

Inclusive eGovernment Case Studies

The case studies below are practical examples of inclusive eGovernment focused on the following three areas:

1. **literacy** (human capital)
2. **employability** (economic capital)
3. **social integration** (social capital)

All information below has been collated from within the public domain in April 2007.

Policy area	Literacy (human capital)	Project title	IBM Reading Companion http://www.readingcompanion.org/
Description , including context, objectives, location and geographic scope, size (finance/people), timeline	<p>Reading Companion is an example of technology supporting basic literacy. Users log on to the Reading Companion web site and are presented with material to read. An on-screen mentor, or companion, "reads" a phrase to the user and then provides an opportunity for the user to read the material, using a headset microphone. This is checked for accuracy and gives the user an opportunity to try again, or offers the correct reading of the words on the screen. As the user's skill improves, the technology reads less material so that the learner reads more.</p> <p>Since the Reading Companion software is available through the web, students can access it anytime and anywhere. Once students sign in with their own ID and password, the software resumes where the student left off reading and continues to update the student's reading results.</p> <p>The Reading Companion software is designed to supplement, not replace, existing literacy curriculum in the school setting or within an adult literacy program. Teachers can choose the right books for individual students to read by checking books out of Reading Companion's virtual library. To help them in their selection, teachers can read book reviews. The software also has a student evaluation feature that allows teachers to view the individual progress of a student and helps teachers make assessments and recommendations for the learner.</p>		
Actors and practitioners in the delivery/value chain, their roles and relationships	IBM provides the software. Teachers and learning support workers use the software with clients who have illiteracy or poor reading skills.		
Channels along the value chain to the end user (both ICT and non ICT)	<ul style="list-style-type: none"> • PC running on Windows 2000 or Windows XP with audio capabilities • A high-speed Internet connection (DSL or higher) 		

	<ul style="list-style-type: none"> • Access to the Internet via Internet Explorer (version 6 or higher) or Firefox • Learning centre i.e. school or not for profit organisation
Business model	The software is available for free to public elementary schools (for children ages 5-7) and non-profit organisations such as public libraries, community colleges, and agencies that offer adult literacy services. Individuals who wish to use this software must be affiliated with a Reading Companion grant site. IBM has also provided grants to schools and non profit institutions to support the roll out of the software. IBM has invested \$2 million to develop Reading Companion. IBM also donates access to the technology to schools and non-profit organizations, along with 10 microphone headsets for each grant site. The market value of the donation per site is \$10,000, regardless of the number of users per site.
How implemented , including the role of ICT as well as other tools, etc.	The IBM Reading Companion was developed from voice recognition technology in the USA - where it was initially rolled out. The software is accessed via the web, as is training and evaluation material for teachers. The size of the file is relatively small -- about 5MB. When the reading application is accessed, two files are launched on the user's system which combined require about 12MB of memory. IBM Reading Companion is supported by a grant scheme which, according to the web site, has been rolled out to four schools within the UK.
Achievements and impacts , both real and expected	Independent evaluations of the technology have been positive. For example, young students using the software tested significantly higher on word recognition and comprehension tasks. For adults, the software improved English pronunciation and reading skills; contributed to learning gains; enabled greater comfort with technology; and provided students with opportunities to practice at their own pace in an interactive format. It also provides adults with an opportunity to learn in a new way by combining visual and auditory methods.

Policy area	Literacy (human capital)	Project title	Learning2go www.learning2go.org
Description , including context, objectives, location and geographic scope, size (finance/people), timeline	<p>The Learning2go project in Wolverhampton has distributed Personal Digital Assistants (PDAs) to more than 1000 pupils in over 20 schools. These devices provide a bridge between school and home. They have been integrated into lessons and homework and have contributed towards measurable improved levels of literacy.</p> <p>Learning2Go partnership is currently the largest collaborative mobile learning project for pupils in the UK. The initiative, co-ordinated by Wolverhampton City Council, provides a pedagogical lead and shows how successfully mobile learning can be used to give students access to 'anywhere, anytime' learning. Learning2Go is developing new ways of delivering exciting and motivating learning both in and beyond school.</p> <p>During phase 2 of the project, launched in the second half of the autumn term 2005, more than 1000 pupils and their teachers in 18 schools are using Fujitsu Siemens Pocket Loox 720 PDAs, with Microsoft Windows Mobile software. Phase 3 started in October 2006 with an anticipated additional 1000 devices across all Key Stages.</p> <p>Project Ethos:</p> <ul style="list-style-type: none"> • The learner has the device 24/7 • The teacher is KEY to the whole project • Learners can and will become more expert than adults • There is complete wireless coverage in the school • Content and applications are of equal importance • Learning can take place at different rates and at different times • Collaboration and peer support are to be encouraged • Learners show their families the technology • "Plearning" (Play/Learning) is valued 		
Actors and practitioners in the delivery/value chain, their roles and relationships	<p>Learning2Go involves Teachers, learners and their families. It also has involved collaboration between Wolverhampton City Council, lead hardware and software manufacturers and also lead academics and government agencies that are keen to research the impact and development of Mobile learning. The Partnership includes:- Big Bus, Espresso, Grid Club, Kar2ouche, Handheld Learning, Oxford University Press, Steljes (SMART UK) and is supported by the Department for Education and Skills (DfES).</p>		

<p>Channels along the value chain to the end user (both ICT and non ICT)</p>	<ul style="list-style-type: none"> • Schools • Teachers • PDAs • Internet access • Whiteboards
<p>Business model</p>	<p>Learning2Go is innovative in the way it uses the technology, but also in the way that it arranges funding.</p> <p>In order to enable learners to have their own personal handheld computer, the model put forward by Wolverhampton Local Authority to schools was one of joint funding. It works in a similar way to that model used by schools for school visits. A system is put into place which enables parents to make a contribution and the school will subsidise with money from its own budget resources, in order to make the whole thing financially attractive.</p> <ul style="list-style-type: none"> • The pilot phase was totally funded by the Local Education Authority • Phase1: parents were asked at the end of the project whether they would be prepared to make a contribution to their children owning their device. The feedback was positive. • Phase 2: a model was put forward which asked parents for a contribution which was the equivalent of “a <i>pint of beer a week or a packet of cigarettes a fortnight</i>” the shortfall in funding was then made up by school. <p>The funding model for Learning2Go is over a 2 year cycle. This is possible due to the low price of handhelds, but also due to the short produce replacement cycle of a Mobile device which is more akin to a mobile phone (Which are replaces yearly) than a desktop PC.</p> <p>In brief, the model put forward is:</p> <ul style="list-style-type: none"> • Device - Joint funded by Parents / school over 2 years or 100 payments • Content/ Memory card - Funded via e - learning credits • Wireless infrastructure - School funded • Insurance - included in device price and joint funded as above.
<p>How implemented, including the role of ICT as well as other tools, etc.</p>	<p>The implementation of the learning2go project is multifaceted. Much of the success of the project relies on the partnerships and embedding of the technology in purposeful learning, rather than solely the technology itself. Newcomers to the scheme are advised to take the following steps before implementing the project:</p> <ul style="list-style-type: none"> • Do your home work

	<ul style="list-style-type: none"> • Try to get your Local Authority on board or another school. • Contact any of the Learning2Go partners • Become a member of the Handheld Learning Forum www.handheldlearning.co.uk • Contact Learning2Go with any specific queries <p>The project sees key success factors of implementation as:</p> <ul style="list-style-type: none"> • Content • Applications • Home/School links • Innovation • Learner voice • Camera • The device! • Connecting to the whiteboard • Good technical support • Parental contributions • E-learning Foundation (registered UK charity aiming increase access to ICT for education) • Training
<p>Barriers and problems, including how these are tackled or overcome</p>	<p>Involvement in a Mobile Learning Project will place extra demands on the current level of technical support that the establishment has. Quite simply, putting a class set of 30 devices into a single form of a primary school using the current standard 1: 8 pupil computer ratio, will almost double the number of computers in the school.</p> <p>One of the main technical aspects that have to be dealt with is the wireless connectivity on the schools site. In order to get the maximum benefits from the Handhelds, learners need to be connected to a robust and reliable wireless LAN. The Learning2Go project is currently using Cisco Systems.</p>
<p>Achievements and impacts, both real and expected</p>	<p>In providing young learners with a sophisticated handheld computer 24/7, the learning2Go project has unleashed their ICT capability in a way that traditional lessons in the ICT suite never could. The learners have had to acquire new 21st century skills such as:</p> <ul style="list-style-type: none"> • synchronising their data to their user area on the schools network, • closing down running programmes to conserve battery, • connecting to the internet wirelessly, bluetoothing files to your mate,

	<ul style="list-style-type: none"> • and coming to school with a full battery charge. <p>Another key factor in the project success has been the ability to connect the devices to the Interactive whiteboard and projector, both for teacher demonstration in the introductory part of the lesson and for learner presentation during the plenary. Space prevents a longer review of applications but each visit to a school brings more ideas, such as one boy aged 10 who has set up an RSS news feed to his device for receiving news updates wirelessly – “Just because I can!” and is now becoming interested in current affairs</p> <p>There have been improved attendance levels, increased interest in learning, higher levels of parental engagement (with some evidence that parents have developed their ICT skills as a result of their children’s engagement in the programme).</p>
<p>Measurement system and any measurement results (if relevant)</p>	<p>There have been four levels of evaluation which have been running throughout all phases. Aims of the Learning2Go initiative were established early on.</p> <ul style="list-style-type: none"> • Critical friend - external evaluation and ongoing project consultancy • Local Authority - Monitoring support and evaluation of impact • External evaluation - project evaluation by external agencies • Partner and press reporting - investigating and reporting by the press <p>Critical friend - external evaluation and ongoing project consultancy This has been provided throughout the project by David Perry of David Perry associates. David was author of the BECTA Handhelds report in 2003 and has provided external evaluation reporting and arms length consultancy in order to enable the project to learn dynamically from its successes and challenges. 2 reports are available for download from the download page: http://www.learning2go.org/pages/download-area.php</p> <p>Local Authority - Monitoring, support and evaluation of impact This has been essential as it links directly to the LA’s Quality and Improvement Directorate. Analysis of data, school visits and help in project development, has ensured that Learning2Go is seen as part of the bigger picture of whole school improvement.</p> <p>External evaluation - project evaluation by external agencies Learning2Go has attracted the interest of many national agencies including DfES, NCSL, BECTA and QCA. A Joint long term evaluation of mobile learning is planned and Learning2Go will be part of this important work. OFSTED have also featured Learning2Go in one of their school reports. <i>“Pupils’ enjoyment and sense of independence and</i></p>

	<p><i>responsibility in their own learning is much increased by these opportunities.”</i></p> <p>Partner and press reporting - investigating and reporting by the press Whilst some may not regard this as a “Proper” evaluation, Learning2Go has been featured in TES, The Guardian, Headteacher Update and Computing Magazine. This external scrutiny encourages reflection and an analysis of what works and what doesn’t.</p>
<p>Lessons learnt. If successful, what are the catalysts for success and how can they be triggered. If unsuccessful, why is this and how could this be changed to success</p>	<p>Handheld computers can not be launched into schools without careful background organisation and facilitation. Purpose designed handhelds would help, but both systems integration and disaster recovery procedures are needed to be in place. Handhelds require hardware and software to interoperate reliably, including the provision of information management software for teachers as necessary, to ensure they can monitor assess and record work reliably.</p> <p>Close collaboration was essential for the projects success. A well designed service level agreement to clarify and enhance warranty entitlements and an insurance scheme to cover loss and damage have been revealed as necessary components to the project’s success.</p> <p>The schools involved have benefited from a central LEA educational ICT support team, and it could be difficult to replicate success in a single school without such specialised support. Training was essential for teachers and a parent’s pack, and in some cases parental training, was developed to ensure parents could engage.</p> <p>“Learner voice” has been key to the success of the project so far. The Learning2Go project has as its ethos the belief that learners should have the choice and self-confidence to learn when, how and where they want. The project promotes a personalised learning experience, in which the learner is responsible for managing their own mobile handheld computer and helping to shape their own learning.</p>

Policy area	Literacy (human capital)	Project title	Computers for Pupils www.teachernet.gov.uk/computersforpupils/
Description , including context, objectives, location and geographic scope, size (finance/people), timeline	<p>Lack of home access to a computer and the Internet among a minority of pupils is a clear barrier for teachers who fear greater use of ICT in the classroom and for homework could increase disadvantage for those without. Universal home access for pupils is therefore critical for embedding ICT into education more deeply. Computers for Pupils is a £60 million, 2-year programme led by Department for Education and Skills (DfES) and aimed at helping some of the most disadvantaged secondary children improve their education and life skills by putting a computer or other electronic learning device into their homes. Local Authorities (LAs) identified as having eligible schools and pupils in their area have been given funding to buy equipment, as well as help and advice covering all aspects of the scheme.</p> <p>The scheme also has broader social goals around engaging parents both in their children's education, and in applications of information technology that can help improve their lives and life opportunities. It could ultimately impact 100,000 disadvantaged households and potentially double this number in terms of total people. A Home Access Taskforce has been established to extend the scheme in partnership with industry.</p>		
Actors and practitioners in the delivery/value chain, their roles and relationships	<ul style="list-style-type: none"> • HM Treasury – provider of funding • DfES – Ministry and original programme leader • Local Authorities – provided funding to allocate to schools for computers and training • BECTA – responsibility for the programme transferred to BECTA from 2 January 2007 • ICT suppliers – provide equipment, training, maintenance, access services • Schools – provide the selected pupils with computers • Teachers – integrate ICT with learning through lessons • School support staff – support teachers • Disadvantaged pupils – receive the computers • Parents and Carers – key partners in the success of the initiative • Third sector and not for profit organisations such as UK online centres – support and partnerships for the programme 		
Channels along the value chain to the end user (both ICT and non ICT)	<ul style="list-style-type: none"> • PC • PDA • Internet access • School portals 		

	<ul style="list-style-type: none"> • Schools
<p>Business model</p>	<p>Funding is provided by central government to LAs. Funding has been allocated to LAs by formula and it is for them to agree with their schools how it should be delegated. Bidding by authorities and schools is not required and, in line with this principle, we do not expect schools to have to bid for funding from authorities or, for that matter, for parents to bid for funding from the school.</p> <p>The funding is for pupils who are resident in the 10% most disadvantaged areas as defined by Index of Multiple Deprivation (2004) and who are eligible for free school meals. Some LAs will receive all their funding in one year while others will receive it over both years.</p> <p>The formula assumes that a certain number of homes already have access to ICT. Based on evidence from national surveys it is assumed that 30% of the targeted pupils in deprived areas already have access to ICT at home. In order to have maximum potential impact, the formula also sets a threshold of a minimum number of eligible pupils at school level. This has been set at 30 pupils, which means that only schools with 30 or more eligible pupils have been included in the calculations. The funding allocated to each LA is a fixed amount per notional school - £10,000 - plus a per pupil amount for schools with a minimum number of eligible pupils. The initiative is cash limited and this approach spreads the available funding as widely as possible.</p> <p>The allocation of funding at local level needs to take into account known computer access in the home and other existing or planned local initiatives to provide home access. LAs and schools should consider how best to invest this funding to complement spend from other grants and initiatives, both from the DfES and wider sources of funding, such as regeneration budgets.</p> <p>None of the allocated Computers for Pupils funding may be retained by the LA. LAs may use the funding they retain from the School Development Grant 101 for ICT management purposes to support this initiative. When deciding on the priorities and final allocation of the Computers for Pupils funding, schools and LAs should take into account their duty to promote equality and also ensure they do not, either deliberately or unwittingly, discriminate against any particular group on the grounds of race, gender or disability.</p>
<p>How implemented, including the role of ICT as well as other tools, etc.</p>	<p>The Computers for pupils initiative was developed out of UK Government policy and is a huge administrative task as well as an ICT enabled social inclusion project. The Chancellor Gordon Brown announced in the March 2005 Budget £50 million capital over 2006-08 (£25m/£25m) to provide access to ICT in the home for the most disadvantaged pupils. The Budget 2006 announced £10m revenue funding (£5m/£5m) specifically to provide Internet connectivity to support the home access work. As detailed above, funding is allocated to Local Authorities</p>

	<p>and then passed down to schools to administer. Schools use the funds to meet the aims of the project – placing computers in the homes of the most disadvantaged. The “Actors” and “Channels” as listed above are essential in the implantation of the project.</p>
<p>Barriers and problems, including how these are tackled or overcome</p>	<ul style="list-style-type: none"> • Providing connectivity for computers in disadvantaged homes – Schools and LAs are encouraged to provide connectivity for the home as part of existing or planned arrangements for connectivity within the locality. Funding for connectivity has been calculated on the basis of a per pupil amount only (with no per school allocation). The assumption is that funding will deliver connectivity for one year for the home of each benefiting pupil. There is no additional funding for connectivity and no funding will be available beyond 2008. This means that after their first year of connectivity, alternative sources of funding will be needed to pay for connectivity costs. • Building computer use into lessons and national curriculum, extra burden on teaching and support staff. • Computer maintenance • Ensuring parents can use computers and engage with learning. Training will be provided through UK online centres • Ensuring computers are not misused (say for illegal purposes) and stay in possession of the pupil. Schools are actioned to draw up and agree a home/school agreement on acceptable use, responsibilities and conditions between the school and the parent/carer of eligible pupils.
<p>Achievements and impacts, both real and expected</p>	<p>This initiative places the emphasis on personal access to ICT at home. Research shows that pupils’ use of ICT, including in the home:</p> <ul style="list-style-type: none"> • raises standards • supports personalisation • improves their ICT skills • provides more options for what they learn and how they learn it • supports homework and revision • increases motivation <p>By putting ICT into the homes of the most disadvantaged secondary pupils in the most deprived areas the project aims to:</p> <ul style="list-style-type: none"> • give these pupils the same opportunities as their peers; • provide the conditions which can contribute towards raising educational achievement, narrowing the attainment gap and supporting progress towards their targets • support personalised learning by providing access to ICT whenever or wherever is most appropriate for learning • encourage the development of ICT skills appropriate to the 21st Century for the pupils and their families.

Measurement system and any measurement results (if relevant)	There will be checks and controls in place to ensure that funds have been spent effectively and correctly. Information will also need to be gathered for evaluation purposes. Becta will be monitoring spend on behalf of the DfES against LAs' allocations to ensure that LAs are getting best value for money. In addition to this management information there will be a full evaluation of the initiative that will involve a sample of schools, authorities and pupil homes with the aim of reporting on whether initiatives of this kind are effective.
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Policy area	Employability (economic capital)	Project title	Job Centre Plus GIS Tool
<p>Description, including context, objectives, location and geographic scope, size (finance/people), timeline</p>	<p>GIS is the technology that has been developed to view and analyse data from a geographic perspective. The Jobcentre Plus GIS tool is an example of such a mapping system that can be accessed by designated Jobcentre Plus staff via the Department for Work and Pensions (DWP) intranet. The GIS tools have been developed to allow the visualisation of the (mainly) administrative information available within DWP and to combine it with other useful information on geographic boundaries and Census data. As the tool contains sensitive personal information on the characteristics of our customers, they are subject to strict controls over access in line with departmental security standards.</p> <p>The GIS tool contains information relating to:-</p> <ul style="list-style-type: none"> • the boundaries of different geographies (Local Authorities, wards, Super Output Areas, postcodes); • 2001 Census data of particular interest to DWP e.g.: ethnicity, employment rates, educational attainment, housing tenure, self reported sickness etc; • Shaded maps of benefit caseloads and claim rates at various geographical levels, such as Local Authority, census ward, middle and super output area levels. • characteristics of individual claimants e.g.: name, address, postcode, age, gender, benefits claimed, whether partnered, number of child dependants, duration of claims, amount of weekly benefit, method of payment. <p>Of information contained on the GIS tool, the first 3 categories listed above are freely available and within the public domain.</p> <p>A decision to roll out nationally was taken by the Jobcentre Plus regional directors in December 2004. This roll out occurred for all Jobcentre Plus regions and districts during the period September to December 2005. Local Authorities will be given access to aggregate information derived from these tools.</p>		
<p>Actors and practitioners in the delivery/value chain, their roles and relationships</p>	<ul style="list-style-type: none"> • The Department for Work and Pensions – Government department leading the initiative • DWP Staff (including staff in Jobcentre Plus) - Access to GIS Tools is restricted to designated DWP staff, with access to the departmental intranet, who can demonstrate a clear business need to have access to the data. Access to the tool will not be given to non-DWP staff. It is expected that the number of designated users in each Jobcentre Plus district and their regional HQs will be around 10-15 on average. 		

<p>Channels along the value chain to the end user (both ICT and non ICT)</p>	<ul style="list-style-type: none"> • Departmental Intranet – channel for delivering information to Job Centre Plus staff • Job Centre Plus – channel for implementing policies relating to information provided by GIS tool
<p>Barriers and problems, including how these are tackled or overcome</p>	<p>There are issues around data sharing, personal privacy and data protection. Information on individual claimants and their families is classed as being personal information and need to be aggregated and anonymised before it can be legally shared outside of the DWP. The information on the GIS tools can be used to produce aggregate information on non-standard geographical areas but these must be non-disclosive - in other words must not contain personal data on DWP customers. Guidance and training on disclosure control was given to Jobcentre Plus District Office staff during the roll out of the GIS tool to ensure this issue was understood and data protection was conformed with. Data management systems were introduced and responsibility for ensuring that any data shared with non-DWP organisations is aggregated and does not contain personal information resides with the individual DWP officer.</p>
<p>Achievements and impacts, both real and expected</p>	<p>The GIS tool helps policy makers understand local patterns of social exclusion, supports evidence-based policy and the more effective delivery of services. The tool also allows the DWP to improve the way it markets its services and works with partner organisations.</p> <p>For example, Liverpool Local Strategic Partnership (LSP) has developed a full employment plan. The Full Employment Plan is a robust document, encompassing the Local Public Service Agreement (LPSA) and detailing the various interventions to be taken forward to achieve full employment in the City of Liverpool. In order to make the Full Employment Plan a reality, the LSP needed to work from the right level of management information. The GIS tool gave the LSP the accurate information it required to support this process. As a result the Partnership has identified wards where there are high numbers of Incapacity Benefit claimants and where it can target its activities.</p> <p>Similarly, Kent County Council has used the data to pinpoint lone parent 'hotspots' within the county and thereby more effectively focus policy action to engage these groups.</p>

Policy area	Employability (economic capital)	Project title	Slivers of time http://www.sliversoftime.com http://www.sliversoftime.info
Description , including context, objectives, location and geographic scope, size (finance/people), timeline	<p>Slivers of Time is a service which supports disadvantaged people in gaining employment. It brings employers with 2-3hrs of work together with people who are looking for work. It uses online marketplaces set up by Local Authorities to match:</p> <ul style="list-style-type: none"> • Individuals who need to work odd hours around other commitments in their life (e.g. lone parents, carers, those restricted by illness, students, retirees, starting their own enterprise, part-time workers) with... • Organisations that need a pool of top-up workers at irregular times (e.g. commercial service providers, caterers, retailers, manufacturers, leisure industry, local authorities). <p>It is effectively a reverse auction of people's time and is particularly helpful to disadvantaged groups that might only be able to work for short and irregular periods of time.</p> <p>The first Slivers of Time marketplace launch in London Borough of Newham in December 2005. Newham received £500,000 of Government funding to pilot the initiative in recognition of its potential in tackling worklessness and increasing the efficiency of the jobs market. The initiative bedded in over 2006 and is now working to roll out over the UK in 2007.</p>		
Actors and practitioners in the delivery/value chain, their roles and relationships	<ul style="list-style-type: none"> • Organisations needing workers • Recruitment agencies or job brokerages that vet the buyers and sellers: Jobsite is the UK's leading job board for the recruitment industry and acts as interface between this new marketplace and recruitment agencies. • Workers who need to work odd hours • Local Authorities: to set up the Slivers of Time marketplaces • Department for Communities and Local Government: provides government funding • ICT providers: Torchwood – developed the Slivers of Time application. Guaranteed Markets – developed the software underpinning Slivers of Time • TUC, CBI, Local Government Association, IDE&A, SIGOMA, SOLACE, the Conservatives – promote the service • Un Ltd: the UK's leading funder of social entrepreneurs has financed further development of Slivers of Time markets. 		

	<ul style="list-style-type: none"> • Frederick's Foundation: Frederick's is a charity developing inner city entrepreneurs. It has been key to developing Slivers of Time since 2003. • Partners such as UK online to help potential employees access the market place and sell their time.
Channels along the value chain to the end user (both ICT and non ICT)	<ul style="list-style-type: none"> • Website – provides online market place and integrated booking system • Website access (e.g. PDA, PC) – for workers to register, receive bookings/ for organisations to book workers, view availability, confirm online timesheets, receive invoices • Access Centres – such as UK online, Libraries • Mobile phone – alternative channel for workers to receive bookings
Business model	Slivers of Time was awarded £500,000 by the Government e-innovation fund. The DCLG has pre-paid usage for services for Local Authorities from the recruitment agencies or job brokerages who vet the buyers and sellers until the end of June 2008. There are no system charges during this period, afterwards funding is by a fractional mark-up built into each purchase. The rate charged to organisations for each hour includes tax/NI, agency service charge and the system's charge.
How implemented , including the role of ICT as well as other tools, etc.	<p>Key requirements for a Local Authority to launch of a local Slivers of Time market place are:</p> <ul style="list-style-type: none"> • At least £10000 of spending on local people doing local work over 12 months. This allows the new service to get established to the point where it is clearly of interest to other employers whose spending can then grow the seller pool. • An initial group of sellers – employees • A recruitment agency or job brokerage willing to act as an agency • Internet access for participants • A project manager/champion
Achievements and impacts , both real and expected	<p>Key findings from Government reports show that 13.7m people in the UK need this way of working at some point each year. 68% of target groups identified in the report want to try it immediately when it is explained to them and with just 5% take up the tax payer would save £400m a year by creating new work, not displacing existing roles.</p> <p>People on incapacity benefit and income support can take on paid work for a certain number of hours each week without affecting their benefits, and Slivers of Time is a useful tool to encourage people back to work. Individual case studies show that it is also a system useful for those with ESL (English second language) to get experience in the UK jobs market.</p>

	<p>For employees, the initiative has reduced much of the bureaucracy and costs associated with traditional methods of recruiting temporary staff. East Thames Housing Group, one of the main buyers in Newham, has made 329 bookings totalling 2, 280 hours, continuing to use the service beyond its initial six month trial. It has saved over £10,000 on recruitment costs (compared to agency fees) in that time. For Local Authorities the initiative aligns with the Sustainable Communities Strategy bringing work into the community, spreading skills and opportunity into multiple house holds. For employees it can offer flexibility, help develop experience and move workers into the mainstream jobs market by building a CV.</p>
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Policy area	Employability (economic capital) / Social Integration (social capital)	Project title	Voicemail4all http://www.voicemail4all.org.uk
Description , including context, objectives, location and geographic scope, size (finance/people), timeline	<p>VoiceMail4All aims to increase employability, social belonging and reduce isolation by increasing social interaction, extending social networks over greater distances and putting people in contact with their peers. It is a free service offering a voicemail number to anyone who does not have a permanent place to stay and who does not have their own telephone number. This can be used to find a job, hear from family and friends, keep in touch with support workers, or look for more permanent housing.</p> <ul style="list-style-type: none"> • Homeless people can register free of charge at St Mungo's projects • They are given a number with a London code (0208) and can then retrieve their messages from any telephone line. • Users leave a personal outgoing message when they register and can then access messages they have received for free at St Mungo's homeless projects or at local rates from any telephone. • Voicemail is issued for a maximum period of three months which can be extended. • Based on a telecoms network from Evoxus, a pilot scheme has been in operation for some time at a sample of St Mungo's projects. <p>St Mungo's and Tech4all launched the scheme across London in 2005.</p>		
Actors and practitioners in the delivery/value chain, their roles and relationships	<p>VoiceMail4All is managed by the homeless charity St Mungo's on behalf of Tech4all and is financially supported by various organisations interested in alleviating the problems associated with homelessness.</p> <ul style="list-style-type: none"> • Tech4all is a charity whose main aim is the alleviation of poverty through the use of technology. It has been the driving force behind the VoiceMail4All Scheme. • St Mungo's administer the scheme through an extensive list of Partner Projects. A list of Partner Projects can be found here: http://www.voicemail4all.org.uk/index.cfm?fuseaction=PartnerAgencies.List These are organisations who work with people who have had or currently have homelessness issues, or who are at risk of homelessness. People wishing to apply for a free voicemail number need to be working with one of these projects. • Funding support is provided by Credit Suisse, Full Employment UK and Bridgehouse Trust. • Evoxus is the company behind the provision of the voicemail service. The company has created a tailored service suitable for the unique needs of homeless people who may not have their own phone line or mobile, and who require a very simple, cheap service that can be used from anywhere. 		

	<ul style="list-style-type: none"> • Homeless or vulnerable people are clients of the Voicemail4all service.
Channels along the value chain to the end user (both ICT and non ICT)	<ul style="list-style-type: none"> • St Mungo's homeless projects – people register for the scheme and access their voice mail for free from these centres • Telephones – used to access voicemail • Voicemail service – provided by Evoxus on a Teamphone developed platform.
Business model	A pilot scheme received £30,000 in funding from Bridge House Trust, and £10,000 each from the London Development Agency, Full Employment UK and Credit Suisse First Boston. St Mungo's and Tech4all have rolled out the scheme across London with financial support from Credit Suisse, Full Employment UK and Bridgehouse Trust.
How implemented , including the role of ICT as well as other tools, etc.	Tech4all implemented the initial pilot project with 20 homeless individuals in 1997, and then established a second, larger pilot project in conjunction with Voicemail Communications Ltd in 2000. The very positive response to both pilot projects led Tech4all to secure further funding and to establish a full pan-London service operated by St Mungo's. This service is run by Evoxus, on a platform developed by Teamphone.
Achievements and impacts , both real and expected	<p>Benefits to users of a VoiceMail4All number</p> <ul style="list-style-type: none"> • Secure and reliable - users need never miss a message again • Number stays the same, even if everything else in life changes • A landline number means there is no stigma of being homeless. This is especially useful in terms of communicating with employers. • It gives control back to individuals. They do not have to rely on keyworkers, shared telephones or mobile phones (which can be stolen, lost or run out of battery/credit). • Helps grow individual capacity as well as employability. The service can be used for contact with anyone including support workers, social networks and regarding accommodation • Available 24 hours a day • Easy to use <p>Testimonials from clients of Voicemail4all</p> <p>“It can be frustrating not having a telephone, especially when one moves out of an old residence. The voicemail really has helped me in having constant contact, especially from employment agencies.”</p> <p>“I have had messages from potential employers which have led to interviews. Also messages from colleges, plus</p>

services such as the optician, family and friends.”

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

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

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

Policy area	Cross policy	Project title	DigiTV http://www.digitv.gov.uk
Description , including context, objectives, location and geographic scope, size (finance/people), timeline	<p>Run by Kirklees Council, DigiTV is a former national project, which is run for local authorities by local authorities as a not for profit organisation. DigiTV is the local government digital interactive TV technology provider, allowing all local public services to publish transactions, information, polls, consultations, services and more on Sky, cable, interactive Freeview boxes and mobile. The project was started in June 2002 by the Office of the Deputy Prime Minister (which is now the Department for Communities and Local Government, known as DCLG)</p> <p>Every local authority is represented on DigiTV, and a range of national services is available to all. These include the ability to search for a job anywhere in the country in partnership with Job Centre Plus, national and local traffic news and journey planning from Transport Direct and a range of advice and services from Citizens Advice Interactive and the Community Legal Service.</p> <p>Local authorities are given the tools and training to create and manage a digital TV service or 'microsite', as well as given the benefit off best practice and technology sharing. As a local government cooperative, DigiTV undertakes technical developments on behalf of all partners and shares them without additional cost. Also available is a XML schema, which allows local authorities to integrate useful services and transactions with their back-end systems to offer real time end-to-end transactions, and to minimise any workflow issues.</p> <p>Digital interactive TV services are focused on people in the community without PC skills or access, most in the lower socio demographic groups. DiTV ownership is skewed towards this group, who often also have a high use of public services. From a recent DigiTV poll, nearly 50% of respondents did not have access to the Internet and were already using DiTV for a range of services. The local government portal Looking Local is how the citizen/ viewer accesses these services, which are free and designed to be as usable as possible. All screens are navigated and forms completed using the remote control.</p>		
Actors and practitioners in the delivery/value chain, their roles and relationships	<ul style="list-style-type: none"> • DigiTV is a public sector service, wholly owned and managed by Kirklees Council in West Yorkshire. • DigiTV is currently working with 80 Local Authorities in England, Scotland, Wales and Northern Ireland as well as national organisations wanting to get their information and services out on digital TV and mobile at a local level. These include Job Centre Plus, Citizens Advice Interactive and Transport Direct • The project consults with and is directed by local government stakeholders. There are two bodies that are active in ensuring that DigiTV continues to be of value and use to local government in the DiTV sphere; the DigiTV Board and the DigiTV User Group. 		

	<ul style="list-style-type: none"> • The DigiTV Board is made up of members of local government and affiliated public sector services who meet bi-annually to give strategic direction to the project and to guidance on major issues. Members of the group include local authorities that were involved in the governance and work of DigiTV as a national project, but also representatives who have used the DigiTV Starter Kit for various lengths of time and who are aware of the wider issues in the world of DiTV as well as local authority customer access strategies. • DigiTV User Group is a wider group mostly made up of people who use the Starter Kit as a publishing tool. This is a more informal group which delves into a lot more detail surrounding content, the technology and usage.
<p>Channels along the value chain to the end user (both ICT and non ICT)</p>	<p>The project pulls together content from Local Authorities, partners (such as Job Centre Plus) and publishes to digital TV platforms, mobile and kiosk such as Sky, Virgin, Freeview and 3G mobile. The system makes use of hosting technology, web based secure content management systems and integration services to facilitate the use of both partner content and local authorities' backend systems and/or transactions, and deliver them on DiTV.</p>
<p>Business model</p>	<p>DigiTV was one of the ODPM sponsored national projects; initial investment in DigiTV was £3.2 million in June 2002. DigiTV received further funding in September 2004 to roll-out, market and disseminate the project outputs. DigiTV was legally transferred from the ODPM to the lead Local Authority, Kirklees MC in December 2005.</p> <ul style="list-style-type: none"> • An annual fee of £12,000 is charged per Local Authority to access the DigiTV Starter Kit and publish on to digital TV, mobile and kiosk. • For Local Authorities with no cable coverage at all then the annual cost is only £10,000. • A two-day training session is charged at £1,300 (plus reasonable expenses), for full details on training • Maintenance, technical improvements, new national content partners, new platforms, some technical support around plug-ins and account management are all included in this fee. From time to time DigiTV will also run interactive advertising campaigns, for which there is no extra charge. • Local Authorities taking up the DigiTV bureau service are charged an additional £3,000 cost, which covers the build of the service and monthly maintenance. <p>For Housing Organisations, the following fees apply:</p> <ul style="list-style-type: none"> • 0-5,000 Homes: £8,000 • 5,000-10000 Homes: £9,000 • 10,000+ Homes: £10,000 • Bureau Fee: £3,000 • No Cable discount: £1,000

	<p>Citizen costs to access local government information and services on digital TV via Looking Local:</p> <ul style="list-style-type: none"> • Sky - It is free to the citizen to access the information and services on Sky. Whilst one has to go through a dial up process to access the 'live' data, one accesses the Looking Local service via a freephone number. This means that digital TV is now the cheapest option for the citizen to access public sector services. • Cable - Cable subscribers access the Looking Local services using their always-on broadband connection, therefore the cost of accessing the services is bundled into the overall cost of the cable package. There is no additional costs to the citizen to use Looking Local via their TV. • Netgem - The cost of dialling up with Netgem depends on the deal the household has with its ISP, in most cases it would be a standard dial-up cost charged when accessing any sites using the Freeview box with a modem, Looking Local included. • Mobile - Costs to connect to the WAP platform vary from provider to provider and are not in the control of DigiTV. DigiTV ensures the Looking Local service is not a premium rate site, but have little control over individual tariffs.
<p>How implemented, including the role of ICT as well as other tools, etc.</p>	<p>The DigiTV project used elements of the Projects in Controlled Environments (PRINCE2) project management methodology to manage the implementation of the system. The project designed the DigiTV Starter Kit to enable Local Authorities to implement the service. DigiTV worked with IT firm The Knowledge Network to develop the DigiTV Starter Kit, with interactive TV specialists MMTV and IT services supplier Anite also involved. The starter kit uses a Java framework, with IBM WebSphere and DB2 technology. Plug-in technologies that interface with local authority systems were built using XML.</p>
<p>Achievements and impacts, both real and expected</p>	<p>Currently DigiTV is working with around 80 local authorities and a number of national organisations, who see that there is a significant swathe of their populations who are not being offered 24/7 services electronic services. Proof that further efficiencies can be made by moving non-Internet households to self serve, rather than calling or attending in person are plentiful.</p> <p>Digital switchover is an opportunity to get those people with high use of services and little access, on a device they are happy with and will – if not now at some point soon – will have access to.</p> <p>Currently Looking Local is getting in excess of 100,000 hits per week and with DiTV penetration growing, the trend is upward. Already local authorities are offering choice based lettings, doctor appointments, access to housing benefit systems, e-mentoring, access to local transport, police, fire, and event and community information.</p>

	<p>In terms of the doctor appointments, since its launch there has been a decrease in DNAs (Do Not Attends) which is making significant savings for the Primary Care Trusts. Simply offering a consistency and equality of service is also important to many.</p> <p>In terms of cost per transaction based on some national call centre figures, a local authority only needs to migrate around 60 calls a week from its call centre to DiTV to break even.</p>
<p>Measurement system and any measurement results (if relevant)</p>	<p>DigiTV is in the process of undertaking further research into core customer audiences, how people and why people use digital TV in terms of local government, what the future of the channel might bring and more. DigiTV shall be working with a range of organisations to make this happen and an outline of what the project intends to do will be published on its web site shortly.</p>
<p>Lessons learnt. If successful, what are the catalysts for success and how can they be triggered. If unsuccessful, why is this and how could this be changed to success</p>	<p>DigiTV found that despite the huge cost savings, greater investment in advertising of the services and the benefits to citizens was needed. In 2004, Jane Hancer communications manager for DigiTV in 2004 was quoted as saying 'Telling people and getting them to use the service is the key. Treating digital TV as a different medium to the internet is also crucial to ensure viewers keep coming back. People look at The News at Ten and it's breaking global news and then think local digital TV should be just as, if not more, relevant. It shouldn't just be a telephone directory or mirror of their web site.'</p>

Policy area	Social Integration (social capital)	Project title	boys2MEN http://www.coram.org.uk/sfvcyp/boys2men.htm
Description , including context, objectives, location and geographic scope, size (finance/people), timeline	<p>boys2MEN runs personal development courses for vulnerable and challenging black teenage boys in London, particularly those who have been in care. It aims to assist them to rediscover their potential and to successfully make the transition from childhood to adulthood.</p> <p>Technology - a music recording and editing suite - is used as a hook to get boys through the door. At the beginning of a 10 week course the boys are allowed to spend most of their session in the music suite, with a short group counselling/discussion session at the end. As the course progresses, the balance of music / discussion changes until the boys are comfortable enough to want to spend longer talking than playing.</p> <p>Using technology engages boys with poor communication and attention skills. Making video diaries helps them learn about themselves and their behaviour and work out how to change it for the better. 'Baby think it over' baby simulators are used to give the boys a taste of life with a small child and a phone counselling service for the boys and their parents is in development.</p> <p>The programme contributes to all parts of the Youth Development and Support objectives, particularly part 3 which seeks to: Encourage young people to realise and achieve their potential, Encourage and build active citizenship, contribute to developing a sustainable youth network for South Kilburn and increase access to facilities and services that meet the training, education and social needs of young people.</p> <p>Some of the innovative aspects of the b2M Project:</p> <ul style="list-style-type: none"> • All group sessions are delivered by male workers • Each young person has an individual learning style assessment • Group sessions are tailored to incorporate the life experiences of group members • Each young person has a specially designed boys2MEN personal development plan • boys2MEN has developed a creative and dynamic group-work model specifically designed to appeal to and engage young disaffected males. Technology is used to facilitate communication and engage. • Each young person also receives on-going unconditional support beyond the duration of any group programme they maybe attending. This usually takes the form of mentoring support. • Each project contains key elements of a rites of passage experience. • The work of the boys2MEN Project is both fun, solution focused and therapeutic in nature, based on 		

	cognitive, social learning, experiential and behavioural theories.
Actors and practitioners in the delivery/value chain, their roles and relationships	<ul style="list-style-type: none"> • Melvyn Davis, Project Manager of boys2MEN • Mentors – Black men who can provide a positive role model. All mentors must complete a satisfactory Criminal Records Bureau check. Mentors receive training and support to work alongside the young people. • Mentees – Black boys and young men between the ages 8-19 years, who are at risk of being socially excluded. • Coram boys2MEN - voluntary organisation working to reduce social exclusion by promoting greater participation in society by young black males.
Channels along the value chain to the end user (both ICT and non ICT)	Interactive sessions are held at community centres and mentoring takes place in the client's home. Technology, including sound and vision editing suite, is used to facilitate activities.
Business model	Project Duration: September 05 – March 08. boys2MEN is part funded by the Coram Family (www.coram.org.uk). The boys2MEN Project has won support and funding from many different funding streams and runs seven projects and family support initiatives.
How implemented , including the role of ICT as well as other tools, etc.	The boys2MEN project is implemented through the Coram Family charity which works in partnership with local government, other charitable trusts and organisations, the local community, volunteers and core staff.
Achievements and impacts , both real and expected	<p>By providing mentoring and support at an early age, the project is playing a vital role in helping young people play a more active role in society and reducing the risk of social exclusion. The group's identity work is concentrated on "experiencing new behaviour...by becoming more self aware they realise they can make things happen and take more control of their lives...This is something different for them, something new....[the project's] biggest success is to give these young men positive experiences to counter the negative traumas they have been through in their early lives".</p> <p>The project was visited by Tottenham MP David Lammy in 2005 who said " <i>boys2MEN is an excellent project, targeting some of our most hard to reach and disillusioned young people. Melvyn and his team are a dedicated set of individuals who get admirable results from the men and boys they work with. I hope that this sort of initiative will be adopted throughout the country</i>".</p> <p>boys2MEN received national recognition for its work in December 2005 winning the prestigious Department of Health National Award for Social Care in 2005 was also a highly commended finalist in the Community Care Awards 2005. The boys2MEN Project Manager, Melvyn Davis, received an Inspirational and Innovative Leadership award at</p>

	the NHS Institute for Innovation and Improvement Breakthrough Conference in early 2006.
Measurement system and any measurement results (if relevant)	Progress evaluations of mentees are carried out every three months and feedback forms are sent out to both mentors and mentees every three months. A survey in 2006 revealed that 84% of users were 'satisfied' or 'very satisfied' with the service.
Lessons learnt. If successful, what are the catalysts for success and how can they be triggered. If unsuccessful, why is this and how could this be changed to success	Many of the boys do not know who their fathers are, have nothing but a negative experience of male role models and may have been in care. "They were so disaffected that our early plans to bring undiluted groups together for sessions were dropped as "too toxic", says Melvyn Davis, Project Manager of boys2MEN. Now groups are mixed, youngsters are encouraged to bring along friends, to lighten up the experience.

Policy area	Social Integration (social capital)	Project title	The Gorbals Library http://www.glasgow.gov.uk/en/Residents/Libraries/Librarylocations/gorbalslibrary.htm
Description , including context, objectives, location and geographic scope, size (finance/people), timeline	<p>This project is based in The Gorbals area in Glasgow. It is a library with strong ICT facilities and a resident digital inclusion team providing outreach to the community and community groups and training supported by ICT.</p> <p>The Gorbals area of Glasgow has been one of the most deprived neighbourhoods in the city, with a history of poverty and social exclusion. The community suffers from low levels of skills and educational attainment, high unemployment and workless households, high levels of Incapacity Benefit claimants, and low levels of self-employment starts. It was also identified in the Scottish Executive's Digital Inclusion Strategy, <i>Connecting Scotland's People</i>, as an area of digital exclusion, which required specific support.</p> <p>The Gorbals Library and Real Learning Centre exists to break down these barriers, enhance community participation and improve quality of life. It aims to do this by working in partnership and encouraging local people to develop skills and confidence, increase learning and training opportunities, and provide routes to employment and better-paid jobs.</p> <p>The Gorbals Library and Real Learning Centre, was open on the 10th May 2004, part of the Crown Street Regeneration Project. Glasgow City Council's Cultural and Leisure Services manage the facility, which includes library and information services, a Real learning centre and a Digital Inclusion project team. It serves a population of 13,000, seven days a week.</p> <p>The community library provides a range of books from old favourites to contemporary authors. Libraries, Information and Learning also provides information, newspapers, magazines, CDs, feature film DVD and videos. There is also material for community language speakers, services for people with disabilities and a bright inviting space for children and young people to enjoy with lots of fun and activities throughout the year.</p> <p>The centre has 50 PCs, the latest digital technologies that provide state of the art video, sound and graphics, drop in workstations, free public internet access, email, a learning suite and refreshment area. The Digital Inclusion Team, as part of the new centre, seek to engage the local community in the digital age by increasing confidence with and awareness of the latest technology. The team encourage and enhance new learning and training opportunities helping to provide a route to employment and better paid jobs.</p> <p>Innovative approaches have been used to engage with the local community and to maximise the usage and benefits that the centre has to offer. Street workers from Youth Services engage with Gorbals teenagers to help them understand what the centre can do for them and tailored games-based learning programmes increase their confidence and communication skills.</p>		

Actors and practitioners
in the delivery/value chain,
their roles and relationships

- Funding is provided by Scottish Executive, Scottish Enterprise Glasgow, European Regional Development Fund and Glasgow City Council.
- The Scottish Executive provided the policy framework for The Gorbals Library and Real Learning Centre, which was formed as part of a three-year Scottish Executive Digital Inclusion Initiative aiming to ensure that all citizens have access to digital technology and the skills and confidence to use it, helping to combat the 'digital divide'.
- Community involvement has been central to the success of the Gorbals Library and Learning Centre. This process enabled local people and groups to have their say in the physical development of the facility and in its activities and resources. This community engagement had four parts:

1. Gorbals Community Consultation Group (GCCG)

A partnership of local organisations with responsibility for leading, developing and implementing the community consultation process. The GCCG members included the Gorbals Community Forum, Gorbals Initiative, Glasgow College of Nautical Studies, Scottish Enterprise Glasgow and the Gorbals Social Inclusion Partnership. Volunteers from community groups were trained as digital champions to work with their peers and, through visits to similar initiatives, determine best practice in design and use for the new learning centre.

2. Gorbals Digital Programme

Residents were invited to take part in workshops and training exercises. These included:

- Regular meetings/workshops to discuss the development and progress of the centre;
- Visits to other Cyber Cafes/Learning Centres throughout Glasgow;
- Various ICT taster courses suitable for 10 to 80 year-olds;
- Workshops to produce a first draft of the 'Project Brief', a document that helped guide the work of Architects and Interior Designers.

3. Real on the Road

During 2003, a mobile learning vehicle, Real on the Road, provided access throughout the Gorbals to 10 multimedia PCs, free Internet and email access, printers, scanners and learning materials.

4. Project Board

A Project Board was established to make strategic decisions about the direction of the centre and ensure that the new community facility responded to local demand. A member of CLS Libraries Management team and a member of Scottish Enterprise Glasgow jointly chaired the Board to get partner agreement at local and city level and community buy in on project design, content, operational and procurement issues. The project was designed to meet local needs - community engagement in all stages of project design and implementation was therefore essential. One of the methods used was to explore with the community good and poor practice in design and operation of cyber cafes in Scotland.

	<ul style="list-style-type: none"> • Engagement, learning, content and support is continued through the dedicated Digital Inclusion Team. The team comprises a Digital Learning Manager, a Learning Support Officer and an Outreach Officer. This resource is complemented by the area based staff who manage the day-to-day operation of the library and learning centre. • Partners in the project are Gorbals Social Inclusion Partnership (SIP), Gorbals Initiative, Learndirect Scotland, Greater Glasgow NHS, Careers Scotland, Reed in Partnership, Glasgow College of Nautical Studies and Scottish Enterprise.
<p>Channels along the value chain to the end user (both ICT and non ICT)</p>	<p>Library</p> <ul style="list-style-type: none"> • Free membership • Free events and activities • Books, magazines and newspapers including large print and audio books • Wide range of CDs, videos and DVDs • Refreshment area • Youth zone • Services for community language speakers and disabled users <p>Real Learning Centre</p> <ul style="list-style-type: none"> • Free Internet and email • Free use of 50 PC and Mac workstations • Free Computer courses for all skill levels • Free online learning courses and materials • Free family learning activities • Latest digital and wireless technology • Wide range of software, CD ROMs and DVDs • Supported Adult learning opportunities
<p>Business model</p>	<p>The Scottish Executive's Digital Inclusion Strategy made £800,000 available over three years and Scottish Enterprise Glasgow applied to the European Regional Development Fund for an additional £300,000 (for both capital and revenue) to match the three-year funding period.</p>
<p>How implemented, including the role of ICT as well as other tools, etc.</p>	<p>The project was designed to meet local needs - community engagement in all stages of project design and implementation was therefore essential. Community interaction is detailed above in "Actors and practitioners". The implementation of the project was carried out in stages including:</p> <ul style="list-style-type: none"> • Feasibility Study conducted by Appraisure Ltd in order to ensure the viability of the project

	<ul style="list-style-type: none"> • Establishment of the Gorbals Community Consultation Group • Establishment of a Project Board
<p>Achievements and impacts, both real and expected</p>	<p>Over 67% of the community engaged with library 105 people in the community assisted into employment 58 local community projects supported. More than 5,000 people having undertaken classes at the centre, 84% of whom had little or no experience of using computers before coming to the library.</p> <p>The centre has:</p> <ul style="list-style-type: none"> • Strengthened local partnerships and improved joint working between partner agencies and community groups in the delivery of ICT awareness programmes; • Increased engagement with library and learning resources - to date over 7,000 people have become members of the Library and Learning Centre, while over 4,500 people have taken part in classes; • Development of progression paths into 'formal' courses with local learning providers; • Increased awareness of and confidence in using ICT - 83% of learners had little or no computer experience before coming to the library; • Improved employability of local residents - since May 2004 86 people have been assisted into employment; • Recognition of success of initiative through awards for both the library and its learners: <ul style="list-style-type: none"> ○ COSLA Advancing Community Well-being [Bronze Award, June 2006]; ○ Scottish Adult Learning Partnership [Winner (Gorbals Library learner), May 2006] ○ Dynamic Place Awards - Community Development [Winner, Nov 2005]; ○ Public Library Building Awards - Heart of the Community [Highly Commended, Oct 2005]; ○ Learn Direct Scotland Learner of the year Awards [Winner (Gorbals Library learner), September 2005]; ○ Digital City Awards [Winner (Gorbals Library learner), June 2005] ○ Gorbals Library and Learning Centre won this year's Widening Digital Inclusion Award. It was chosen as the best centre for learning in Scotland at LearnDirect's Annual Conference, held in Glasgow in March 2007. The award was presented to the project as the best example of centres that help those who have no knowledge or experience of technology and who need it to help them to get jobs or improve their quality of life.
<p>Measurement system and any measurement results (if relevant)</p>	<p>Over the three-year life of the project specific targets to be met include:</p> <ul style="list-style-type: none"> • To engage with 6,000 Gorbals residents • To progress 150 local citizens into employment (68 of whom should be under 25 years of age) • To support at least 40 Gorbals projects to form part of a larger ICT network in the community.

Within the first year of the Gorbals Digital Inclusion Project 3,854 people from the Gorbals community were engaged and 28 projects linked to the ICT network, significantly outstripping forecasts.

Building on this positive start the essential task continues to be:

- to attract as many users as possible from all sections of the community
- to build community defined content which will attract to the project the currently digitally disenfranchised
- to contribute to the improvement of economic activity
- to contribute to the achievement of social inclusion.