The ROADMAP FOR DIGITAL INCLUSION:
a HUB FOR SOCIAL INNOVATION
Dear Colleagues, Friends, Stakeholders and All those who have contributed with more than 170 comments who making this Roadmap possible, we would like to THANK YOU !
This Roadmap is the result of a federated approach to which you all have contributed by demonstrating ownerships of its process, and at the same time an open and shared vision on what its OBJECTIVES should be like:

- Demonstrate WHY Digital Literacy is so important for innovation and the sustainability of the socio-economic ecosystem of our society,
- HOW Digital Literacy and Inclusion can and should move forward,
- WHAT should be done, how and with whom to foster and further enhance the process.

We would like to thank you also for having populated the Roadmap with ACTIONS, so as to make its structure relevant to:

- knowledge through awareness,
- effective implementation through opportunity for sustainable funding mechanisms,
- foster capability by connecting knowledge,
- enhance the value of the human capital through empowerment.

We would like to thank you also for setting PRIORITIES, making this Roadmap a valuable tool for spreading key messages on

- the fact that awareness has a global outreach but is local in its targets,
- funding mechanisms and instruments are available but the need to be based on shared objectives, and integrated and co-ordinated governance,
- existing networks should be connected by the most relevant and at the same time simplest technology, so that all actors, intermediaries and eFacilitators engaged in the fight against social and digital exclusion will be able to deliver more effective and higher quality services,
- the future is digital and Digital Literacy is a life skill that needs to be embedded in all levels of education and training,
- technology is an enabler and a catalyst within an innovative and participatory process that responds to peoples' real needs.

Finally we would like to thank you, because you made this Roadmap talk first and above all about PEOLPLE, by gathering your valuable experiences and opinions paving the way for the creation of a HUB FOR SOCIAL INNOVATION.
ENJOY IT !!!

Executive Summary

This Gdansk Roadmap for Digital Inclusion is the result of a wide on-line consultation exercise that has taken place prior and during the Gdansk Innovation for Digital Inclusion Conference on Oct 5-7th, 2011.
It has been developed as an EC initiated support action in the context of the implementation of the Digital Agenda for Europe action plan, where Action 66 states that "Member States should implement by 2011 long term e-skills and digital literacy policies and promote relevant incentives for SMEs and disadvantaged groups".
Its aim is to provide inspiration to the multiple stakeholders, including the European Commission, that play a role in promoting digital inclusion, in defining future strategies and approaches, and in setting priorities in the digital inclusion policy development processes.

Based on previous consultation processes1, it also aims at providing a complementary view, by capturing knowledge and suggestions from grassroots actors, in particular from those more difficult to reach and include in normal EC consultation exercises.

The following five areas have been confirmed by stakeholders as priorities for actions to be implemented at different levels to achieve the goal of "Every Citizen Digital":

1. Awareness raising
2. Accessible and stable funding
3. Digital literacy and skills for enhancing human capital
4. Supporting the connection of the knowledge hubs for experience and resources exchange among digital inclusion stakeholders
5. Develop and Promote Common Tools

In addition, stakeholders pointed at additional priority actions, including the promotion and support of volunteering and third sector organisations; and the promotion of Internet as a Global Public Good.

We hope this Roadmap will prove a useful reference guide for the multiple digital inclusion actors and stakeholders and look forward to deciding together how this Gdansk Roadmap for digital inclusion could evolve through shared ownership and co-ordinated governance so as to best support digital inclusion goals.

1: Awareness raising actions

Individual motivation is key:

- We have to understand that people will get online when, and only when, they want to. They have to find "what's in it for me?" and the secret is to touch each person's life - especially around the things that give them pleasure and joy. For example:

People with disabilities or elderly people sighted people suffer exclusion in almost every aspect of their lives, not least accessing services and technology. Surfing the internet, reading eBooks and playing music are common uses. Screen reading, screen magnification and bar code scanning software for blind people can give access to timetables, restaurant menus or indeed mean that a tin of beans doesn't get mistaken for a tin of dog food!

Only a small percentage of social networks users are senior citizens. Current analyses show that the areas where the senior citizens are active are the ones that are closest to their 'lifestyle', their everyday experiences: email (reminding us of writing letters), search engines (looking up facts) and the virtual 3D environment (closest to meeting and making friends in the real world).

Need arises especially among large migrant groups to learn the country language and to facilitate audio-visual communication with relatives in home country, especially between parents who work abroad and children left in the country.

- Many people who are not digitally included these days in Europe may get that training from friends and relatives, if they saw a reason to get those skills: through peer learning. There would be no need to spend money to "digitally include" so many people, not in the sense of spending to give them basic ICT skills.

Different target groups require targeted approaches:

- Target groups should include the general public for awareness raising but also specific vulnerable groups: older people, carers of elderly and dependent people, unemployed, economically disadvantaged, migrants, people from migrant background and ethnic minorities, women who have been out of the workplace, youth at risk, disabled and elderly sighted people, social housing disabled people, illiterate, fugitives, workers abroad, rural isolated communities, and disadvantaged urban areas. 2,3,4

- Even young people and students: young generations can lack vital digital skills such as the proper knowledge on how to search for valuable information online, and insufficient skills in distinguishing reliable sources of information from unreliable ones.
- Adapted approaches are needed for different target groups. We need to think about what motivates people to use digital technology and what stops them even if they are interested, e.g. fear of the technology, put off by the jargon. And also need to look at how people prefer to learn - many of those excluded will not want to do a formal training course. Finally we need to take into account that the demands for digital literacy training evolves at different stages of individual life cycle.
- Other intermediary actors need to be considered also as target such as employment services, entrepreneurs, and public institutions and their employees.

Suggested strategies for digital and socio-economic inclusion:
- Focus on the headline "Every Citizen Digital" or "No Citizen Left Behind".
- Bottom up, based on concrete solutions.
- Digital exclusion often goes along with multiple social exclusions. Policies should tackle the social exclusions in an integrated way, e.g. literacy, numeracy, employability skills as well as digital literacy.
- Promote peer-learning. 5
- Involve employment services: specific campaign and training / support actions, such as workshops, on how to use the Internet / office tools to search a job, write a CV, etc.
- Promote a market approach.6
- Promote Open Data and individual engagement (crouwdsourcing) as an opportunity for informal learning and engaging target users.7
- Promote tools for better accessibility of tools (eAccessibility) and accessibility of content, such as Re-narration of the web8, for people with disabilities but also for mainstream users.
- Promote peer support through peer networks. Many people are already informal digital mentors - but are unrecognised. Offering recognition and an online peer support community is proving to be a powerful model to encourage more mentoring.9
- Promote the potential of web 2.0 / social media that provide new spaces and opportunities for communication, co-operation, content generation and active user engagement.
- Promote the development of on-line contents, including the development of public services content, promotion of open data, and the development of useful and accessible digital contents.
- Promote visibility of existing actions: recognise the work of millions of associations, adult education centers, telecentres, public libraries already working on digital literacy involving them as much as possible, recognise the profile of e-facilitators in these organisations, involving their networks.

Who should be mobilised?
- Friends, neighbours, senior peers
- Public librarians10
- Industry
- Companies & SMEs
- Relevant actors not yet fully taking advantage of ICT benefits, in education and training, social inclusion, employment services.

Suggested actions:

- EU wide Campaigns for digital awareness, digital literacy and digital competence.
- Expand Get online week campaign across wider Europe, and to enable deeper, practical engagement at local level.
- Suggestion for a "Digital Champions" campaign for Europe, following the success of Digital Champion in UK.

Other examples of on-going actions:

EU wide campaigns

- The European Get Online Week pan European digital inclusion campaign.11
- Safer Internet Day
- ECDL12

National Campaigns

- Sweden, Digidel13
- Lithuania, E-Senior, Internet for Your Garden and First Time Online? Let's Do It
- Netherlands, Door internetten blijf je meedoen15

Action 2: Accessible and Stable Funding

Suggested strategies and actions to enable sustainable funding:

- Promote business and sustainable models: help organizations to develop capacity for social return on investments in order to motivate them to invest in ICT tools and training to ICT.
- Support informal mentoring and peer support solutions, which in times of economic crisis provide low cost solutions.

Promote synergies between projects through an observatory of the resources invested by the EU in the different projects.

- Provide an infrastructure that enables the productive access to the resources. Some of the aspects that such kind of "enabling" infrastructure should consider are:
- Promote a culture of interdependence, open access (Open Source for hardware/ software & Creative Commons for content), and entrepreneurship through sustainable social business.
- Promote Internet as a Global Public Good.
- Promote Social capital, key to instrument collaborative activities.
- Promote multidisciplinary approaches.
- Incorporate through its structure, for example through rules and procedures, the ability to set an EU global strategy of development, while freeing up individual initiative through distributed bottom-up efforts (or micro-services).
- Accessibility to financial funds is key, in particular for ground level NGOs which cannot access EC funds to support their work as the application and partnership requirements are too great. A small grant scheme is needed with simpler lower requirements.
- Establish a link to the Innovation Europe Flagship, and promote social innovation through ICT.
- Social Venturing Fund: the EU could assist start-up or early stage Social Venturing Funds in Europe for digital inclusion purpose organizations.
- Organize / promote a "business model award" in order to collect ideas on successful business models.
- Promote actions to link the multiple and diverse actors and foster concerted actions. E-Inclusion and digital skills development is a long term and cross-cutting policy

issue, requiring participation of institutions and entities providing social, educational, information and public access to technologies services, such as social agencies, training centers, schools, public libraries, etc.

- Addressing economic barriers to ICT access, in particular for some vulnerable groups such as elderly people.
- Mainstreaming ICT related funding across diverse (EU funded) projects that aim at achieving socio-economic goals.

Action 3: Digital literacy and skills for enhancing human capital

Suggested strategies:

- Digital literacy and skills acquired in a meaningful context and for a purpose, require diversified approaches towards differentiated target groups, adapted pedagogies and adapted access channels (provide skills training where people are: local associations, employment services, youth centers, social housing, etc).
- Digital literacy and skills development programmes in all levels of Education.16 In formal education and training: include courses on media education (crucial to focus on the usage) and basic IT skills in school curriculum; incorporate transversal IT usage in all subjects; include the potential of communication technologies in teacher initial training and continuing training; adapt pedagogical models to the use of ICT; raise the importance of technology education and even further, raise the importance of soft skills like communication, collaboration, creativity, entrepreneurship, all skills for innovation. In informal education (out of school) develop and support adult education.
- Need to better understand digital exclusion (who is digitally excluded and why).
- Public libraries play an important role and could play an even bigger role. Public library networks provide an already available and accessible infrastructure, with basic funding, to local residents that could be capitalised for development of e. competencies.17
- Volunteer digital champions could be a central piece of inclusion approaches.18

Action 4: Supporting the connection of the knowledge hubs for experience and resources exchange among digital inclusion stakeholders

What is needed?

- Need to connect existing platforms, projects and people at EU, national and more local level under one umbrella / infrastructure that provides a coherent view of the various efforts being made and where it is easy to identify where to make the own contribution, to avoid errors and replication of efforts, enable synergies between projects, and encourage groups with a successful track. This infrastructure should also track the degree of success of solutions provided and outcomes, and make this available to all actors so as to maximize learning and impact.
- Need for coordination of policies and exchange of knowledge among different levels: European, national, regional and local.
- Need for multi-language, i.e., translation and simpler / alternative narrations. Every page/media out there can be narrated in a language/medium that is comfortable for one's own community. Accessible media platforms and tools should be created in order to allow for efficient communication among people with different languages, and different abilities to communicate: the deaf, blind, immigrants, elderly.

- There is a need for better understanding of participatory design / user-driven innovation and for promoting social innovation through the involvement of all stakeholders to ICT design: (from excluded groups themselves, intermediaries working with them such as social assistants, teachers, youth workers, and multipliers such as parents, communities leaders etc).
- Open platforms with Open licensing schemes (such us Creative Commons licenses) that allow legal sharing of educational materials, should be encouraged.19
- At EU level, the following platforms should be connected: the Social Innovation Platform of the EU, an Observatory of all EU funded projects that have been or are being funded in different policy fields : learning (e-learning, Grundtvig, Comenius, Erasmus), social inclusion (European Social Funds), information society (FP), Innovation and Competitiveness (CIP), etc.
- From the practical implementation perspective, it would be recommended to capitalise on existing or emerging projects and initiatives and related stakeholders that aim at providing those functionalities.20
- Public Private Partnerships and project based (CSR, tax incentives).21

What actions / tools would be needed for capacity building of librarians, volunteers, telecentre staff, social workers, etc?

- Training on ICT and teaching methodology and provision of training materials and programs that trainers can easily adjust to local needs helps also.
- Put the focus on ensuring that existing practitioners and professionals, involved in inclusion activities generally, factor digital engagement into their existing practice.
- Develop stronger social organisations through capacity building.22,23
- Peer-sharing of materials among intermediaries.
- Peer support communities. They have the additional potential of providing benefits for the support mentor as well as the digitally excluded Peer mentoring offers for example young people at risk (not in education, employment nor training) a chance to engage with the wider community in a positive way, sharing their digital know-how, while at the same time giving them the chance to add to their CV, demonstrate work skills relevant for job applications, and feel valued members of the community. These communities also support the development of social capital.24

Action 5: Develop and Promote Common Tools

- Common Digital Competence framework – for coherence and equivalence
- Effective education, training and certification measures outside of formal education systems: Support is needed to accredit and certify the ICT related courses offered (often) free of charge, as the related costs may render the future trainings and courses to be charged. Important to recognise that digital competence should always be developed and assessed within a context and that the relevance of the context will differ according to the needs of the particular audience.
- European Framework for the Recognition and certification of emerging job profiles and their competences in the (digital/social) Inclusion field. The profession of e-Facilitators (the technology intermediary/ ICT support worker/ tutor) need to be recognized - qualification, associated competences, responsabilities. Once established a "professional qualification" and a recognised profile, a training path can be implemented.25 This needs to be carried out at national /regional level. Even though,

support and advocacy at European Level by the EC could help and create a determinate and positive awareness for a needed change.

Action 6: Your priority Action

- Promote and support volunteering and third sector organisations:

) Focus above all on the power of informal volunteer mentoring undertaken by ordinary people in the course of their everyday lives. Provide recognition and peer support to encourage more.26

) The contribution of volunteer work is recognized as a resource in the budgets of European projects in the same way that recognizes the recruitment. The non-profit organizations count on volunteer work and have difficulties to recruit staff specifically for a project, which limits their participation on equal terms with companies and public entities such as universities.27

) Support the actors at the grass root level, such as third sector organisations: offering them a proper recognition but also specific training and a sustainable environment.

- Promote Internet as a Global Public Good to ensure fair access to the infrastructure (hardware/software, and the collectively generated information over this hardware/ software). A concerted effort by the EU in order to offer a portion of the Internet Cloud as a Global Public Good.

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1 ePractice Digital Literacy Workshop on Digital Competences for Social Inclusion Actors and Intermediaries (Oct 2010); DAE Big Idea 2: Multi-stakeholder Platform for digital literacy and e-inclusion; and the Digital Agenda Assembly Workshop on Digital literacy and e-Inclusion (June 2011)

2 The project DYSLEXTES (EUROSTARS) recognize that relatively large portion of European population has very limited capability of reading and writing, and aim at providing an eLearning system for those people. There are two basic reasons why relatively many adults in our European society are practically illiterate. It is either some health issue such a dyslexia or family environment together with failing school system that are not stimulating children in a educational quest.

3 See Couleur Quartier: Espace Publique Multimedia N Kérourien at http://bit.ly/r182v2

4 In the Netherlands, a National help structure has been developed for elderly people, unemployed, low educated, low wage-earners, called 'The Digital Internship'. In the Netherlands a social internship is obligatory for secondary school children. Together with UWV, libraries and other organizations, the Dutch public private program Digivaardig & Digibewust has developed the digital internship: pupils teach people who do not have digital skills yet the basics of using the internet. The tool they use is Klik & Tik, an online practice program especially developed for this target group.

5 Senior surf day in Denmark (held on 7th October 2011) where seniors with digital literacy skills are encouraged to bring a friend with no skills to the library or a telecentre in order to show them how they could benefit from learning to use ICT. More than 200 libraries and telecentres are participating in the campaign together with the Danish Broadcasting Corporation.

6 The Telefónica Ability Awards are business awards for Best Practice in the inclusion of people with disabilities, both as customers and as employees. It celebrates organisations and business leaders that think differently about people with disabilities and inclusion. Winning organisations see an employee's strengths and abilities over any disability and recognise the economic potential of making their products and services available to all customers, inclusive! http://www.telefonicaabilityawards.com/

7 Evey1Tutor (http://goo.gl/xq5tc) is an online social network that enables Crowdsourced Learning: the power of the synergy that is achieved through the billions of interactions

among the millions of experts in the world, freely helping each other to learn from the best each other is at.

8 See Re-Narration Web at www.a11y.in and in www.alipi.us

9 Digital champions/mentors can support each other as in Making IT Personal project in UK http://www.makingitpersonal.org.uk/

10 Libraries for Innovation. Lithuania, show that public librarians in small rural communities can attract non users by personal invitation and encouragement. Sometimes neighbours, who use public access computers and internet in library, works as volunteers in connecting to the others.

11 The European Get Online Week is a Europe wide campaign by Telecentres-Europe to get new computer users online. It helps to get people through he doors of theor local telecentres, enabling staff to build people' s confidence to move into more structured learning. http://www.getonlineweek.eu

12 The commitment of ECDL Foundation to delivering the Digital Agenda for Europe is to:
• Engage with 5,000,000 citizens to ensure they have the opportunity to acquire digital skills and competence • Decrease by 3% the current number of 150 million people who do not have the skills to use the Internet, and promote the use of e-government services and the benefits of e-commerce to these future e-citizens • Promote digital skills development programmes in all levels of education throughout Europe to enhancing and modernise education systems while providing today's youth with the skills necessary for mobility in tomorrow's labour market • Take special measures to ensure that marginalised groups such as the unemployed, older people, people with disabilities, and those in remote locations are empowered to participate in the Information Society. • Work with Member States in the development of long-term digital literacy policies, using certification as a measureable outcome and return on investment in digital skills programmes, and ensuring that ICT skills are incorporated in national education policies.

13 Digidel, a Swedish campaign for digital inclusion with the goal to reach 7% of the population at the end of 2013. The Swedish campaign Digidel 2013 (www.digidel.se) aims at making 500 000 non Internet users (out of 1,5 million users) digitally included at the end of 2013. Digidel is a civic society initiative, including adult study orgs, NGOs, business companies, municipalities, libraries. The engagement is amazing, much voluntary work, no central budget, activities are in general financed by participating organisations and individuals.

14 In 2010 in Lithuania through public libraries 3 outreach campaigns aimed at elder people and rural residents were organized: "E-Senior", "Internet for Your Garden" & "First Time Online? Let's Do It!". Result: Each campaign has involved from 600 to 800 local libraries and in total attracted around 23 000 – 25 000 elder people and rural populations. Outcome: the survey of public internet access users (2010, N=2028) has proven that in 2010 libraries attracted 28 percent of new users, who came to use public internet access for the first time. 46% of them were users between 55-64 years old, 21% of them live in rural areas.

15 In the Netherlands, Door internetten blijf je meedoen (2010) (Internet keeps you going). Large national campaign about the internet and the importance of digital skills, meant to inspire and activate the elderly. The campaign for seniors aimed and still aims at inspiring elderly people who are not yet online with subjects that appeal to this age group in particular, and improving their quality of life. The intention is to bring about a change for the better in their attitude towards the possibilities of the internet. Words like 'scary' and 'watch out' should no longer be part of their vocabulary in connection with the internet. Once they are motivated and/or are about to follow an introductory course or are going online with the program Klik&Tik, how to surf safely is explained in thematic steps.

16 The pedagogical model of the Learn more about ICT network in Denmark secures that teaching activities are always carried out in a meaningful context for learners and that the

purposes of learning are not technology-related but related to a purpose that learners can relate to.

17 In Romania, the public libraries system, through the Biblionet program, offers free internet access , ICT related trainings directly serving more than 49% of the population (almost 11 mil. people) most of them in rural areas.

18 In Poland, several NGO inspirited by "Cities on Internet" Ass. (http://www.mwi.pl) created in the bottom-up approach the programme Digital Poland of Equal Opportunities, based on the voluntary work of local animators of digital literacy actions - so called 'digital lighthouse keepers', especially in rural communities and small cities. More information: http://www.epractice.eu/en/news/5259699

19 Within the framework of Libraries for Innovation project in Lithuania the training materials were prepared and made freely accessible to anyone through public libraries (on paper) or on the internet. The same materials are used in libraries for user training. http://kursai.bibliotekospazangai.lt/turinys/mokomoji-medziaga

20 See ViPi (vipi-project.eu), Telecentres Europe and EASTIN.

21 The Dutch Programme Digivaardig & Digibewust (Digital Skills & Digital Awareness) is a public private/multistakeholder partnership. It is an initiative of the Dutch Ministry of Economic Affairs, Agriculture and Innovation and private parties Microsoft, KPN, UPC, SIDN, NVB, IBM, NVPI and Ziggo. It aims at making the Dutch more digitally skilled and more digitally aware of online safety issues. This collaboration is unique: parties start form the thought that concerted action results in greater achievements than acting on their own. Together – each starting from their own responsibility and with interested participants – they have the knowledge, expertise and the means to reach people, to motivate and help them to use digital means in a responsible and safe way. This collaboration is open and transparent and new parties can always join in. The program has run for almost three years now (started in January 2009).

22 Telefónica is developing capacity on strategic planning, marketing and communications or access to another networks to get additional funding with Kanchi, an Irish social enterprise, owner of the Ability Awards. A unique global franchise collaboration which will see Kanchi's Ability Awards rolled out across five countries around the world over the next five year (http://bit.ly/pmxai0).

23 See Ashoka Globalizer programme (e.g. Tyze, Project ECHO™, etc)

24 See in Denmark the Learn more about ICT network.

25 The professionalization of the ICT intermediary has been the core objective of the European project VET4e-Inclusion (Vocational Education and Training Solution for eFacilitators for Social Inclusion). On-line training modules have been developed that could respond to the training needs of the eFacilitators. More information on www.efacilitator.eu.

26 See Joining the DOTs project in England for example.

27 The Swedish campaign Digidel 2013 (www.digidel.se) aims at making 500 000 non Internet users (out of 1,5 million non users) digitally included at the end of 2013. Digidel is a civic society initiative, including adult study organisations, NGOs, business companies, municipalities, libraries. The engagement is amazing, much voluntary work, no central budget, activities are in general financed by participating organisations and individuals.