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# MC-eGov Study on Multi-channel Delivery Strategies and Sustainable Business Models for Public Services addressing Socially Disadvantaged Groups

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## **Deliverable D1.3a: Review of Good Practice Examples Version 1**

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## 1.0 INTRODUCTION

### 1.1 *Overall purpose of the study*

The study on multi-channel delivery strategies and sustainable business models for public services addressing socially disadvantaged groups aims at providing a thorough analysis and assessment of the current state of the art of main actions at Member States level related to the Inclusive eGovernment area, including guideline principles and practice, identifying, defining and reaching consensus on a multi-channel service delivery strategy that would support more effective and efficient delivery of public services to socially disadvantaged groups and produce a possible range of sustainable business models that would support a more effective and efficient delivery of public services to those citizens at risk of being left behind by the information society.

### 1.2 *Background*

In our study, inclusive eGovernment means that the service takes a need (for example providing counselling and psychotherapy to young people) and constructs channels around their needs and behaviours. Using the counselling and psychotherapy example, while eInclusion may target this group with electronic channels such as SMS, online messaging, WebCams, or email; inclusive eGovernment would use these channels according to social and behavioural needs of the young people. For example, a Webcam or online messaging exchange with a counsellor may overcome some of the power relationship problems of an initial face-to-face meeting at the location of a counsellor – instead, the young person is allowed equal power in the exchange since either party can terminate it. If that in itself increases the levels of engagement between young people and counsellors then there is a strong possibility that more public value is created.

Consequently, inclusive eGovernment works very much on the basis of taking the existing reality (the bricolage of various exclusions that exist now in society, and especially social exclusion) and constructing public service delivery which includes new technologies, and the third sector, in the supply chain so that the excluded groups can consume the services efficiently and effectively. It may be as simple as adding new channels to an existing service portfolio. The actual process of inclusive eGovernment therefore is focused on political and policy social goals involving a particular set of electronic channels that can work with other channels (multi-channel) in delivering public services. However, the landscape of social inclusion across the EU member states is noted above as being variable, and without a policy context it will be difficult for multi-channel projects to be undertaken other than on an ad-hoc basis.

A further consideration for inclusive eGovernment relates to the ways in which the financial flows for the business models operate (and we are taking the term 'sustainable business model' to mean 'sustainable operating model' in the public service context). The top-down, Exchequer-led models that have dominated in the past enforced a vertical supply chain, with decision-making becoming ever more diluted the nearer the process came towards the local dimension. Even where there has been recent delegation to the local level, the centre often has locked the local back into the centre through the imposition of performance targets, thus making the service deliverers focus on two core client sets – citizens and central government. The financial landscapes of member state governance will also contribute to a diversity of practice in sustainability.

### 1.3 **Defining socially excluded groups**

In the context of initial terms and segmentations of who are socially excluded from eGovernment, we acknowledge previous research that provides a framework that we can build on. Paul Foley and colleagues identified key words and parameters for seven social inclusion problems, and key words and parameters relating to inclusive eGovernment are:

- **Unemployment and worklessness:** *Low skills, Literacy/language skills, Long term illness/disability, Ethnic penalty/discrimination, Social capital.*
- **Early years disadvantage:** *Child poverty, Lack of social capital, Access to benefits. Families or individuals with complex and multiple needs; Information sharing, Access to services, Intermediaries.*
- **Educational underachievement:** *Low parental expectation/involvement, Deprived neighbourhoods, Access to home computer.*
- **Homelessness:** *Social isolation; Frequent moving.*
- **Health inequalities:** *Mental health stigma, Disability and independent living, Access to services.*<sup>1</sup>

### 1.4 **Purpose of this report**

Task 1.3 of the study<sup>2</sup> concerns "*identification and documentation of good practice examples*". This report presents the results of our preliminary review of available information on relevant initiatives, projects or activities in the field of inclusive eGovernance, i.e. multi-channel public service delivery with specific focus on disadvantaged groups. As such, it also forms a component of Task 1.2, "*data and evidence collection*".

One of the conclusions of this report is that a traditional case study approach needs to be complemented by a "life-event approach", which is explored and described in the accompanying report, "Deliverable D1.3b: A life-event scenarios approach". Methodologically therefore, we have two clear research strands:

- Scenario-based exploration of hypothetical "life events" based on existing processes – this entails mapping the processes and agencies that a series of hypothetical service users (homeless person, young mother etc) must currently follow and/or interact with; and
- Identification and analysis of real cases, which can serve as "flagship projects", but also provide inputs to the development of forward-looking scenarios, where the outcomes from the life events are improved through financial and organisational re-engineering enabled by technology.

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<sup>1</sup> FOLEY, P., KATHY, ALFONSO, X., FISHER, J. & BRADBROOK, G. (2005). *e-Government: reaching socially excluded groups?* (September) Improvement and Development Agency, [cited June 1 2006]. <http://www.idea.gov.uk/idk/core/page.do?pagelD=1074872>

<sup>2</sup> See Study Inception Report, Deliverable D1.0, April 2008

## 2.0 METHOD AND INFORMATION SOURCES

### 2.1 Method

Given the discussion above on interpreting the term inclusive eGovernment, and recognising the need to provide a working definition of the real cases that are of interest to the study, the following criteria were developed, such that relevant projects, initiatives and activities would:

- *Contribute to the achievement of a better social environment; higher cohesion, greater effectiveness and impact of eGovernment services targeted towards groups in need of social support and those who do not themselves directly use ICT.*
- *Make available targeted, combined, flexible and accessible multi-channel services, including face-to-face delivery support and advanced ICT tools, whilst preserving and assuring traditional channels.*
- *Facilitate combined delivery of services and better coordination between the different stakeholders engaged in service delivery at all levels, with special focus given to intermediaries who need to be trained and be legally enabled to act, if required, on behalf of the citizen<sup>3</sup>.*

At the outset we differentiated this project from eInclusion, which is about the use of products, standards and related interventions that embrace accessibility in general. So, if everyone has access to the Internet, to a digital television, and to the necessary skill-set, then public service delivery will be facilitated for all. eInclusion therefore is more aspirational by setting goals for the future. It targets particular segmented groups (for example blindness, age, or literacy) with electronic technologies.

### 2.2 Main information sources

Potential cases of interest were identified in the following ways:

- Reviewing major activities of the EU Framework Programmes and the focused inclusive activities within them, such as projects within eGovernment, eHealth, eTen and eInclusion and major projects by relevant stakeholders;
- Searching available databases and online resources, documenting relevant initiatives in the field of multi-channel public service delivery with specific focus on disadvantaged groups. The ePractice<sup>4</sup> site provided an important starting point with its directory of documented cases. The database was filtered by country and the domains of eGovernment, eHealth and e-inclusion;
- Reviewing the report '*Inclusive eGovernment: survey of status and baseline activities*' prepared by Inclusive eGovernment ad hoc Expert Group;
- Consultation with the members of the Inclusive eGovernment ad hoc Expert Group.

<sup>3</sup> MILLARD, J. (2007b). *Inclusive eGovernment Expert Group meeting: (Draft) Summary of main points*. Brussels: European Commission. December 11.

<sup>4</sup> [www.epractice.eu](http://www.epractice.eu)

## 3.0 GOOD PRACTICE EXAMPLES

### 3.1 Inclusive eGovernance initiatives and examples

Using the three principle judgement criteria set out in Section 2.1 above (multi-channel or multi-agency; addressing socially disadvantaged groups; and evidence of financial sustainability), projects were ranked on a scale of one to five, where projects ranked 1 were not suitable for consideration and those ranked 5 were highly suitable. The results are tabulated below by Member State.

### 3.2 Austria

No.	Name of the good practice example, country	Grade
1.	<b>Electronic filing (ELAK) system, Austria</b>	4
<p>The electronic filing (ELAK) system was in started in September 2001 and completed in January 2005 in order to replace paper based filing and archiving in all ministries of Austria. The project has since then been used by some 9.000 users.</p> <ul style="list-style-type: none"> <li>- The ELAK is a corner stone of Austria's overall "e-Government" strategy. This means seamless electronic services of public administration and consists of the Citizen Card, integrated electronic forms and delivery services as well as electronic documents and the electronic workflow and file management in the back office. Electronic documents are often a prerequisite for inclusive e-Government. The ubiquity of the "electronic document" gives predominance to on-screen visualisations of paper. People with poor or no eyesight can now use the reading tools for electronic documents, which is not possible for paper format. Electronic documents must therefore be available in such a way that that they can be presented to and used by people with special needs in appropriate formats.</li> <li>- Care for special needs should be taken throughout the process chains, including interactive form design and use, electronic signature, authentication and validation of documents. Many interfaces, pop-up screens and dialogues are inadequate in supporting the needs of users with special needs.</li> <li>- Especially the rise of electronic signatures and authentication mechanisms makes it for the first time possible that blind people can sign contracts without the help of external people.</li> </ul>		

Source: Austrian Inclusive eGovernment MS Expert, May 2007

No.	Name of the good practice example, country	Grade
2.	<b>Multimedia Stations, Austria</b>	3
<p>More than 1000 terminals are installed throughout the country. Those terminals are more than telephone boxes, but showcases for broadband. Multimedia Stations are complete new solutions for public communication with a stable business model. This project was a starting point for a common terminal network in Germany, France, Slovenia and Bulgaria. The Multimedia Stations are accessible 24 hours a day and offer free access to citizen information and e-Government applications for all citizen.</p>		

Source: ePractice: <http://www.epractice.eu/cases/2491>

### 3.3 *Belgium*

No.	Name of the good practice example, country	Grade
3.	<b>Public computer spaces, Belgium</b>	3
Public computer spaces in town halls and social centres, in schools (in Brussels, Internet access in primary and secondary schools with special facilities for blind and hearing-impaired children), street Internet kiosks in Brussels.		

Source: National Progress Report on i2010 eGovernment Action Plan, May 2007

No.	Name of the good practice example, country	Grade
4.	<b>Automatic granting of benefit payments , Belgium</b>	4
Automatic granting of benefit payments will be automated based on the social security status of a person (e.g. tax reduction, reduced telephone charges, free pass for public transport) without the person having to submit a certificate. The benefit-granting institution will instead consult the Crossroads Bank for Social Security to get information on social security status.		

Source: National Progress Report on i2010 eGovernment Action Plan, May 2007

No.	Name of the good practice example, country	Grade
5.	<b>“Communit-e” application, Belgium</b>	4
The “Communit-e” application, the municipality can introduce requests for allowances for handicapped persons or medical recognition requests for handicapped persons directly into the Social Security Department’s IT system. This leads to a better service to handicapped persons (quicker treatment of the dossier).		

Source: National Progress Report on i2010 eGovernment Action Plan, May 2007

### 3.4 *Denmark*

No.	Name of the good practice example, country	Grade
6.	<b>Equal Access to Information through Digital Library Service , Denmark</b>	4
<p>Through the National Library for the Blind website, visually impaired or dyslexic individuals can order digital books in a fully automated system. The Danish National Library for The Blind (DBB) provides a digital library service for the visually impaired and dyslexic in the form of eBooks, digital talking books (DTB) and Braille materials. The process from the moment library users order material via the E17 Internet portal (www.e17.dk) to the production of the media is fully automated and the material arrives at the designated address within a day or two, either on CD or on Braille paper, with downloads of eBooks instantly available. This 24/7 service allows for the speedy delivery of library material that enables users equal access to information and, hence, social inclusion.</p> <p>- Impact</p> <p>DLS enables a 24/7 automated digital library service with superior products – towards a Global Digital Library Network. The increasing number of users can be served at the same costs. Due to equal access to information, social inclusion is strengthened. In addition, the scalability of the DBB systems means that it is possible to accept people with dyslexia. The systems are also flexible, as they are built in modules and can easily be adapted to new ways of distribution, e.g. via the Internet at low cost. The investment in digitisation is therefore future-</p>		

oriented and will have lasting effects. With the digital material, it is also possible for those users who are in the labour market to join in the continual upgrading of competences, which is quintessential in this day and age. Previously, a user would not have been able to acquire the necessary education. This also applies to students, who can now successfully pursue higher education.

- Lessons learned

- In terms of innovation, one must think outside of the box, and make useful alliances with various partners, with win-win situations envisaged for all stakeholders.
- It is important to think digitally, rather than trying to simply superpose new methods on old strategies.
- International co-operation can provide many benefits, particularly when a certain specific target group is concerned.

Source: European eGovernment Awards 2007, Theme 3: social impact and cohesion (<http://www.ePractice.eu>)

### 3.5 Finland

No.	Name of the good practice example, country	Grade
7.	<b>Multilingual Infobank (Infopankki) - website for immigrants (www.infopankki.fi)</b>	4
<p>A highly inclusive multilingual information website for the immigrant population of Finland, which has already seen growth from one city to several others in the country. Infobank is a multilingual web service targeted at the 120,000 immigrants living in Finland, as well as the authorities providing them with public services. The information on the website is available in 15 languages. The site contains basic information on everyday questions including healthcare, social services, education, employment and links to other relevant websites offering comprehensive and complementary information. This national web service was launched in 2003, and receives approximately 50,000 visitors per month.</p> <p>- Impact</p> <p>Originally, this website used to be part of the web service of the city of Helsinki, but due to the good results, others have joined in and started to use the information for their own needs. The Infobank currently has five partners and contacts with several others. In 2006, Infobank had 40,000 visitors per month and 1.9 million pages were loaded. In 2007, the number of visitors increased to 50,000 per month. A web-based questionnaire for Infobank users carried out in May 2007 had positive results: 70-90 % of respondents felt the information on the site was useful and the themes well covered. More than 90% of respondents felt that Infobank is easy to use and the information is easy to read and understand. The impact of Infobank is sustainable because it supports the long-term integration of the site users. 38 percent of the users visit the site 1-3 times a month. The site has also been successful with public administration officials themselves: 40 percent of the users are authorities providing services to immigrants.</p> <p>- Lessons learned</p> <ul style="list-style-type: none"> <li>▪ Networking is highly important regarding the production and dissemination of information.</li> <li>▪ It is important to target the information through frequent surveys, etc. to find out the needs of the users. This requires a constant updating mechanism.</li> </ul>		

Source: European eGovernment Awards 2007, Theme 3: social impact and cohesion (<http://www.ePractice.eu>).



No.	Name of the good practice example, country	Grade
8.	<b>Web Nurse Service (<a href="http://www.verkkohoitaja.fi">www.verkkohoitaja.fi</a>), Finland</b>	3
<p>The WebNurse is a service whereby citizens can ask anything concerning their health and a registered nurse will give them an answer within 1-3 days. The population distribution makes this kind of service attractive as a means of enhancing services to rural and remote populations.</p>		

Source: *European eGovernment Awards 2007, Theme 3: social impact and cohesion (<http://www.ePractice.eu>)*

### 3.6 France

No.	Name of the good practice example, country	Grade
9.	<b>GeoPublic services Portal, France</b>	3
<p>Offering geographical data and public services information (opening times, multi-channel offer) to facilitate access, location and geo access. Opened last week, this new French portal provides aerial views of the French territory with a high precision. By the end of 2006, this geoportal will integrate public services information.</p> <p>Evolutions needed: Using mobile phone technologies, some useful evolutions could be :</p> <ul style="list-style-type: none"> <li>• to offer the possibility for citizens to get public services geo-access information on their mobile phone</li> <li>• to re-enforce the access for disabled people using vocal technologies in order to facilitate their localisation and providing guiding information</li> <li>• to offer rationalized analysis of the different means of transport available to join a public service counter</li> </ul> <p>and also to identify firms and shops selling products needed.</p>		

Source: *French Expert, Inclusive eGovernment Meeting, 28 June 2006, Directorate general for State Modernization (DGME)*

No.	Name of the good practice example, country	Grade
10.	<b>Multiservices counters, France</b>	3
<p>Using ICT and public services data basis information, these multiservices counters will provide a large panorama of public services in one place, avoiding the complexity of our administration for all citizens. They will offer first level of administrative information to citizens. Public agents will be able to act on the behalf of citizens thanks to specific habilitations. A specific test will be conducted in two regions. A general reference document for developing Multiservices Counters will help local authorities to develop multiservices counters.</p>		

Source: *European eGovernment Awards 2007, Theme 3: social impact and cohesion (<http://www.ePractice.eu>)*

No.	Name of the good practice example, country	Grade
11.	<b>Learning and writing handicap compensation with MP3 players, France</b>	4
<p>The initiative appeared after a recurrent assessment of the specific difficulties of dyslexic pupils and handicaps encountered to face basic homework tasks. Since the lesson written by the dyslexic child in his handbook is most of the time unreadable, he is prevented from the repetition work and cannot always rely on the constant attention of the parents in helping in the reconstitution of the lesson. Giving a printed copy of the lesson does not help when it comes to children suffering from a reading handicap. So it has been decided to create an</p>		

audio 'copy' of the lesson that could allow an easier work in autonomy at the end of the day. To do so, peers of the disabled child are involved in recording on an MP3 player the audio version of the lesson in a dedicated moment every day. The dyslexic child is then provided with the MP3 player with all the necessary contents, he will thus receive an 'oral portable peer help' to clean up and fulfill quietly his own version of the lesson. The same device is used also to give oral instructions during some tests in order to avoid any early obstacle in understanding the instructions.

Source: <http://www.epractice.eu/cases/2426>

### 3.7 Greece

No.	Name of the good practice example, country	Grade
12.	<b>Multi-channel Citizen Service Centres (CSC): services to Greek citizens which reveals the importance of a high level of publicity for success, Greece</b>	4
<p>An example of multi-channel service delivery, providing over 1000 products and services to Greek citizens which reveals the importance of a high level of publicity for success. The Citizen Service Centres provide an advanced multi-channel system for the delivery of public services to citizens and businesses, regardless of their digital literacy level, social orientation or locality. It has proven to be a high profile eGovernment project and its impact on citizens and administration alike has been remarkable. Several thousand citizens every day across Greece can walk into any of the 1,050 Citizen Service Centres, call the call centre 24 hours a day, seven days a week, or visit the dedicated website in order to carry out their affairs with the various departments in the public domain through this seamless suite of integrated channels.</p> <p>- Impact CSC-KEP has over 1,050 Service Centres, offering 1,025 products or services through 1,025 Standard National Forms. The number of transactions through all channels (via the portal, phone or face-to-face) has totalled 3,126,853 in 2006, with over two million interactions taking place to date in 2007. The number of customers was in 2006 1,920,000. The rolling total has now reached 4,945,681. Per day the Citizen Service Centres answer around 1,700 phone calls and count 6,000 visitors to the portal.</p> <p>- Lessons learned</p> <ul style="list-style-type: none"> <li>▪ Central support, consensus, local implementation as well as a strong public image is needed for widespread success.</li> <li>▪ National projects need strong political support. Project leaders should be high level politicians, such as a deputy minister.</li> <li>▪ Technology alone can not achieve better services. It needs better use of information, people, processes and technology. Public relationship plus advertising support are essential.</li> </ul>		

Source: *European eGovernment Awards 2007, Theme 3: social impact and cohesion* (<http://www.ePractice.eu>)

### 3.8 Hungary

No.	Name of the good practice example, country	Grade
13.	<b>eHungary Access Points, Hungary</b>	4
<p>eHungary Access Points: setting up an eInclusion Infrastructure with the objective to enhance ICT access by removing barriers and developing communal gateways (based on the so-called Swedish Model, which enhances individual access, through allowing tax allowances to the employers):</p> <ul style="list-style-type: none"> <li>- at least one Communal Access Point at each township by the end of 2006 with coherent and innovative basic services are with extra applications and services as required</li> <li>- presence of an 'IT mentor' at each Communal Access Points providing professional support to less experienced users.</li> <li>- in addition to existing Communal Access Points, new ones may work with completely different business models, but which are able to connect to one another, forming an widespread Access infrastructure network</li> <li>- Equal Opportunities: launching an eUmbrella Initiative based upon the principle of positive discrimination, in which concrete actions are to be taken to ensure equal opportunities in its three (societal, regional and interregional) aspects, with the aim of narrowing the digital divide.</li> </ul>		

Source: National Progress Report on i2010 eGovernment Action Plan, May 2007

### 3.9 Ireland

No.	Name of the good practice example, country	Grade
14.	<b>Online Addiction Information and Support (<a href="http://www.dap.ie">www.dap.ie</a>), Ireland</b>	3
<p>The dab.ie online resource provides factual evidence-based information to individuals on the subject of substance misuse and addiction. Since the launch of the site, it has received well over 1 million requests for information and online support.</p>		

Source: European eGovernment Awards 2007, Theme 3: social impact and cohesion (<http://www.ePractice.eu>)

No.	Name of the good practice example, country	Grade
15.	<b>Taobh Tíre - A better library service for isolated communities (<a href="http://www.donegallibrary.ie">www.donegallibrary.ie</a>), Ireland</b>	4
<p>TaTi is a network of service points that consists of a collection of books and a PC with access to the Internet that gives access to the library's online catalogue and a range of online information resources through the library website. Service points are staffed by the partner organisation and supported by the branch library network.</p> <p>Taobh Tíre was a pilot research project that investigated and implemented new ways to serve small rural and urban isolated communities. The project was run by Donegal County Council in association with An Chomhairle Leabharlanna (The Library Council) under their Public Library Research Programme. Donegal County Library Service works in partnership with local community groups and agencies to deliver library services through a network of service points. A service point consists of a collection of books and a PC with access to the internet which in turn gives access to the library's online catalogue and a range of online information resources</p>		

through the library website. Service points are staffed by the partner organisation and supported by the branch library network.

Source: *European eGovernment Awards 2007, Theme 3: social impact and cohesion* (<http://www.ePractice.eu>)

No.	Name of the good practice example, country	Grade
16.	<b>Digital Communities Programme, Italy</b>	3
<p>The Digital Communities programme is a joint initiative of Dublin Institute of Technology (DIT) and Hewlett Packard, who with government and private sector partners, provide community ICT centres and training programmes in 19 inner-city Dublin flat complexes. It is part of a broader Community Links programme, operating in communities with a high level of persistent educational disadvantage. These projects aim to break the cycle of deprivation in families and communities where the rate of long term unemployment is the highest in Ireland and retention rates in education are the lowest.</p>		

Source: <http://www.epractice.eu/cases/2424>

### 3.10 Italy

No.	Name of the good practice example, country	Grade
17.	<b>INPS, the National Social Security Institute, Italy</b>	3
<p>INPS, the National Social Security Institute in Italy, manages pension schemes, social allowances and indemnities for citizens and immigrants living in Italy. It communicates with over 42 million people with different needs and languages through 600 contact points (branches), a contact centre and an online portal. Vicky, is the innovative interaction system that INPS has put in place on its web portal to extend its efforts for an always more effective way of communicating with citizens (over 50% of visits to desks are still for generic information and low value services which are also available online). A multi-channel virtual human assistant that can be reached on the web, mobile and in the next future also on Television with the ability to answer to complex questions understanding user's natural language and with the intelligence to learn from user's inputs. The intention is to provide an effective and clear dialogue and, most importantly, a way to understand the real needs of the citizens. Users can now "talk" with Vicky eliminating the barriers imposed by standard online navigation (where users are forced to choose single options from standard menus), and Inps can learn and respond properly adapting the delivery of its services and information.</p>		

Source: <http://www.epractice.eu/cases>

No.	Name of the good practice example, country	Grade
18.	<b>Schoolhost -- A school for friends (<a href="http://www.ao-umbertoprime.marche.it">www.ao-umbertoprime.marche.it</a>), Italy</b>	3
<p>Children in hospital are given valuable integration to school life through video communication, enabling them to study from hospital, not only with a remote teacher, but also integrated in a remote class. The schoolhost project has developed learning procedures, video communication links to the schools involved, and training for teachers and students in the hosting classrooms.</p>		

Source: *European eGovernment Awards 2007, Theme 3: social impact and cohesion* (<http://www.ePractice.eu>)

### 3.11 Lithuania

No.	Name of the good practice example, country	Grade
19.	<b>New service possibilities for unemployed</b>	3
<p>The unemployed can use SMS to access newly registered job vacancies in the 46 local labour exchange offices, as well as physically visiting the offices.</p>		

Source: National Progress Report on i2010 eGovernment Action Plan, May 2007

### 3.12 Malta

No.	Name of the good practice example, country	Grade
20.	<b>eGovernment Agents, Malta</b>	3
<p>The major initiative on inclusive e-Government is the introduction of eGovernment Agents. This is aimed towards those people in society which do not have the facility to access the internet and thus cannot access eServices online. This programme is resulting in both improving accessibility to citizens who do not need to be presently physical at the respective Government department to avail themselves of the public service and on the other hand is giving the facility to Government to reduce workload in front offices, giving the possibility to Government to redeploy people and restructure such offices saving money.</p>		

Source: National Progress Report on i2010 eGovernment Action Plan, May 2007

No.	Name of the good practice example, country	Grade
21.	<b>Public Internet Access Points, Malta</b>	3
<p>The Public Internet Access Point Project (PIAP) was launched in 2001. The Ministry for Investment, Industry and IT (MIIT) transformed circa 100 telephone booths into web phones by setting up ADSL telephone lines in every town and village in Malta and Gozo in squares, public libraries, and the front offices of Government institutions. These web phones provide access to all e-Government services free of charge, but nominal rates apply to access the Internet for other purposes. PIAP's provide a dual service: a normal payphone and free access to a specifically designed internet portal. These PIAP's are a state of the art web phones, which are in themselves an attractive technology masterpiece, that for sure have upgraded the image of the country, placing it amongst those countries leading the information world. Public Internet access points are instrumental for those citizens without access to the Internet at home or work - to provide everything from easy access and no waiting in queues to access information and government services, to online banking and bill payment options. Public Internet access points are there to provide additional services and the opportunity to reap time/money savings to all the Maltese community - especially to those who have no means or access to ICT.</p>		

Source: ePractice: <http://www.epractice.eu/cases/2506> and [www.miti.gov.mt](http://www.miti.gov.mt)

### 3.13 The Netherlands

No.	Name of the good practice example, country	Grade
22.	<b>Automatic remission of local taxes and pre-filled forms for application of the old age pension, The Netherlands</b>	2
<p>It is calculated that the digital client file, automatic remission of local taxes and pre-filled forms for application of the old age pension will lead to a structural aggregated quantitative reduction of administrative burdens for the disadvantaged groups of 1,157,000 hours and € 1,420,000 out-of-pocket costs yearly. It will also cause less irritation. There are no calculations of the qualitative or quantitative results for public administrations, but it is expected that these eGovernment tools will lead to considerable reductions in time and money for the public administrations.</p>		

Source: National Progress Report on i2010 eGovernment Action Plan, May 2007

### 3.14 Portugal

No.	Name of the good practice example, country	Grade
23.	<b>Public Internet Access Spaces (PIAS), Portugal</b>	4
<p>The most significant Portuguese initiative with an impact on Literacy, Employability and Social Integration is the national network of Public Internet Access Spaces (PIAS)</p> <p>As of December 2006, more than 1.000 PIAS provide free access to multimedia computers and the Internet to citizens all over the country. In all the PIAS, trained personnel assure permanent support to users, assuming a very important role as social mediators to computer and Internet technology in local, and frequently remote, communities. Most PIAS have at least one workstation properly equipped to make it accessible to handicapped citizens. Some of these PIAS are tailored to specific target groups, such as the elderly and immigrants. (see <a href="http://www.unic.pt">http://www.unic.pt</a> and <a href="http://www.espacosinternet.pt">http://www.espacosinternet.pt</a>)</p> <p>PIAS are set up in various locations: Municipalities, Public Libraries, Employment &amp; Training Offices, "Live Science" Centres, Social Solidarity Institutions, NGOs, etc.</p> <p>Additionally, there are slightly over 2000 more Public Internet Access Points (PIAPs), where free internet access is provided, but no permanent support personnel is available.</p> <p>The usage profile for PIAS and PIAPs spans: access to public e-Services, job search, basic ICT literacy competence training and certification, leisure, etc.</p>		

Source: Portuguese Inclusive eGovernment MS Expert, May 2007

No.	Name of the good practice example, country	Grade
24.	<b>Immigration and Ethnic Minorities, Portugal</b>	3
<p>In Dec/2006 the High Commissioner for Immigration and Ethnic Minorities launched the CHOICES 3G Programme, with a potential target of 40 thousand children and young people. It spans an integrated set of actions (arts, ICT, leisure occupations) aiming at lowering school dropout and increasing digital inclusion in groups at risk, particularly ethnic minorities. It finances a total of 120 projects, totaling approximately 21 million euros.</p>		

Source: Portuguese Inclusive eGovernment MS Expert, May 2007

### 3.15 Spain

No.	Name of the good practice example, country	Grade
25.	<b>Multi-channel access point for all PA services, Spain</b>	3
<p>The 060 is the multi-channel access point for all PA services. Before 060 there were 2,800 citizen service offices in General Administration (20,000 in all PA agencies), 1,000 phone numbers (500 in General Administration), over 600 web pages. After the launch of 060 there is just a single portal to access services, just one phone number and just one kind of office for all PA levels, resulting in 120,000 website visits per month, 40,000 phone enquiries per month, 5,132 office enquiries in last four months of 2006.</p>		

Source: National Progress Report on i2010 eGovernment Action Plan, May 2007

### 3.16 Sweden

No.	Name of the good practice example, country	Grade
26.	<b>TPI The pocket interpreter (www.pts.se), Sweden</b>	3
<p>TPI: the pocket interpreter is a national communication service that makes it possible for deaf people using sign language to communicate with hearing people. Anybody can call the service, which is manned by several sign language interpreters located in different studios in different geographic locations in Sweden, free of charge.</p>		

Source: European eGovernment Awards 2007, Theme 3: social impact and cohesion (<http://www.ePractice.eu>)

No.	Name of the good practice example, country	Grade
27.	<b>Sámi Network Connectivity, Jokkmokk, Norrbotten County, Sweden</b>	3
<p>The Sámi Network Connectivity (SNC) process began with a project for the promotion of gender equality and women's entrepreneurial capacities within the Sámi villages and reindeer husbandry. In key Sámi areas access is limited and unpredictable, as there is no wired infrastructure, only inconsistent wireless infrastructure and low telecom coverage; satellite coverage is expensive and intermittent. A solution has to address topographic circumstances (mountains), the fact that major areas are environmentally protected (which puts constraints on installing fixed infrastructure such as antenna towers and limits the availability of power sources), and the semi-nomadic nature of reindeer herding. It must also be accessible at an affordable and maintainable cost. The SNC approach is based on Delay Tolerant Networks (DTN), realized by an Opportunistic Routing system using a mix of 802.11 hotspots and mobile relays. The basic premise is that, in a solution that includes a hybrid of the SNC realization of DTN and current Internet technologies, basic access to Internet communication services can be delivered to remote and nomadic communities. This is technically challenging as semi nomadism brings the notion of probability to the design.</p>		

Source: <http://www.epractice.eu/cases/2466> and [www.snc.sapmi.net](http://www.snc.sapmi.net)

### 3.17 United Kingdom

No.	Name of the good practice example, country	Grade
28.	<b>Leicestershire CareOnLine, UK</b>	2
<p>Since 2005, the Leicestershire CareOnLine has increased the number of vulnerable adults assisted to over 500 individuals and provided 5000 hours of home training to isolated people. It has completed building the service model - the technical support function has received over 700 support calls in 2 years. CareOnLine is currently working with other areas of Leicestershire Adult Social Care such as Day Centres and Learning Disabilities.</p> <ul style="list-style-type: none"> <li>- The service has provided training to a project in Manchester to improve their delivery of home ICT services to residents in a deprived area of the city.</li> <li>- CareOnLine is also working with the voluntary sector to build a volunteer network for home ICT training to older people, disabled people and carers that aims to provide an additional 8000 hours support each year and reach 3000 more people over the next 5 years.</li> <li>- Since 2005 CareOnLine has been a winner in the UK national eGovernment awards, and finalist in the Stockholm Challenge and UK Top Team awards. CareOnLine was also one of the 25 best practice projects chosen to exhibit at the Riga Conference on ICT for an inclusive society in June 2006.</li> <li>- CareOnLine provides a home outreach service to disadvantaged groups such as older people, disabled people and carers to provide them with ICT skills through the following: <ul style="list-style-type: none"> <li>• We assess individual needs and provide assistive technology equipment</li> <li>• Free one-to-one training in people's own home gives confidence and motivation</li> <li>• A simple website designed for older and disabled people</li> <li>• Help setting up computers and a Help desk/home visits</li> </ul> </li> <li>- Providing isolated groups such as older people with ICT skills enables them to use any online government service or participate in initiatives such as online voting. Here is an example from one user "Today for example I filed a tax return to the Inland Revenue and arranged a Hospital Appointment. I could not function without it [a computer provided by CareOnLine]." – Carer, aged 75.</li> </ul>		

Source: Update of 2005 Awards submission by case owner

No.	Name of the good practice example, country	Grade
29.	<b>UK online centres for eGovernment inclusion, UK</b>	3
<p>UK online centres for eGovernment inclusion:</p> <ul style="list-style-type: none"> <li>- The UK Government has made a significant investment in developing online public services. Increasing the proportion of the population which has access to these services is important not just for economic reasons, but for social equity. In 2002, 36 online centres, plus 9 more outreach centres), as physical walk-in centres ranging from Voluntary and Community Sector (VCS) centres to Public Libraries and Adult and Community Learning or Further Education Colleges. In 2006, pilot project was set up to assess their effectiveness in broadening the access to and use of Government e-services amongst the residents of the pilot area (South West of England), especially to the digitally excluded.</li> <li>- The aim of this 2006 pilot was to increase the local marketing of the online centres, particularly to visitors not currently using their ICT facilities, especially the digitally excluded. It also involved devoting more staff time to customer advice and support on ICT issues and</li> </ul>		



eGovernment internet, sites, and increasing the number of training courses, and using a range of innovative techniques to engage and support customers. These included themed sessions, course development and outreach activity.

- As part of the review of UK online eGovernment pilot initiatives in the South West of England, three phases of primary research were undertaken :

- a residents' survey (market sizing) : to appreciate the overall market
- a UK online centre user survey (market potential) : to understand centre use
- an eGovernment user survey (market benchmarking) : to generate user and use profiles.

- In order to track the user's "journey" through the Digital Inclusion process a further follow-up study was conducted six months after the market benchmarking survey. The aims of this evaluation are to explore participants' progress along the Digital Inclusion process, and the impact of internet and eGovernment usage

- Centre usage impact: Respondents are regular visitors to the centres, 59% visit at least once a week, and among those receiving training, two-thirds say that the training has given them much more confidence in using the internet.

- Internet usage impact:

- Four in ten respondents (43%) use the internet every day, four in five (82%) use it at least once a week. 42% use the internet at the centre at least once a week
- respondents are more confident in their abilities on the internet and are now significantly more likely to describe themselves as able users of the internet (90% vs 74% six months ago), with half (51%) saying that most of this change is due to the training received at the centre
- although none of the changes are significant in themselves, the trend indicates that over the last six months the profile of respondents has moved towards greater levels of Digital Inclusion: fewer are Digitally Dismissive or Excluded and more are Digitally Determined or Digitally Included.

- Impact of using the Internet impact:

- 81% say using the internet has been a benefit to their lives – 45% say it has been a big benefit
- the greatest benefits are seen as access to training, work and information as well as the confidence to initiate transactions online.

The most beneficial websites are seen to be: search engines such as Google and Yahoo, sites for public bodies and government departments, and shopping sites such as eBay, and retail/shopping websites.

Source: South West UK online eGovernment project, December 2006.

No.	Name of the good practice example, country	Grade
30.	<b>State pension claims, UK</b>	2
State pension claims can now be made over the telephone in one single 20 minute call, rather than taking at least 2 hours and several contacts.		

Source: National Progress Report on i2010 eGovernment Action Plan, May 2007.

No.	Name of the good practice example, country	Grade
31.	<b>Learning2go, UK</b>	2
- The Learning2go project in Wolverhampton has distributed Personal Digital Assistants (PDAs) to more than 1000 pupils in over 20 schools. These devices provide a bridge between		

school and home. They have been integrated into lessons and homework and have contributed towards measurable improved levels of literacy.

- Learning2Go partnership is currently the largest collaborative mobile learning project for pupils in the UK. The initiative, co-ordinated by Wolverhampton City Council, provides a pedagogical lead and shows how successfully mobile learning can be used to give students access to 'anywhere, anytime' learning. Learning2Go is developing new ways of delivering exciting and motivating learning both in and beyond school.

- During phase 2 of the project, launched in the second half of the autumn term 2005, more than 1000 pupils and their teachers in 18 schools are using Fujitsu Siemens Pocket Loox 720 PDAs, with Microsoft Windows Mobile software. Phase 3 started in October 2006 with an anticipated additional 1000 devices across all Key Stages.

- Project Ethos:

- The learner has the device 24/7
- The teacher is KEY to the whole project
- Learners can and will become more expert than adults
- There is complete wireless coverage in the school
- Content and applications are of equal importance
- Learning can take place at different rates and at different times
- Collaboration and peer support are to be encouraged
- Learners show their families the technology
- "Plearning" (Play/Learning) is valued

- Achievements and impacts

• In providing young learners with a sophisticated handheld computer 24/7, the learning2Go project has unleashed their ICT capability in a way that traditional lessons in the ICT suite never could. The learners have had to acquire new 21st century skills such as:

- synchronising their data to their user area on the schools network,
- closing down running programmes to conserve battery,
- connecting to the internet wirelessly, bluetoothing files to your mate
- coming to school with a full battery charge.

• Another key factor in the project success has been the ability to connect the devices to the Interactive whiteboard and projector, both for teacher demonstration in the introductory part of the lesson and for learner presentation during the plenary. Space prevents a longer review of applications but each visit to a school brings more ideas, such as one boy aged 10 who has set up an RSS news feed to his device for receiving news updates wirelessly – "Just because I can!" and is now becoming interested in current affairs

• There have been improved attendance levels, increased interest in learning, higher levels of parental engagement (with some evidence that parents have developed their ICT skills as a result of their children's engagement in the programme).

*Source: UK Inclusive eGovernment MS Expert, May 2007 (more info available on actors and practitioners, channels, business model, implementation, barriers and problems, measurement system, lessons learnt).*

No.	Name of the good practice example, country	Grade
32.	<b>Computers for Pupils, UK</b>	2
<p>Lack of home access to a computer and the Internet among a minority of pupils is a clear barrier for teachers who fear greater use of ICT in the classroom and for homework could increase disadvantage for those without. Universal home access for pupils is therefore critical for embedding ICT into education more deeply. Computers for Pupils is a £60 million, 2-year programme led by Department for Education and Skills (DfES) and aimed at helping some of the most disadvantaged secondary children improve their education and life skills by putting a computer or other electronic learning device into their homes. Local Authorities (LAs) identified as having eligible schools and pupils in their area have been given funding to buy equipment, as well as help and advice covering all aspects of the scheme.</p> <p>The scheme also has broader social goals around engaging parents both in their children's education, and in applications of information technology that can help improve their lives and life opportunities. It could ultimately impact 100,000 disadvantaged households and potentially double this number in terms of total people. A Home Access Taskforce has been established to extend the scheme in partnership with industry.</p> <p><b>Achievements and impacts</b></p> <ul style="list-style-type: none"> <li>• This initiative places the emphasis on personal access to ICT at home. Research shows that pupils' use of ICT, including in the home: <ul style="list-style-type: none"> <li>- raises standards</li> <li>- supports personalisation</li> <li>- improves their ICT skills</li> <li>- provides more options for what they learn and how they learn it</li> <li>- supports homework and revision</li> <li>- increases motivation</li> </ul> </li> <li>• By putting ICT into the homes of the most disadvantaged secondary pupils in the most deprived areas the project aims to: <ul style="list-style-type: none"> <li>- give these pupils the same opportunities as their peers;</li> <li>- provide the conditions which can contribute towards raising educational achievement, narrowing the attainment gap and supporting progress towards their targets</li> <li>- support personalised learning by providing access to ICT whenever or wherever is most appropriate for learning</li> <li>- encourage the development of ICT skills appropriate to the 21st Century for the pupils and their families.</li> </ul> </li> </ul>		

*Source: UK Inclusive eGovernment MS Expert, May 2007 (more info available on actors and practitioners, channels, business model, implementation, barriers and problems, measurement system, lessons learnt).*

No.	Name of the good practice example, country	Grade
33.	<b>Slivers of time, UK</b>	2
<p>Slivers of Time is a service which supports disadvantaged people in gaining employment. It brings employers with 2-3hrs of work together with people who are looking for work. It uses online marketplaces set up by Local Authorities to match:</p> <ul style="list-style-type: none"> <li>• Individuals who need to work odd hours around other commitments in their life (e.g. lone parents, carers, those restricted by illness, students, retirees, starting their own enterprise, part-time workers) with...</li> <li>• Organisations that need a pool of top-up workers at irregular times (e.g. commercial service providers, caterers, retailers, manufacturers, leisure industry, local authorities).</li> </ul> <p>- It is effectively a reverse auction of people's time and is particularly helpful to disadvantaged groups that might only be able to work for short and irregular periods of time.</p> <p>- The first Slivers of Time marketplace launch in London Borough of Newham in December 2005. Newham received £500,000 of Government funding to pilot the initiative in recognition of its potential in tackling worklessness and increasing the efficiency of the jobs market. The initiative bedded in over 2006 and is now working to roll out over the UK in 2007.</p> <p>- Achievements and impacts</p> <ul style="list-style-type: none"> <li>• Key findings from Government reports show that 13.7m people in the UK need this way of working at some point each year. 68% of target groups identified in the report want to try it immediately when it is explained to them and with just 5% take up the tax payer would save £400m a year by creating new work, not displacing existing roles.</li> <li>• People on incapacity benefit and income support can take on paid work for a certain number of hours each week without affection their benefits, and Slivers of Time is a useful tool to encourage people back to work. Individual case studies show that it is also a system useful for those with ESL (English second language) to get experience in the UK jobs market.</li> <li>• For employees, the initiative has reduced much of the bureaucracy and costs associated with traditional methods of recruiting temporary staff. East Thames Housing Group, one of the main buyers in Newham, has made 329 bookings totalling 2, 280 hours, continuing to use the service beyond its initial six month trial. It has saved over £10,000 on recruitment costs (compared to agency fees) in that time. For Local Authorities the initiative aligns with the Sustainable Communities Strategy bringing work into the community, spreading skills and opportunity into multiple house holds. For employees it can offer flexibility, help develop experience and move workers into the mainstream jobs market by building a CV.</li> </ul>		

*Source: UK Inclusive eGovernment MS Expert, May 2007 (more info available on actors and practitioners, channels, business model, implementation, barriers and problems, measurement system, lessons learnt).*

No.	Name of the good practice example, country	Grade
34.	<b>Voicemail4all, UK</b>	5
<p>VoiceMail4All (for homeless people) aims to increase employability, social belonging and reduce isolation by increasing social interaction, extending social networks over greater distances and putting people in contact with their peers. It is a free service offering a voicemail number to anyone who does not have a permanent place to stay and who does not have their own telephone number. This can be used to find a job, hear from family and friends, keep in touch with support workers, or look for more permanent housing. Homeless people can register free of charge at St Mungo's projects</p>		

They are given a number with a London code (0208) and can then retrieve their messages from any telephone line.

Users leave a personal outgoing message when they register and can then access messages they have received for free at St Mungo's homeless projects or at local rates from any telephone.

Voicemail is issued for a maximum period of three months which can be extended.

Based on a telecoms network from Evoxus, a pilot scheme has been in operation for some time at a sample of St Mungo's projects.

St Mungo's and Tech4all launched the scheme across London in 2005.

- Achievements and impacts

Benefits to users of a VoiceMail4All number:

Secure and reliable - users need never miss a message again

Number stays the same, even if everything else in life changes

A landline number means there is no stigma of being homeless. This is especially useful in terms of communicating with employers.

It gives control back to individuals. They do not have to rely on keyworkers, shared telephones or mobile phones (which can be stolen, lost or run out of battery/credit)

Helps grow individual capacity as well as employability. The service can be used for contact with anyone including support workers, social networks and regarding accommodation

Available 24 hours a day

Easy to use

Testimonials from clients of Voicemail4all

"It can be frustrating not having a telephone, especially when one moves out of an old residence. The voicemail really has helped me in having constant contact, especially from employment agencies."

"I have had messages from potential employers which have led to interviews. Also messages from colleges, plus services such as the optician, family and friends."

"My lawyer, who is impossible to get a hold of, was able to leave me a message which really helped me deal with my case."

"I managed to get into detox because they were able to call me on the weekend when my day centre was closed!"

"We have found the scheme to be of enormous benefit to our attendees – many want to be able to keep in touch with friends and family without necessarily letting them know where they are. It also proved useful for job interviews, and finding accommodation."

*Source: UK Inclusive eGovernment MS Expert, May 2007 (more info available on actors and practitioners, channels, business model, implementation, barriers and problems, measurement system, lessons learnt).*

No.	Name of the good practice example, country	Grade
35.	DigiTV, UK	5
<p>DigiTV Run by Kirklees Council, DigiTV is a former national project, which is run for local authorities by local authorities as a not for profit organisation. DigiTV is the local government digital interactive TV technology provider, allowing all local public services to publish transactions, information, polls, consultations, services and more on Sky, cable, interactive Freeview boxes and mobile. The project was started in June 2002 by the Office of the Deputy Prime Minister (which is now the Department for Communities and Local Government, known as DCLG)</p> <p>Every local authority is represented on DigiTV, and a range of national services is available to all. These include the ability to search for a job anywhere in the country in partnership with Job Centre Plus, national and local traffic news and journey planning from Transport Direct and a range of advice and services from Citizens Advice Interactive and the Community Legal</p>		

Service.

Local authorities are given the tools and training to create and manage a digital TV service or 'microsite', as well as given the benefit of best practice and technology sharing. As a local government cooperative, DigiTV undertakes technical developments on behalf of all partners and shares them without additional cost. Also available is a XML schema, which allows local authorities to integrate useful services and transactions with their back-end systems to offer real time end-to-end transactions, and to minimise any workflow issues.

Digital interactive TV services are focused on people in the community without PC skills or access, most in the lower socio demographic groups. DiTV ownership is skewed towards this group, who often also have a high use of public services. From a recent DigiTV poll, nearly 50% of respondents did not have access to the Internet and were already using DiTV for a range of services. The local government portal Looking Local is how the citizen/ viewer accesses these services, which are free and designed to be as usable as possible. All screens are navigated and forms completed using the remote control.

#### Achievements and impacts

Currently DigiTV is working with around 80 local authorities and a number of national organisations, who see that there is a significant swathe of their populations who are not being offered 24/7 services electronic services. Proof that further efficiencies can be made by moving non-Internet households to self serve, rather than calling or attending in person are plentiful.

Digital switchover is an opportunity to get those people with high use of services and little access, on a device they are happy with and will – if not now at some point soon – will have access to.

Currently Looking Local is getting in excess of 100,000 hits per week and with DiTV penetration growing, the trend is upward. Already local authorities are offering choice based lettings, doctor appointments, access to housing benefit systems, e-mentoring, access to local transport, police, fire, and event and community information.

In terms of the doctor appointments, since its launch there has been a decrease in DNAs (Do Not Attends) which is making significant savings for the Primary Care Trusts. Simply offering a consistency and equality of service is also important to many.

In terms of cost per transaction based on some national call centre figures, a local authority only needs to migrate around 60 calls a week from its call centre to DiTV to break even.

*Source: UK Inclusive eGovernment MS Expert, May 2007 (more info available on actors and practitioners, channels, business model, implementation, barriers and problems, measurement system, lessons learnt).*

No.	Name of the good practice example, country	Grade
36.	<b>boys2MEN, UK</b>	3/4
<p>boys2MEN boys2MEN runs personal development courses for vulnerable and challenging black teenage boys in London, particularly those who have been in care. It aims to assist them to rediscover their potential and to successfully make the transition from childhood to adulthood.</p> <p>Technology - a music recording and editing suite - is used as a hook to get boys through the door. At the beginning of a 10 week course the boys are allowed to spend most of their session in the music suite, with a short group counselling/discussion session at the end. As the course progresses, the balance of music / discussion changes until the boys are comfortable enough to want to spend longer talking than playing.</p> <p>Using technology engages boys with poor communication and attention skills. Making video diaries helps them learn about themselves and their behaviour and work out how to change it</p>		

for the better. 'Baby think it over' baby simulators are used to give the boys a taste of life with a small child and a phone counselling service for the boys and their parents is in development. The programme contributes to all parts of the Youth Development and Support objectives, particularly part 3 which seeks to: Encourage young people to realise and achieve their potential, Encourage and build active citizenship, contribute to developing a sustainable youth network for South Kilburn and increase access to facilities and services that meet the training, education and social needs of young people.

Some of the innovative aspects of the b2M Project:

- All group sessions are delivered by male workers
- Each young person has an individual learning style assessment
- Group sessions are tailored to incorporate the life experiences of group members
- Each young person has a specially designed boys2MEN personal development plan
- boys2MEN has developed a creative and dynamic group-work model specifically designed to appeal to and engage young disaffected males. Technology is used to facilitate communication and engage.
- Each young person also receives on-going unconditional support beyond the duration of any group programme they maybe attending. This usually takes the form of mentoring support.
- Each project contains key elements of a rites of passage experience.
- The work of the boys2MEN Project is both fun, solution focused and therapeutic in nature, based on cognitive, social learning, experiential and behavioural theories.

Achievements and impacts

- By providing mentoring and support at an early age, the project is playing a vital role in helping young people play a more active role in society and reducing the risk of social exclusion. The group's identity work is concentrated on "experiencing new behaviour...by becoming more self aware they realise they can make things happen and take more control of their lives...This is something different for them, something new....[the project's] biggest success is to give these young men positive experiences to counter the negative traumas they have been through in their early lives".
- The project was visited by Tottenham MP David Lammy in 2005 who said " boys2MEN is an excellent project, targeting some of our most hard to reach and disillusioned young people. Melvyn and his team are a dedicated set of individuals who get admirable results from the men and boys they work with. I hope that this sort of initiative will be adopted throughout the country".
- boys2MEN received national recognition for its work in December 2005 winning the prestigious Department of Health National Award for Social Care in 2005 was also a highly commended finalist in the Community Care Awards 2005. The boys2MEN Project Manager, Melvyn Davis, received an Inspirational and Innovative Leadership award at the NHS Institute for Innovation and Improvement Breakthrough Conference in early 2006.

*Source: UK Inclusive eGovernment MS Expert, May 2007 (more info available on actors and practitioners, channels, business model, implementation, barriers and problems, measurement system, lessons learnt).*

No.	Name of the good practice example, country	Grade
37.	<b>The Gorbals Library, UK</b>	3/4
<p>This project is based in The Gorbals area in Glasgow. It is a library with strong ICT facilities and a resident digital inclusion team providing outreach to the community and community groups and training supported by ICT.</p> <p>The Gorbals area of Glasgow has been one of the most deprived neighbourhoods in the city, with a history of poverty and social exclusion. The community suffers from low levels of skills and educational attainment, high unemployment and workless households, high levels of Incapacity Benefit claimants, and low levels of self-employment starts. It was also identified in the Scottish Executive's Digital Inclusion Strategy, Connecting Scotland's People, as an area</p>		

of digital exclusion, which required specific support.

The Gorbals Library and Real Learning Centre exists to break down these barriers, enhance community participation and improve quality of life. It aims to do this by working in partnership and encouraging local people to develop skills and confidence, increase learning and training opportunities, and provide routes to employment and better-paid jobs.

The Gorbals Library and Real Learning Centre, was open on the 10th May 2004, part of the Crown Street Regeneration Project. Glasgow City Council's Cultural and Leisure Services manage the facility, which includes library and information services, a Real learning centre and a Digital Inclusion project team. It serves a population of 13,000, seven days a week.

The community library provides a range of books from old favourites to contemporary authors. Libraries, Information and Learning also provides information, newspapers, magazines, CDs, feature film DVD and videos. There is also material for community language speakers, services for people with disabilities and a bright inviting space for children and young people to enjoy with lots of fun and activities throughout the year.

The centre has 50 PCs, the latest digital technologies that provide state of the art video, sound and graphics, drop in workstations, free public internet access, email, a learning suite and refreshment area. The Digital Inclusion Team, as part of the new centre, seek to engage the local community in the digital age by increasing confidence with and awareness of the latest technology. The team encourage and enhance new learning and training opportunities helping to provide a route to employment and better paid jobs.

Innovative approaches have been used to engage with the local community and to maximise the usage and benefits that the centre has to offer. Street workers from Youth Services engage with Gorbals teenagers to help them understand what the centre can do for them and tailored games-based learning programmes increase their confidence and communication skills.

#### Achievements and impacts

- Over 67% of the community engaged with library 105 people in the community assisted into employment 58 local community projects supported. More than 5,000 people having undertaken classes at the centre, 84% of whom had little or no experience of using computers before coming to the library.
- The centre has:
  - Strengthened local partnerships and improved joint working between partner agencies and community groups in the delivery of ICT awareness programmes;
  - Increased engagement with library and learning resources - to date over 7,000 people have become members of the Library and Learning Centre, while over 4,500 people have taken part in classes;
  - Development of progression paths into 'formal' courses with local learning providers;
  - Increased awareness of and confidence in using ICT - 83% of learners had little or no computer experience before coming to the library;
  - Improved employability of local residents - since May 2004 86 people have been assisted into employment;
  - There have been many awards and other recognition of success of the initiative.

*Source: UK Inclusive eGovernment MS Expert, May 2007 (more info available on actors and practitioners, channels, business model, implementation, barriers and problems, measurement system, lessons learnt).*



No.	Name of the good practice example, country	Grade
38.	<b>UK online centres and myguide (<a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>), UK</b>	4
<p>Access for communities to ICT tools in the UK is facilitated by a 6,000-strong network of UK online centres, which provide support to develop skills for ICT competence. The project, focusing on closing the digital divide, depends on 3,000 centres and an extremely large target group. Its large impact is therefore also ensured in terms of economic growth. The 6,000-strong network of UK online centres is a unique public asset, and could be a model for other EU states and regions. UK online centres support communities and regions in economic development and regeneration and provide outreach to the socially excluded, providing them with support and skills that build independence. The network improves lives and life chances by opening up ICT skills, the Internet and online government services to people who are not online at home or at work or who need support in using computers. The network provides community ICT access to close the digital divide.</p> <p><b>Impact</b> UK online centres engage over 8.67 million people per year and improve peoples' lives and life chances. Each year UK online centres take around 1 million digitally excluded citizens, a boost of €335 million per year of GDP from eGEP efficiencies alone.</p> <p><b>Lessons learned</b> Community-based solutions and sense of ownership are critical to the sustainability of the network. Central facilitation, support and knowledge transfer are essential for the coherence and impact of the network. Ultimately, it is the assumption that groups like older or disabled people can be full 'e-citizens'.</p>		

Source: *European eGovernment Awards 2007, Theme 3: social impact and cohesion* (<http://www.ePractice.eu>)

## 4.0 PRELIMINARY ANALYSIS

The challenge of identifying "good practice initiatives" has provided a number of valuable insights into inclusive eGovernment, reflecting in part at least the relative novelty of the concept. These findings are as follows:

1. It is hard to find clear examples of inclusive eGovernance that also have sustainable business models in terms of public services delivery, since most of them are pilot actions or they are not described in sufficient detail.
2. Good practice examples have relevance to inclusive eGovernment only where the specific national and local contexts are known or are explained, in particular in terms of the wider social policy goals being addressed for example.
3. Due to the blurring of differences between the domains of eInclusion, eAccessibility and inclusive eGovernance, it is very easy to describe the same case in different ways, so that it may be assigned to any one of these categories. The examples in Annex 1 show three descriptions of the same good practice example – and only one description is of interest to the study.
4. There is a direct link between the case descriptions, knowledge about inclusive eGovernment –ance and the case's 'suitability' for our project, e.g., through use of key words, which aspects are given emphasis and so on:
  - e.g. almost all 'suitable cases' were described by the national experts from the Inclusive eGovernment group (this can be observed in both J. Millard's list of flagship projects and the ePractice data base of good practice);
  - An example below illustrates how the same case is 'relevant' when it is described by the national expert of Inclusive eGovernment group, but not as relevant when it is described as a "traditional" eGovernment initiative (Annex 1).
5. Every 'good case' addresses different level of inclusive eGovernment (or different stages of maturity of inclusive governance). The levels we may describe, in particular the new member states, are follow:
  - Level I: infrastructural enabling of eGovernment. As "multi-channelism" requires at least one face-to-face channel and one e-channel, this current trend is enabling the latter by, e.g. expanding coverage of broadband networks;
  - Level II: facilitating access to the internet and the physical expansion of e-access to the general public (e.g. giving away computers and/ or establishing public access points);
  - Level III: training. Especially for those who have few e-skills (usually various disadvantaged groups);
  - Level IV: back-office re-engineering (technical enabling to provide one-stop services);
  - Level V: actually providing public services via different channels (multi-channel delivery) and in our case, for disadvantaged groups.
6. Many examples provided in the databases require more information, in particular about the future potential of a project, initiative or innovative actions;
7. Most of the projects reviewed are pilot projects and initiatives, and so do not exhibit mature and sustainable business models;
8. Any ranking of projects and initiatives (as we have attempted) has to bear in mind the context within which they are embedded, since an initiative not considered mature or advanced in one country might be very 'mature' within the context of other country;

9. There is no one approach evident to designing public service delivery in all EU member states, e.g. a sustainable business model involving the Third Sector in the UK might not work in the new member states, as Third Sector is very weak there).
10. For most of the cases available on existing databases, more information would need to be collected if they are to be included on the list of inclusive eGovernment flagship projects and especially exploring their future potential. This need might, for example, be addressed by drawing on the knowledge of the members of the ad hoc working group.

## 5.0 CONCLUSIONS

### 5.1 Case study selection and fieldwork

In the light of the challenges to identifying best practice as outlined above, an approach based on the use of scenarios has also been developed, in order to identify and map processes within local, regional and national public service delivery chains. This proposed approach is described in the accompanying report, "Deliverable D1.3b: Scenarios approach".

In parallel, we will explore a series of case studies, including a number of the cases included in this report, where these offer components that can be used as good practice examples in their own right but which may also help us to further develop our scenarios such that these then offer improved outcomes compared with the base-case scenarios.

The criteria for selecting real cases will be similar to those set out above for the initial review of projects. This may be refined to these three main features:

1. eGovernment services **targeted towards groups in need of social support** and those who do not themselves directly use ICT.
2. Make available **multi-channel services**, including face-to-face delivery support and advanced ICT tools, whilst preserving and assuring traditional channels.
3. Facilitate **combined delivery of services and better coordination between the different stakeholders** engaged in service delivery at all levels.

### 5.2 Next steps

The next steps will be for the project team to seek out case studies within their own countries and arrange interviews with the identified projects.

The objective is to produce up to 20 'real cases' which illustrate our understanding of inclusive multi-channel eGovernment in a variety of countries. Each case will be up to 10 pages long using a template format which we will circulate among the team. This will be designed once the client has signed off the 'identity' for the website and all our written materials and outputs will follow this template. Each case will be based on an interview or interviews with key stakeholders of the project being investigated. A set of questions for the interviews (or topic guide) are given below. There are two days working time allocated to each case study. That is to cover setting up and conducting the interview(s), taking notes, and producing and finalising the short report (up to 10 pages max). An introductory email text is included below (Section 3.0).

The key steps for team members are as follows:

- Identify potential cases within your allocated countries and agree/discuss them with Neil/Mike.
- Approach potential cases and invite for interview.
- Arrange and undertake interviews (generally face to face) - using topic guide (below)
- Produce write up and agree it with your case
- Send write up to Nicki for publication on website

Draft research tools for the case study visits are presented below.

### **5.3 Topic guide for case study interviews**

#### **CONTACT DETAILS:**

Interviewer to complete in advance...

Name of interviewee:

Name of case study project:

Organisation:

Telephone number:

e-mail address:

Name of interviewer:

Date:

Details of relevant documents collected and locations:

#### **Introductions:**

- Introduce self, ECOTEC and this European Commission funded study
- Provide background to the interview (how this fits into our study and that it will be published on our website)
- Explain timings
- Permission to tape record (optional)
- Any questions?

#### **TOPICS TO EXPLORE:**

##### **Overview of the project/case study**

- What are the aims and objectives of the project
- What are the intended outputs/results
- Who are the intended target groups (which scenario(s) and issues does it address?)
- What are the main activities
- What is the service delivery business model being used

##### **Responsibility**

- Who are the stakeholders
- Who is responsible for delivery
- Any links and co-working between public/private/third sectors

##### **Funding and management**

- How is it funded and managed

##### **Impact and value**

- What are the actual outputs/results
- What are the impacts (short, medium and longer term)
- What public value does the project create
- Has it been assessed/evaluated? (collect copies of relevant documentation for bibliography)

**Inclusive eGovernment**

- How is the project inclusive eGovernment rather than being eInclusion?
- How is the project using technology/multiple channels to be inclusive?
- What policy areas does it fit within (local, regional national or European)

**Organisational change**

- What aspect or element of organisational change did the project contain? How were organisations changed?
- What service transformations have taken place?

**Successes and failures**

- What worked / what went well?
- What didn't work / what was not so successful?
- What were the learning points?
- What would you do differently next time?
- Any good practice identified?

**Any final comments?**

- Thank and close
- Offer opportunity to review the write up before it is published on the study website

## **Annex 1**

**Example of presentation of the same case study for different audiences**

### Description 1: Described by a national expert of Inclusive eGovernment group

The electronic filing (ELAK) system was started in September 2001 and completed in January 2005 in order to replace paper based filing and archiving in all ministries of Austria. The project has since then been used by some 9.000 users.

- The ELAK is a corner stone of Austria's overall "e-Government" strategy. This means seamless electronic services of public administration and consists of the Citizen Card, integrated electronic forms and delivery services as well as electronic documents and the electronic workflow and file management in the back office. Electronic documents are often a prerequisite for inclusive e-Government. The ubiquity of the "electronic document" gives predominance to on-screen visualisations of paper. People with poor or no eyesight can now use the reading tools for electronic documents, which is not possible for paper format. Electronic documents must therefore be available in such a way that that they can be presented to and used by people with special needs in appropriate formats.
- Care for special needs should be taken throughout the process chains, including interactive form design and use, electronic signature, authentication and validation of documents. Many interfaces, pop-up screens and dialogues are inadequate in supporting the needs of users with special needs.
- Especially the rise of electronic signatures and authentication mechanisms makes it for the first time possible that blind people can sign contracts without the help of external people.

### Description 2: General press release on ePractice

AT Austrian Government goes paperless with ELAK  
eGovernment News – 03 August 2004 – Austria – Infrastructure

**The Austrian Government is implementing an "Electronic File" system (*Elektronischen Akt*, or ELAK) designed to enable internal government communications to be carried out electronically. Already in use in seven ministries, the system will be extended to all ministries by the end of the year and then to the entire federal administration.**

Austria is claiming a leadership role in the implementation of "paperless government" with the implementation of the ELAK system. Combining a document management system with a workflow system, workgroup applications and an archive, ELAK is designed to enable administrative units to electronically record, save, find and re-work information, thereby supporting the transfer of paper files to electronic files for all inter-ministerial processes at federal level. A core element of the Austrian e-government strategy, it is due to be used in all sectors of the federal administration and to substantially boost productivity while supporting service improvement.

The project is built on the following principles:

- The electronic file is becoming the original.
- Signatures in the file are provided electronically.



- Incoming paper mail is scanned, except for large amounts.
- Paper prints of the complete file can be produced, in order to remain able to communicate with public authorities not equipped with electronic filing.
- The existing office system will be implemented electronically.
- Standard software must be used as technical basis.

In January 2003, the Austrian Government awarded a contract to develop the ELAK system to a consortium made of the state-owned company [Bundesrechenzentrum GmbH](#) (BRZ, Federal Data Centre) and its IT services subsidiary BIT-S GmbH, with [IBM Austria](#) and e-government software specialist [Fabasoft](#) as subcontractors. This contract, worth approximately 40 million euros, makes ELAK the largest single e-government project in Austria.

On 29 July 2004, officials from the Government and of the partner companies presented an interim assessment of ELAK implementation in the federal administration. Already in operation in seven of the twelve federal ministries, ELAK now has a user base of 4,500 civil servants. By the end of the year, all ministries will have switched over to ELAK, enabling 7,500 users to transact an estimated amount of 30 million document movements annually. A user base of 17,000 is foreseen once the system is used across the whole federal administration.

Where it is implemented, ELAK represents a “culture shock” and requires a massive training effort to be carried out. This effort is well worth it, since the first results show an efficiency increase of 10-15% due to the reduction in the time needed to access and process files and documents. According to BRZ, the underlying infrastructure ensures a 99.7% availability of the system.

Even if the ELAK project has been delayed compared to the original plans – which had foreseen an introduction in all federal ministries by 2003 – it gives Austria a pioneering role in the move to “paperless government” in Europe. According to Christian Rupp, Executive Secretary for e-Government of the Federal Government, ELAK is a model project that is already generating huge interest from other governments in Europe and beyond. The Swiss government has already started to implement an integrated document management/workflow/records management system on the basis of Fabasoft components, called [GEVER](#), which is very similar to the Austrian ELAK. In Germany the [DOMEA concept](#) is the basis for ELAK like systems in the public sector.

### Description 3: ePractice data base: EGovernment domain

ELAK, filing system of the Austrian Federal Ministries

The main objective of the project was the introduction of electronic filing (ELAK) in order to replace paper based filing and archiving in all ministries of Austria. The project was started in September 2001 and completed in January 2005. Since then ELAK is being used by some 8,500 users. An electronic file is created for every written request which needs an answer and every internal work of possible further interest. In this way, every procedure can be audited any time by viewing the file. Besides this legal requirement, electronic filing offers several other advantages: it standardises and speeds up internal processes; efficient eGovernment procedures are easily set up; it is easier to change organisational structures of ministries and to integrate electronic forms and delivery services; it is easier to access information stored in electronic files irrespective of time or place and according to defined access rights; it saves costs for paper based transport and archiving,

and it offers document and workflow management features for work groups across the ministries. The outstanding feature of this solution is the support of a fully integrated electronic eGovernment process, starting with the citizen request through web forms, automated registration, electronic workflow, digital signature, automated dispatch and electronic delivery service.

#### Impact

The implementation of the ELAK-System is not only a change of a working tool: it strongly influences the work in the public administration like the telephone or the fax.

With ELAK the typical role of the filing clerk disappeared. Since ELAK does all forwarding and records management automatically, clerks are not involved in the processing of electronic files any more. Therefore their tasks have shifted to more organisational duties. The newly created position of Team Assistant supports specialist departments with for example the scanning of paper based mails, mass mailings, brochures etc. Within the central administration the number of team assistants grows while the traditional function of filing clerk has become obsolete.

Change management is a necessary process at the personal level to use the system in an efficient way. All civil servants can execute the main parts of a process themselves (register incoming documents, sign, approve, dispatch, archive) except approval (which is granted only to heads of department) something unimaginable with paper based procedures, where the registering, dispatch and archiving activities were done by a filing department. This offers many opportunities for more efficient procedures and job enrichment.

The introduction of ELAK reduced processing times for files by an average of 11 % - without efforts to optimize business case processing. Verification of this number is possible by evaluation of meta-data records, which go back as far as 1986 in the Federal Chancellery. Citizens' inquiries can be answered without the need to contact other divisions. This greatly improves the level of service. The main benefits are reductions in duplicate workflows, automated electronic forwarding and information retrieval functions.

Since a single system with a single data storage and a central electronic organisational model is used, changes in the organisational structure of the ministries are executed more easily and more rapidly. For the same reason inter-ministerial procedures are as easy to implement as within a ministry.

Information stored in the ELAK-system is available irrespective of time or place. Only internet access and a citizen card (for security reasons) are needed in order to have access to ELAK. Telecommuting is thus fully supported.

Information policy is affected, because search capabilities allow everybody to find electronic files and other objects within the document management system depending on their access rights. In the ELAK-system, access rights are configured in a way that every official is allowed to search for files, read its contents and contribute to the work within his department and files that moved through the division by means of the files workflow.

#### Track record of sharing

We are ready and prepared to answer e-mails and present the ELAK project with live-demos to other administrations. We also offer specific workshops for management, technical and organisational experts to support their decision and start-up processes.