Social Inclusion by Proactive Design

- InclusiveByDesign -

Interim report of activities

Partner Organisations

- Foundation for Research and Technology - Hellas, Institute of Computer Science (FORTH-ICS)
- Consiglio Nazionale delle Ricerche - Istituto di Ricerca sulle Onde Elettromagnetiche "Nello Carrara" (CNR - IROE)
- Institut für Technologie und Arbeit e.V. (ITA) an der Universität Kaiserslautern
- Valter Fissamber and Associates Ltd – VFA

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1. EXECUTIVE SUMMARY

The project *Social Inclusion by Proactive Design* (*InclusiveByDesign*) is based on the hypothesis that proactive approaches in the design and development of Information Society Technologies contribute to the promotion of social inclusion in education, vocational training, and employment.

InclusiveByDesign is carried out under the responsibility of the Foundation for Research and Technology - Hellas, Institute of Computer Science (FORTH-ICS) in co-operation with the Consiglio Nazionale delle Ricerche - Istituto di Ricerca sulle Onde Elettromagnetiche "Nello Carrara" (CNR - IROE), the Institut für Technologie und Arbeit e.V. (ITA) an der Universität Kaiserslautern and Valter Fissamber and Associates Ltd - VFA.

The aim of the InclusiveByDesign project is

a) to identify successful examples of proactive measures towards social inclusion in the European context, examples deriving from the market and the policy framework, and

b) to proceed to concrete recommendations as regards policies and initiatives to stimulate, promote and support such measures towards mainstreaming education, vocational training and employment.

This 18-month project (December 2000 - May 2002) is divided into two phases. The present interim report covers the activities that have taken place within the first project phase (9 months) which, according to the work plan, refer to two broad surveys, on a) 'inclusive' *products / services* and b) 'inclusive' *policies* both in the domains of education, vocational training and employment.

The InclusiveByDesign project is progressing according to the initial work plan. By the end of the first project period, all tasks foreseen have been completed and the partnership has reached preliminary results and conclusions, which will constitute the basis for the launching of the second, and last, project phase.

First project phase: activities and results

- On February 12, 2001 all project partners met at Heraklion, Crete, Greece, for a full day project meeting hosted by the Institute of Computer Science (ICS), Foundation for Research and Technology – Hellas (FORTH). In the context of this **kick-off meeting**, the main emphasis was on the methodological aspects with regard to a) the definition of 'successful examples of proactive approaches' concerning products / services and policies, and b) the broad surveys to be conducted within the first project phase.
- A **web site** was created specifically for the project, available at http://ibd.ics.forth.gr. The site, hosted and maintained by FORTH-ICS, is structured in such a way that it serves multiple purposes: a) it provides information on the project to any interested party (dissemination tool), b) it facilitates the carrying out of the surveys, and c) it serves as a virtual meeting 'point' for project partners, hosting documents and other information internal to the project.
- On the basis of the allocation of tasks agreed during the first project meeting and the guidelines adopted, ITA and FORTH-ICS launched the survey for the **technology and business perspective**. The entities contacted were 376 European companies and organizations offering products / services in the domains of education, vocational training and employment. They were chosen from a wide address pool drawn via internet-based research so as to 'fit' to the project's objectives. The questionnaire formulated for the survey was structured so as to allow researchers to assess the degree to which *proactively designed IST products / services, within a suitable policy context, might have a positive impact on some of the non-monetary indicators of social inclusion.* All steps to ensure the appropriateness of the procedure have been taken. In the end of June, this broad survey was almost complete and a number of preliminary results could be drawn.

- Regarding the **policy perspective**, the partners responsible for it (CNR-IROE and VFA) launched a broad survey at all policy levels (local / regional - national - EU), in order first to identify and then to analyze examples of policy measures in education, vocational training and employment. Policy measures of interest not only promote social inclusion but do, or could, serve to stimulate and support the introduction and use of IST-based technologies to facilitate social inclusion.

  The team has so far identified, through context analysis and a filtering process, thirty relevant examples of policies, which vary with respect to geographical coverage (i.e. national or European), type (i.e. action plans, legislation, resolutions), target group (i.e. group-specific or addressed to the general population), and source (state, private sector, third sector). All these examples were drawn from a wide pool of policy documents related to social inclusion. As soon as the 'success criteria' are finalized, the team will proceed to the case studies foreseen.

- On June 29, 2001 the **second project meeting** took place in Florence, Italy. Hosted by CNR-IROE, this one-and-a half day meeting was focused on the presentation of the broad products / services, as well as on the policy surveys and their preliminary outcomes. A discussion on how to proceed with the selection of 'successful examples' was also initiated, together with a presentation of the basic questions regarding project evaluation.

- The **project evaluation** constitutes an important task within the partnership. It is structured across two axes, those of effectiveness and efficiency (as set out in the project proposal) with the additional aim of 'continuous improvement'. In November 2001 an evaluation report is to be submitted and ITA, the project partner responsible for evaluation, has introduced the partners to the procedures to be followed during the second project meeting and the key criteria against which effectiveness and efficiency will be judged. The 'continuous improvement' process is ensured through the incorporation of internal evaluation procedures within the overall project management scheme.

2 Activities in the reporting period

2.1 Kick-off meeting Heraklion / Crete, Greece

The InclusiveByDesign kick-off meeting took place at the Institute of Computer Science (ICS), Foundation for Research and Technology – Hellas (FORTH), in Heraklion / Crete, Greece, on February 12, 2001. It was a full day meeting from 9:30 – 18:00 hrs. Participants of the kick-off meeting were:

FORTH-ICS: Constantine Stephanidis, Leta-Kiriaki Karefilaki, Demosthenes Akoumianakis, Harald Weber

CNR-IROE: Pier-Luigi Emiliani, Paola Vulterini

VFA: Valter Fissamber, Mary Kyriazopoulou

ITA: Bettina Nickel, Frank Leidermann

The meeting agenda for the day was:

9:30 – 13:00 Morning session

- Welcome
- Introduction of the participants
- Presentation of the project objectives and of the work plan
- Discussion on the general approach
- Definition of "success criteria" (reg. best practice examples)
- Internal evaluation strategy
- Dates and places for subsequent project meetings

14:30 – 18:00 Afternoon session

- In-depth discussion on the specific data collection approach of project phase 1
- Expected contributions of partners to the preliminary report
- Dissemination policy (e.g., involvement of supporting organizations, preliminary / final report, dedicated project website)
- Management issues (financial statements, subcontracting, advance payments, communication means, subsequent project meetings)
- Consolidation of meeting outcomes and agreement on next steps
- Preliminary agenda for the second project meeting

The meeting focused on the concrete elaboration of the approach within the first project phase. The discussion of "success criteria" was essential in consolidating the project partners' understanding of what constitutes successful examples in the field of proactive approaches. The partners agreed on the procedures related to performing the surveys and assigned tasks according to individual expertise. A timetable was created, detailing sub-tasks until the next project meeting, end of June 2001.

A second main part of the meeting was dedicated to administrative issues, making the partners familiar with the contractual obligations within the project. This concerned, among other details, the internal evaluation strategy, which was discussed and agreed upon, as well as budget issues including cost statements and sub-contracting. Finally, the participants agreed on a preliminary agenda for the next project meeting.

2.2 Project website

InclusiveByDesign has established a web site with more specific information on the project. The web site is hosted and maintained by the co-ordinator FORTH-ICS, and is available online [http://ibd.ics.forth.gr] (see Figure 1).

A first "Project" section includes an overview of InclusiveByDesign ("About"), gives a description of the objectives, and provides a description of work, as well as contact information to the visitors. The second or "Participants" section provides information about each of the project partners. Finally, a "Participants' Area", restricted to project partners, hosts documents to be exchanged between members.

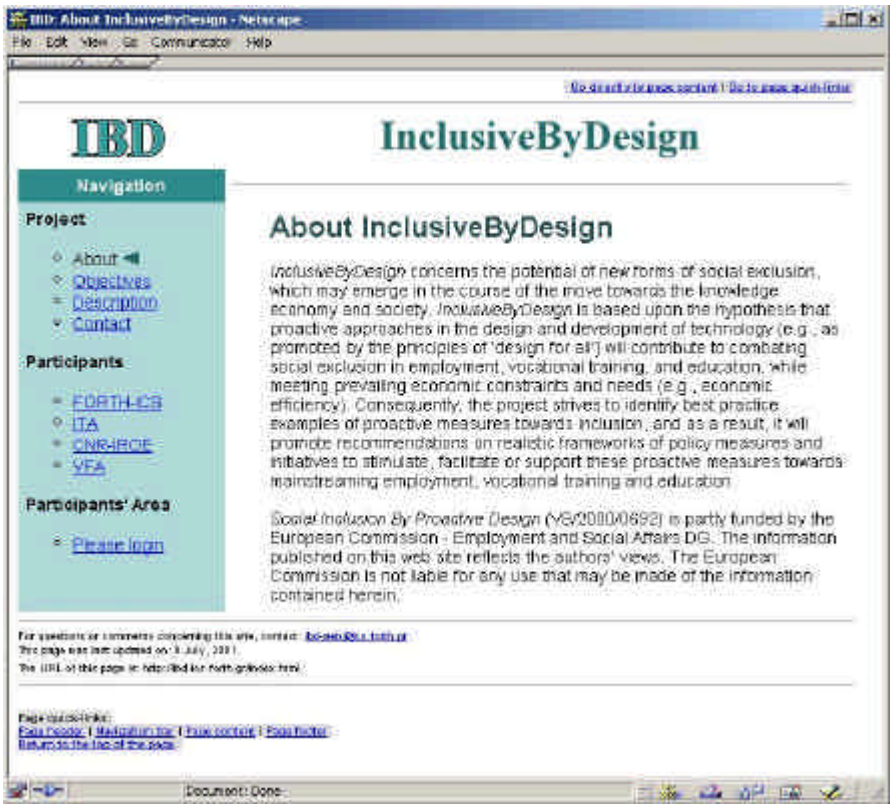


Figure 1: Screen-shot of the InclusiveByDesign web site

The web site is designed to meet the criteria of the World Wide Web consortium's web accessibility guidelines (Chisholm, Vanderheiden, & Jacobs, 1999), is 'Bobby v.3.2 approved' (CAST, 2000), and complies with the requirements posed by the ***e***Europe 2002 initiative ("Participation for all in the knowledge-based economy") (European Commission, 2000).

In the course of the survey of project phase 1, the web site hosted the survey documents for the investigation of the technology and business perspective. On a first page, an introduction to the rationale and objectives of the survey was given, additionally providing guidelines on how to fill in the questionnaire and an explanation of confidentiality issues. On a subsequent page (see Figure 2), the questionnaire was presented in an electronic format, easy to access and to be filled in anonymously by every participant. The submission of the results was performed electronically. A last page gave survey participants the option to send feedback to the project partners.

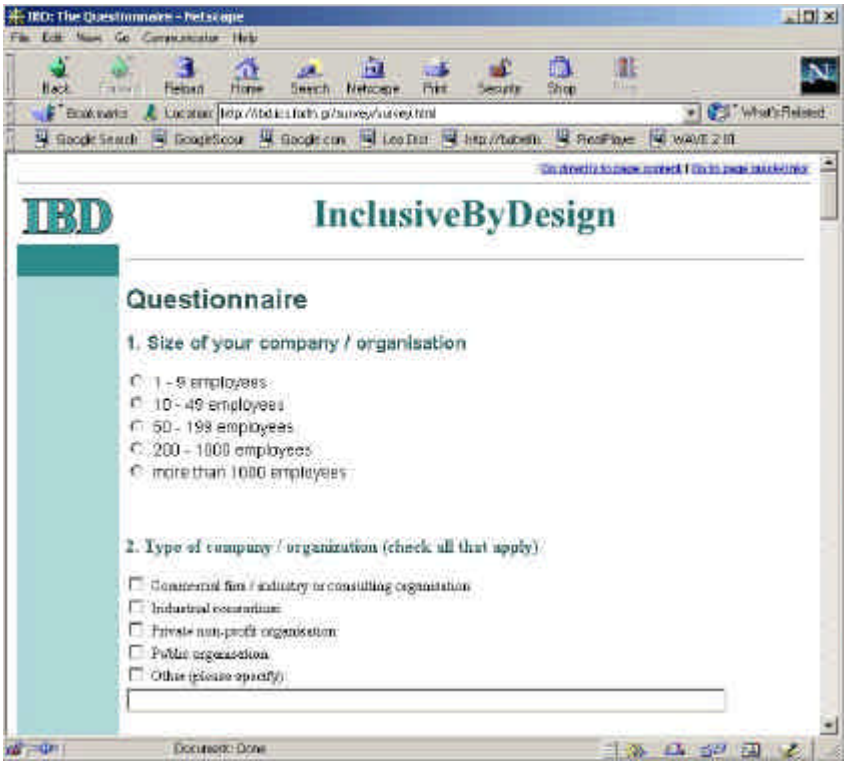


Figure 2: Online questionnaire, project phase 1

The online questionnaire had several advantages in comparison with other approaches. For instance, compared with paper-based surveys, the participants could be reached much faster and cheaper, and their reply did not necessitate actions beyond clicking a send-button on the screen. Additionally, sending the link to the questionnaire via e-mail, instead of sending the questionnaire itself, had the benefit of requiring lower bandwidth on the recipient's side, thus avoiding negative first impressions upon receipt of the e-mail and raising the likelihood of survey participation. Especially during the pre-test, the web-based questionnaire proved to be very helpful, as the analysis of log-files allowed to derive conclusions on the behaviour of non-respondents, who visited the survey pages but did not finally submit a filled questionnaire. Moreover, the submission of a questionnaire via the Web, instead of e-mail, allowed the participants to stay anonymous.

2.3 The technology and service survey

2.3.1 Objective

The objective of the survey of phase 1 was to get an overview on prevailing engineering approaches and methods, as well as on suitable business processes, for designing and developing "inclusive" products / services for the domains of education, vocational training, and employment in Europe. The survey was designed to collect some key data from the main European actors. In a follow-up phase case studies will be performed with a small number of participants, in order to get in-depth data for the collection of good-practice examples. The final goal is (in combination with the case studies of project phase 2) to identify successful examples of technology, in terms of product and service design, that facilitate inclusion or prevent exclusion from the domains of education, vocational training and employment.

In the context of this survey, *Inclusive Design* has been defined as a quality attribute of technologies (i.e., products or services), characteristic of the extent to which they are designed to be usable and accessible by diverse groups of citizens. Some examples of people who might have fewer opportunities for access to technological developments are those who do not get secondary or higher education, those who live away from technologically advanced areas, those who are homebound by illness or other reasons, or

people with disabilities. The concept of Inclusive Design was introduced and used to avoid terms like “Design for All”, “Universal Design” or “Universal Access”, which have different interpretations and connotations and might distort the answers. However, it is clear that the concept of Inclusive Design might be equally biased, such that the participants’ perceptions and individual definitions of it need to be addressed and analysed in the case study phase.

2.3.2 Address pool

The address pool of potential respondents includes European companies offering products / services in the domains of education, vocational training and employment. The addresses were collected via Internet-based research. In the fields of *education and training*, exhibitions, fairs, research programmes, and various thematic Web sites or mailing lists were the main sources. Regarding *employment*, the emphasis was on job / recruitment sites. However, this field cannot be seen isolated from education and training, since the latter usually constitute a precondition for employment.

In total, the pool comprises 376 addresses, inter alia: 213 companies exhibiting at trade fairs dedicated to E-learning, 56 companies participating in research programmes, 24 virtual universities, and 47 job / recruitment sites.

The considered *E-learning exhibitions* have been recently held (2000/2001) in various European countries. Generally, all of them had an international focus. De-facto, many of the presenting companies are located in the countries where the exhibitions took place (see Table 1).

Exhibition	**Number of addresses**	**Main countries**
Learntec 2000 Karlsruhe	72	Germany
e-learning exhibition and conference 2000 Manchester/London	61	UK
e learn expo Amsterdam & Paris	32	Netherlands, France, other European countries
CeBit 2001 Hanover (E-learning part)	14	Germany
e-learning exhibition and conference 2000 Manchester/London	16	UK
Online Learning 2001 Europe London	11	UK, other European countries
ONLINE EDUCA BERLIN 2000	7	European countries
Total	**213**	

Table 1: Addresses derived from E-learning exhibitions

Another source were *European research programmes* dedicated to Information Society Technologies (IST) in education and training (see Table 2). The analysed projects are presented at http://www.proacte.com, a EU-funded service, „promoting awareness & communicating technologies in education“. After a filtering process with regard to the InclusiveByDesign project’s objectives, 56 participating companies were added to the address pool. Due to the target group of the survey, the research programmes LEONARDO, ADAPT, YOUTH, HORIZON, EMPLOYMENT have not been considered as a significant source for the project’s address pool.

Research programme	**Number of addresses**	**Main countries**
Information Society Programme (IST) – Education Area (5th Framework Programme)	43	EU
Telematics Application Programme (TAP) - Education and Training Sector Projects (4th Framework Programme)	9	
Educational Multimedia Task Force Projects (4th Framework Programme)	4	
Total	**56**	

Table 2: Addresses derived from research programmes

Among the 24 *virtual universities* in the address pool, 16 are members of the European Association of Distance Teaching Universities (EADTU).

In addition, various thematic Web sites / mailing lists / organizations were analysed, especially:

- European Agency for Development in Special Needs Education;
- Global Applied Disability Research and Information Network on Employment and Training (GLADNET);
- Electronic Training Village (ETV);
- E-Access Bulletin;
- The European Institute for Design and Disability (EIDD).

The 47 European *job / recruitment sites* were mainly derived from a review of European Telework Online and from relevant thematic Web sites.

Finally, *scientific conferences* in the fields of universal design (e.g., UAHCI 2001, CUU 2000, Inclusion by Design 2001), assistive technologies (e.g., ASSETS), and computer-supported collaborative learning (e.g., E-CSCL) have been analysed but only few companies were (visibly) present at these conferences.

2.3.3 Questionnaire

Rationale

According to an overall working hypothesis of the InclusiveByDesign project, it is expected that proactively designed IST products / services, within a suitable policy context, should have a positive impact on some of the non-monetary indicators of social inclusion. A step toward attempting to support this hypothesis would be to gather evidence, by surveying what was defined as “examples of successful practice” in the area of interest, from a product service perspective as well as from a policy perspective.

The goal of the product / service perspective’s survey was to identify examples of successful practice, in terms of designing and implementing proactive / inclusive technology products and services, within the active European market. Those successful examples were to be screened during Phase 1 of the survey, in order to select case study candidates, for a more in-depth study of successful practice examples, which is to be conducted during Phase 2 of the project.

The screening instrument of Phase 1 for the product / service perspective was decided by the project partners to be in online questionnaire format, so as to reach a wide pool of participants in geographically diverse locations. Since the product / service domain addressed mainly the active technology market in Europe, therefore it would be mainly directed towards technology-literate businesses (more details about the pool of survey participants can be found in section 2.3.2 of this report), it was decided that the English language would be a sufficient means of communication for the online questionnaire. For the same reason, online format was judged as not overly restrictive for the particular sample in question, since technology-literate businesses in Europe are known, to a very large extent, to have internet connections.

General format of instrument

The overall length of the questionnaire was designed not to exceed that of 15 separate items, in order to avoid making it too lengthy and unappealing for participants to fill out. However, a lot of information was included in as compact a form as possible, without sacrificing readability.

Regarding item format, each item presented several alternatives, and explicitly specified whenever it was appropriate to select all options that applied. Some (relatively few) open-ended statements existed, requesting the responder to further specify his or her answer, or to explain the previous answer, if deemed necessary.

An effort was made to phrase questionnaire items in non-judgmental tone, so as to avoid motivating responders towards "embellishing" the image of their business, possibly by overstating their more proactive or inclusive business practices, or by understating other points where business or evaluation practices could be improved.

Another important concern in designing the online procedure of questionnaire administration was to safeguard the anonymity of responders. Through online submission, participants were not obliged to unveil their identity. Furthermore, results (i.e., filled questionnaires) were available as electronic versions, facilitating direct use in spreadsheet software and thus reducing the likelihood of mistakes during data coding.

Content focus of items

The following content points were emphasised in constructing the questionnaire, in summary (for the full text of the questionnaire, please see the Appendix):

- key characteristics of the product / service
- context of use (What is it? How does it render the product / service successful?)
    - Country-specific info;
    - Business data;
    - Company (/agency/ institute) vision.
- technical and organisational requirements
- "proactive" components of the design / development processes
- degree of success in implementing proactive components, regarding:
    - the degree of addressing users of various abilities;
    - any information collected on the product's or service's effectiveness and efficiency in use, as well as on user satisfaction;
    - the product's or service's acceptance on the market;
    - types of user feedback collected so far;

- collected information on the utility of product / service
- the degree of meeting the enabler and outcome criteria of a theoretical (EFQM) business model;
- the degree of addressing and involving diverse target user groups.

Accompanying statements

An introductory letter to the responder was included online, at the same address as the questionnaire, explaining the general scope of the study as well as the survey's objectives. Access to the consolidated survey outcomes was offered to responders as an incentive for their participation. It was also announced that responders might be contacted at a later stage, with a request to participate in detailed case studies of good practice, as described.

Regarding task instructions, it was asked that each company / organization select one specific product applicable to the domains of education, vocational training, or employment, in reference to which the questionnaire items should be answered. In case it were necessary to involve technical design, human factors professionals, or other specialists in responses to specific items, it was requested to do so, as needed.

Finally, a paragraph on the confidentiality terms explained to respondents in detail how their identifiable information would be protected, and clearly stated that only statistically grouped and processed data would be used in any form of publishable results, also providing names and institute addresses of the survey's main contact persons.

2.3.4 Data collection

This section elaborates on the process of the data collection and gives some key data on the number of questionnaires sent out in the pre-test and the survey phases, as well as data on the respective feedback rates.

Before the main survey was initiated, a pre-test phase was conducted in order to confirm certain criteria of the questionnaire, but also regarding the initial letter that invited for participation, as well as the instructions at the beginning of the questionnaire. The pre-test phase lasted May 14 – 30, 2001. Nineteen addresses were chosen from the address pool, and e-mail invitations were sent to them, asking for participation within 10 days. The fact that no feedback was returned from invited participants within the 10-day deadline lead to a number of alternative interpretations about possible reasons for the lack of responses. An analysis of the web-site log-files revealed that only one addressee had visited the web site, which reduced the number of possible interpretations. Consequently, a reminder activity by phone was initiated during the dates of May 28 – 30, 2001, which finally resulted in 4 filled pre-test questionnaires. The online questionnaire text was followed by a feedback section, which asked for comments or critique on the survey or the questionnaire. However, no requests to change the questionnaire were received in the accompanying feedback sections within this pre-test phase. Nevertheless, internal discussions led to a reduction and simplification, both of the invitation letter as well as of the instructions, before conducting the main survey.

The main survey lasted June 3 – 20, 2001. In total 376 invitations were sent out, from which 30 were undeliverable due to faulty addresses. After a web-based search, 17 addresses out of the 30 were readdressed to the appropriate recipients. A reminder activity took place during the dates of June 19 – 20, 2001 and involved 277 addresses, leaving out those who had already responded, as well as those who had indicated that they did not wish to participate in surveys. 40 questionnaires were returned in total, 33 of which were sufficiently filled to be usable for further analysis. Some direct responses of addressees who did not fill in the questionnaire were: not appropriate (3), don't wish to participate (1), request for payment / subcontract (2), company's policy doesn't allow participation in surveys (1). As the

feedback form at the end of the questionnaire was also used in the main survey, some of the answers received, read as follows (verbatim):

"Concepts about Inclusive Design are not very clear and has been confused for me to understand what you were asking."

"it was o.k. Thanks a lot."

"Inclusive design as related to disability needs splitting to cover both sensory and physical disability."

"One of the questions regarding inclusive design - I did not answer as I did not fully understand what you meant."

"no comments"

"We are a specialist company dedicated to research, development and deployment of advanced vocational e-learning technologies, infrastructures and models. We are a member of two EC funded projects and lead an EC-IST "cluster". It sometimes proved a little difficult to fit our activities into your questions. The questions seemed to assume that a "product" had already been developed."

"I did not really understand how to complete qustion 14. If a company policy is for inclousion then it is the ethos for all workers to undersatnd and adopt that. We do not have policy documents or mission statements as we dislike bureaucracy. So we could not really complete the questions."

Four empty feedback forms had been returned.

2.3.5 Preliminary results

This section gives an overview of the received data, enriched by some exemplary illustrative cases. The immediately following section emphasizes the most interesting results. In the appendix, an overall description of the data can be found. Please note that data collection and analysis are continuing.

2.3.5.1 Overview

Most of the 33 respondents represent commercial firms or consultancies (79%), the other are private non-profit or public organizations. Small, medium, as well as large companies / organizations are covered. The specific products / services to which the respondents refer are used in the three focused fields of education (67%), vocational training (76%) and employment (27%) (multiple-category answers were also allowed). The target market includes 12 European countries (see Figure 3).

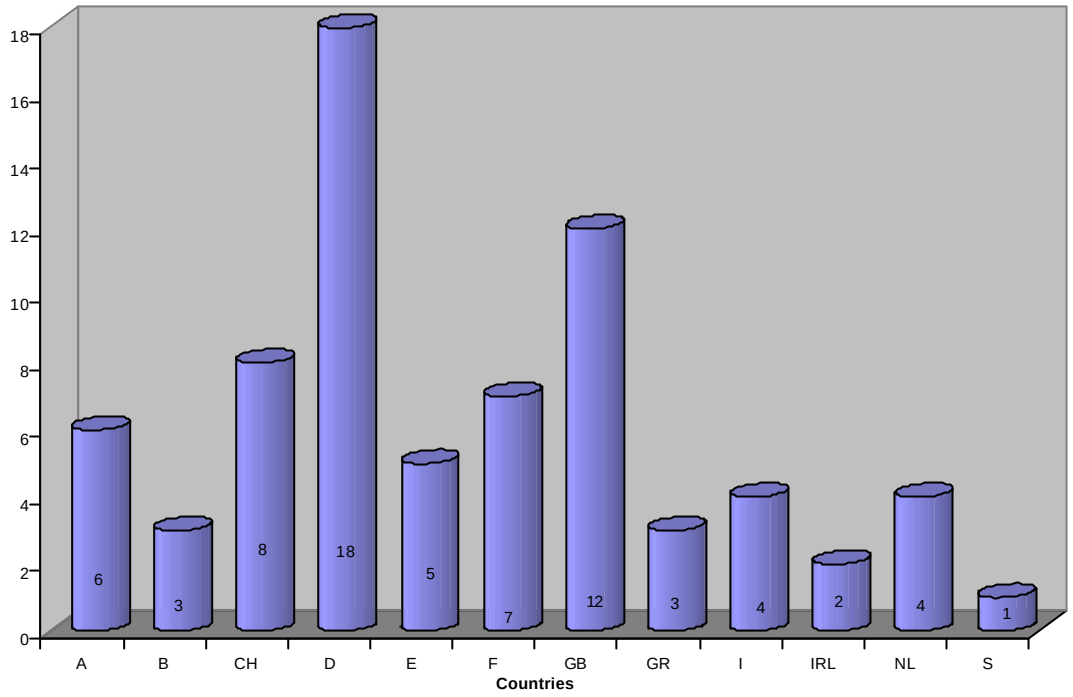


Figure 3: Target market of the referred products/services
(n=33; multiple-category responses allowed)

Regarding the market share of the products / services, around half of the respondents made an explicitly positive statement, while for the other half of the products / services either no clear market position had developed yet or no market data was available.

Two thirds of the products / services were originally designed for specific target groups. Additionally, many respondents had indications that further user groups have evolved, beside the initially planned ones. Figure 4 gives an overview over the "covered" groups benefiting from the products / services.

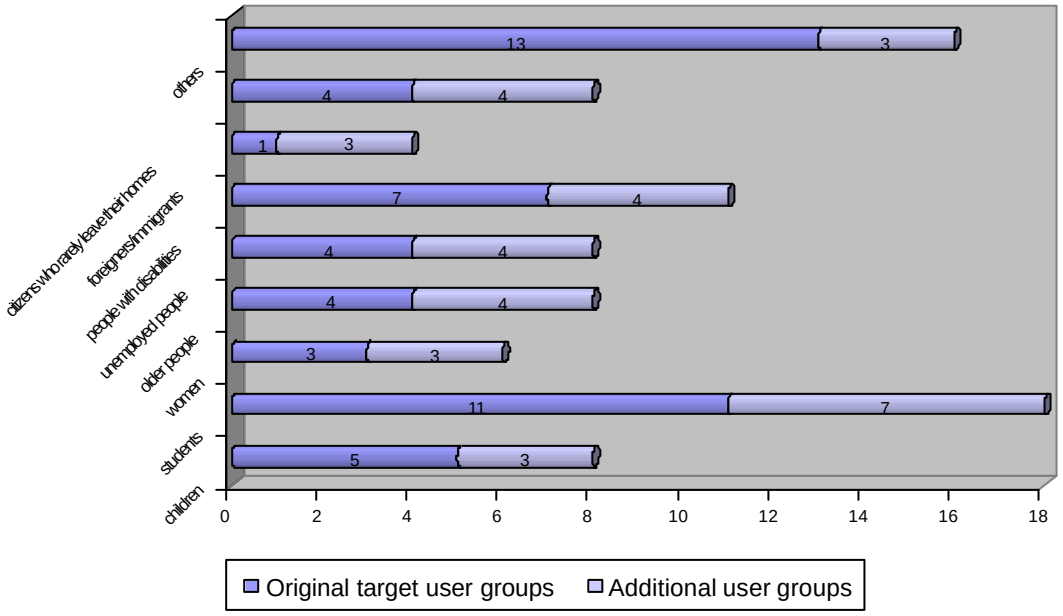


Figure 4: End user groups (n=21; multiple answers possible)

Nearly all companies / organizations measured their users' satisfaction (88%). Moreover, the products / services have been benchmarked in comparison with competitors regarding different criteria, e.g., ergonomics (33%), usability (45%), accessibility (30%), and even

usability for „every“ potential user, i.e., *inclusiveness* (21%). Current (61%) and potential future end users (48%), as well as user representatives (42%), have been actively involved in the design and development processes. The samples involved by some of the companies / organizations were even approximately representative of the diversity of the target end users (27%).

During the development phase, the companies / organizations used various types of support in order to address diverse user groups, e.g., design / development / evaluation tools, best-practice collections, corporate guidelines or established international standards. These efforts resulted in products / services offering different types of adaptation possibilities toward diverse user needs, e.g. customisation by technicians (64%), customisation by users (52%), or automatical adaptation (27%). Other respondents (27%) claimed that their design would meet the interaction requirements of all users without the need for adaptation / customisation.

With the help of further organizational measures, 52% of the companies / organizations additionally contribute to Inclusive Design, e.g., via overall or specific policies / strategies, via a committed and encouraging management, by empowering employees to give their own design input, or by integrating Inclusive Design into quality management approaches.

The existence of policies, standards, and financial support was estimated as supportive for inclusive design by 85% of the respondents. Support on a European or international level was more frequently mentioned than support on a national or regional level.

Regarding the participation in in-depth case studies, 16 companies / organizations stated their explicit willingness (48%) to do so. Another 5 did not explicitly refuse and specified contact persons. This implies a maximum number of 21 case study candidates (64%).

2.3.5.2 Examples

For the purposes of illustration, the responses of three companies / organizations are briefly presented in this section. These cases are not necessarily the „best“ or most „successful“ ones, but do represent the variety of the received feedback, to a certain degree.

Commercial **company A** (50 - 199 employees) provides learning software for training in information technology. The target group is „people who have not yet entered the Information Society“, including children, students, women, older people, unemployed people, people with disabilities, foreigners / immigrants, and citizens who rarely leave their home. Apart from guidelines, all types of support for Inclusive Design are used especially tools and standards.

The product referred to allows automatic adaptation to diverse (interaction) requirements, but no customisation is available for technicians or end users. The product is claimed to be the number 1 regarding market share, and has already received some quality / best design awards. It has been benchmarked with competitors’ products with regard to various criteria, including accessibility and usability for every potential user. Current end users are actively involved in the design and development processes. The involved samples represent the diversity of the target end users. On the organizational level, this company does not specify any additional contribution to Inclusive Design. As a supportive context, European directives as well as national and international standards are mentioned.

Public **organization B** (200 - 1000 employees) offers academic distance education, designed for people with and without disabilities. The diversity of user needs is covered with the help of various tools, but without using standards. No customisation by users or automatic adaptation are provided. Nevertheless, the product / service is claimed to accommodate the (interaction) requirements of all users.

User satisfaction has been measured by internally conducted surveys and by additional analyses of user feedback. Moreover, the product is also claimed to be the number 1 regarding market share; it has also received quality / best design awards. However, no benchmarking with competitors' products / services has been performed so far. Via the organization’s policy / strategy as well as via an encouraging / motivating management,

Inclusive Design is further promoted. Finally, inputs by user representatives are mentioned as one supportive context factor.

Public **organization C** (> 1000 employees) provides a Web site offering employment and training opportunities. It is designed for the average user and allows customisation by end users. Organization C conducted user satisfaction surveys and analysed the received user feedback. Neither has the product been benchmarked with competitors' products, nor a clear market position has been developed yet. During design and development, no current end-users have been actively involved, but the input of future / potential users and external experts has been requested.

2.4. The policy survey

2.4.1. Objectives

Regarding the policy perspective, the partners responsible for the policy survey (CNR-IROE and VFA) launched a broad survey at all policy levels (local/regional- national- EU) to identify, and then analyze, examples of policy measures in education, vocational training and employment that not only promote social inclusion but do, or could, serve as a trigger to stimulate and support the introduction and use of IST-based technologies to facilitate social inclusion.

The team has so far identified, through context analysis and a filtering process, thirty (30) indicative examples of policies which vary as regards: the field of action addressed (education, employment, vocational training), their geographical coverage (i.e. national or European), their type (i.e. action plans, legislation, resolutions, etc.), targeting (i.e. target-group-specific or addressed to the general population), and source (European Commission, state, private sector, NGOs, etc.). All these examples were drawn from a wide pool of policy documents which are supportive for the introduction or use of IST-based technologies (b) to combat exclusion / facilitate inclusion.

As soon as the 'success criteria' are finalized, the team will proceed to the case studies foreseen.

As a general remark it should be noted that the policy analysis so far, did not limit itself only on technologies-designed-for-all or technologies that are following a proactive design and development process. The assumption is that supportive policy contexts for IST-based technologies will be equally supportive as for IST-based technologies "designed for all"

2.4.2. Address pool

The address pool created in the framework of the project consists of policy initiatives of:

- different geographical levels, such as European, National / regional / local.
- different types such as resolutions, legislation, programmes, action plans, political Positions
- different "authors" the public or private sector (mostly third sector)
- different European countries (sometimes the same document, under European guidelines, in order to check the differences among member states)
- different target groups ("specific": focused on one or more disadvantaged target group or "general": addressed to the general population)

More in detail, the pool for the European policy level includes:

- European Directives and Recommendations that are supportive for the use of information society technologies to facilitate inclusion
- White papers, Green papers
- United Nations Standard Rules on Equal Opportunities for Disabled People
- European Guidelines on Employment (Pillars on the use of IST technologies)
- European Guidelines on Inclusion (to combat poverty and social exclusion)
- European policy, programmes on mainstreaming in Education with the use of information society technologies
- Community Action Programme on Anti-Discrimination

- Quality of Life Programme (Third age)
- eEurope Initiative
- Web Accessibility Initiative (Policies relating to Web Accessibility)
- DGV (supportive policy measures for the use of IST technologies to facilitate inclusion)
- DG on Education (Policies and programmes on the use of IST technologies)
- Fifth Framework Programme
- ENGOs activities (e.g. EDF Information Society paper)
- Equal Programme
- The Promise of the Information Society (good practice on using the Information Society for the benefit of disabled and the elderly
- Include project
- OECD, UNESCO policy on inclusion

Referring to the national / regional/ local policy level:

- A number of National Action plans on Employment
- A number of National Action plans on Inclusion
- A number of National policy measures- programmes on mainstreaming in Education with the use of IS technologies
- A number of National IT Policy plans
- National training, employment activities (social exclusion programmes)
- NGOs activities on the use of IS technologies to facilitate inclusion
- University policy, Open University
- Regional policy measures on the use of IS technologies to facilitate inclusion
- Policies to promote telework
- e-Europe-Regio
- Procurement policies of large employers (e.g., administrations) with respect to IST and accessibility /inclusion issues.

2.4.3. Preliminary results of the policy survey

Criteria/categories according to which policies have been screened

The success criteria of policy initiatives cannot be identified through the broad surveys, but through the case studies later in the second phase of the project. However, the “screening” procedure of reviewing policy documents has been formalised by using categories proposed below to help in the selection process for case studies.

Classification criteria

Key characteristic of the measure

- Issuing Subject:
  - Organisation,
  - Body,

  - Entity which issued the measure (European, national, local, single body)
- Kind of document:
  - Normative (compulsory or not),
  - Marketing,
  - Policy framework
- Way of operating: how it works, in practice (impossible to detect). More detailed explanation (possible)

Success criteria:

- Transferability,
- Scalability,
- Data on application (if available).

Framework

- Influencing background, if any.
- Target groups:
  - All the population of a certain territory.
  - One or few special target group, according to age, sex, culture, problem.
  - Disadvantaged target groups in general

Policies identified

The thirty indicative policy documents have been selected from the pool of documents mentioned previously. These policy documents refer to :

Classification criteria

- **Issuing Subject**: European Commission, European Council, National Ministries, NGOs, European projects' partnerships
- **Kind of document**: Resolution, Programme, action plan, position paper, agreement between social partners etc

Success criteria:

- **Transferability**: most of the policy examples could be transferred to other countries or to other fields of action. A "transfer exercise" could be developed taking into consideration parameters such as the context, national or local characteristics, success criteria etc.
- **Scalability**: idem
- **Data on application**: most of them applied within the last 5 years

Framework

- **Influencing background**:

  There are many factors that have stimulated and influenced the introduction and promotion of supportive policy measures for the use of IST based technologies to combat social inclusion at European and national level:

  - The new emerging knowledge - based society, the European strategy to prevent and combat social exclusion, the European policy on mainstreaming in education and the European strategy to promote employment possibilities are among others, the main issues that have stimulated the introduction and promotion of policy measures at European and national level that are supportive for the use of IST as a means to combat social exclusion.

- In most cases European Initiatives, programmes, guidelines or Action plans have stimulated the introduction of policy measures, programmes or action plans at national level.(e.g. National Action Plan (NAP) on IT, NAPEmployment, NAPIncl)
- In some cases policy measures at national level were introduced early enough in the mid 80s. They are the pioneers (e.g. Swedish NAP for ICT in schools 1985)
- Successful pilot projects on the use of IST based technologies to facilitate education, training or employment of disadvantaged people (i.e., disabled people), introduced by NGOs or local authorities, had positive impact on initiating a policy measure at regional or national level.

- **Target groups:**
  - **All the population of a certain territory:** 7 examples (e-Europe: all citizens including the disadvantaged, eLearning: all students including the disadvantaged students, Norwegian NAP for ICT in Education: all students including the SEN)
  - **One or few special target group, according to age, gender, culture, problem:**

    16 examples on People with Disabilities (e.g. Swedish NAPIncl, Portuguese Resolution on accessibility of Web sites, EDF manifesto)
  - **Disadvantaged target groups in general**: 8 examples (e.g. EQUAL Community Initiative, UK NAPemployment, Danish NAPemployment with emphasis on women, European guidelines on employment etc.)

- **Fields of interest**
  - **Education:** 3 examples (e.g. e-Learning, Norwegian NAP for ICT in education, Swedish NAP for ICT in schools, open University)
  - **Vocational training:** 0
  - **Employment:** 1 example
  - **More than one fields of interest:**
    - 8 examples focus on vocational training and employment (e.g. EQUAL, European Employment Guidelines, NAP Employment).
    - 1 example (e-Learning focus on education and training)
  - **All:** 17examples cover different fields (e.g. Danish NAP for IT, Standard rules, Preparatory actions to combat exclusion etc.)

The documents selected are the following:

International documents

1. Standard Rules on Equalization of Opportunities for People with Disabilities
2. Web Accessibility Initiative

European documents

3. eLearning initiative EU
4. Preparatory actions to combat and prevent Social Exclusion (call for proposals)
5. eEurope. Communication of the 13th March 2001
6. Equal initiative
7. European Objectives in the fight against Poverty and Social Exclusion

8. Participation for all in the knowledge-based econom
9. European Agreement on guidelines on Telework in Commerce
10. ELearning (call for proposals)
11. EWorking action plan 2001-2002

Member States' documents

12. Danish NAP for IT use by people with disabilities
13. Norwegian NAP for ICT in Education
14. Swedish NAP for ICT in schools
15. Greek NAP on Social Inclusion
16. Council Resolution on the 1999 Employment Guidelines
17. UK NAP on Employment
18. Irish NAP on Employment
19. Danish NAP on Employment
20. Spanish NAP on Employment
21. Italian NAP on Employment
22. Italian Government. Document on "Accessibility and IT in the civil service".
23. Swedish NAP on Social Inclusion
24. Portuguese Council of Ministers Resolution concerning the Accessibility of Public Administrations Web
25. Irish Recommended Guidelines for public sector organizations Web sites

NGO's documents

26. European Manifesto on Information Society and people with disabilities
27. RNIB Information Society Action Group document
28. ISDAC (information Society disAbility Challenge) document on Telework

Other

29. Promise project
30. Open University Learner's Guide

Examples

EXAMPLE 1 : National Action Programme for ICT in schools – Tools for Learning (Sweden)

Classification criteria

Issuing Subject: Swedish Ministry of Education and Science

Kind of document: National action programme

Success criteria:

Transferability: Other European Member States

Scalability: Regional and local level

Framework:

- Influencing background: Since 1985 The Ministry of Education and Science has promoted National Action Programmes for ICT in schools
- Target groups: **Students with disabilities**

Brief description:

ICT for pupils with functional disabilities

In less than a decade, ICT has entirely revolutionised the educational situation of many children and young people with functional disabilities. According to the National Board of Education for the Physically Disabled (SIH), every pupil with gravely impaired vision now has a computer as a personal and educational aid. The same applies to children with severe motor disabilities. In the 1990s, special schools have emerged as one of the educational environments with the highest computer density.

For pupils with functional disabilities, computer access has (somewhat simplified) entailed a two-stage development. First, pupils gained access to a reading and writing tool that they could manage independently. Now, through the Internet and e-mail, pupils have acquired a source of knowledge and means of communication that generate entirely new scope for participation and equality. Parallel to these changes, continuous development of software for normal and special teaching is under way.

Teaching aids in sign language for the deaf

Today, multimedia productions contain an abundance of high-quality moving images. This creates new scope for developing and producing teaching aids that use sign language as their first language, and in which complex topics can be illustrated with concrete examples that are simultaneously explained in sign language.

The Internet as a teaching aid

Today, knowledge exists as to how web sites should be designed to meet the needs of people with various functional disabilities (e.g., students with severely impaired vision, students with grave motor disabilities who control their computers with switches) This knowledge must, with the assistance of disabled people?s organizations, be disseminated to major content producers on the Internet.

Dyslexia

Pupils with major reading and writing difficulties need special ICT-based aids. These may both be intended as support for literacy development and serve as a compensatory support. These aids can consist of specially developed educational media or adaptations of ordinary software. The aids may be such as to encourage pupils to read, write and learn. They aim to help make the laborious task of reading and writing so meaningful as to be worth the pupil?s trouble.

Helping pupils with functional disabilities

The Delegation for ICT in Schools will be charged with allocating special funds in this area to support and speed up as far as possible the development of educational media for pupils with functional disabilities.

EXAMPLE 2 : Objectives in the Fight against poverty and Social Exclusion

Classification criteria

Issuing Subject: Nice European Council

Kind of document: Resolution

Way of operating:

The Member States are invited to submit to the Commission and the Council a two years National Action Plan on Inclusion by June 2001. In these plans the MS present their priorities and efforts for the coming 2 years (July 2001-June 2003) in promoting social inclusion and combating poverty and social exclusion , in line with the Community objectives agreed at the Nice European Council. Drawing upon these plans, the Commission and the Council will prepare a Joint Report on Social Inclusion for the Brussels – Laeken European council of December 2001.

Success criteria:

Transferability:

Scalability,

Data on application: June 2001- June 2003

Framework

Influencing background: At the European Councils in Lisbon and in Feira, the Member States took a major initiative by making the fight against poverty and social exclusion one of the central elements in the modernisation of the European social model. The Heads of State and Government agreed on the need to take steps to make a decisive impact on the eradication of poverty by setting suitable objectives to be agreed by the Nice European Council (December 2000.) They also agreed that policies for combating social exclusion should be based on an open method of coordination combining national action plans and a programme presented by the Commission to encourage cooperation in this field.

Target groups: **Disadvantaged groups in general** (people at high risk of exclusion) with particular emphasis on people with disabilities

Brief description:

Objectives in the Fight against Poverty and Social Exclusion

To prevent the risks of exclusion

(a) To exploit fully the potential of the knowledge-based society and of new information and communication technologies and ensure that no one is excluded, taking particular account of the needs of people with disabilities.

EXAMPLE 3: The Open University (UK)

Issuing Subject: The Open University

Kind of document: Marketing, There is a part of the Learner's Guide which explains the services the O.U. can offer and should help the person make an informed decision about her/his study plans.

Success criteria

Transferability: anywhere

Scalability

Framework

Influencing background: The Open University, whose headquarters are in Milton Keynes (UK), admitted its first students in 1971. It is the UK's largest university, with over 200,000 students and customers. The OU represents 22% of all part-time higher education students in the UK… Courses are available throughout Europe and, usually by means of partnership agreements with other institutions, in many other parts of the world. About 26,000 learners are studying OU courses outside the UK. Undergraduate level courses do not require any entry qualifications. Over a third of people starting these courses have qualifications below conventional university entry requirements. Despite this, around 70% of OU students successfully complete their courses each year

Target groups: **People with disabilities:** Blind or impaired sight Deaf or hard of hearing Restricted mobility Restricted manual skills Dyslexic or other specific learning difficulties Mental health difficulties Medical conditions Impaired speech

Brief description

The list of courses and formats has been organised in four different ways: audio-cassettes, comb-bound, subtitled Tv programmes, transcripts.

Example of Equipment loan for deaf or hard of hearing students.

The University has specialist equipment that it can loan to you. This includes radio microphones that enhance conventional hearing aids, subtitle recorders/decoders, portable room loops and textphones.

You might want to consider registering with Typetalk, BT's telephone relay service, to which the University subscribes.

EXAMPLE 4: European Manifesto on Information Society and people with disabilities (1999)

Classification criteria

Issuing Subject: European Disability Forum (**EDF)**

Kind of document: Policy framework

Framework

Influencing background: 1996 EC document: "Living and working in the information society: People first" V Community research programme **"…**Will the complexity and the cost of the new technologies not widen the gaps between industrialised and less developed areas, between the young and the old, between those in the know and those who are not? "…"a third challenge is to ensure that the Information Society becomes a tool to create an inclusive society. The Information Society should be about people and it should be used for people and by people to unlock the power of information, not to create inequalities between the information rich and the information poor"…" 126. The Commission suggests that public policies should inter alia: 4. Overcome the disadvantages faced by disadvantaged social groups, and ensure that those who currently lack opportunities in society have the possibility to master ICTs and to thereby improve their relative position, rather than become further disadvantaged. 5. Support people with special needs, many of whom can be helped to improve their quality of life and address their own needs, as well as to further enhance their contributions to society as a whole, with the help of ICT.

Target group: **People with disabilities**

What is EDF?

The European Disability Forum exists since 1996 to represent disabled people in dialogue with the European Union and other European authorities. Its mission is to promote equal opportunities for disabled people and to ensure disabled citizens' full access to fundamental and human rights through their active involvement in policy development and implementation in the European Union. EDF has member organisations reflecting a broad geographical base and a wide range of concerns across the disability movement.

Texts:

Chapter 2:EDF's requests:

Since people with disabilities are a considerable consumer group, products should be accessible to them and representatives of the group must be involved in their design.

Adaptation of working tools in order to get the same working performances of non-disabled workers

Chapter 3: The following UN standard rules are mentioned:

5:6= Information and documentation services must be accessible to people with different disabilities

5:9=User friendly media

5:10= e-information and related services open to the public should be accessible since the beginning or adapted afterwards.

5:11= Consultancy by Disability organisations for the development of new information services

Paragraph 3.8: People with disabilities who can be selected as consultants of researchers and industries must show two characteristics:

- "Universality": representativeness also of the needs related to disabilities different from their own.
- Competence: Specific technical skills.

2.5 Case study co-ordination meeting Florence, Italy

Date: 29 - 30 June 2001

List of participants:

CNR-IROE :	Pier Luigi Emiliani
	Laura Burzagli
	Paolo Graziani
	Paola Vulterini
ITA:	Bettina Nickel
	Frank Leidermann
VFA:	Anna Koniotaki
	Mary Kyriazopoulou
FORTH-ICS:	Leta Karefylaki
	Harald Weber

Friday, 9:30 – 13:00 Surveys project phase I

After a welcome and a short introduction to the presentations on the work in the first project phase have been given by ITA and FORTH-ICS for the technology and business perspective and by VFA and CNR-IROE for the policy perspective. Each presentation was structured as follows:

- Objectives
- Approach
- Address pool / source of information
- Questionnaire / classification criteria
- Outcomes

Friday, 14:30 – 18:00 Case studies project phase II

The afternoon started with an initial discussion on how to precede with the preliminary outcomes of project phase I. It was agreed, that no single item would be sufficient to create a ranking of examples. Rather, combinations of various questions / items will be used. An approach to categorize the items / criteria was proposed by Frank Leidermann. A prioritization / weighting within categories as additional support for selection will be introduced (ITA + FORTH-ICS). The resulting pre-selection will be discussed with all project partners.

The preparation of project evaluation under the responsibility of ITA and CNR-IROE was discussed at the end of the first day. ITA presented a proposal for the evaluation approach. Paola Vulterini will distribute a questionnaire „evaluating“ the two past meetings. This will be sufficient for what was named „continuous improvement process“ in the proposal.

Saturday, 9:30 – 11:30 Morning session

A discussion on the preparation of interim project report was started. It was agreed that the report should include the project activities and results achieved up until the Florence meeting. First contributions to the report should be sent to VFA latest 20 July. CNR and ITA will check the interim report with regard to the evaluation task. The structure of the report, the responsibilities, and the proposed number of pages, are:

1. Executive summary (VFA; 1 – 2 pages)

2. Activities in the reporting period

2.1 Kick-off meeting Heraklion/Crete Greece (FORTH; 1 page)

2.2 Launch of project web site (FORTH; 1 – 2 pages)

2.3 Technology and service survey (ITA + FORTH; 10 pages plus appendix)

2.4 Policy survey (CNR + VFA; 10 pages plus appendix)

2.5 Case-study co-ordination meeting Florence / Italy (CNR; 1 page)

3. Consolidation of preliminary results (VFA; ?)

4. Planned activities for the second reporting period (FORTH; ?)

The next project meeting is scheduled for March 8 – 9, 2002 in Kaiserslautern, Germany.

3 Consolidation of preliminary results

There is a growing tendency at European and national level for the promotion of policies in the form of European Programmes, guidelines, action plans which, among others, *could represent a tool to* stimulate and promote the introduction and use of IST-based technologies to combat exclusion / facilitate inclusion of disadvantaged groups (see all the eEurope documents, and the NAPs above all).

But, references to technologies designed for all or technologies that are following a proactive design are very limited and the link among "design for all", excluded groups, and "supportive ICT" in the fields of present project are not automatic.

It seems that it is the right time to foster it with the promotion of inclusion of disadvantaged people in the information society, the e-learning opportunities, mainstreaming in education and integration in the labor market.

In fact, this can be promoted in two ways. In many IST programmes it is mentioned that everybody or any group of users in any place of Europe should benefit from it (see e-Regio). On the other hand most of the programmes in favor of disadvantaged groups include measures to promote procedures and innovative actions to integrate people in school, at work etc. (EQUAL). Just some of them mention IST as a way to integrate disadvantaged groups.

The idea to incorporate provisions for disadvantaged people within the context of general provisions should be proposed as in the case of equal opportunities between men and women.

Main trends identified

- In most of the policy initiatives (resolutions, programmes, action plans etc.) at European and national level in the fields of mainstreaming education, increasing employment possibilities and preventing and combating social exclusion, there is a clear reference to the use of IST based technologies as a means to achieve the objectives. In addition in most cases there is a special reference to some disadvantaged groups (i.e., people with disabilities).
- Some documents - like the Italian Government Plan on disability - that could have included some items about ICT related to education, vocational training and employment didn't mention it at all.
- In most of the policy initiatives (programmes, action plans) at European and national level in the field of IST, there is a clear reference to some disadvantaged groups
- There are more policy measures for some disadvantaged groups (i.e., people with disabilities) than for others. Perhaps this is due to the fact that physical accessibility problems (like those met by people with sensor and / or physical disabilities) are easier to define and just need a "technical" solution. Women are a separate case: the Amsterdam Treaty specifically refers to mainstreaming as an EU obligation.

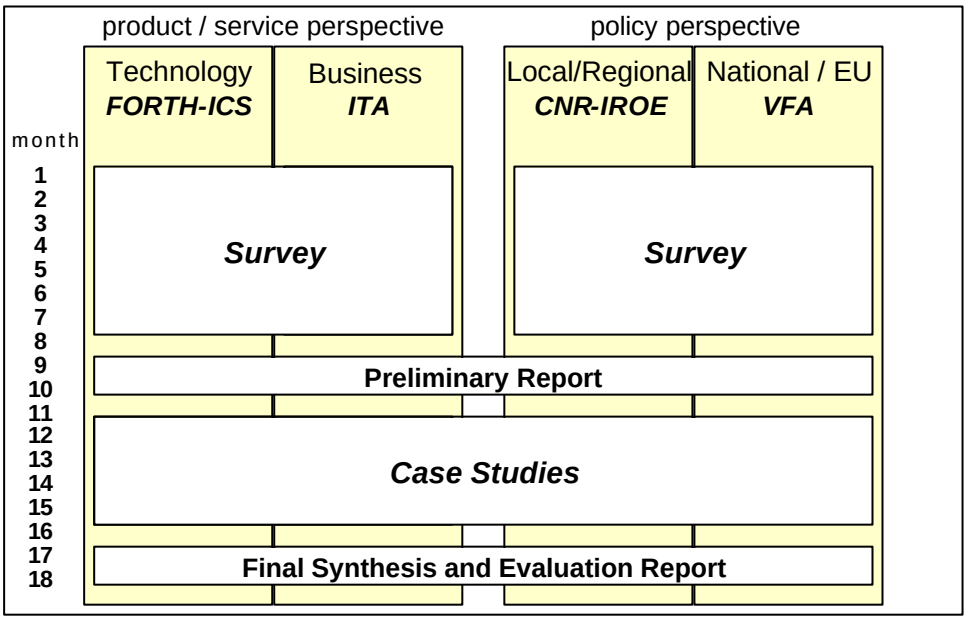
Main problems

- Only in very few policy initiatives there is a clear reference to the promotion of technologies designed for all or technologies that are following a proactive design.
- The success criteria of policy initiatives cannot be identified through the broad surveys, but through the case studies later in the second phase of the project.

4 Planned activities for the second reporting period

InclusiveByDesign is committed to a two-phase approach to survey best practice examples in Europe from various perspectives (i.e., technical, business, policy) and to consolidate recommendations on realistic frameworks on policy measures and initiatives.

In its first phase, broad surveys have been performed, as presented in this intermediate project report. The broad surveys unveiled a 'snapshot' of the different perspectives on a European level to recognise trends and collect prevailing practices and policies, and distinguished successful examples from failures.



In the second phase, a set of case studies will be performed to analyse successful examples in detail. The aim is to get an understanding of the approaches and the framework, in which they have taken place, and what aspects finally rendered the respective examples as being 'successful' examples. In a first step, a selection procedure needs to be elaborated, which will help to "sort" the results of the surveys according to their potential contribution to the project objectives. All results will be filtered by this selection process, which finally will create an ordered list of potential candidates for in-depth case studies. The project partners will review these candidates and decide on this basis about whom to involve in the second project phase. Decisive criteria could be, e.g., the area in which an organisation or institution is active (i.e., education, training, or employment), the extent to which the candidate contributes to proactive approaches in combating social exclusion, the variety of policy frameworks, or the type of product or service they produce.

The final report, due in May 2002, will combine, consolidate and synthesise the results of all investigations. It will present recommendations on realistic frameworks of policy measures and initiatives that support inclusion in employment, vocational training and education within the emerging knowledge economy and society.

[Project] month	*Event*	*Activity*
Dec 2000 [1]		
Jan 2001 [2]		
Feb 2001 [3]	Kick-off meeting; launch of project web site	Indicators and Definitions
Mar 2001 [4]		Questionnaires; Pretest
Apr 2001 [5]		Send out; Reminders; Coding
May 2001 [6]		
Jun 2001 [7]	2nd project meeting (29.-30.06. Florence)	Data analysis
Jul 2001 [8]		Presentation / Documentation
Aug 2001 [9]	Preliminary report	Case studies, survey & synthesis
Sep 2001 [10]		
Oct 2001 [11]	Virtual meeting	Internal project evaluation
Nov 2001 [12]	Project progress and evaluation report	
Dec 2001 [13]		
Jan 2002 [14]		
Feb 2002 [15]		
Mar 2002 [16]	3rd project meeting (8.-9.03. Kaiserslautern)	
Apr 2002 [17]		Report preparation
May 2002 [18]	Final synthesis, evaluation & project report	Dissemination

Figure 5: Time-table (revised)

In parallel to the second phase, a project evaluation is scheduled to take place, intending to look at the effectiveness and efficiency of *InclusiveByDesign*. A (virtual) evaluation meeting will take place October 2001, and the respective outcomes will be reported in the project progress and evaluation report, due November 2001. The effectiveness of the project will be evaluated against the following key criteria:

- Coverage of the four foci of interest: technology, business, local / regional and national / European scope;
- Identification of successful practice examples according to the objectives of the project; and
- Coverage of the three main target areas: employment, vocational training, and education.

In order to ensure a high degree of efficiency in its work, *InclusiveByDesign* additionally applied certain project management methods, e.g.:

- Precise work plan with milestones (monitoring mechanism);
- Regular project meetings to keep all partners informed about the progress; provision of a web site with information on the project progress with a 'participants-only' area;
- Usage of electronic communication means to minimise the need for (expensive) meetings with the partners throughout Europe (e.g., virtual evaluation meeting).

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Appendix 1- Technology and service survey

a) Questionnaire (introductory letter, questionnaire form)

Introductory letter

Dear Madams and Sirs,

The emerging knowledge society and economy is bringing about new opportunities, but also new challenges. One of these challenges is to prevent new forms of social exclusion. As partners in a European collaborative research project (http://ibd.ics.forth.gr), our institutes are investigating the role that appropriate technology design and development could play against this background. Therefore, we are trying to elicit the key facilitating factors of what we have termed *Inclusive Design*. In the context of this survey, ***Inclusive Design* is defined as a quality attribute of technologies (i.e., products or services), which characterizes the extent to which they are designed to be usable and accessible by diverse groups of citizens**. Some examples of people who might have less opportunities for access to technological developments are those who do not get secondary or higher education, those who live away from technologically advanced areas, those who are homebound by illness or other reasons, or people with disabilities. Your company / organisation has been selected as one of the main actors that may contribute to "inclusion" in the knowledge society and economy through the design of "inclusive" products / services, i.e., products / services that provide access to information and technological developments to diverse groups of citizens.

Objective of the survey

The objective of this survey is to get an overview on prevailing engineering approaches and methods, as well as on suitable business processes, to design and develop "inclusive" products / services for the domains of education, vocational training, and employment in Europe. The survey is designed to collect some key data from the main European actors. In a follow-up phase, case studies will be performed with a small number of participants to get in-depth data for a collection of good-practice examples. Please note that your participation in this survey neither determines nor obligates your participation in the follow-up case studies.

Benefit

By providing your participation in this survey, you will have access to the consolidated survey outcomes as soon as they are available. Furthermore, following a systematic selection process, you might be contacted at a later stage with a request to participate in the case studies to be performed towards the end of this year.

Instructions

We kindly ask you to select one specific product / service which is - in your company's / organisation's opinion - the most suitable for this survey, and which belongs to one or more of the following three domains:

1. education (e.g., schools, universities, self-teaching, libraries),
2. vocational training (e.g., training centres, training departments in companies, vocational self-teaching), or
3. employment (e.g., labour offices, recruitment / job web sites).

By clicking on "Continue with the Survey" below, the questionnaire will be displayed. Alternatively, you could print out the questionnaire and send it back by fax (+30-81-391740).

Please try to answer all questions. Since the questions cover many aspects of the product / service design and development process, it might be necessary to involve technical design or human factors professionals, product managers, marketing professionals, or customer service professionals in completing the questionnaire. Furthermore, individuals in your company / organisation who might be charged with specific responsibilities for disability issues or regulatory compliance can be of help to answer some of the questions.

A word on confidentiality

The information you will provide in this questionnaire will be kept strictly confidential. Neither the name of your company / organisation nor any details that might be used to identify your company / organisation will be published. We guarantee that the data will be used exclusively for statistical analysis to provide an overview on prevailing engineering approaches, methods, and business processes to design and develop "inclusive" products / services in Europe. Furthermore, your company / organisation will be involved into further in-depth case studies only if your willingness to participate in these follow-up studies is clearly expressed in the answer to the related question the questionnaire (see last question). Thank you very much for participating in this survey on the topic of Inclusive Design.

Prof. Constantine Stephanidis (FORTH-ICS, Heraklion/Crete, Greece) and Prof. Klaus J. Zink (ITA, Kaiserslautern, Germany)

Questionnaire

1. Size of your company / organisation

☐ 1 - 9 employees
☐ 10 - 49 employees
☐ 50 - 199 employees
☐ 200 - 1000 employees
☐ more than 1000 employees

2. Type of company / organization (check all that apply)

☐ Commercial firm / industry or consulting organisation
☐ Industrial consortium
☐ Private non-profit organisation
☐ Public organisation
☐ Other (please specify):_____

3. Geographic region and market of product / service

a) Design and development

In which country was your product / service mainly designed and developed? (Please specify)

_____

b) Market

Please list at most three countries in Europe, where you sell most pieces of your product / mainly offer your service. (Please specify)

_____

4. In which of the following domains is your product / service used? (Check all that apply and explain below, if necessary)

☐ Education (e.g., schools, universities, self-teaching, libraries)
Details: _____

☐ Vocational Training (e.g., training centres, training departments in companies, vocational self-teaching)
Details:_____

☐ Employment (e.g., labour offices, recruitment / job web sites)
Details:_____

☐ Other (please explain):_____

5. Please briefly describe your product / service and state its main purpose:

_____

_____

_____

_____

_____

6. Was your product / service originally designed for specific target groups?

☐ Yes

☐ No

If YES:

a) Which were the groups (or group) the product / service was originally designed for? (Check all that apply)

☐ Children

☐ Students

☐ Women

☐ Older people

☐ Unemployed people

☐ People with disabilities

☐ Foreigners / Immigrants with different native languages

☐ Citizens who rarely leave their homes

☐ Others (please specify):_____

b) If you have indications that the product / service is used by additional groups than those it was originally designed for, check all that apply:

☐ Children

☐ Students

☐ Women

☐ Older people

☐ Unemployed people

☐ People with disabilities

☐ Foreigners / Immigrants with different native languages

☐ Citizens who rarely leave their homes

☐ Others (please specify): _____

(Continue with question 7)

If NO:

Was your product / service originally designed for the average user?

- ☐ Yes
- ☐ No. Please explain: _____

7. If the needs of diverse groups of citizens are addressed in you product / service, which types of support were used during its design and development phase? (check all that apply)

- ☐ Design tools
- ☐ Development tools
- ☐ Assessment / evaluation tools
- ☐ Best practice collections
- ☐ Corporate guidelines, methodologies and approaches that facilitate Inclusive Design
- ☐ Third-party guidelines, methodologies and approaches that facilitate Inclusive Design
- ☐ Standards like ISO 9241, ISO 13047 or accessibility norms
- ☐ Interdisciplinary teams in product / service design and development
- ☐ Others (please specify):_____

8. Your product / service is to a certain extent capable of … (check all that apply)

- ☐ … customisation by a technician / administrator to accommodate the (interaction) requirements of users (e.g., , adjustments of input devices to user needs, language settings of a service, etc.)
- ☐ … customisation by the user to accommodate the specific (interaction) requirements (e.g., adjustment of button size, selection of topics of interest, keyboard settings)
- ☐ … automatic adaptation to the (interaction) requirements of all users (e.g., automatic adaptation to the user's individual input speed, adjustment of brightness to lighting conditions, presentation of information which is likely to be of importance for the user, etc.)
- ☐ … neither automatic adaptation nor customisation. The product is designed to address the (interaction) requirements of all users without the need for adaptation or customisation.

9. Have you measured the users' satisfaction with the product / service?

- ☐ Yes. Please specify, how (check all that apply):
  - ☐ User satisfaction surveys conducted by our company / organisation
  - ☐ User satisfaction surveys conducted by others
  - ☐ Statistics on user feedback (e.g., hotline data)
  - ☐ Product has received quality / best design awards
  - ☐ Other (please specify):_____
- ☐ No

10. How would you position your product / service on the market? (check the most appropriate only)

☐ Our product / service is the No 1 with regard to market share

☐ Our product / service belongs to the group of the best selling in its category

☐ Our product / service has a record of a continuously growing market acceptance during the past years

☐ Our product / service has a constant market share

☐ A clear market position has not developed yet (e.g., product / service was introduced recently to the market)

☐ Market data are not available at present

☐ Other (please specify):_____

11. Have you benchmarked (compared) your product / service with competitors' products / services with regard to ... (check all that apply)

☐ … effectiveness (the extent to which the intended user goals are achieved)?

☐ … efficiency (the resources that have to be expended to achieve the intended goals)?

☐ … users' satisfaction (the extent to which the user finds the use of the product acceptable)?

☐ … usability (effectiveness + efficiency + satisfaction)?

☐ … accessibility for diverse target groups?

☐ … ergonomics / human factors?

☐ … its usability for "every" potential user (inclusiveness)?

☐ … other (please specify): _____

12. Which groups do you actively involve in the process of designing and developing your product / service? (check all that apply)

☐ Current end users

☐ Future / potential end users

☐ User representatives / user advocates

☐ External experts (e.g., usability consultants)

☐ Internal experts (e.g. experienced designers and developers)

☐ Others (please specify): _____

13. If you involve groups of current or future users in your design and development process (see question 12), how would you characterise the composition of these groups? (check all that apply)

☐ Representative sample of the diversity of the target end users

☐ Representative sample of the average target end user

☐ Occasional / informal sample of the diverse target end users

☐ Occasional / informal sample of the average target end user

☐ Small (i.e., non-representative) sample for in-depth feedback / evaluation

☐ Other (please specify):_____

14. Does your company / organisation additionally contribute to Inclusive Design (as we have defined it in this questionnaire)?

☐ Yes. Please specify: (check all that apply)

☐ Inclusive Design is part of the company's / organisation's policy and / or strategy.
Please provide keywords: _____ _____

☐ The management commits to Inclusive Design.
Please provide keywords:_____ _____

☐ The management actively encourages and motivates for Inclusive Design.
Please provide keywords:_____ _____

☐ Employees are empowered to give input to Inclusive Design.
Please provide keywords: _____ _____

☐ Employees are trained to apply Inclusive Design.
Please provide keywords: _____ _____

☐ Employees are rewarded when applying Inclusive Design.
Please provide keywords: _____ _____

☐ Integration of Inclusive Design into quality management approaches.
Please provide keywords:_____ _____

☐ Other (please specify): _____ _____

☐ No

15. Please indicate which of the following policy types or other factors were supportive for your company / organisation in designing and developing this product / service in an "inclusive" way: (check all that apply)

☐ European directives, regulations or recommendations

☐ National legislation or regulations

☐ Regional policy measures

☐ Corporate policies of parent companies

☐ Procurement policies of your (corporate) customers

☐ Existence of national standards

☐ Existence of international standards

☐ External financial support / co-financing

☐ Input by user representatives / user organisations

☐ Networking / co-operating with research organisations

☐ Other (please specify): _____

Participation in follow-up case studies

Thank you very much for taking the time to fill in the questionnaire. The information you have provided will be kept strictly confidential. As this survey is also a preparation of follow-up case studies ('good practice collection in Europe'), we would like to ask you about your company's / organisation's willingness to participate in such a case study, scheduled towards the end of this year. Please check one of the options in the statement below, and, if your company / organisation wants to co-operate with us in a case study, provide us with your contact details.

Statement

If our company / organisation is selected as a candidate for the collection of good practice approaches in Inclusive Design, we

 would like

 would not like

to participate in a follow-up case study (please check one answer). Please contact the following person to arrange the details for this case study:

Name: _____
Name of company/organisation: _____
Adress: _____
Phone:_____
Fax: _____
E-Mail:_____

b) Preliminary results

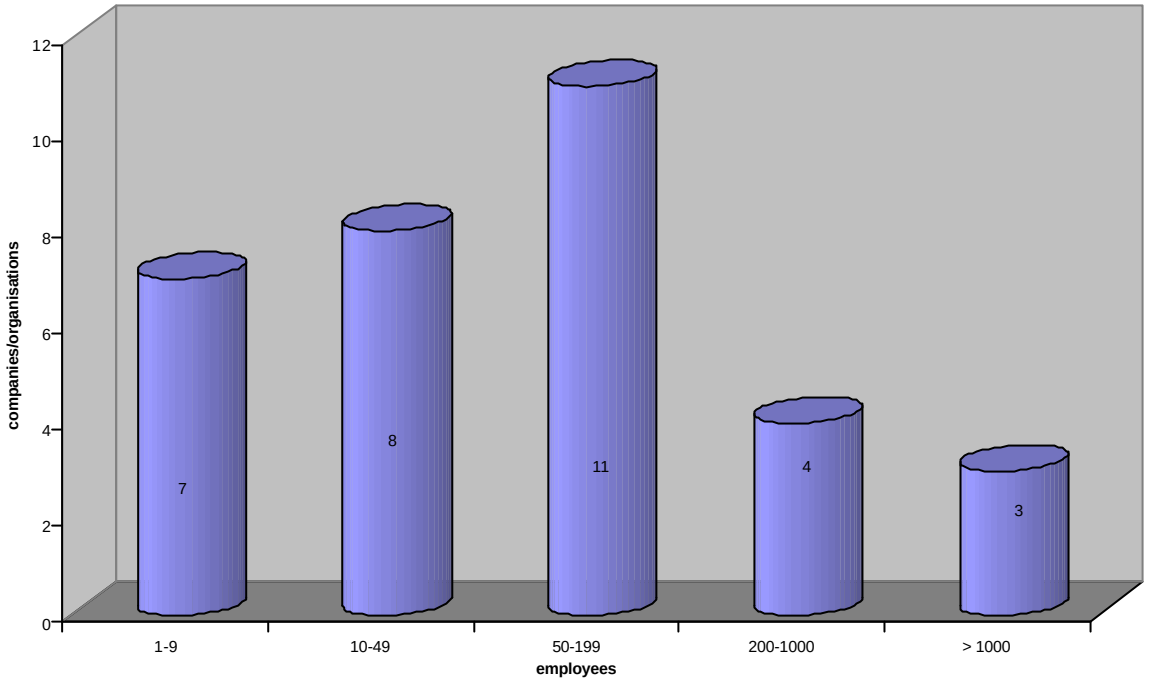

Figure 1: Q1) Company Size (N=33, n=33)

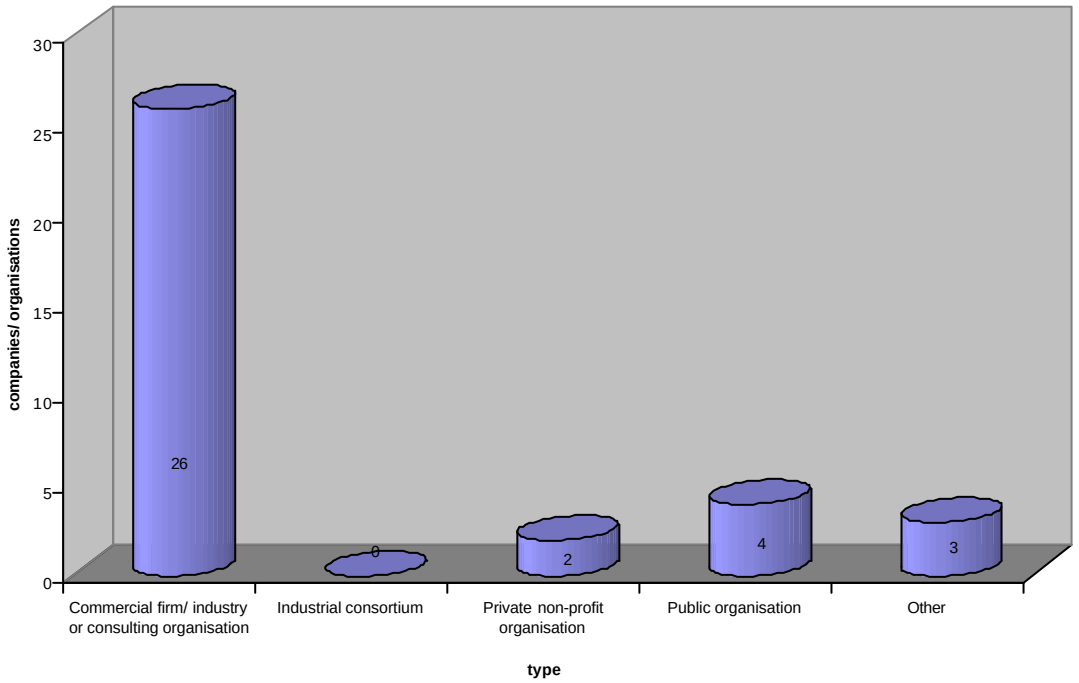

Figure 2: Q2) Type of Company
(N=33, n=32, multiple-category responses allowed)

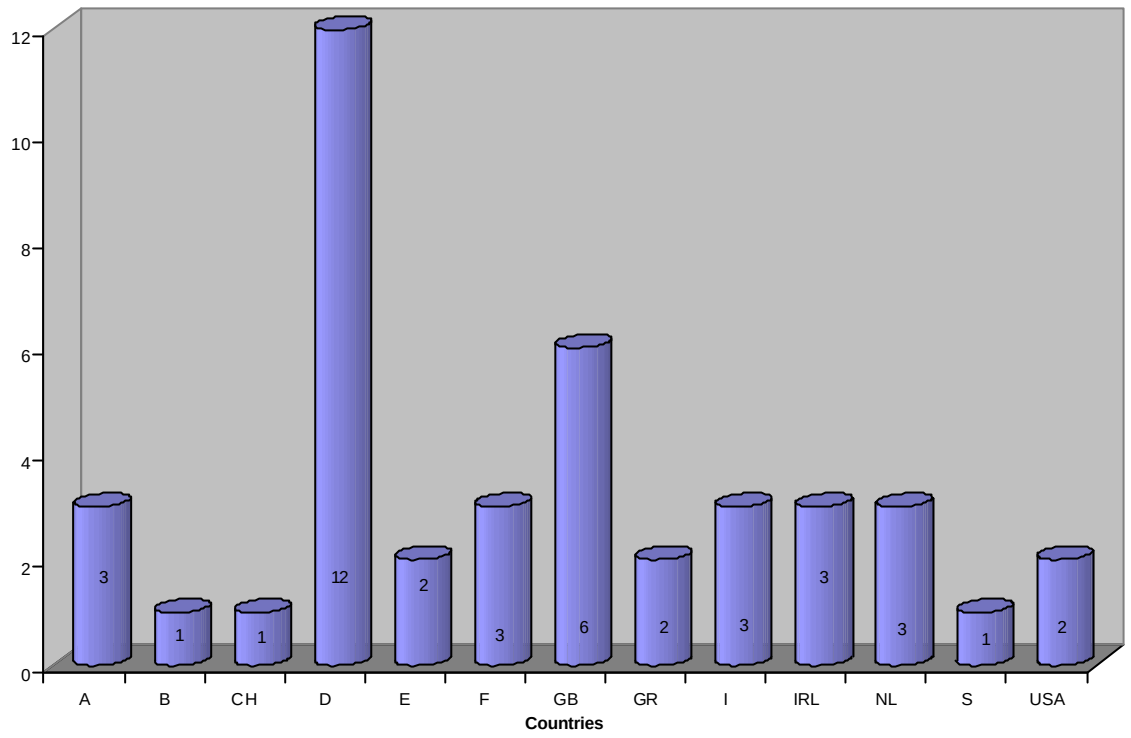

Figure 3: Q3a) Geographic Region: Design and Development
(N=33, n=33, multiple-category responses allowed)

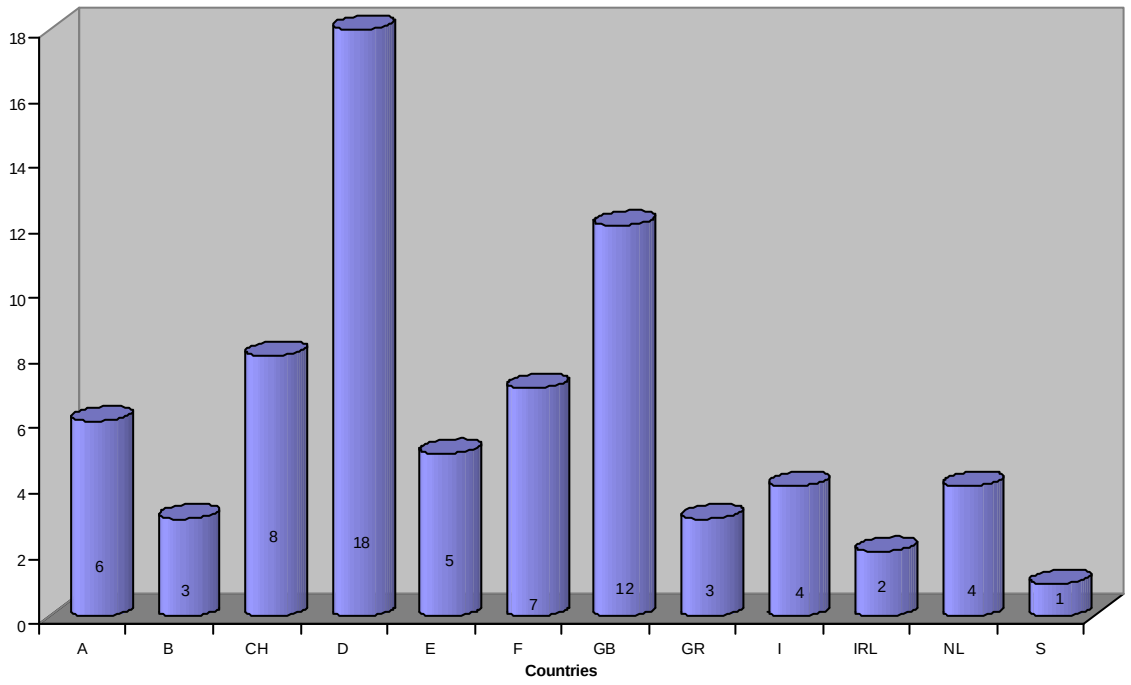

Figure 4: Q3b) Geographic Region: Market
(N=33, n=32, multiple-category responses allowed)

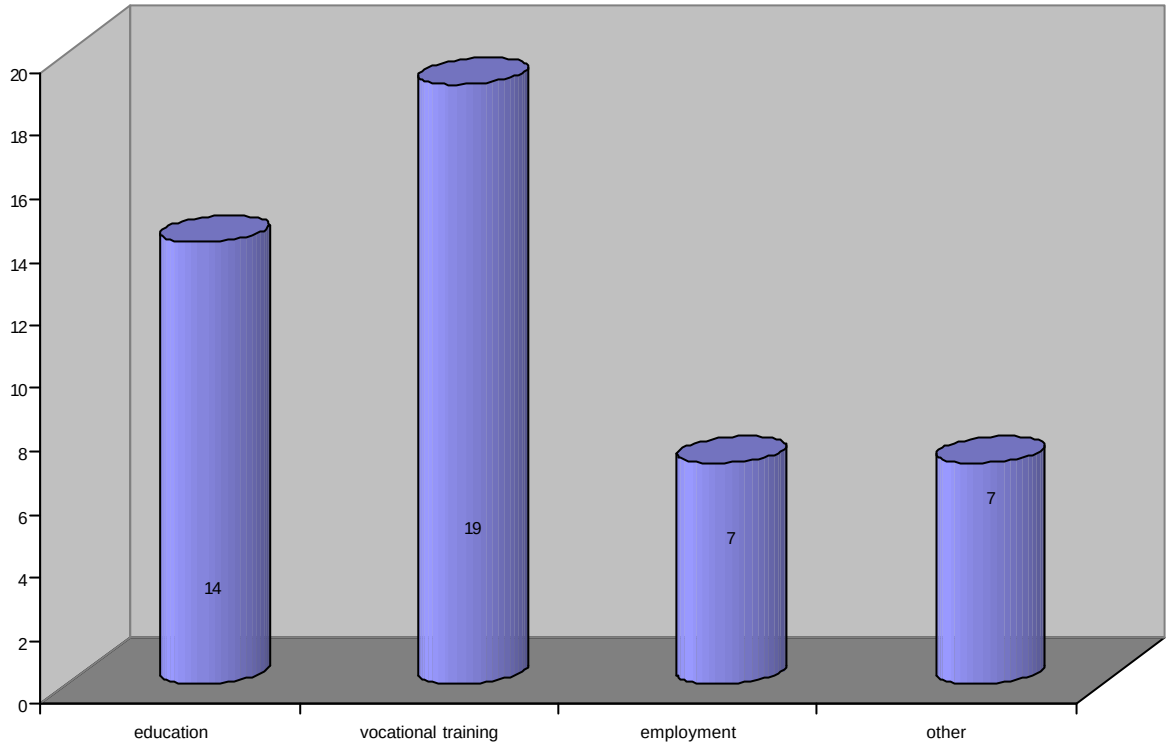

Figure 5: Q4) Product / Service Domains
(N=33, n=24, multiple-category responses allowed)

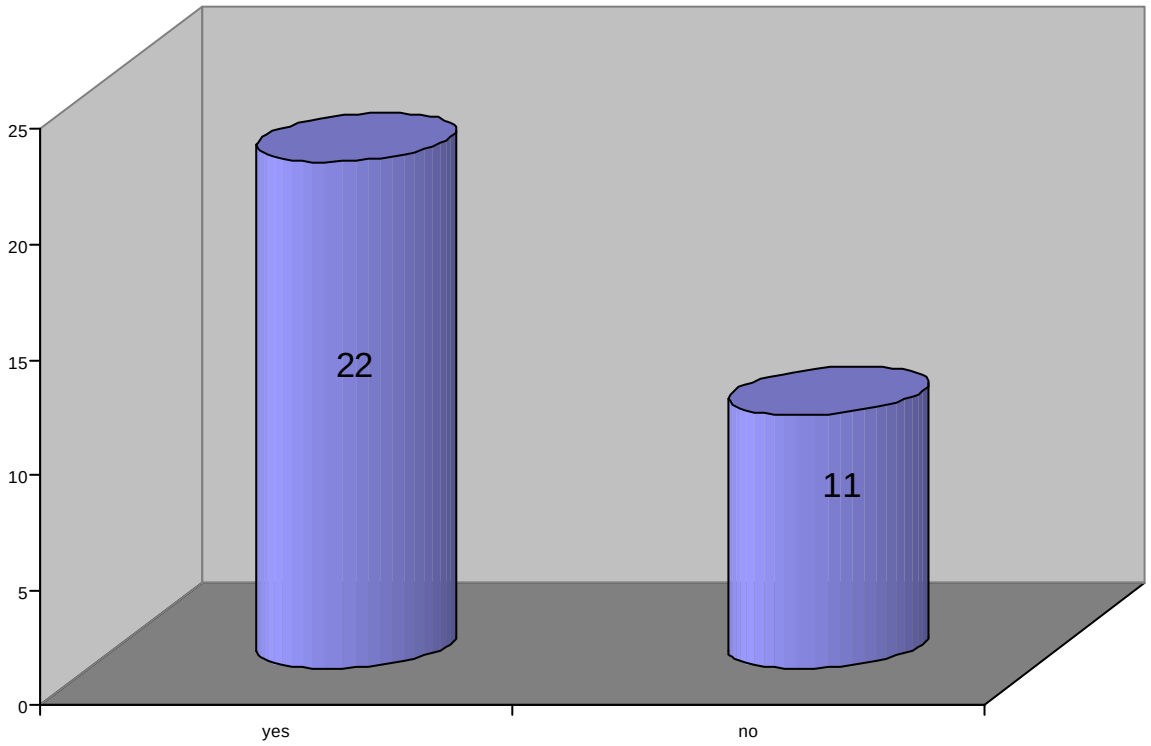

Figure 6: Q6) Specific Target Groups (N=33, n=33)

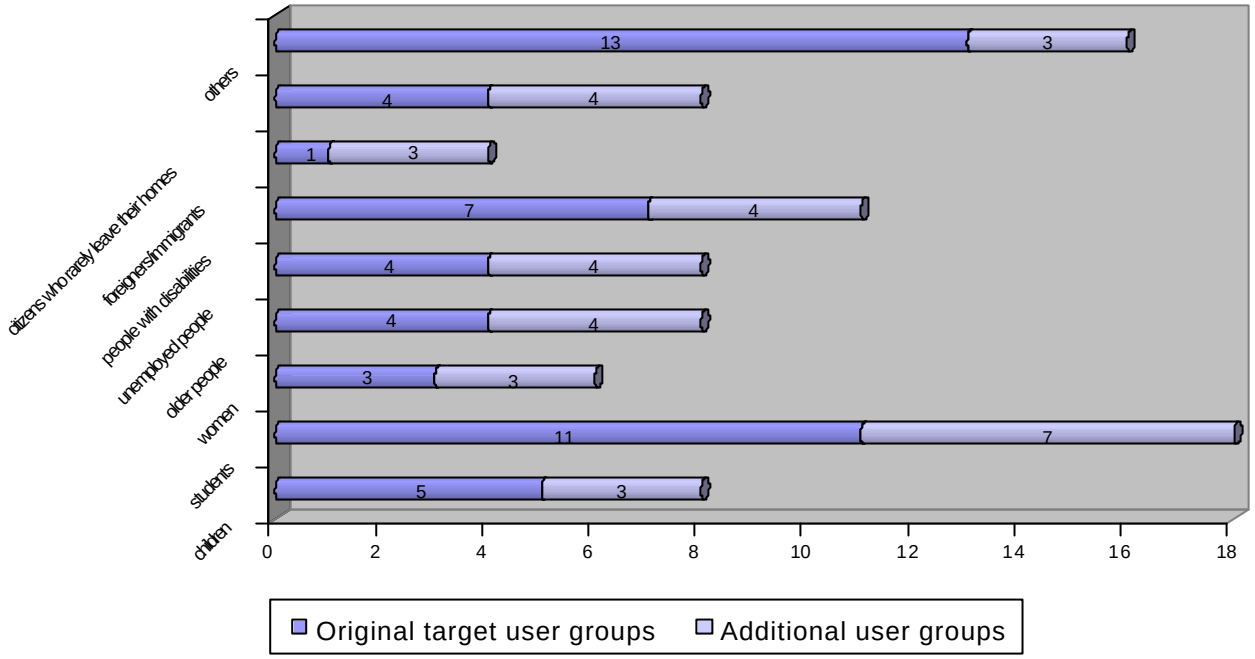

Figure 7: Q6a/6b) Specific Target Groups
(N=33, n=18, n=11, multiple-category responses allowed)

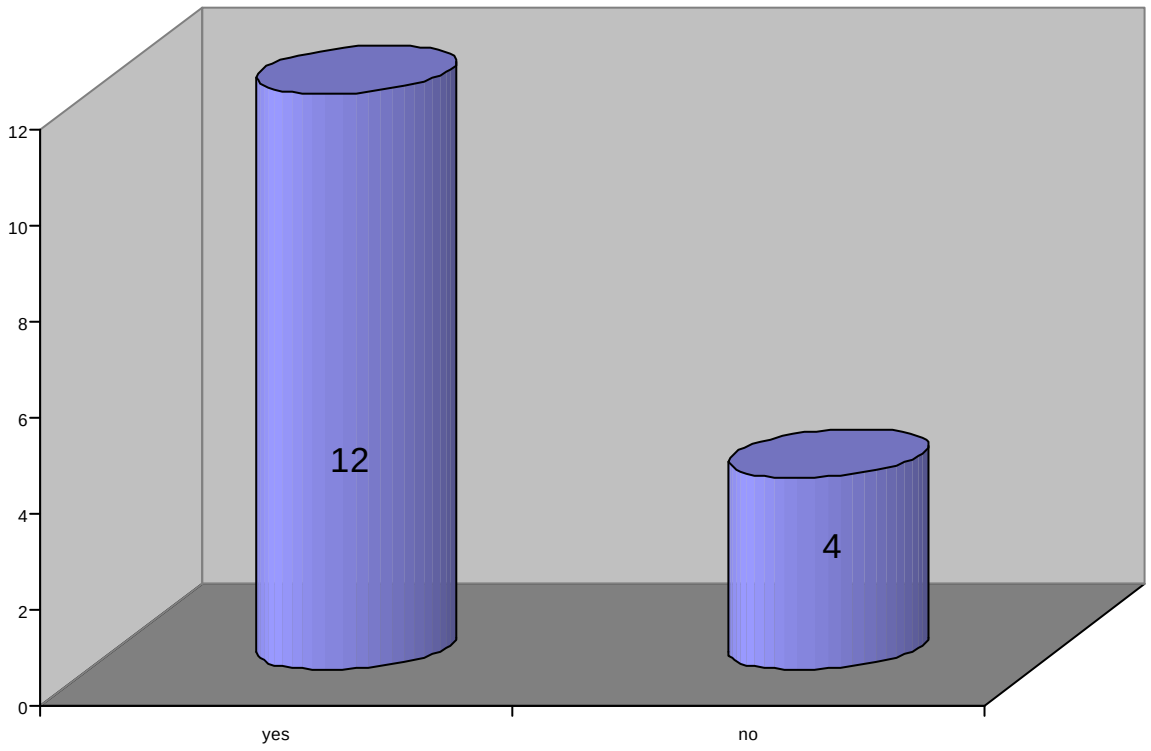

Figure 8: Q6c) Design for *average* user (N=33, n=16)

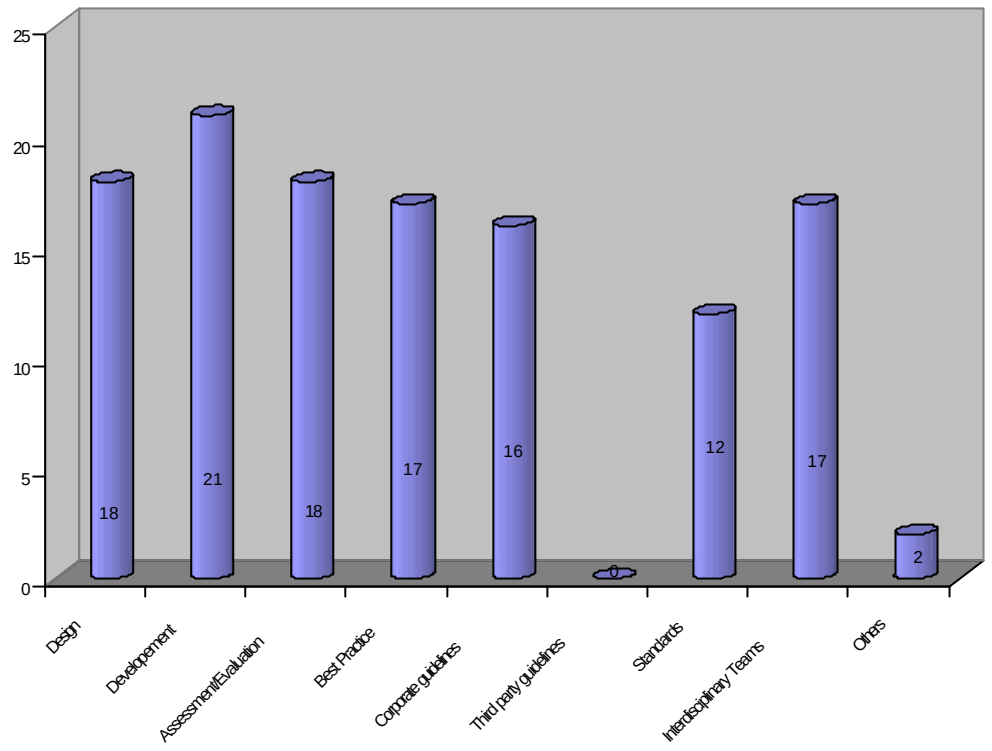

Figure 9: Q7) Support used during Design and Development
(N=33, n=27, multiple-category responses allowed)

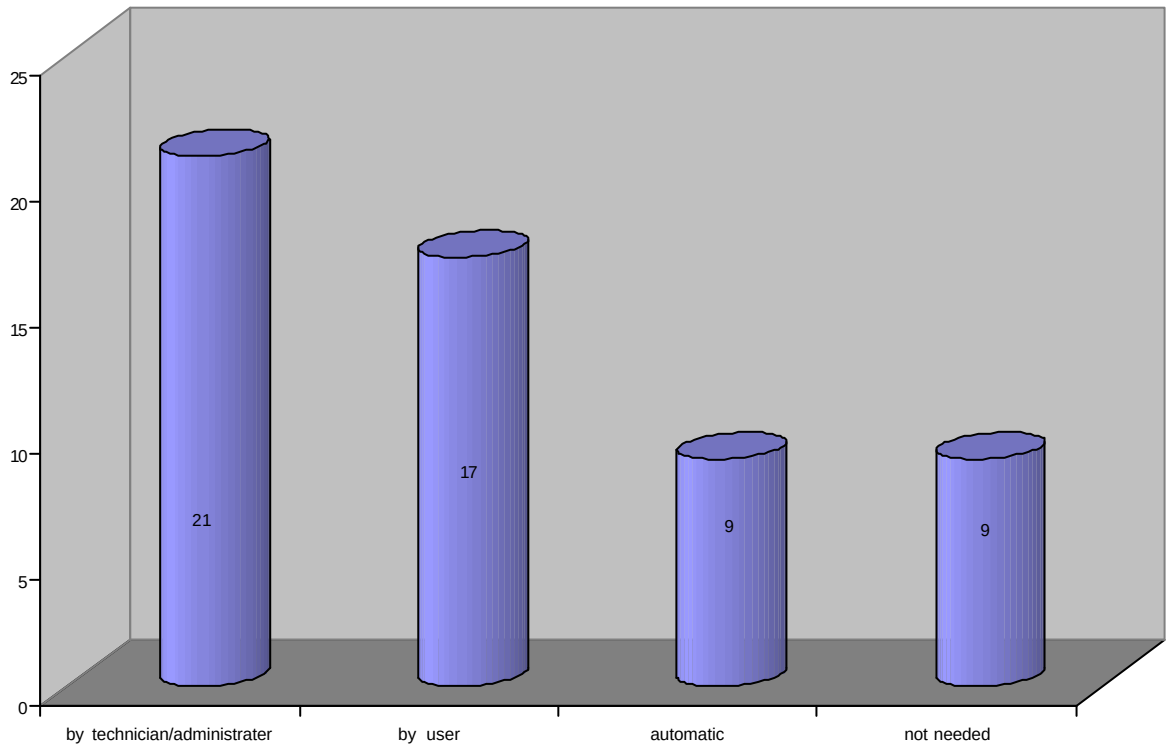

Figure 10: Q8) How can the product be adapted?
(N=33, n=31, multiple-category responses allowed)

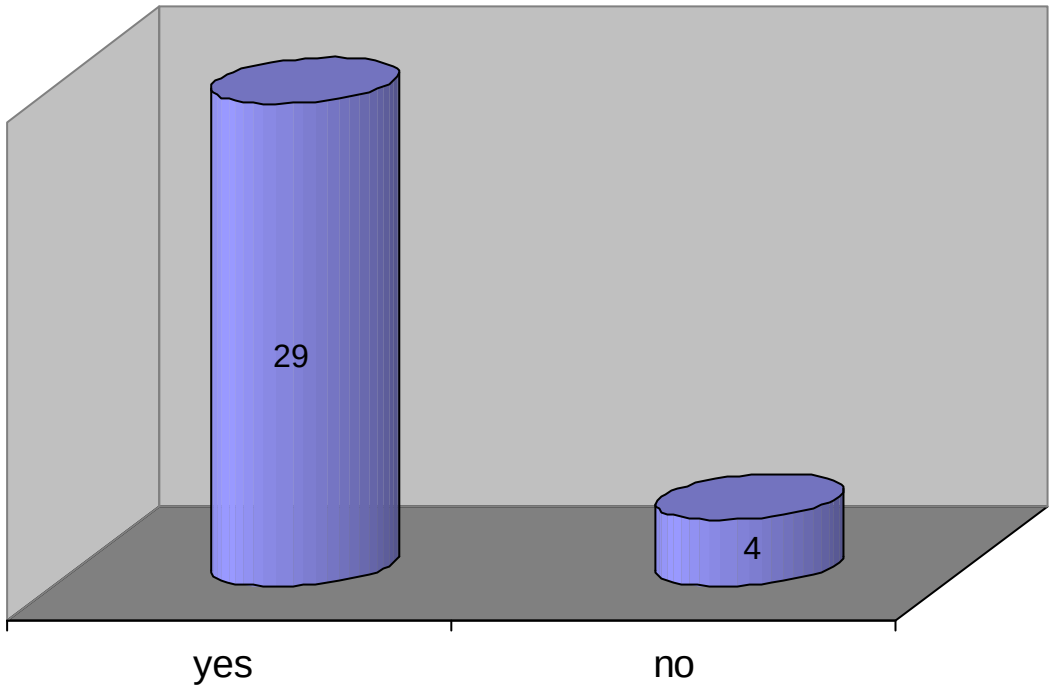

Figure 11: Q9) Has user's satisfaction been measured? (N=33, n=33)

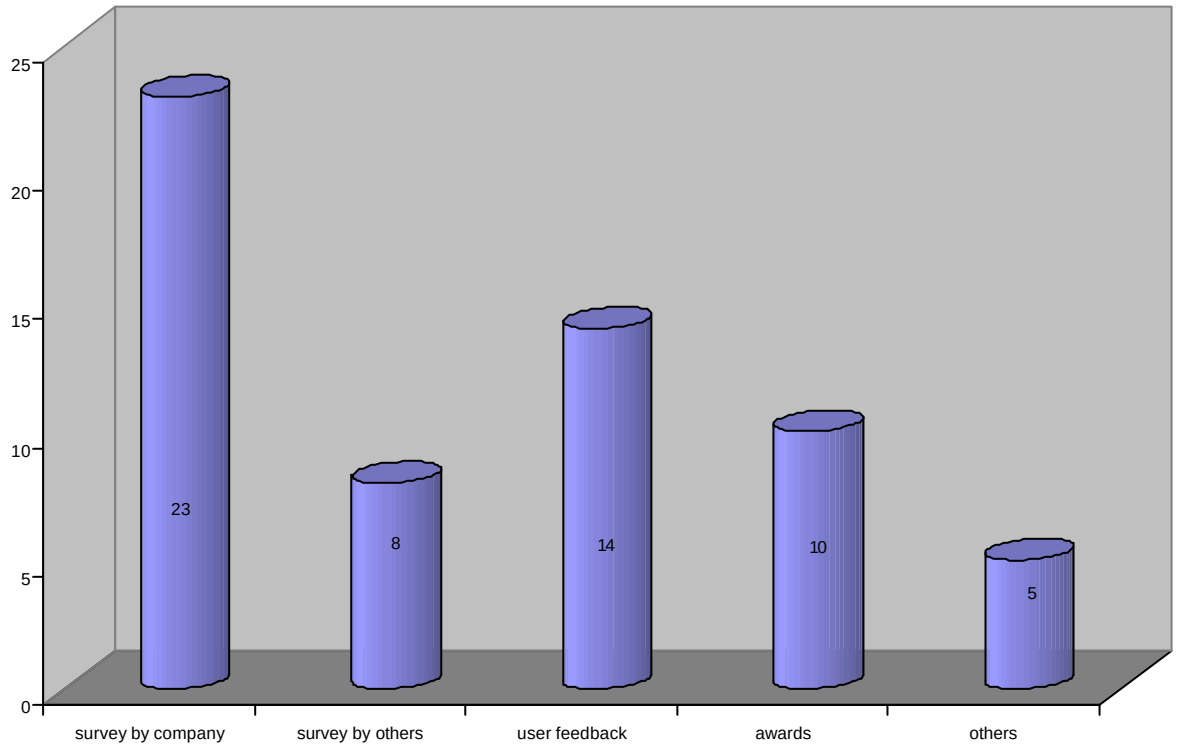

Figure 12: Q9) How has users' satisfaction been measured?
(N=33, n=29, multiple-category responses allowed)

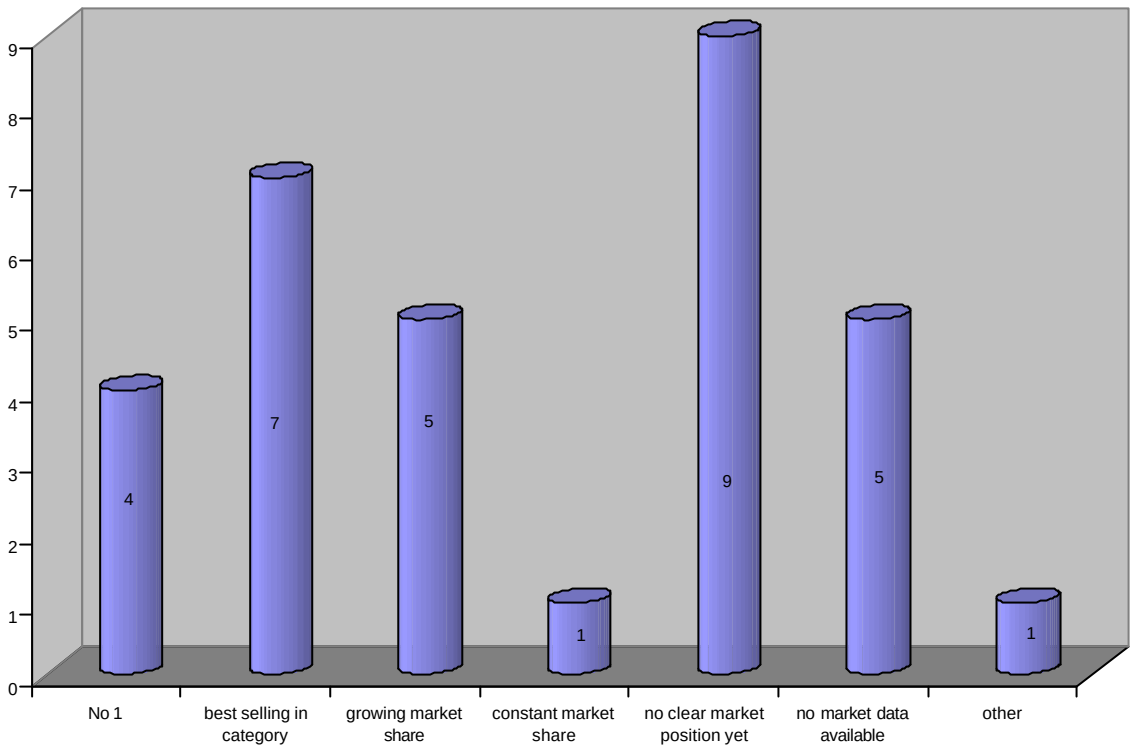

Figure 13: Q10) Market Position
(N=33, n=32, multiple-category responses allowed)

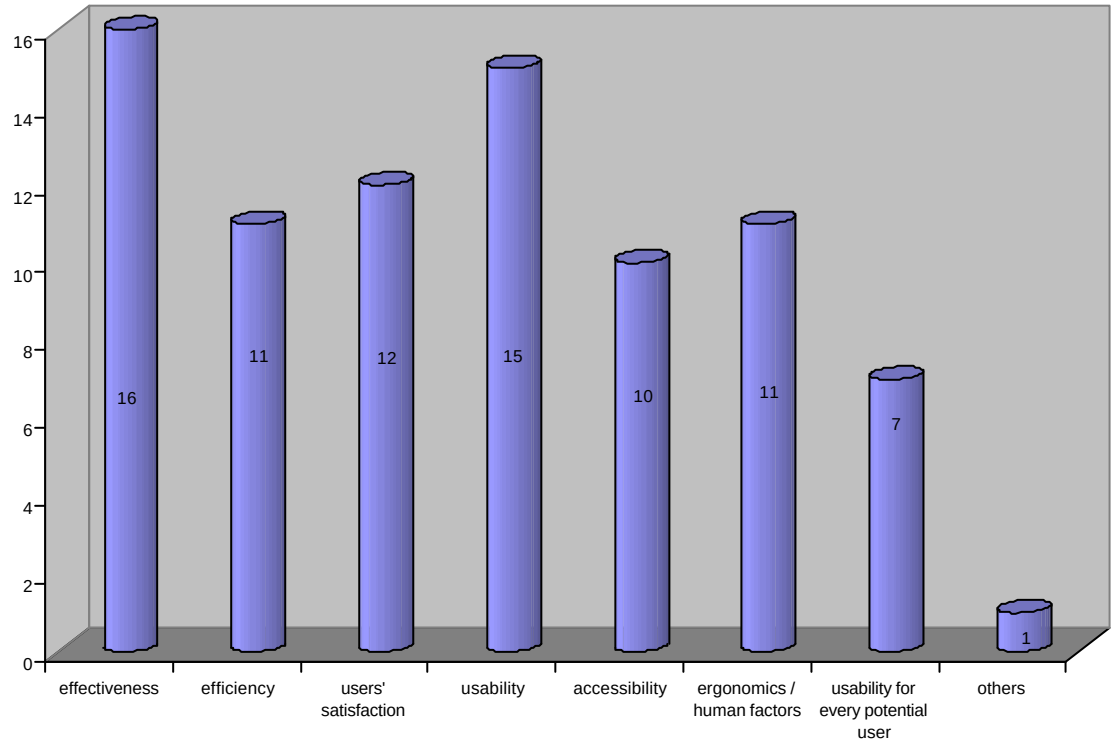

Figure 14: Q11) Benchmarking
(N=33, n=22, multiple-category responses allowed)

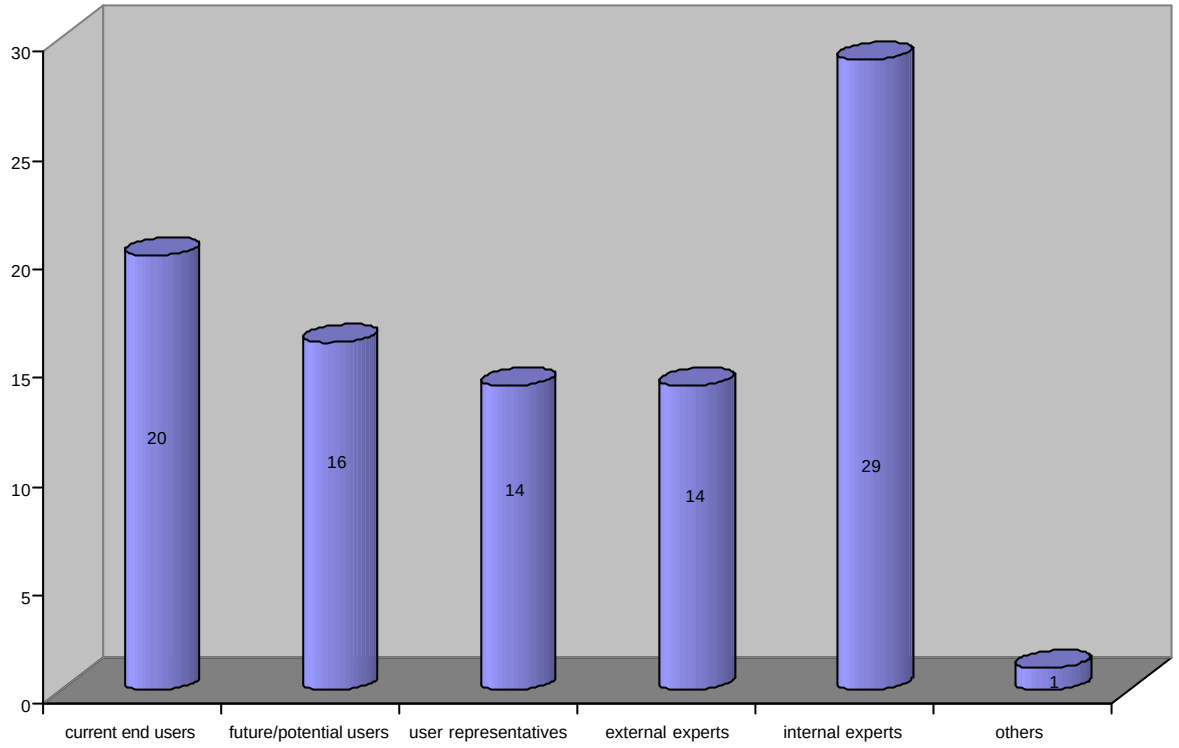

Figure 15: Q12) Groups involved in Design & Development
(N=33, n=31, multiple-category responses allowed)

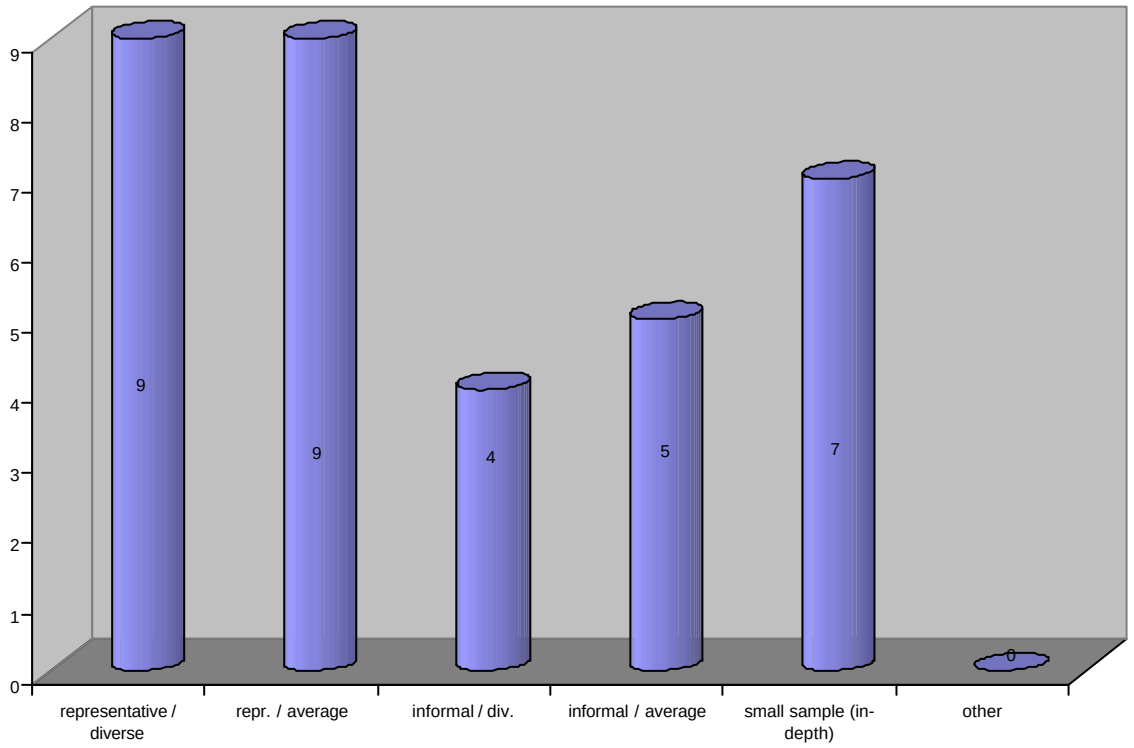

Figure 16: Q13) Composition of involved groups
(N=33, n=24, multiple-category responses allowed)

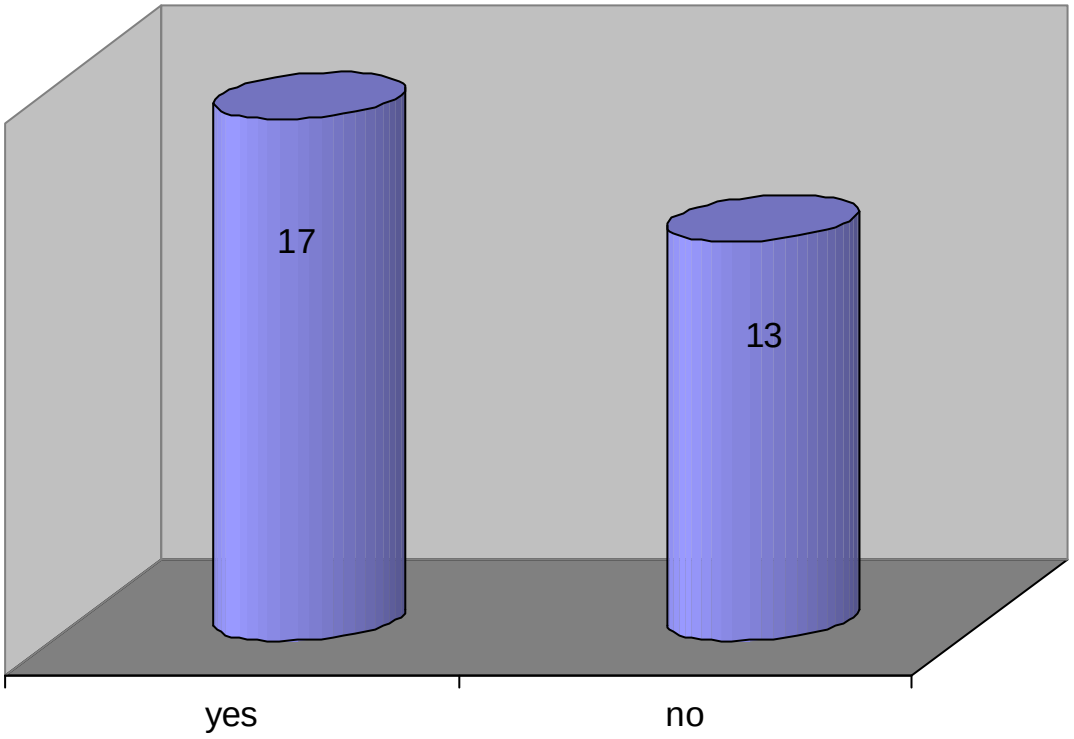

Figure 17: Q14) Does the Company additionally contribute to Inclusive Design?
(N=33, n=30)

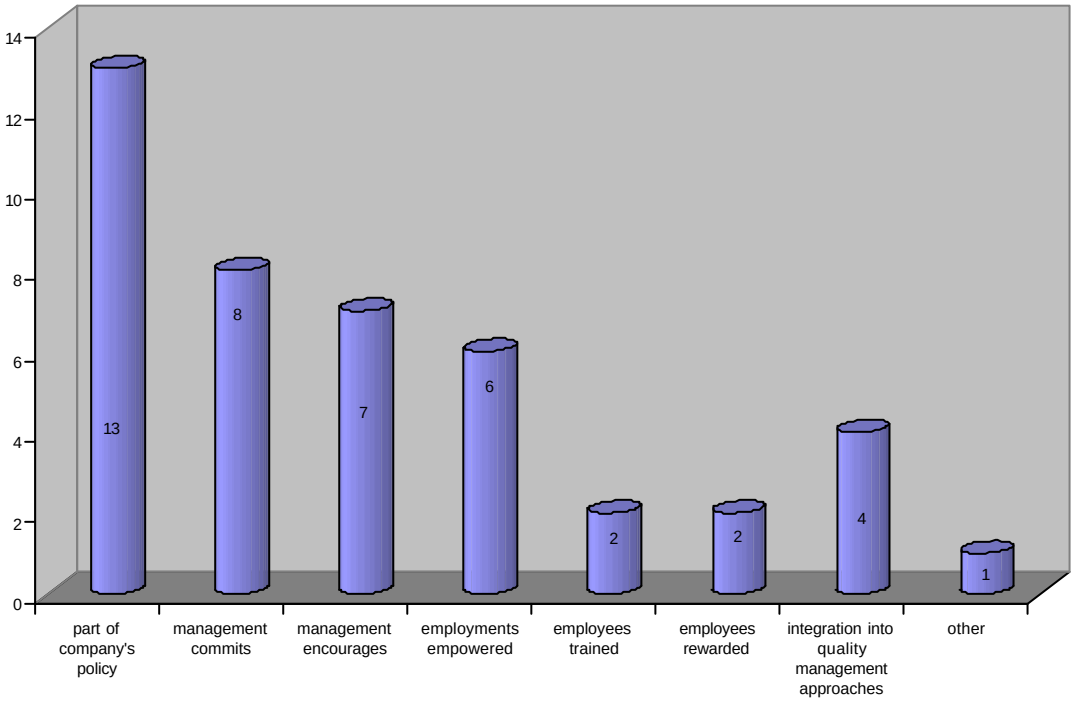

Figure 18: Q14) Company's additional contributions to Inclusive Design
(N=33, n=14, multiple-category responses allowed)

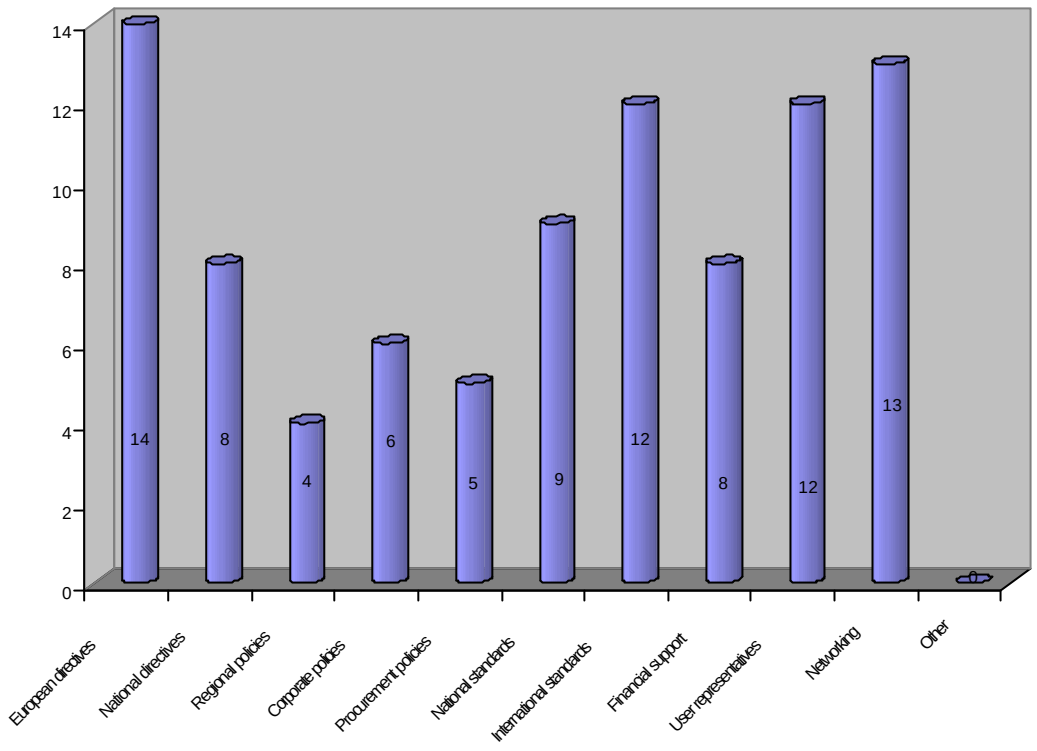

Figure 19: Q15) Supportive directives and regulations
(N=33, n=27, multiple-category responses allowed)

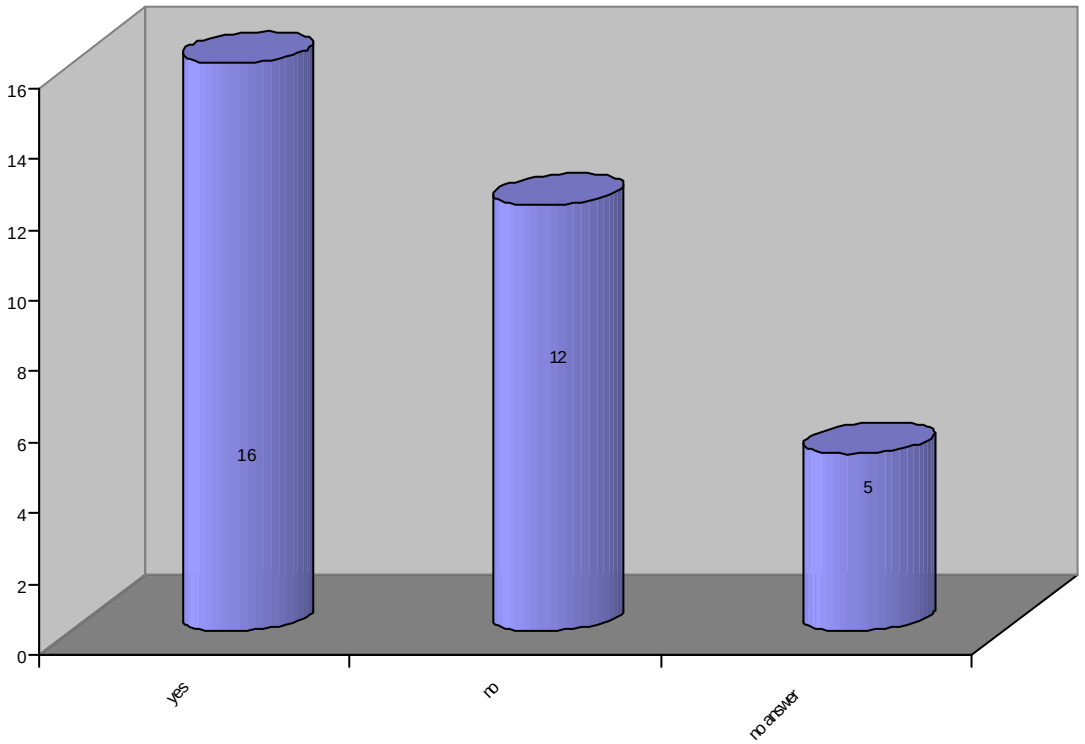

Figure 20: Q16) Willingness to participate in a follow-up case study (N=33, n=28)

Appendix 2: Policy survey

ITEM 1: The Standard Rules on the Equalization of Opportunities for Persons with Disabilities

(Source: United Nations Resolution 48/96 20th December 1993, www.un.org/esa/socdev/enable/dissre00.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities

- **Issuing Subject: United Nations**
  - **Entity which issued the measure** :International body
- **Kind of document**: Policy

Way of operating: how it works, in practice (impossible to detect). More detailed explanation (possible)

Success criteria:

- **Transferability**: National level
- **Scalability**: Regional and local level
- **Data on application**: Since 1994

FRAMEWORK

- **Influencing background**: The standard rules on the Equalization of Opportunities for persons with Disabilities have been developed on the basis of the experience gained during the United Nations Decade of Disabled Persons (1983-1992). The International Bill of Human Rights, the International Covenant on Civil and Political Rights, The

Convention on the Elimination of all Forms of Discrimination against Women, the Convention on the Rights of the Child, as well as the World Programme of Action concerning disabled Persons, constitute the political and moral foundation for the Rules.

- **Target groups:** People with Disabilities

Brief description

The Standard Rules on the Equalization of opportunities for Persons with Disabilities were adopted by the United Nations general assembly at its 48th session on 20 December 1993 (Resolution 48/96).

The purpose of the Rules is to ensure that girls, boys, women and men with disabilities, as members of their societies, may exercise the same rights and obligations as others.

Although the Rules are not compulsory, they can become international customary rules when they are applied by a great number of States with the intention of respecting a rule in international law. They imply a strong moral and political commitment on behalf of States to take action for the equalization of opportunities for persons with disabilities. Important principles for responsibility, action and cooperation are indicated. Areas of decisive importance for the quality of life and for the achievement of full participation and equality are pointed out. The Rules offer an instrument for policy-making and action to persons with disabilities and their organizations. They provide a basis for technical and economic cooperation among states, the United Nations and other international organizations.

Special attention may need to be directed towards groups such as women, children, the elderly, the poor, migrants workers, persons with dual or multiple disabilities, indigenous

people and ethnic minorities. In addition, there are a large number of refugees with disabilities who have special needs requiring attention.

RULE 5. ACCESSIBILITY: "States should recognize the overall importance of accessibility in the process of the equalization of opportunities in all spheres of society. For persons with disabilities of any kind, States should (a) introduce programmes of action to make the physical environment accessible and *(b) undertake measures to provide access to information and communication***"**

(b) Access to information and communication

5*.* Persons with disabilities and, where appropriate, their families and advocates should have access to full information on diagnosis, rights and available services and programmes, at all stages**.** *Such information should be presented in forms accessible to persons with disabilities.*

6. States should develop strategies to make information services and documentation accessible for different groups pf persons with disabilities. Braille, tape services, large print *and other appropriate technologies should be used to provide access to written information and documentation for persons with visual impairments. Similarly, appropriate technologies should be used to provide access to spoken information for persons with auditory impairments or comprehensive difficulties.*

8. Consideration should also be given to the needs of people with other communication disabilities.

9. States should encourage the media, especially television, radio and newspapers, to make their services accessible.

10. States should ensure that new computerized information and service systems offered to the general public are either made initially accessible or are adapted to be made accessible to persons with disabilities.

RULE 7. EMPLOYMENT: " States should recognize the principle that persons with disabilities must be empowered to exercise their human rights, particularly in the field of employment. In both rural and urban areas they must have equal opportunities for productive and gainful employment in the labour market."

3. States? action programmes should include:

(b) *Support for the use of new technologies and the development and production of assistive devices, tools and equipment and measures to facilitate access to such devices and equipment for persons with disabilities to enable them to gain and maintain employment.*

ITEM 2: Web accessibility initiative

(Source: http://www.w3.org/WAI/)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Web accessibility initiative

- **Issuing Subject**: The world wide Web Consortium (W3C)
  - **Entity which issued the measure (**International body)
- **Kind of document:** Guidelines

Way of operating: The World Wide web consortium (W3C) is an international consortium with over 400 Members and it promotes evolution and interoperability of the web with a strong focus on the universality of the web. W3C operates from 3 host sites, has outreach offices in 8 countries and has 4 " domains": architecture, user interface, technology and society and the Web Accessibility Initiative .The WAI works internationally across all the other domains of the W3C and is co-financed by the European Commission, DGXIII, Telematics Application Programme for Disabled and elderly.

Success criteria:

- **Transferability**: national level
- **Scalability:** Regional and local level

FRAMEWORK

- **Influencing background:** New developments in IST for people with disabilities
- **Target groups**: people with disabilities

Brief description

The Web accessibility Initiative (WAI) enables different " stakeholders" in accessibility to work together at the design table. Many organizations from around the world participate in some part of WAI work, including: industry, disability organizations, access research centers, government. WAI participants follow W3C process for consensus-based development of work.

Because Web accessibility is a problem on many levels, WAI has five levels of work:

1.ensuring that Web technologies support accessibility.

2.developing guidelines for accessibility

3.developing tools to evaluate and facilitate accessibility

4.conducting education and outreach

5.coordinating with research and development

2. Developing Guidelines for accessibility

Guidelines play a critical role in making the Web accessible, by explaining how to use Web technologies to create accessible Web sites, browsers or authoring tools.

WAI has 3 different guidelines to address these different needs:

- Web Content Accessibility Guidelines
- Authoring Tool Accessibility Guidelines

- User Agent Accessibility Guidelines

WAI has supporting documents and resources for each guideline:

- checklists
- techniques documents with implementation detail
- curricula
- logos

ITEM 3: e-Learning initiative

(Source: http://europa.eu.int/comm/education/elearning/index.html)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

e-Learning initiative

- **Issuing Subject:** European Commission
- **Kind of document:** European Initiative

Success criteria:

- **Transferability**: to the Member States
- **Scalability:** regional and local level

FRAMEWORK

- **Influencing background:** At the Lisbon European Council on the 23 and 24 March 2000, the Heads of State and government set the Union the objective of becoming " the most competitive and dynamic knowledge-driven economy in the world". Europe which enjoys one of the highest levels of education and has the necessary investment capacity still lags far behind in the use of the new information and communication technologies. eLearning is designed to enable Europe to catch up by intensifying its efforts. It implements and extends into education and training the eEurope action plan, including in particular the guidelines for employment.
- **Target groups**: All students in the Member States including the disadvantaged students

Brief description

The Member States of the European Union have decided to work together to harmonise their policies in the field of educational technology and share their experience. eLearning is designed to mobilise the educational and cultural communities as well as the economic and social players in Europe in order to speed up changes in the education and training systems for Europe?s move to a knowledge-based society . It adds a European dimension to measures in progress or being prepared at local, regional and national levels.

eLearning sets Europeans several types of objectives:

Objectives for infrastructures

- provide all schools in the European Union with an Internet connection by the end of 2001, and then ensure that by the end of 2002 all pupils have a fast Internet connection and multimedia resources in the classroom. The equipment ratios for schools should be 5-15 users per multimedia computer by 2004;
- encourage the creation by the end of 2001 of a trans-European high-speed network for specific communications between research institutes, universities, scientific libraries and, in due course, schools;
- offer vocational training organisations, learning centres and firms good quality (high speed) infrastructures for access to the Internet. Other forums of learning (libraries, cultural centres, museums, etc.) must also be equipped as life-long learning becomes essential.

Objectives for training people at all levels

- Beyond the objective of increasing per capita investment in human resources each year, schools and training centres must become local centres for acquiring knowledge accessible to everyone. In addition, by the end of 2002, the capacity of vocational guidance services should be stepped up so that everyone can have easy access to information on

opportunities for initial and continuing training and on the skills and qualifications required on the labour market. The purpose of such services is to plot or adjust training and career pathways.

- *Train teachers by the end of 2002 in use of the Internet and multimedia resources.*
- *Adopt a European framework of new computer, language and technical skills for which a European diploma will be awarded in basic IT skills.*

Objectives in terms of educational content and networking of schools

- Develop high-quality multimedia services and content. This will involve tightening links between the European multimedia industry and training systems. Quality criteria and arrangements for evaluating the content will be necessary.
- Speed up the interconnection of schools and universities (virtual campuses). In particular the Commission intends to strengthen the "European Schoolnet" initiative between Education Ministries, promote the creation of European gateways and set up a network of trainers who are experts in the use of new technologies in education and training.

The eLearning initiative, with clear and short deadlines, requires the Member States, the Council and the Commission to take measures in areas for which they are responsible. The Commission will produce a system for benchmarking action taken (in particular by means of progress reports) which will be submitted to the Education Council. It will back Member States' efforts: to support steps taken locally, the Commission will focus Community instruments and programmes on attainment of the shared goals. This mobilisation will be concentrated in three areas:

- Member States will be encouraged to use their allocations under the **Structural Funds**, in particular with regard to equipment and the training of teachers and trainers and to set up multi-use local centres accessible to everyone;
- contribution of the **Community programmes** in the areas of education, culture and learning (Socrates, Leonardo da Vinci, Culture 2000, Media Plus), research (both technological, via the IST and TEN-Telecom programmes, and socio-economic, via the TSER programme) and international cooperation, via the programmes for the applicant countries, the MEDA programme, etc.;
- **close collaboration with the European Investment Bank** in order to strengthen the European industry of multimedia content for education and training.

Existing programmes are currently being reshaped in order to make the initiative a success. A Commission staff paper will be presented in October 2000 setting out all the actions to be taken at Community level to implement the initiative. eLearning will also be included in the European Social Agenda to be adopted by the Nice European Council in December 2000. The Commission is planning to set up an eLearning Internet site to stimulate exchange of experience and to provide easy access to all methods linked with the new learning contexts which are emerging and constantly being improved.

ITEM 4: Call for proposals VP/2001/014 for preparatory actions to combat and prevent social exclusion

(Source: http://europa.eu.int/comm/employment_social/soc-prot/soc-incl/index_en.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Call for proposals VP/2001/014 for preparatory actions to combat and prevent social exclusion

- **Issuing Subject: European Commission**
- **Kind of document:** call for proposals

Success criteria:

- **Transferability:** To the Member States
- **Scalability**: regional and local level

FRAMEWORK

- **Influencing background**: The Amsterdam Treaty includes provisions for the community to adopt measures designed to encourage cooperation in combating social exclusion. The Lisbon European Council concluded that

"... policies for combating social exclusion should be based on an open method of coordination combining national action plans and a Commission initiative for cooperation in this field to be presented by June 2000. In keeping with this mandate, on the 16 June 2000 the commission presented a proposal for a programme of Community action to encourage cooperation between Member States to combat social exclusion. A European Parliament and Council Decision is expected this year. The Nice European council adopted appropriate objectives to combat social exclusion and eliminate poverty on the basis of which MS were invited to determine their priorities and present a two-year national action plan by June 2001.

- **Target groups**: Socially excluded people

Brief description

This call is for proposals that will prepare Community action to encourage cooperation between Member States in order to combat social exclusion and promote social inclusion

This call seeks proposals for various kinds of action to facilitate transnational cooperation among the players involved in combating social exclusion, in particular Member States? administrators, local and regional authorities, the agencies in charge of combating social exclusion, the two sides of industry, organizations providing social services, non-governmental organizations, universities and research institutes, national statistical offices, the media and the actual or potential victims of exclusion.

Three strands of action have been chosen.

Strand 3: Promoting innovative approaches in policies for combating exclusion through the exchange of good practices.

It is meant to support identification of innovative approaches, the exchange and dissemination of good practices at all levels with a view to improving the effectiveness of the social integration policies facilitating access for all to a certain number of resources, rights, goods and services. The following are some of the fields involved: access to …education and vocational training, the labour market, the new information and knowledge society etc.

Item 5: Communication from the Commission to the Council and the European Parliament "eEurope 2002 Impact and priorities". Brussels, 13.3.2001

(Source: http://www.cordis.lu/ist/ka4/mobile/lexdoc.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure
- Issuing Subject: **European Commission**
- Kind of document:
  - Normative (compulsory or not)
  - Marketing,
  - Policy frame.

Way of operating: how it works, in practice (impossible to detect). More detailed explanation (possible)

Success criteria:
- Transferability, all over Europe. Also future member States
- Scalability,
- Data on application (if available).

FRAMEWORK

- **Influencing background.**

"eEurope – An information society for all" was launched by a Communication on a Commission Initiative for the Special European Council of Lisbon, 23 and 24 march 2000. Among its key objectives there was: "Ensuring the whole process is socially inclusive, builds consumer trust and strengthens social cohesion". There was a specific chapter, nr 7 which dealt with "eParticipation for the disabled", which recommended the approach of Design for all or Universal design. "The Commission will commit itself to ensuring that standards for products and services should be disabled-friendly. European industry must rise to this challenge"… Targets: By the end of 2000: review of relevant legislation and standard programmes dealing with information society. By the end of 2001: the Commission and member states commit themselves to making the design and content of all public web sites accessible to people with disabilities. By the end of 2002: The Commission will support the creation of a network of centres of Excellence…that will develop a European curriculum module in Design-for-all to train designers and engineers.

- Target groups:
  - All the population of a certain territory or not.
  - One or few special target group, according to age, sex, culture, problem. Disadvantaged target groups in general with special reference to people with disabilities.

Brief description

Priority areas to be addressed

3.5 E-inclusion

As the Information Society advances it becomes more important to ensure that disadvantaged people are not left behind. The emerging risks of digital aims to fully exploit the potential of the knowledge based society and ensure that no one is excluded from it, taking particular account of the needs of people with disabilities.

The Stockholm European Council should call on the Member States to ensure that the information society dimension is fully addressed in their National Action Plans on Social Inclusion to be submitted by June 2001.

In support of this process the High Level Group on the Employment and Social Dimension of the Information Society (ESDIS 15) will draw up a report on e-Inclusion by end 2001 to enhance the co-ordination of policies to prevent a digital divide in Europe.

Item 6: Launch of the Equal initiative

(Source: http://europa.eu.int/comm/employment_social/equal/equal.cfm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- Issuing Subject: European Commission
- Kind of document: Normative (compulsory or not)

Way of operating:

Under EQUAL Community funding, in the form of European Social Fund (ESF) grants, will be made available for activities which respect the guidelines laid down in this notice, and which are included in proposals presented by each Member State and approved by the Commission of the European Communities in the form of Community Initiative programmes (CIPs). EQUAL applies to the whole territory of the European Union.

Success criteria:

- Transferability,
- Scalability,
- Data on application (if available).

FRAMEWORK

- **Influencing background.**

At Community level there is an integrated strategy to combat discrimination (in particular that based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation) and social exclusion. Focusing on the labour market, EQUAL will form part of that strategy. It will be complementary to other policies, instruments and actions developed in this respect and which go beyond the labour market area and, in particular, the specific legislation and action programmes under Articles 13 and 137 of the Treaty.

The Commission and the Member States will ensure coherence between EQUAL and such activities. EQUAL will, therefore, play a key role in linking together the EU supported actions under Articles 13 and 137, the ESF supported programmes and the political objectives pursued in the framework of the European Employment Strategy

- **Target groups**:
  - One or few special target group, according to age, sex, culture, problem.

Those subject to the main forms of discrimination (based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation) and inequality

Brief description

The **aim** of EQUAL is to promote new means of combating all forms of discrimination and inequalities in connection with the labour market, through transnational co-operation.

EQUAL will also take due account of the social and vocational integration of asylum seekers.

General principles. Thematic fields for the first call of proposals: Adaptability

Supporting the adaptability of firms and employees to structural economic Change and the use of information technology and other new technologies

ITEM 7: Objectives in the Fight against poverty and Social Exclusion

(Source: http://europa.eu.int/comm/development/lex/en/council20001110_en.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Objectives in the Fight against poverty and Social Exclusion

- **Issuing Subject**: Nice European Council
  - **Entity which issued the measure (European level)**
  - **Kind of document**: Normative-resolution

Way of operating: The Member States are invited to submit to the Commission and the Council a two years National action plan on Inclusion by June 2001. In these plans the MS present their priorities and efforts for the coming 2 tears (July 2001-June 2003) in promoting social inclusion and combating poverty and social exclusion, in line with the Community objectives agreed at the Nice European Council. Drawing upon these plans, the Commission and the Council will prepare a Joint Report on Social Inclusion for the Brussels – Laeken European council of December 2001.

Success criteria:

- **Transferability**: to Member States
- **Scalability**: regional and local level
- **Data on application**: Since 2001

FRAMEWORK

- **Influencing background**: At the European Councils in Lisbon and in Feira, the Member States took a major initiative by making the fight against poverty and social exclusion one of the central elements in the modernisation of the European social model. The Heads of State and Government agreed on the need to take steps to make a decisive impact on the eradication of poverty by setting suitable objectives to be agreed by the Nice European Council (December 2000). They also agreed that policies for combating social exclusion should be based on an open method of coordination combining national action plans and a programme presented by the Commission to encourage cooperation in this field.
  - **Target groups**: Disadvantaged target groups in general (people at high risk of exclusion) with particular emphasis on people with disabilities

Brief description

Objectives in the Fight against Poverty and Social Exclusion

2. To prevent the risks of exclusion

(a) To exploit fully the potential of the knowledge-based society and of new information and communication technologies and ensure that no-one is excluded, taking particular account of the needs of people with disabilities.

Item 8: Participation for all in the knowledge-based economy

(Source: http://europa.eu.int/information_society/eeurope/action_plan/eaccess/index_en.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- o Issuing Subject: European Council

- Kind of document: Note of the Presidency to the Council about Evaluation of the actions undertaken by the Presidency for the implementation of eEurope action plan. Contributions of the Member States (27th November 2000)

- ➢ Provide all schools, teachers and students with convenient access to the Internet and multimedia resources, where appropriate using the Structural Funds.

- ➢ Policies to avoid info-exclusion will be more effectively co-ordinated at European level through benchmarking of performance and exchange of best practice between Member States

Ireland

The Department of Public Enterprise is organising a conference entitled Community Application of Information Technology on 18 January 2001 which will centre *around IT Access for All and social inclusion in the digital economy.* The Seminar is aimed at voluntary and community organisations and groups working with the *socially excluded*. The Seminar is being run in conjunction with other relevant Departments.

The speakers at the seminar will be drawn from 'best practice' initiatives throughout Ireland and abroad and will cover examples from all of the late adopter groups. The purpose of the Seminar is to encourage other voluntary and community groups to become involved in the area of IT Access for All.

Sweden

Regarding *people with disabilities* a study is commissioned to propose how experimental work regarding people with disabilities´ access to products and services requiring a high transmission capacity can be designed. There is also a five-year programme directed at *disabled and elderly people*. In line with the Swedish action plan for the disability policy, government authorities will be responsible for ensuring that their activities and information are accessible to people with disabilities, including websites and other use of IT. Public procurement should also pursue the goal that *people with disabilities* are able to make use of the same goods and services, including computers and other IT-service, as other members of society.

Adoption of the Web Accessibility Initiative (WAI) guidelines for public websites.

FRAMEWORK

- Target groups: Disabled, elderly people and socially excluded groups.

Item 9: European Agreement on guidelines on Telework in Commerce

(Source: http://www.union-network.org/UNIsite/Sectors/Commerce/Social%20dialogue%20agreements/Telework_English.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- Issuing Subject:The European social partners for commerce, EUROCOMMERCE and Uni-Europa Commerce**,** who are committed to developing the European framework for working life and labour relations in their industry primarily through a voluntary social dialogue and through the conclusion of European Framework Agreements.
- Kind of document:

European Agreement on guidelines on Telework in Commerce

Way of operating: how it works, in practice (impossible to detect). More detailed explanation (possible)

Success criteria:
- Transferability,
- Scalability,
- Data on application (if available).

New technologies have made it possible to increase the range of tasks which can be undertaken at a physical distance from the permanent work-place. While this poses new challenges to employers and workers, it can also offer new opportunities. It is important that any changes in work organisation or job design, which would introduce or change work done from a distance, using new technologies, are carefully organized and introduced.

4. In this agreement, telework refers to all work comparable to those which could be carried out by an employee at the workplace but which may also be done at a distance, using computer technology, normally connected to the information network of the company.

These guidelines do not concern self employed people, as defined by national legislation. These guidelines do not refer to telework, which is done only occasionally, and they only refer to main employment relationships.

Chapter nr3

Telework venue and equipment

13. As far as possible, the venue where telework is done should be recognized as equivalent to other working premises of the company. The design of the work-place and the equipment that is being used must, whenever possible, conform to the same regulations as those that are applied at these premises.

14. Health and safety representatives as well as other representatives nominated by the employer should have the right to access and inspect the telework venue in accordance with applicable legislation, having informed the employee in advance. Conditions of health and safety inspections should be included in the contract or the company's internal rules when there is a lack of national regulation concerning health and safety arrangements for telework.

15. As a rule, systems of compensation should be defined for costs generated by teleworking. They should also cover insurance to cover damage to the equipment and any damage that may be caused to third parties or to the premises where the telework is being carried out.
As a rule, the company is responsible for all necessary equipment and for its installation.
The company shall also undertake all servicing and necessary updating of equipment and all suitable user training. The teleworker should take reasonable care of the equipment.

FRAMEWORK

- Target groups: All the population of a certain territory or not.

Item 10: Call for proposals (preparatory and innovative actions). Action plan E learning.

(Source: http://europa.eu.int/comm/education/elearning/call.html)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- **Issuing Subject: DG EAC**
  - **Organisation,**
  - Body,
  - Entity which issued the measure (**European,** national**,** local, single body)
- **Kind of document**: Call for proposals

Way of operating: how it works, in practice (impossible to detect). More detailed explanation (possible)

Success criteria:

- Transferability, Europe-wide
- Scalability,
- **Data on application:** 12-18 months' projects, from November, 1, 2001 or February 1 2002

FRAMEWORK

- **Influencing background**: e-learning initiative
- **Target groups**: projects in the field of special needs should demonstrate elearning potential solutions for specific user groups as: visually impaired people; …migrants or isolated communities. Gender mainstreaming projects are also foreseen

Item 11: ACTION PLAN on e working

(Source: http://europa.eu.int/information_society/eeurope/action_plan/eworking/index_en.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- Issuing Subject:
  - o Organisation, European Commission
- Kind of document: Policy frame.

Success criteria:

Under the e-working EU actions the eEurope targets 2001/2002 are as follows:

- **Establish a European diploma for basic information technology skills, with decentralised certification procedures.**
- **Set up public Internet access points in public spaces and establish multimedia tele-centres in all communities providing access to training and e-work facilities, where appropriate using the Structural Funds.**
- **Give the labour force the chance to become digitally literate through life-long learning.**
- Significantly increase information technology training places and courses and promote gender equality in such courses (both in work and in educational institutions), using European Social funds where appropriate.
- **Promotion of a network of learning and training centres for demand-driven information and communications technology training and retraining of postgraduates.**

All member states are implementing such objectives and relevant points for **disadvantaged** people should be:

- The access to the “European Computer Driving License”
- The accessibility of the Internet access points and multimedia tele-centres
- The opportunity to be included in agreements on lifelong learning on information and communication technologies
- The access – participation in training courses

FRAMEWORK

Back ground: eEurope initiative

Target group: Disadvantaged target groups in general

ITEM 12: Freedom to Choose – Danish Action Plan for IT Use by People with Disabilities

(Source: http://www.fsk.dk/fsk/publ/1997/freedom/)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure: **Freedom to Choose – Danish Action Plan for IT Use by People with Disabilities**

- **Issuing Subject:** Danish Ministry of Research and Information Technology
- **Kind of document**: National Action Plan
  - Transferability: Other European Member-States
  - Scalability: Regional and local level

FRAMEWORK

- **Influencing background:** Since 1995 there is a national IT policy Action plan
- **Target groups**: People with disabilities

Brief description

"Freedom to Choose – Action Plan for IT use by People with Disabilities" follows up the Government's IT Policy Action Plan 1995. This action plan emphasizes the need for a purposeful effort to make the info-society accessible to people with disabilities. Information technologies can be a powerful aid to the increased integration on people with disabilities into society. It is all a matter of choosing technologies which can be used by the greatest number and which do not exclude the disabled user.

Policy 1. Accessible to all
Information and services made available electronically by the public sector should be accessible to everyone - including people with disabilities. We should therefore make a special effort on behalf of those groups of people with disabilities whose access to information is particularly difficult.
Regardless of whether it is supplied by private providers or by the public sector, IT facilities installed in public places should be accessible to everyone - including disabled users.

Initiative 1.1. An analysis of the IT policy action plan for accessibility
The Ministry of Research and Information Technology is initiating an analysis of the IT policy action plan, with the purpose of incorporating the accessibility aspects into the individual, relevant initiatives. This task includes mapping the set of accessibility problems relating to disabled users, in relation to the use of electronic communications networks and different applications.
Furthermore, it will include mapping of the present body of knowledge and guidelines for available IT products and an analysis of the fields in which additional standardisation measures should be initiated.
This work is being done in collaboration with the observation group which the Ministry of Research and Information Technology is appointing to follow the implementation of this action plan.

Policy 2. Access to electronic communications
The use of electronic communications between users and the public sector should be fostered, especially for disabled users, since this form of communication can contribute to giving people with disabilities the opportunity to communicate independently with the public sector, through self-help.
Similarly, the use of electronic communications in the context of teleworking should be a subject of special promotion, insofar as it can help to integrate people with disabilities into working life.

Initiative 2.1. Development of Danish synthetic speech and Danish voice recognition
The Ministry of Research and Information Technology is taking the initiative of ensuring that, as has already happened in most of the countries with which we normally compare ourselves, we develop Danish synthetic speech of a quality that can be used by everyone. Synthetic speech can be defined as artificially-generated speech which is generated at the instant in which it is used.
A corresponding initiative will also be launched for the development of usable systems for speech recognition. Speech recognition can be briefly defined as the conversion of sound into digital signals which can, in turn, be converted into text or used to execute a given function.

Initiative 2.2. People with disabilities and graphical user interfaces
The Ministry of Research and Information Technology is taking the initiative of starting a joint project involving the IT industry, the organisations for people with disabilities and the assistive equipment industry, with the purpose of promoting the development of approaches to the problems of people with disabilities in using graphical user interfaces. This task is to be implemented in a close relationship with the development of Danish synthetic speech (Initiative 2.1) and also with current solutions developed abroad.

Initiative 2.3. Application of IT and teleworking to improve the integration of people with disabilities into the labour market
The Ministry of Research and Information Technology is taking the initiative to gather facts on studies that investigate the use of IT and the practice of teleworking by people with disabilities. The purpose of this is to elucidate the potential of teleworking for integrating people with disabilities into the labour market, and its risk of isolating people with disabilities from the social aspects of working life.
The Danish Council of Organization of Disabled People, The Equal Opportunities Centre for Disabled Persons, The Danish Centre for Technical Aids for Rehabilitation and Education and relevant ministries are being involved in this work.

Policy 3. Promoting universal design
In the longer term, the use of IT as assistive technology and the development of special solutions should be phased out in favour of the promotion of universal design. Special solutions should be restricted to uses that cannot be expected to be integrated into standard products. Accessibility for people with disabilities should be taken into consideration, right from the initial phase of developing IT products.
Ministries, administrations, etc., should take the lead and set requirements on accessibility for people with disabilities in their performance specifications for IT products. In public procurement, every endeavour should be made to ensure that current guidelines are applied to individual IT products, until such time as new standards are available.
In the shorter term (during a transitional phase), however, efforts should be devoted to raising the level of attention to the potential of IT as assistive technology, and the use thereof should be supported to the greatest possible extent

Initiative 3.1. Accessibility in standard products
The Ministry of Research and Information Technology invites the IT industry and assistive equipment industry to launch pilot activities aimed at promoting collaboration between the parties, including demonstration of the fruitfulness of such collaboration. Representatives of the organisations for people with disabilities and the Centre for Universal Design should be involved in the selection of pilot activities.

Policy 4. Customisation for different disabilities
In the development of products designed according to the principles of universal design, every endeavour must be made to ensure that products do not discriminate against any groups of people with disabilities, but that they offer the greatest flexibility possible (capacity for individualisation) in the functionality of the IT product.

Initiative 4.1. Intelligent-card technology
The Ministry of Research and Information Technology is taking the initiative to clarify the potential and shortcomings of intelligent cards in relation to the prospects offered by this technology for gaining individually-adapted solutions to man/machine communication.
This work is intended to reveal whether or not intelligent cards can be used to satisfy widely-differing user needs (such as audible presentation of information) in relation to publicly-installed IT equipment, regardless of whether it be a cash dispenser, public terminal, ticket machine, etc. We shall attempt to carry out this work in collaboration with the other Nordic countries.

Policy 5. Technological development of special services
To the extent that a public service cannot satisfy the special needs of people with disabilities, we should ensure that the quality of available assistive technology is so high that it compensates fully for the solution it replaces. In the longer term, we must strive to render special public services superfluous, as disability orientation will become an integral part of the normal service.

Initiative 5.1. Printing telephone rejuvenated as text telephone
The printing telephone service is being further developed on the basis of the new Act on Universal Service Obligation and Certain Consumer Interests within the Telecommunications Sector.
As a phase in this further development, installed printing telephones are being replaced by new, up-to-date PC-based text telephones. When changing over to a text telephone, an Internet connection is also established for the user, together with tests of "bulletin boards" (electronic notice boards) for various groups of people with disabilities. The Manual Communications Centre for the printing telephone is switching from time-limited into around-the-clock service.
Furthermore, as soon as it becomes possible (cf. Initiative 2.1), test lines will be established at the Manual Communications Centre, over which it will be possible to conduct tests with synthetic speech and voice recognition. At the same time, the tariffs for calls *to* printing-telephone subscribers are being reduced.

ITEM 13: Norwegian National Action Plan for ICT in Education 2000-2003

(Source: www.dep.no/archive/kufbilder/01/03/IKTiu005.pdf)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Norwegian National Action Plan for ICT in Education 2000-2003

- **Issuing Subject**: Norwegian Ministry of Education
- **Kind of document**: National Action Plan

Success criteria:

- Transferability: Other European Member States
- Scalability: Regional and local level

FRAMEWORK

- **Influencing background**: e-Europe, e-Learning
- **Target groups**: All students

Brief description

The Action plan for ICT in Education establishes guidelines and informs the educational sector on all levels of the goals and measures set by the Ministry of Education regarding the application of ICT.

The aims of the Action Plan are:

- general access to relevant and up-to-date knowledge
- equal opportunities for skills development in and access to ICT, regardless of sex, geographical location and social situation
- flexible and user-adaptable education services
- new ways of collaboration, work, learning and assessment both on national and international level
- ensuring that students with special educational needs are given equal opportunities to improve their quality of life, their learning, their participation in society and their possibilities for employment

The central areas of focus are:

- pedagogical adaptation
- ICT as a subject and ICT integrated in other subjects
- Teachers? competence development
- Research and development (R& D)
- Organisational adaptation
- Infrastructure and collaboration

ITEM 14: National Action Programme for ICT in schools – Tools for Learning (Sweden)

(Source: http://www.itis.gov.se/english/)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

National Action Programme for ICT in schools – Tools for Learning (Sweden)

- **Issuing Subject**: Swedish Ministry of Education and Science
- **Kind of document:** National action programme

Success criteria:

- Transferability: Other European Member States
- Scalability: Regional and local level

FRAMEWORK

- **Influencing background**: Since 1985 The Ministry of Education and Science has promoted National Action Programmes for ICT in schools
- **Target groups**: Students with disabilities

Brief description

ICT for pupils with functional disabilities

In less than a decade, ICT has entirely revolutionised the educational situation of many children and young people with functional disabilities. According to the National Board of Education for the Physically Disabled (SIH), every pupil with gravely impaired vision now has a computer as a personal and educational aid. The same applies to children with severe motor disabilities. In the 1990s, special schools have emerged as one of the educational environments with the highest computer density.

For pupils with functional disabilities, computer access has (somewhat simplified) entailed a two-stage development. First, pupils gained access to a reading and writing tool that they could manage independently. Now, through the Internet and e-mail, pupils have acquired a source of knowledge and means of communication that generate entirely new scope for participation and equality. Parallel to these changes, continuous development of software for normal and special teaching is under way.

Teaching aids in sign language for the deaf

Today, multimedia productions contain an abundance of high-quality moving images. This creates new scope for developing and producing teaching aids that use sign language as their first language, and in which complex topics can be illustrated with concrete examples that are simultaneously explained in sign language.

The Internet as a teaching aid

Today, knowledge exists as to how web sites should be designed to meet the needs of people with various functional disabilities (e.g., students with severely impaired vision, students with grave motor disabilities who control their computers with switches) This knowledge must, with the assistance of disabled people?s organizations, be disseminated to major content producers on the Internet.

Dyslexia

Pupils with major reading and writing difficulties need special ICT-based aids. These may both be intended as support for literacy development and serve as a compensatory support. These aids can consist of specially developed educational media or adaptations of ordinary software. The aids may be such as to encourage pupils to read, write and learn. They aim to help make the laborious task of reading and writing so meaningful as to be worth the pupil?s trouble.

Helping pupils with functional disabilities

The Delegation for ICT in Schools will be charged with allocating special funds in this area to support and speed up as far as possible the development of educational media for pupils with functional disabilities.

ITEM 15: Greek National Action Plan on Inclusion

(Source: http://europa.eu.int/comm/employment_social/news/2001/jun/napincl2001el_en.pdf)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Greek National Action plan on Inclusion

- **Issuing Subject**: Ministry of Labour and Social Security
- **Kind of document**: National Action plan

Way of operating: how it works, in practice (impossible to detect). More detailed explanation (possible)

Success criteria:

- **Transferability**: to other Member States
- **Scalability**: regional and local level
- **Data on application**: 2001-2003

FRAMEWORK

Influencing background: The Nice European council adopted appropriate objectives to combat social exclusion and eliminate poverty on the basis of which MS were invited to determine their priorities and present a two-year national action plan by June 2001.

- **Target groups**: People with disabilities

Brief description

Combating social exclusion in the Information Society. Actions to provide, promote, and advance access for people with disabilities

Ensuring Access for People with Disabilities to the Information Society

- Policy measures towards increased participation of people with disabilities in the labour market, education, and health care (see COM(2000) 79 final "Building an Inclusive Europe")
- Including access requirements of people with disabilities into procurement policies of large employers (see Section 508 Federal Acquisition Regulations (FAR) of the United States Rehabilitation Act)
- Adoption of the Web Accessibility Initiative (WAI) guidelines for public websites
- Collecting national best practice examples (see *e*Europe)
- Supporting basic and applied research with regard to the impact of technology design on social inclusion

ITEM 16: Council Resolution on the 1999 Employment Guidelines

(Source:
http://europa.eu.int/comm/employment_social/empl&esf/empl99/guide_en.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Council Resolution on the 1999 Employment Guidelines

- **Issuing Subject**: European Commission
  - **Entity which issued the measure**: European body
- **Kind of document**: Resolution

Way of operating: how it works, in practice: In the framework of the implementation of European Employment Strategy the Member States have to submit every year to the Council and the Commission a National action plan on employment describing the action to be taken by the Member States at national, regional and local level in implementing their employment policy in line with the Employment Guidelines set out by the Commission. Then the Council, on the basis of the Member States? implementation reports and having received the views of the Employment and Labour Market Committee, carry out an examination of the implementation of the employment policies of the MS in the light of the Employment Guidelines. On the basis of the results of that examination, the Council and the Commission make their joint report to the European Council on the employment situation in the Community and on the implementation of the guidelines for employment. The joint Employment report contains an evaluation of the impact of the National action plans on the employment situation.

Success criteria:

- **Transferability**: to the Member States
- **Scalability:** Regional and local level
- **Data on application** : Since 1998

FRAMEWORK

- **Influencing background**: In the framework of implementing the European Employment strategy the Council has adopted the Resolution on the 1999 employment Guidelines
- **Target groups**: All people at risk of unemployment and social exclusion

Brief description

The Council Resolution on the 1999 Employment Guidelines was adopted ….
(9) Whereas the 1999 Employment Guidelines preserve the four pillar structure: improving employability, developing entrepreneurship, encouraging adaptability of businesses and their employees and strengthening the policies for equal opportunities between women and men;
(10) Whereas the Member States, in drawing up their National Action Plans for 1999, should fully exploit the new possibilities opened up *by information and communication technologies for job creation, employability, more flexible and adaptable forms of work organisation and progress on equal opportunities;*

I. IMPROVING EMPOYABILITY

Encouraging a partnership approach
6. In order to reinforce the development of a skilled and adaptable workforce, both Member States and the social partners will endeavour to develop possibilities for lifelong learning, particularly *in the fields of information and communication technologies*, and, in consultation with the Employment and Labour Market Committee, define lifelong learning in order to set a

target according to national circumstances for participants benefiting from such measures. Easy access for older workers will be particularly important.

Easing the transition from school to work.
8. make sure they equip young people with greater ability to adapt to technological and economic changes and with skills relevant to the labour market, where appropriate by implementing or developing apprenticeship training. Member States will give particular attention to the development and modernisation of their apprenticeship and vocational training systems, where appropriate in cooperation with the social partners, *to developing appropriate training for the acquisition of computer literacy and skills by students and teachers as well as to equipping schools with computer equipment and facilitating student access to the Internet by the end of 2002.*

Promoting a labour market open to all
9. Give special attention to the needs of the disabled, ethnic minorities and other groups and individuals who may be disadvantaged, and develop appropriate forms of preventive and active policies to promote their integration into the labour market.

II. DEVELOPING ENTERPRENEURSHIP
If the European Union wants to deal successfully with the employment challenge, all possible sources of *jobs and new technologies and innovations must be exploited effectively.* To that end the Member States will:

13. Develop framework conditions to fully exploit the employment potential of the services sector and industry-related services, inter alia by tapping the employment potential of *the information society* and the environmental sector, to create more and better jobs.

III. ENCOURAGING ADAPTABILITY OF BUSINESS AND THEIR EMPLOYEES
Modernising work organisation
In order to promote the modernisation of work organisation and forms of work, a strong partnership should be developed at all appropriate levels (European, national, sectoral, local and enterprise levels):

16. The social partners are invited to negotiate at all appropriate levels agreements to modernise the organisation of work, including flexible working arrangements, with the aim of making undertakings productive and competitive and achieving the required balance between flexibility and security. Such agreements may, for example, cover the expression of working time as an annual figure, the reduction of working hours, the reduction of overtime, *the introduction of new technologies,* the development of part-time working, lifelong training and career breaks.

ITEM 17: United Kingdom Employment Action Plan for 2000

(Source: http://www.dfee.gov.uk/eap2000/)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

United Kingdom Employment Action Plan for 2000

- **Issuing Subject**: Ministry of Education, Ministry of Employment
- **Kind of document**: National action Plan

Success criteria:

- **Transferability**: other Member States
- **Scalability**: Regional and local level
- **Data on application**: 2000 -2001

FRAMEWORK

- Influencing background: In the framework of implementing the European Employment Strategy the Member States have to submit every year to the Council and the Commission a National action plan on employment describing the action to be taken by the Member States at national, regional and local level in implementing their employment policy in line with the Employment Guidelines set out by the Commission.
- **Target groups**: unemployed people and people who are at high risk of unemployment and social exclusion

Brief description

The United Kingdom employment action Plan for 2000 was submitted to the Commission and the Council in June 2000.

I Improving Employability

Encouraging a partnership approach

- To measure progress towards establishing a learning society, the Government has set National Learning Targets to
- be achieved by the end of 2002.Learning partnerships established in England are improving the coherence of local post-16 learning and developing the local learning targets. The Partnerships will co-ordinate delivery of initiatives including Learning Gateway, *ICT Learning Centers,* Information, Advice and Guidance for adults and the Basic Skills Community Fund."
- The University of Industry (Ufl) and Scottish Ufl will be launched in the Autumn, aiming to extend and upgrade the current national network of learning centers, accessible to employers and individuals, to teach relevant workplace skills and deliver vocational qualifications. Ufl will help release individual potential for employability, promote inclusion, *support e-commerce and e-government. Other measures include ICT learning centers, focused upon areas where people are at particular risk of social exclusion, and the Computers for all initiative to loan reconditioned computers to low-income families.*

Easing the transition from school to work

- Several measures seek to equip pupils for work and built ICT awareness and skills. By 2002, all educational establishments and libraries will have Internet connections through the National Grid for Learning- by November 1999 62 per cent of primary and 93 per cent of secondary schools were on- line. In addition to initial teacher training in ICT, tests in numeracy, literacy and ICT will be introduced for all trainee teachers from May 2001.

II Developing Enterpreneurship

Exploiting new opportunities for job creation

- A Digital Scotland Taskforce will draw upon external expertise to ensure that Scotland obtains and retains maximum economic and social advantage from ICT. *It will examine the impact of ICTs on social Inclusion, education and training, as well as the development of e-commerce.*

Item 18: Irish National Action Plan on employment 2001

(Source: http://europa.eu.int/comm/employment_social/news/2001/may/nap2001irl_en.pdf)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- Issuing Subject: Irish Government
- Kind of document: Policy frame

FRAMEWORK

- **Target groups:**
  - All the population of a certain territory or not.
  - One or few special target group, according to age, sex, culture, problem.
  - Disadvantaged target groups in general

2.2 Employment Objectives and Policy Mix

"... key objectives of labour market: policy, reaffirming those which have underpinned previous years.

Plans:

To promote employment growth and employment for all who seek it.

To promote the economic and social inclusion of *excluded persons*, eliminate long-term unemployment and prevent future drift into long-term unemployment.

Entrepreneurship

In terms of the transition to an Information Society, policy aims to build the human capacity in basic and higher ICT skills in order that people and firms can participate in eBusiness, eOrganisations, and eGovernment; to foster competitively priced and accessible Information Society infrastructure and services; and to enable the participation by those who are currently excluded.

Lifelong Learning

A key labour market objective, as stated in this Plan, is to enhance labour quality through education, training and in particular lifelong learning.

The programme for Prosperity and Fairness agreement includes the following objectives under a broad Learning agenda:

- To facilitate the achievement of universal attainment of literacy and numeracy by the completion of primary education and to ensure the centrality of these basic skills in all life long learning policy and practice;
- To eliminate unqualified early school leaving and promote optimum participation in and benefit from education by increasing retention rates to completion of upper second level education and to ensure that appropriate second chance education is provided for those who leave the system early;
- To promote a high level of participation by international standards in post secondary education and ongoing education and training;
- To deepen links between education, business and communities at all levels of the system and to grow competitiveness and employment and support increased productivity through enhanced skills development;
- To provide a continuum of education provision from early childhood through to third level, targeted at tackling disadvantage and promoting equality of opportunity and participation.

Particular targets under this agenda are:

- To provide enhanced opportunities for *second chance education*, particularly for those with less than upper second level education through the provision of a Back to Education Initiative in the further education sector which will put in place some 20,000 extra places per annum by 2006;
- To ensure that *all schools are connected to the Internet and are equipped with multi-media resources* by the end of 2001 and that all the teachers needed are skilled in the use of these tools by 2002;
- To promote *adult access to ICT training through the Back to Education Initiative*, through improved organisational supports for schools offering evening programmes on a self-funded basis and through funding through the Department of Public Enterprise for community access to ICTs.

ITEM 19: Danish National action plan for Employment 2000

(Source:
http://europa.eu.int/comm/employment_social/news/2001/may/nap2001da_en.pdf)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Danish National action plan for Employment 2000

- **Issuing Subject**: Danish Ministry of Labour and Ministry of Economic Affairs
- **Kind of document:** National action plan

Success criteria:

- **Transferability**: to other Member States
- **Scalability**: regional and local level
- **Data on application**: 2000-2001

FRAMEWORK

- **Influencing background**: In the framework of implementing the European Employment Strategy the Member States have to submit every year to the Council and the Commission a National action plan on employment describing the action to be taken by the Member States at national, regional and local level in implementing their employment policy in line with the Employment Guidelines set out by the Commission.
- **Target groups**: Unemployed and people who are at high risk of unemployment and social exclusion

Brief description

The Danish National action plan for Employment was submitted to the European Commission and the Council in June 2000.

I. Improving Employability

- The IT Action Plan described in NAP 1999 has been fully implemented in most respects. IT has become a compulsory subject in all vocational training programmes. The two IT schools have developed new IT education programmes at different levels (diploma, bachelor, master). In the light of the strong demand for IT workers, the aim is to increase the in-take at IT education programmes by 1.000 students over the next 3-4 years. *One of the objectives of the new combination education programmes at the IT schools is to attract more women.*
- An ICT action plan has been drawn up for the period 1998-2003 in order to promote the use of information and communication technology at all levels of the educational system**.** *The action plan includes a number of special pedagogical initiatives focusing on weak groups of students at risk of becoming marginalized in the ordinary education system. They mainly take the form of individualised training activities and the development of ECT based training programmes, materials and technical equipment which will support the learning process of less resourceful groups of students.*

Item 20: Spanish NAP on employment

(Source: http://europa.eu.int/comm/employment_social/news/2001/may/nap2001es_en.pdf)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- Issuing Subject: Spanish Government
- Kind of document: Policy frame – Action plan year 2000

Success criteria:

- Transferability**: other European countries**
- Scalability,
- Data on application (if available).

FRAMEWORK

- Influencing background, if any.
- GL 5,6,7 and 8
- *Vocational training schemes will be provided for more disadvantaged groups and with a major risk of exclusion such as: immigrates, people with disabilities, aged workers, women.*
- GL 9
- Among a number of measures focused on people with disabilities: collaboration with disability associations who provide training and employment opportunities in the field of IS (telework, industrial process automation, ITC technologies use) and other areas.
- Even if other disadvantaged groups are mentioned, IS matters are just matched with people with disabilities.
- **Target groups:** All the population - Disadvantaged target groups in general

Item 21: Italian National Action Plan on employment

(Source: http://europa.eu.int/comm/employment_social/news/2001/may/nap2001it_en.pdf)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- **Issuing Subject:** Italian Ministry of labour and Social Security
- **Kind of document**: Policy frame: national action plan
  - Data on application: years 2000-2001

FRAMEWORK

- **Influencing background**.

➢ In the framework of implementing the European Employment Strategy the Member States have to submit every year to the Council and the Commission a National action plan on employment describing the action to be taken by the Member States at national, regional and local level in implementing their employment policy in line with the Employment Guidelines set out by the Commission.

➢ (Government measures in favour of disadvantaged groups)

With reference to the protection and promotion of social cohesion, a number of significant provisions were launched in the course of year 2000. As regards the latter, special relevance should be ascribed to the **public assistance reform law**, that had been awaited for many years, the law on parental and training leaves, providing linkages with the collective bargaining, the continuation of minimum income experimentation and other measures designed to counter poverty, the action pro-grams for the disabled and for equal opportunities.

Target groups: mentioned specific target groups: disabled, socially excluded, women, immigrants.

Relevant parts of the text:

2.2 Employment opportunities within the "Information Society"

"…The construction of a system characterized by the recourse to new technologies is matched by initiatives aiming at the dissemination of the information technology culture that were conceived, on the one hand, *to counter new forms of exclusion* and, on the other, to adapt the professional figures to the new productive requirements. The *1997-2000 Program for the development of educational technologies* has been completed and allows all the schools to have access to the Internet and to have recourse to multimedia resources. The said program was matched by the *"PC for students" program* that, through the involvement of 600,000 high-school students, purposes to promote the use of computers and the Internet in households with children in schooling age and represents the major honour loan initiative ever implemented…".

(vi) For the information society (GL 6 and 8) (year 2000)

The occupational deficit of the Information Society in the Italian labour market is estimated at over fifty thousand persons (1999). The actions dealing with this situation differ depending on their targets: schools, students, and workers.

With the 1997-2000 Program for the development of educational technologies, the access to the Internet and the recourse to multimedia sources should be supplied to all the schools. *The problems related to the school connection costs and to the general infrastructural framework (wide band) have still to be solved, as they require huge national and European investments, at a public and private level.*

Item 22: Action plan of the Italian Government working group on accessibility

(Source: http://www.governo.it/sez_dossier/linee_web/direttiva.html)

CLASSIFICATION AND SUCCESS CRITERIA

Issuing subject: Italian Government – IT Authority – Working group on accessibility

Kind of document: Policy frame: action plan of the working group

Success criteria:

- *Transferability.* The group can be created by any Government
- *Scalability.* Also local governments could do the same thing

FRAMEWORK

Influencing background: **Request of hearing to AIPA by a group of experts (universities, research centres, disability associations, social security organisation) about the adoption by the Italian Government of W3C recommendations.**

Target group: People with disabilities

ITEM 23: Swedish Action Plan on Social Inclusion (2001-2003)

(Source: http://europa.eu.int/comm/employment_social/news/2001/jun/napincl2001sv_en.pdf)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Swedish Action Plan on Social Inclusion (2001-2003)

- **Issuing Subject:** Swedish Ministry of Employment
  - o Organisation,
  - o Body,
  - o Entity which issued the measure (European, **national,** local, single body)
- **Kind of document**: National action plan

Way of operating: how it works, in practice (impossible to detect). More detailed explanation (possible)

Success criteria:

- Transferability,
- Scalability,
- **Data on application:** 2001-2003

The others which had been suggested are hardly, if not impossible to report.

FRAMEWORK

- **Influencing background**: The Lisbon European Council concluded that "policies for combating social exclusion should be based on an open method of coordination combining national action plans and a Commission initiative for cooperation in this field to be presented by June 2000". The Nice European Council adopted appropriate objectives to combat social exclusion and eliminate poverty on the basis of which Member States were invited to determine their priorities and present a two-year national action plan by June 2001.drawing upon these plans, the Commission and the Council will prepare a Joint report on social Inclusion for the Brussels-Laeken European Council of December 2001.

- **Target groups**: People with disabilities
  - o All the population of a certain territory or not.
  - o One or few special target group, according to age, sex, culture, problem.
  - o Disadvantaged target groups in general

Brief description

3. Measure

Objective 2 to prevent the risks of exclusion

(a) to exploit fully the potential of the knowledge-based society and of new information and communication technologies and ensure that no-one is excluded, taking particular account of the needs of people with disabilities.

- In 2000 the Government has instructed the National Post and Telecom Agency to propose a pilot project relating to computer infrastructure with high transmission capacity for disabled people

- Within the framework of eEurope, design standards for all will be used to increase access to ICT products. The relevant legislation and guidelines will also be reviewed to bring them into line with the principle of accessibility.

- Deaf, hearing-impaired, deaf-blind and speech-impaired people are eligible for government grants for purchases of alternative equipment for the purpose of remote communication. The Government and Parliament have decided, within the framework of the National Action plan for disability policy, to increase investment in technological development in the field of alternative telephony.

ITEM 24: Portuguese council of Ministers resolution no.97/99 concerning the accessibility of Public administration Web Sites for Citizens with Special Needs (29 July 1999)

(Source: http://www.acessibilidade.net/petition/parliament_report.html)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Portuguese council of Ministers resolution no.97/99 concerning the accessibility of Public administration Web Sites for Citizens with Special Needs (29 July 1999)

- **Issuing Subject**: Portuguese Parliament
  - **Entity which issued the measure** (**national body**)
- **Kind of document**: Legislation

Success criteria:

- **Transferability**: To other European countries
- **Scalability**: Regional and local level
- **Data on application**: 1999

FRAMEWORK

Influencing background:
On 8th December 1999 the European Commission launched an initiative entitled "eEurope - An Information Society for All". The initiative focuses on ten priority areas, from education to transport and from healthcare to the disabled.
A discussion group (**eEurope - priority 7: People with Disabilities**) has been established to support the eEurope initiative.
On 19-20 of June, the European Council of Feira endorses the comprehensive eEurope 2002 Action Plan, which include the following actions for people with disabilities
By the end of 2001:
Adoptin of the Web Accessibility Initiative (WAI) guidelines for public websites.
Actors: European Commission, Member States
By the end of 2002:
Publication of "Design for all" standards for accessibility of information technology products, in particular to improve the employability of people with disabilities.
Actors: European Commission, Private Sector
Review relevant legislation and standards to ensure conformity with accessibility principles.
Actors: European Commission, Member States
Ensure the establishment and networking of national centres of excellence in design-for-all and create a European curriculum for designers and engineers.
Actors: European Commission, Member States

- **Target groups**: Citizens with special needs

Brief description

On July 29th 1999 the Portuguese Government, through its Council of Ministers, approved a resolution making **mandatory the adoption of accessibility** features for people with disabilities in the Web design of the information made available by the General Directorates and similar agencies, departments or services, as well as that rendered available by any public corporation. Concretely, the design must ensure that:

a) Reading can be performed without resorting to sight, precision movements, simultaneous actions or pointing devices, namely mouses.

b) Information retrieval and searching can be performed via auditory, visual or tactile interfaces.
The web sites of the organizations covered by this Legislative Act, when in compliance with the accessibility requirements established herein, must contain indication to this effect in the form of a clearly-recognizable symbol

ITEM 25: Recommended Guidelines for Public sector organisations (Ireland)

(Source: http://www.gov.ie/taoiseach/publication/webpg/guidelines.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Recommended Guidelines for Public sector organisations (Ireland)

- **Issuing Subject:** Report of the Interdepartmental Group
  - o Entity which issued the measure (national body)
- **Kind of document**: Guidelines

Success criteria:

- **Transferability**: to other Member States
- **Scalability:** regional and local level

FRAMEWORK

- **Influencing background**: The Interdepartmental Group was set up to fulfill the commitment given in paragraph 42 of the Government Action Plan:
  "42. Service-wide guidelines and practices will be adopted regarding content format and presentation etc. for web sites, and an Interdepartmental Group will be established to deal with these issues. Government policy in relation to provision of services in the Irish language will be reflected in this context."
  The Internet is going to have a major impact on how Government business is conducted. We need to start planning and providing for this now. In the Internet age, Government websites will become the gateways for people to conduct their business with Government and a central feature of public service delivery.
  In order to do this, Public Sector Organisations need to maximise the potential and the use of their websites. In addition to providing users with information, public sector websites will soon be used as entry points for the transaction of "on line" business with Government. These websites will be the mechanism for the seamless delivery of diverse public services where customers will not know where the work of one Department ends and the work of another begins.
- **Target groups**: people with disabilities and the elderly

Brief description

7. Accessibility Guidelines

Recommendation # 7.1

> *The key principle underlining accessibility is that websites should be easy for everyone to use, including people with a disability. Websites should be designed in accordance with universal design principles which makes it easy to locate and access information on the net. Sites which are well designed will meet the needs of all users and therefore, will not have to be especially adapted for the elderly and the those with a disability.*

Tips to Improve Accessibility

- Keep it simple
- Use a consistent style
- Keep information text based (whenever possible).
- Avoid unnecessary use of graphics and sounds. Where they are used always provide a meaningful text alternative
- Do not rely on colour alone to convey information. Some people cannot differentiate between certain colours and users who have devices that have non-colour or non-visual displays will not receive the information.

- Avoid tiled backgrounds as they can obscure text
- High contrast between text and background is desirable
- Use markup (HTML) and style sheets properly. Using markup improperly hinders accessibility e.g. using a Header tag to change the font size makes it difficult for users with specialised software to understand the page.
- Clarify natural language usage. Use markup that facilitates pronunciation or interpretation of abbreviated or foreign text.
- Minimise use of tables. Assistive software tends to read left to right, line by line. Where they are used they should be to used to mark up truly tabular information. Avoid using tables to layout pages.
- Ensure that moving, blinking, scrolling or auto-updating objects or pages may be paused or stopped. Screen readers are unable to read moving text.
- Design for device independence. Users should be able to interact with mouse, keyboard, voice, head wand etc.
- Provide context and orientation information to help users understand complex pages or elements.
- Provide clear and consistent navigation mechanisms.
- Give a written description or transcript of any critical information that is contained in audio files included on a Web page.
- If an image map is used, provide a text based menu as an alternative.
- Indicate sources that will assist users with adaptive technologies to access a document in the format published.

Checks to Ensure Accessibility

Recommendation # 7.2
Have your site put through the "Bobby Test". This is an accessibility test provided on the Web by CAST (Centre for Applied Science and Technology) a non-profit organisation which aims to expand the opportunities of people with disabilities through innovative development and application of technology. The Web address is www.cast.org/bobby
An Irish organisation called AHEAD will carry out an accessibility audit of your site.

Item 26: European Manifesto on Information Society and people with disabilities

(Source: http://www.edf-feph.org/en/publications/publi/publi.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- Issuing Subject: Organisation, **EDF**
- Kind of document: Policy frame.

FRAMEWORK

- **Influencing background**. EC document: "Living and working in the information society: People first" V Community research programme
- **Target groups**: People with disabilities

Texts:

Chapter 2

EDF's requests:

- *Since people with disabilities are considerable consumer group, products should accessible to them and representatives of the group must be involved in their design.*
- Adaptation of working tools

Chapter 3

Mentioning the following UN standard rules:

- 5:6= Information and documentation services must be accessible to people with different disabilities
- 5:9=User friendly media
- 5:10= e-information and related services open to the public should be accessible since the beginning or adapted afterwards.
- 5:11= Consultancy by Disability organisations for the development of new information services

Paragraph 3.8

People with disabilities who can be selected as consultants of researchers and industries must show two characteristics:

"Universality": representativeness also of needs related to disabilities different from their own.

Competence: Specific technical skill

Item 27: "PRELIMINARY CONCLUSIONS FROM ISAG STRATEGY MEETING", BY STEPHEN KING

(Source: http://www.e-accessibility.com/apr20002.txt)

Key characteristic of the measure

- Issuing Subject: RNIB: Royal National Institute for the Blind
- Kind of document: Policy frame.

Way of operating:

It concerns the conclusions from a RNIB internal meeting. It drafts the strategy of the institution about information society and blind people.

The most interesting part is: "*an integrated approach which simultaneously combines researching user needs; finding technical solutions; working on industry standards; and pushing for legislation.*
"A technical solution on its own doesn't work, it's just a pilot. A standard on its own doesn't work: it needs legislation. And a regulatory framework on its own doesn't work, there needs to be a technical solution. So we need to take an integrated approach."

Success criteria:

- Transferability, Even if the RNIB is long tradition and well experienced organisation, both the framework and the strategy is something applicable to other European country at different levels, according to the degree of IC technology use of their society.
- Scalability,
- Data on application (if available).

FRAMEWORK

- **Influencing background.**

"…some of the key technological developments likely to have a major influence on the lives of blind and visually impaired people in the next decade. They include(d):

* the convergence of mobile communications, digital television and web services so that it becomes increasingly difficult to tell one technological device from another;

* the development of interactive public services via digital television, such as health services;

* the development of digital radio (Digital Audio Broadcasting), with on-screen displays, and its convergence with the Internet and Internet-based radio stations;

* the use of mobile telephony as a location system, with accuracy likely to be refined to a few meters in the near future;

* the growth in a 5-10 year timescale of visual substitution systems, which capture information using cameras, process them rapidly using special algorithms to extract key features and then present them to users in a multi-modal display; and

* in the longer term, the development of direct cortical stimulation to mimic sight should advance, although this field currently seems stalled because of an imperfect understanding of how the brain works.

There were also important social background trends to bear in mind in the medium term. These included demographic changes which would see more older people, with multiple sight problems such as poor contrast sensitivity and poor accommodation.

- Target groups:
  - All the population of a certain territory or not. United Kingdom
  - One or few special target group, according to age, sex, culture, problem. Visually impaired people
  - Disadvantaged target groups in general

Item 28: ISDAC document

(Source: http://www.isdac.org/)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- Issuing Subject: ISDAC (Information Society Disabilities Challenge) March 1999
- Kind of document: Marketing,

FRAMEWORK

The facts

- the fact that telematics enable members of the disabled people's community to become fully integrated European citizens;
- the fact that a treasure of results from EU programmes like TIDE, HORIZON, TURA, HELIOS, and others indicate that being online supports the social and economic inclusion of disabled people and their closer integration;
- the fact that we (disabled people) have participated as target groups and reviewers of research and applications within those programmes, but have never been at the hub of the developments;
- **Target groups:** People with disabilities

ISdAC participation in the development of an accessible Information Society means that the research, development and implementation work in Europe should obtain real expertise from the ISdAC team. Users themselves, be they elderly, disabled, or any other type of users should influence the development of devices and services meant for everybody.

ISdAC must be a very valuable instrument for developing an accessible Information Society. ISdAC can participate in all phases, from the design work to the evaluation of the pilot products.

Item 29: The Promise of the Information Society "Good Practice in Using the Information Society for the Benefit of Older People and Disabled People"

(Source: http://www.stakes.fi/promise/book/pr00cont.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

Issuing Subject: Promise consortium sponsored by ISPO, 1997

- Kind of document: Report of a European project

From the ISPO foreword:

"We see the importance of the PROMISE project as a means to

- raise awareness and promote visibility of the needs of, as well as contributions that can be made by disabled people and older people in the social and societal context
- provide evidence, by means of best practices and a set of case histories and running trials, of significant innovations being made, work done, and results gained
- promote brokerage of good ideas and practices and encourage all the counterparts working in this field to strive for even better results in the true spirit of co-operation."

3 – Design for All " GOOD DESIGN UNLOCKS THE INFORMATION SOCIETY"

Good practice

Good practice implies following sound design principles, namely, design for all as the priority, followed by provisions for adaptability and special provision where necessary. Examples of good practice can include public awareness raising and regulatory initiatives, "good design" approaches by industry and the preparation of guidelines and other support tools to help designers.

Danish Information Society programme – Denmark

The Danish Information Society action plan includes a specific programme of initiatives for disabled people, focusing on the use of IT to promote equal opportunity for disabled people in society. Importantly, it sets "design for all" as the priority rather than specialist solutions for disabled people, whilst recognising the continuing importance of the latter to meet some especially challenging impairments.

- INCLUDE – accessibility guidelines for public kiosks – EU
- TRACE Centre – accessibility guidelines for Web pages – US
- NCAM – accessibility symbol for Web pages – US

Success criteria:

- Transferability, all European countries
- Scalability,
- Data on application (if available). Case studies

FRAMEWORK

- **Influencing background**. The PROMISE project promotes an Information Society for us all, taking a focus on older people and disabled people. The project is partially funded by ISPO (Information Society Project Office) of the European Commission. ISPO is a service unit and its main activity areas include awareness-raising activities concerning the opportunities and impacts of Information Society developments, information services, brokerage of ideas, applications and best practices and managing focused project programmes.
- **Target groups**: Disabled and older people

Item 30: The Open University (UK) policy towards disadvantaged students

(Source: http://www3.open.ac.uk/learners-guide/disability/index.htm)

CLASSIFICATION AND SUCCESS CRITERIA

Key characteristic of the measure

- Issuing Subject: The Open University
- Kind of document: Marketing, There is a part of the Learner's Guide which explains the services the O.U. can offer and should help the person make an informed decision about her/his study plans.

The list of courses and formats has been organised in four different ways: audio-cassettes, comb-bound, subtitled Tv programmes, transcripts.

Example of Equipment loan for deaf or hard of hearing students.

The University has specialist equipment that it can loan to you. This includes radio microphones that enhance conventional hearing aids, subtitle recorders/decoders, portable room loops and textphones.

You might want to consider registering with Typetalk, BT's telephone relay service, to which the University subscribes.

Success criteria:

- Transferability, anywhere
- Scalability,
- Data on application (if available).

FRAMEWORK

- Influencing background, if any: the tradition of Open University.
- Target groups:

  People with disabilities: Blind or impaired sight. Deaf or hard of hearing. Restricted mobility. Restricted manual skills. Dyslexic or other specific learning difficulties. Mental health difficulties Medical conditions. Impaired speech