chancen also hosts a data base of all publicly accessible internet access points and provides service for these access points (e.g. in libraries or youth centres).</p>
Relevant policy domains	<p>The Stiftung Digitale Chancen is an umbrella organisation and funds or co-funds projects to increase digital and social conclusion. Depending on the project, other policy domains include:</p> <ul style="list-style-type: none"> Employment Education and Culture E-government/ E-democracy Women Children and young people People with Special Needs Migrants Older People
Geographical scope	<p>Germany geographical scope dependent on project rural and urban local, regional and national</p>

Set-up funding	<p>The Stiftung Digitale Chancen is a charity under the patronage of the Federal Ministry of Economics and Technology and the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth.</p> <p>Co-funders are the University of Bremen, AOL, E-Plus Gruppe, Accenture, and Burda Akademie zum Dritten Jahrtausend.</p>
Operational funding	(as set-up funding)
Stakeholders and institutional resources - (Multiple)	see above
Target users: both initial target population and additional potential target population (multiple)	<p>Various Target users:</p> <ol style="list-style-type: none"> 1. New users without access to the internet: Data bases of all publicly accessible access points to the internet (www.internet.fuer.alle.de) 2. New users: BIENE Award, a prize for internet pages without barriers for users with special needs (www.biene-wettbewerb.de). 3. Providers of publicly accessible access points (e.g. Internet cafes in libraries): Training, tips and Advice. 4. Parents, social workers and charities for children: guide on how to use the internet safely www.aol-award.de and www.yprt.eu 5. Politicians, higher education, and companies: information and analysis for a digital integration.
Specific Services/support provided	Service for current internet café providers and those who plan to open an internet café
Technologies used	
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	depending on the project
Timeline	depending on the project
Stage of development	Established

Development Process/ Methodology	depending on the project
Number of beneficiaries	
Claimed Outcomes/Impact dimensions	Evaluation available from the Institut für Informationsmanagement Bremen (ifib) (www.ifib.de)
Criticisms of service/initiative/progra mme	
User factors	
User stories	
Success factors and barriers reported by the initiative	
Transferability	The Stiftung Digitale Chancen has funded projects all over Germany.
Researcher Analysis	The Stiftung Digitale Chancen has focussed on all possible users to overcome the digital divide. The data base includes about 8,000 access points to the internet.
Assessment as to whether of interest	
Overall assessment	Candidate for good practice
List of references / reports / articles / evaluations	
Any other comments	

Type of information	Potentially relevant fields
Identification	<p>Valencia Ya http://www.valencia.es/valenciaya</p> <p>Valencia City Council, Innovation and Information Society Department Sara Izquierdo Garcia (advisor)</p> <p>This initiative is included in the Eurocities database of good practice examples. See: http://eurocities.eu/eurocities/publications&pubdocstart=21&pubdoccount=10&doctype=dct1-7</p>
Outline description	<p>"Valencia Ya is a project of democratisation and universalisation of the use of new technologies which aims to give citizens access to the advantages offered nowadays by information society tools." Advantages include enhanced employability.</p>
Purpose of the initiative (description, objectives, intended outcomes, etc.)	<p>The project consists of 4 lines to achieve the aim outlines above:</p> <ol style="list-style-type: none"> 1. More than 100 free Internet access points 100 located across the municipality. 2. Free training in the use ICT tools in 7 fixed centres and 1 mobile centre providing equipment and training support. 3. Donation of recycled computer equipment to NGOs and associations. 4. Digital voluntary programme to provide support in the use of ICT for persons with disabilities and limited mobility. <p>Overall aim to provide access to IT and develop ICT skills for digital inclusion.</p>
Relevant policy domains	<p>Digital inclusion Social inclusion Assistance to those with disabilities or limited mobility Lifelong learning Employment</p>
Geographical scope	<p>Spain Valencia municipality urban local</p>
Set-up Funding	<p>"The annual budget for the project is €220,000 and the resources come from funds. This project is undertaken with two companies who provide teachers the cyber volunteers. Cybervolunteers project is allocated €80,000 each year." (Eurocities database)</p>
Operational funding	
Stakeholders and institutional resources - (Multiple)	<p>"The project is implemented by the Valencia City which were selected following a public tender."</p>

Target users: both initial target population and additional potential target population (multiple)	Citizens in Valencia, from the unemployed to older people, and including parents, young people and migrants
Specific Services/support provided	Setting up access points across the city; Providing training on digital skills; Recycling computers through PC Solidario; Mobile classroom; Cybervolunteers.
Technologies used	Off the shelf equipment: OpenOffice giving free access to word processing, spread sheets, presentations, graphics and databases). PC platform Online as internet and social networking courses are also available.
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	The basic idea of this project is transferable to other similar contexts. However, detailed information of the lessons learnt so far is not readily available and this would be a useful contribution.
Timeline	The initiative was launched in 2002 This is an on-going initiative
Stage of development	Established
Development Process/ Methodology	
Number of beneficiaries	The following broad figures are provided in documentation available through the Eurocities database: "Between 2002 and 2009, the overall number people that had been trained stood at 248,398. The Cybervolunteers initiative has increased (pupils, volunteers and associations) in 2008."

Claimed Outcomes/Impact dimensions	<p>"The city council has set up more than 110 locations with free-broadband Internet access and 50 zones in different parts of the city, all of which have free Internet access. There are more than 600 ICT courses organised each year. So far, 300 recycled computers were delivered to associations and NGOs in the framework of PC Solidario."</p> <p>Between 2002 and 2009, the overall number of people that had been trained stood at 248,398.</p> <p>The Cybervolunteers initiative has increased its figures to more than 1,500 participants (pupils, volunteers and associations) in 2008.</p> <p>No economic analysis (cost-efficiency, comparisons etc.) provided online.</p> <p>No external evaluation available</p>
Criticisms of service/initiative/programme	
User factors	
User stories	
Success factors and barriers reported by the initiative	Success is in part measured by the yearly increase in uptake of training courses. Improvements suggested include "more and better tailored classes, as well as [...] encouraging more cyber volunteers to take part in the project".
Transferability	
Researcher Analysis	Specific support for those with disabilities and subsequent extension of the project to assist older people as well.
Assessment as to whether of interest	There is a lack of information regarding this initiative. There is no evidence of clear targets or an objective evaluation of the initiative.
Overall assessment	Candidate for good practice
List of references / reports / articles / evaluations	from the Eurocities data base of good practices: http://nws.eurocities.eu/MediaShell/media/Valencia%20Ya%20READY.pdf
Any other comments	

Type of information	Potentially relevant fields
Identification	Computers for Development (CFD) Youth for Youth Project "Learning by Doing' http://www.migration4development.org/content/computers-development-cfd-youth-youth-project-learning-doing
Outline description	Activities in Kenya and Ghana - also involving Dutch students. Developing skills and knowledge for all, so enhancing employability (of students from the Netherlands and in Africa). Activities include training needs assessment; curriculum development; train the trainer (at 3 locations in Amsterdam and in Kenya and Ghana); implementing training programmes; hardware acquisition, refurbishment and shipment to Kenya and Ghana and installation there by both Dutch students and Kenyan students. Developing skills in utilising ICT resources for knowledge transfer/sharing and developing databases.
Purpose of the initiative (description, objectives, intended outcomes, etc)	Main objectives: a. ICT skills development of young people in formal education systems b. Assist school dropouts acquire skills that can be deployed in other sectors. Assist the unprivileged especially women to have access skills that can allow micro entrepreneurship projects to allow self sufficiency. c. Stimulate the growth of the Local ICT sector by availing of adequate ICT skills d. Organising training workshops for children and women to acquire employable skills in smallholder business centres in order to stop urban migration. e. Promote cross cultural exchange between youth in Africa and the Netherlands on employment cultures. g. Stimulate young migrants in the Netherlands to be actively involved in migration and development issues by taking active part in capacity development in the countries of origin h. Supporting local partners in Kenya and Ghana with extra capacity in implementation of new projects, in strengthening the institutions and human resource development
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Employment - Immigration and integration - Lifelong learning - Urban regeneration/ rural development/ local economic development - Youth

Geographical scope	Kenya, Netherlands, Ghana urban and rural international
Set-up Funding	Budget: 234,000 EUROS Donors: Amsterdam Municipality
Operational funding	
Stakeholders and institutional resources - (Multiple)	
Target users: both initial target population and additional potential target population (multiple)	- unemployed/ economically inactive - migrants - youth international development
Specific Services/support provided	Transfer of PC hardware and training expertise from Netherlands to Africa
Technologies used	PCs - mainly refurbished (from the Netherlands)
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	
Timeline	Project duration January 2005 - January 2007 (This built on a previous project.)
Stage of development	Completed
Development Process/ Methodology	
Number of beneficiaries	

Claimed Outcomes/Impact dimensions	<p>The direct beneficiaries public secondary schools, community centres , NGOS, ministries of education, in Kenya and Ghana, Women Associations who used community centres and schools for training and information management. CFD youth for youth- learning by doing project supported and trained 10,000 beneficiaries between 2004 and 2006. The project continued by the model being duplicated and we expect to have over 20,000 formally or self employed employed end users with ICT skills in Kenya and The Netherlands by 2010.</p> <p>Impact dimensions:</p> <p>a) Development of ICT skills which are applied accross different sectors hence job creation for many trained end users.</p> <p>b) More trainers available at schools and community centres given the dutch students were able to travel to provide extra training capacities in Kenya and Ghana.</p> <p>c) 50% increase in the number of schools on waiting list to receive computers.</p> <p>d) Improved socio-economic position of end users enabling them to take control over their own lives and developed self-confidence hence less criminality or early pregnancies and dependency situations.</p> <p>e) Female entrepreneurs using acquired ICT skills</p> <p>f) More schools adopted ICT as part of curriculum</p>
Criticisms of service/initiative/programe	
User factors	
User stories	
Success factors and barriers reported by the initiative	
Transferability	
Researcher Analysis	
Assessment as to whether of interest	Interesting case of ICT knowledge transfer on an international basis.
Overall assessment	Candidate for good practice
List of references / reports / articles /	
Any other comments	

Type of information	Potentially relevant fields
Identification	<ul style="list-style-type: none"> - Name - Web site - Contact information - Key contact person - Service Champion (if identified)
Outline description	As recorded by the practice owner
Purpose of the initiative (description, objectives, intended outcomes, etc)	<ul style="list-style-type: none"> - Strategic purpose/ intended contribution - Intended outcomes - Theory of change/ intended mechanism for producing outcome - Trigger (<i>policy, market business opportunity, internal organisational innovation, etc</i>)
Relevant policy domains	<ul style="list-style-type: none"> - Digital inclusion - Social inclusion - Employment - Immigration and integration - Lifelong learning - Urban regeneration/ rural development/ local economic development - Youth - Ageing - others ...
Geographical scope	<ul style="list-style-type: none"> - (Origin) Country of practice - Where the initiative takes place
Set-up Funding	<ul style="list-style-type: none"> - Set up funding source - Type of funding organisation (public R&D, public operational, private firm, investor, insurance, individual, not for profit) - Funding budget / scale - Funding period
Operational funding	<ul style="list-style-type: none"> - Operational income sources for initiative/service - Operational budget/ scale e.g. (<10K€, 10-50K€, 50-500K€, +500K€) (record in currency of country in first instance) - Percentage vs total operational budget - Financial sustainability model and perspectives (public, private or 3rd sector funding, income from own commercial services, etc)
Stakeholders and institutional resources -(Multiple)	<ul style="list-style-type: none"> - Promoters (central government, local government, private sector (record size of employer if appropriate), not for profit (i.e. voluntary/ third sector, etc) - Developers (R&D) - Support networks involved in delivery - Implementors (service company) - Operational actors (those providing the service, product)

Target users: both initial target population and additional potential target population (multiple)	<ul style="list-style-type: none"> - unemployed/ economically inactive - returners to the labour market - migrants - youth - older people - intermediary actors (social services, association, trainers, etc)
Specific Services/support provided	(Domain specific)
Technologies used	<ul style="list-style-type: none"> - Off the shelf consumer/business equipment; bespoke software or hardware - User Platform: PC, mobile, games etc - Online or offline
Contextual information (descriptive, possibility to use some abstract categories such as welfare regime)	<ul style="list-style-type: none"> - regulation/ governance - country / region / local specific context
Timeline	<ul style="list-style-type: none"> - R&D start date - Pilot start date - Full deployment start date - End date (if applicable)
Stage of development	- Experimental / pilot / established
Development Process/ Methodology	- In-house Experimental; Transfer-in; national programme; demonstrator etc
Number of beneficiaries	

Claimed Outcomes/Impact dimensions	<ul style="list-style-type: none"> - Description of actual outcomes - Measured outputs and outcomes (expected, against performance indicators; unexpected outcomes) - Methods used for measuring outcomes - Sources of data on outcomes and impact - Any economic analysis (cost-efficiency, comparisons etc) - External evaluation available
Criticisms of service/initiative/programme	
User factors	<ul style="list-style-type: none"> - Drivers for usage - Barriers to usage - Preconditions for use/ skills required/ etc - Benefits perceived
User stories	
Success factors and barriers reported by the initiative	
Transferability	- Evidence of transfer to other contexts (cities, regions, countries)
Researcher Analysis	<ul style="list-style-type: none"> - Enabling and supporting factors - Success and failure factors - Barriers to development - Lessons learned (for the specific initiative/ other initiatives) - Scalability / replicability / transferability aspects (e.g. codified knowledge, best practice, transfer network, etc) - Innovation landscape
Assessment as to whether of interest	- Researcher subjective assessment of value of the case study/ initiative
Overall assessment	- Candidate for Good practice? (Yes/ No/ Maybe)
List of references / reports / articles / evaluations	
Any other comments	



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