



EVALUATION OF THE EUROPEAN E-SKILLS WEEK



EDU | CONSULT

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INTRODUCTION

The **European e-Skills Week** campaign was aiming to **raise awareness of the growing demand of highly skilled ICT practitioners and users** within the industry. DIGITALEUROPE (DE) and European Schoolnet (EUN) came together with 21 national partners **to promote e-skills in Europe whilst building bridges between the different stakeholders.**

The awareness raising campaign was related to the European Commission's Communication¹ on "e-Skills for the 21st Century: Fostering Competitiveness, Growth and Jobs" which had been adopted in 2007.

The large networks of both organisations enabled them to reach public authorities, individual ICT companies and organisations, schools across Europe, teachers, educators, trainers and students. The culmination of the campaign was the **European e-Skills Week** which took place in the **first week of March 2010** where several activities were organised at European and national level.

1. EVALUATION METHODOLOGY & OBJECTIVES

1.1. METHODOLOGY

The evaluation methodology is based on the PDCA cycle. On the one hand the external evaluator proposed a number of user-friendly **self-evaluation tools** focusing on the processes of the project and monitored by the executive and project management committees and accessible to the external evaluator. On the other hand the **external evaluation mainly focused on output and outcome** of the campaign. The self-assessment was carried out by stakeholders and coordinated by the project management committee. The latter permanently monitored whether the activities met the requirements in the service contract, whether the time schedule was being respected and whether the stakeholders were satisfied with the activities implemented and the deliverables produced. Whenever it was necessary and possible, the activities were adjusted to the needs and expectations of stakeholders.

The external evaluator had access to the internal documents of the executive and project management committees and could thus in constantly evaluate the project activities of the network and whenever necessary propose changes to enhance the implementation of the European e-Skills Week at EU level.

Both the internal and external evaluation focused on the following key elements of Quality European project Management: **Relevance, Efficiency, Effectiveness, Impact and Sustainability.**²

¹ (COM)2007 496 of 07.09.2007

² For more information see: Project Cycle Management Guidelines DG External relations / EuropeAid
See: http://ec.europa.eu/europeaid/multimedia/publications/publications/manuals-tools/t101_en.htm

For the **internal evaluation** the project management committee used the PDCA assessment tool (developed by the external evaluator) to check the timeliness of the activities, the online tool basecamp and the media coverage tables. Moreover, the project management team monitored the visits to the portal and the use that was made of the documentation provided on the portal. Lastly two Customer Satisfaction Surveys (CSS) were carried out to assess the satisfaction of the **National Contact Points** (NCPs) and the National Stakeholders with the services provided by DIGITALEUROPE and the European Schoolnet (one for each group). The external evaluator analysed the CSS.

For the **external evaluation** the external evaluator carried out desktop research on the application documents, took into account the Key Performance Indicators (KPI) and analysed all the tools that were used for the internal evaluation. She read all the final reports that were made available by the NCPs and also summarized the media and event coverage documents. As mentioned above she also analysed the CSS for the NCPs and local stakeholders. Moreover she carried out two surveys with the participants to the opening and closing event and an impact survey with the NCP and stakeholders. The external evaluator was also present at the opening and closing events and visited the European e-Skills Week stand at CeBIT. During the opening and closing event she had interviews with participants to the events. These were complemented with in-depth interviews with the coordinators at DIGITALEUROPE and European Schoolnet and with interviews with the NCPs who were present at the last meetings as well as telephone interviews with some other NCPs. The analyses of the surveys, the KPI and the interviews resulted in a **SWOT analysis** of the project and **recommendations** to the European Commission, the coordinators of the project and the NCPs and stakeholders.

The main difficulty encountered while carrying out the evaluation was the very tight timeframe. Only one CSS could be carried out as the web portal started up later than planned and the assessment of the portal was part of the CSS.

As having the European e-Skills Week from 1st to 5th March 2010 was not convenient for all countries (some were in the middle of a holiday period) the NCPs and the stakeholders decided in agreement with the European Commission to have **awareness raising activities beginning in January until the end of March and some even till May.** This means that it was on the one hand very difficult for the NCPs and the coordination team to have the final reports ready on time (the service contract was finishing at the end of June). At the same time, it was also a challenge for the evaluator to have a full overview of all the activities carried out. The **impact questionnaire** was sent out on 2nd April but this date coincided in a lot of countries with the beginning of the Easter holidays. Therefore responses were, especially at the beginning, very slow to come in. A reminder was sent out on 20th April (after the Easter holidays). **Therefore the activities carried after end of April could not be included in the external evaluation.**

1.2. OBJECTIVES OF THE EVALUATION

The aims of the evaluation were:

- Evaluate whether all activities had been carried out and deliverables produced according to the service contract.

- Evaluate the quality and relevance of the outputs of the project
- Evaluate the efficiency of the project management
- Evaluate whether the organisation of national e-skills events had been efficiently encouraged and supported;
- Evaluate the effectiveness of the project management, the activities and outputs of the network
- Evaluate the quality and relevance of the dissemination / exploitation / valorisation actions taken by the project
- Evaluate the impact of the project activities and outputs
- Evaluate how the project performed concerning the following key indicators:
 - Number of events and number of participants (per country) including events and activities only receiving the European e-Skills Week “branding”;
 - Number of participating countries, of organisations (i.e. enterprises (ICT sector vs. other sectors) (large enterprises vs. SME), associations, education institutions etc.);
 - Number of teachers and students (boys vs. girls);
 - Number of unique visitors to the central website;
 - Level of satisfaction regarding the quality of the event and of the activities in participating countries (from participants, public authorities and stakeholders)
 - Quality of the perception of the messages and solutions and of the promotion material (from participants, public authorities and stakeholders);
 - Media coverage;
 - Follow up measures proposed / taken by the participating countries and stakeholders;
 - Increased awareness on e-skills (from participants, public authorities and stakeholders);
- Evaluate with the NCPs the impact and effectiveness of central services provided using the self-evaluation tools and customer satisfaction surveys providing strategies for improvement.
- Evaluate the impact of the awareness raising campaign by measuring the quality and usability of and the number of visitors to the portal, the number of stakeholders participating in the European e-Skills Week, the media coverage and the progress and achievements of the EU e-skills strategy
- Evaluate whether partnerships had been stimulated between e.g. schools and businesses, through promotion and coordination of activities;
- Evaluate whether the wider public had been informed on the EU e-skills strategy, especially through the European e-Skills Week portal, the events taking place during the European e-Skills Week and the media-coverage;

- Evaluate whether joint awareness activities with national public authorities and stakeholders were developed.
- Identify key success and failure factors of the overall project;
- Propose measures that will improve effective project delivery especially if the project is repeated.
- Assess the sustainability of the project activities or to assess the survival chances of the project in the post-project period.

The evaluation will be split into several parts. The first part deals with the pan-European activities and the project management, the second part deals with the national activities. Then the relevance, efficiency, effectiveness, impact and sustainability of the European e-Skills Week is assessed. Finally there is a SWOT-analysis, followed by conclusions and recommendations.

2. PAN- EUROPEAN ACTIVITIES

2.1. PROJECT MANAGEMENT

2.1.1. USE OF THE INTERNAL EVALUATION TOOLS

In order to assess the efficiency and effectiveness of the project management, the external evaluator assessed the way in which the project management had used a number of evaluation tools in order to assess the progress of the project.

a) BASECAMP

In order to allow all members of the executive and project management committees and the NCPs to constantly be able to check all documents produced to prepare the activities of the European e-Skills Week as well as the minutes of the meetings and other relevant documents an online tool (basecamp) was created. Also the external evaluator received access to basecamp. This tool worked very well as all crucial documents were immediately accessible for all NCPs. Although nobody rated the quality of this tool poor or very poor only three quarters rated the tool good or very good (see customer satisfaction survey). This is probably because only a few NCPs actually used the tool. The external evaluator found it easy to use, very accessible and transparent.

One of the tools that were put on basecamp was the PDCA assessment tool or action log. In order to permanently monitor and assess the timeliness and quality of the project activities and all documents to be produced the roadmap with due dates, responsibilities and indicators was linked to the different phases of the PDCA-cycle thus allowing the executive and project management committees to monitor the progress activities. This tool made it clear what had already been carried out (on time) and what still to be done or to be amended.

b) CUSTOMER SATISFACTION SURVEY

This tool was put at the disposal of the coordination team and analysed by the external evaluator. The purpose of the tool was to understand the expectations of the NCPs and the national stakeholders. This CSS was only filled in by the NCPs and the local stakeholders in order to help them with the implementation of the European e-Skills Week and see where the coordination could be enhanced. Although it was planned to have two CSS only one was carried out because of the very short timeframe.

c) PERFORMANCE INDICATORS

In order to assess their relevance, effectiveness and efficiency, the NCPs as well as the project coordinator filled out a number of tables to help them measure the effect of their actions or the activities of the stakeholders who were helping them to implement the European e-Skills Week.

MEDIA COVERAGE TABLES

- Quantitative indicators: NCPs were asked to report the number of occurrences on Internet / press / radio / TV
- Qualitative indicators: Evaluate impact through the amount / type of coverage / appreciation received

Purpose: monitor and assess the progress made towards the project goals (organisation of events planned for the European e-Skills Week).

These tables were filled out by the NCPs and the project coordinators on a regular basis and show the coverage of the European e-Skills Week received in the media. However, a number of NCPs found it hard to assess audiences especially as television and radio were concerned. For newspapers and magazines as well as for websites, portals and blogs it was apparently easier to assess the audience (visits to the website etc). The external evaluator used these data to analyse the media coverage according to media used, audience reached, languages used and participating countries (see later external evaluation – impact).

INDICATORS ON REACH

- Focus of national the European e-Skills Week campaigns – what is / was the focus?
- Reach to media – how many media have been contacted / reached?
- Industry involvement – how many companies were contacted? How many reacted?
- Reach to students – how many pupils, students have been contacted / reached?
- Reach to ICT practitioners – how many ICT practitioners have been contacted / reached?
- Reach to teachers – how many teachers have been contacted / reached?
- Reach to education/employment ministries / agencies – contacts with ministries?

- Reach to parents – how many parents have been contacted / reached?

Some of these indicators were easy to measure such as the focus of the campaign, the reach to the media, industry involvement and participants reached. As far as the participants were concerned it was not always easy to find out whether students, teachers, parents, ICT practitioners, girls or boys were participating as a number of the activities deployed were online. However, as well in the final reports as in the impact survey NCPs were asked to give feedback on these indicators on reach. Based on this feedback the average participation rate could be assessed.

WEB STATISTICS

These were partly integrated into the media coverage table (number of articles online, number of visitors, target audience)

Next to the web statistics of the NCPs and stakeholders there were detailed statistics on the central European e-Skills Week portal: number of visitors, number of pages read, time spent on the website etc.

These web statistics will also be discussed in the external evaluation.

REPORTS

On the one hand there were status reports sent by the NCPs and the stakeholders (four times) to monitor the progress of the planning of events as well as the public relation activities and results. On the other hand all the NCPs (even those involved at a later stage) and some pan-European stakeholders drafted a final report using a common template with:

- 1° Executive summary
- 2° Description of activities and results with the number of national stakeholders, number of events carried out, number of students / teachers / trainers / organizations enrolled.
- 3° PR and dissemination activities and results: this part of the report is (partly) based on the results of the media coverage tables.
- 4° Lessons learnt

The final reports contained a lot of information and were used by the external evaluator to draft the relevance, efficiency, effectiveness, impact and sustainability sections of the reports. They were also used to draft the SWOT analysis. However, it has to be stated that **the quality and especially the readability of those reports varied considerably** and some of these reports were only handed in when this report was almost finished.

As the time span for the project was very short it was difficult for the external evaluator to get hold of all the reports on time. Some activities were still ongoing while the external evaluation report was being drafted. Because many activities were still ongoing in the final phase of the project **many NCPs and stakeholders also waited until the very last moment to fill out the survey**. It is to be regretted that because of a lack of time some correlations could not be made such as the relation between the involvement of stakeholders as perceived by the NCPs and the output and outcome of the European e-Skills Week.

2.1.2. SATISFACTION WITH THE PROJECT MANAGEMENT

The CSS for NCPs was sent out on 16 February and a reminder was sent a week later. The CSS for National Stakeholders was sent out on 22 February and also there a reminder was sent out.

There were 5 sections to find their perceptions (NCPs' and stakeholders') on: Information and services, Meetings, Activities, Communication and the Portal. All respondents to the questionnaire agreed that the overall quality of services provided by the coordination team (EUN/DE) to help them prepare the European e-Skills Week and the quality of assistance offered by the coordination team (EUN/DE) were either good or very good. As far as the appropriateness and timeliness of information provided by the coordination team is concerned some thought it could be better. Also the organisation of meetings scored well although some respondents thought that not all meetings were useful. Most respondents thought that the planning of activities was going well and that the quality of activities planned was either good or very good. **The communication between the coordination team and the NCPs and stakeholders scored very well but most stakeholders were not that satisfied about the communication with their NCP and with other stakeholders.** As the results of the survey were only known just before the opening event it was too late to enhance the communication. Lastly, **the reactions to the portal were mixed**, although the majority thought the quality of the documents made available was good. It needs to be noted that the portal only went online in January due to administrative and technical difficulties.

As far as the NCPs were concerned, 13 out of the 21 original NCPs responded, some of them anonymously. This gave a response rate of 62% for the NCP. For the stakeholders the response rate was even lower. Only 7 responded, giving a response rate of only 33%. Therefore the results of the two surveys were combined to make the analysis more reliable. Whenever there is a considerable difference between the two groups this is mentioned. **All the data below are based on 20 responses.**

The responses were analyzed in two ways. On the one hand the percentage of respondents was calculated who thought that the services provided by the coordination team, the meetings, the (planning of) activities, the communication and the portal were either very good or good. On the other hand the scores that the respondents gave were linked to points and the average score for each item assessed was calculated. This was done because of the small number of (possible) respondents.

A five-point rating scale was used with "acceptable" as the median point and two gradations on each side – good to very good and poor to very poor. **The point-attribution system applied was as follows:**

Very good	= 4 points;
Good	= 3 points;
Acceptable	= 2 points;
Poor	= 1 point;
Very Poor	= 0 point.

Although a score of 2 denotes an "acceptable" level of customer satisfaction, **the coordination team and the external evaluator targeted a rating of 2.5.**

When analyzing the self-evaluation tools the degree of take up of the self-assessment tools was taken into account to assess the commitment of the NCPs / stakeholders and it was correlated to the impact and results in the different countries concerned.

The CSS was broken into the five following sections: Information and services, Meetings, (Planning of Activities), Communication and Portal.

a) INFORMATION AND SERVICES

As far as information and services are concerned **all respondents agreed that the quality of assistance offered by the coordination team was either good or very good**. Seven out of ten respondents assessed the services as very good. This item received an average rating of 3.7 (on a maximum of 4).

Also the overall quality of services provided by the coordination team was regarded **good or very good by all respondents**. Here, nearly two thirds of all respondents rated the services “very good”. The item received an average rating of 3.45.

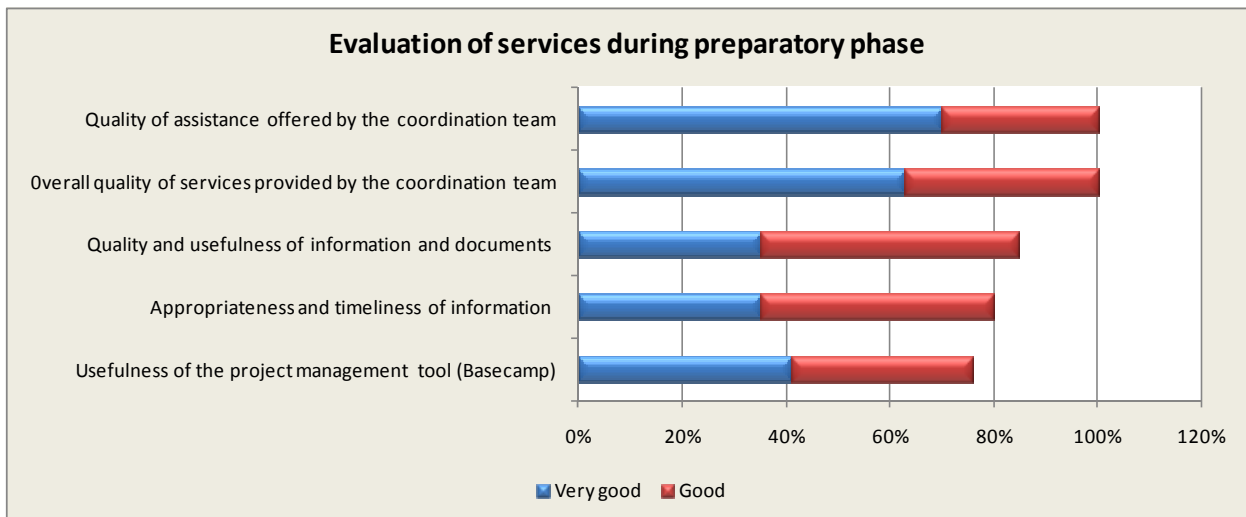


FIGURE 1

More than eight out of ten respondents also rated the quality and usefulness of information and documents good or very good. This item still scored an average satisfaction score of 3.15 well over the satisfaction score of 3 (good). From the open questions it appeared that although the NCPs and local stakeholders were satisfied with the quality of the information and documents, they would have liked to receive them earlier. The latter is rather strange as all the project management documentation was posted on basecamp and Information packs with all of the information were handed to each NCP and Pan-EU stakeholders on 8 October 2009. All subsequent new stakeholders received information packs when their applications were approved. However, as was already mentioned earlier some of the NCPs did not use basecamp as an information tool. It is, however, true that the information on the competitions should have come out and been distributed much earlier in the process. The respondents were well aware of the very tight schedule as appears from the quotes above. Given this tight schedule

the item appropriateness and timeliness of information receives an average rating of 3.15 and eight out of ten respondents think it was good or very good.

The basecamp tool with an average rating of 3.18 is regarded by three quarters of respondents as good or very good. More than four out of ten regard it as very good. Only one poor rating was received concerning the overall quality and usefulness of documentation and information. On all other items the lowest score received was “acceptable”.

The average rating for this section as a whole is 3.33.

b) MEETINGS AND CONFERENCE CALLS

This section was only filled out by the NCPs as the stakeholders did not participate in meetings and conference calls on a regular basis.

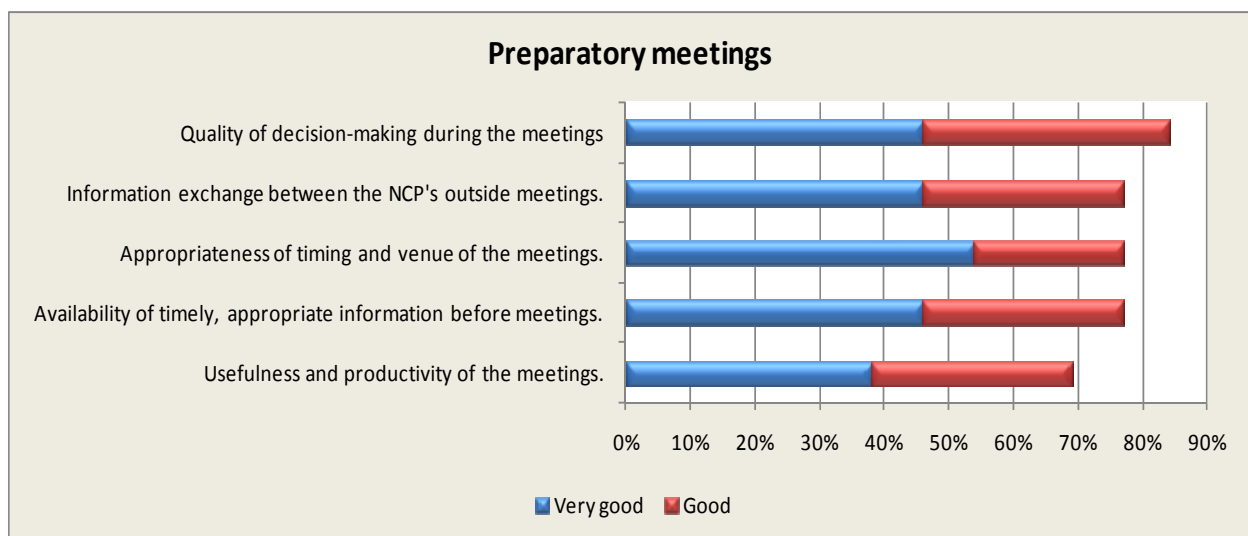


FIGURE 2

One of the items in this section contained an element of auto-evaluation as the information between the NCPs outside meetings could not be controlled by the coordination team. This item gets an average rating of 3.23, indicating that the NCPs started networking between themselves quite rapidly and that the meetings enhanced the communication. More than three quarters of the respondents stated that the communication between NCPs between meetings was good or very good. Nearly half of the respondents even found it very good.

The highest ratings in this section were for appropriateness of timing and venue of the meetings and the quality of decision-making during the meetings. They both received an average score of 3.31. More than eight out of ten respondents thought that the decision-making during the meetings was good or very good. The appropriateness of timing and venue of the meetings was regarded by more than three quarters of respondents as good or very good. More than half thought it was very good.

The availability of timely and appropriate information before meetings received an average rating of 3.23 and more than three quarters of respondents thought it to be good or very good.

The usefulness and productivity of the meetings received the lowest score in this section with an average rating of 2.92 just below a good score and still well above the aimed at satisfaction score of 2.5. This might be due in large by the poor quality of the phone lines in some countries and a lot of noise from some people who did not put the phone on mute when not speaking.

The average rating for the whole section is 3.2.

c) QUALITY OF ACTIVITIES (PLANNED AND GOING ON)

Also in this section there were elements of auto-evaluation as the NCPs and stakeholders had to assess the quality of their planning and activities planned as well as their level of involvement in European and national, local activities.

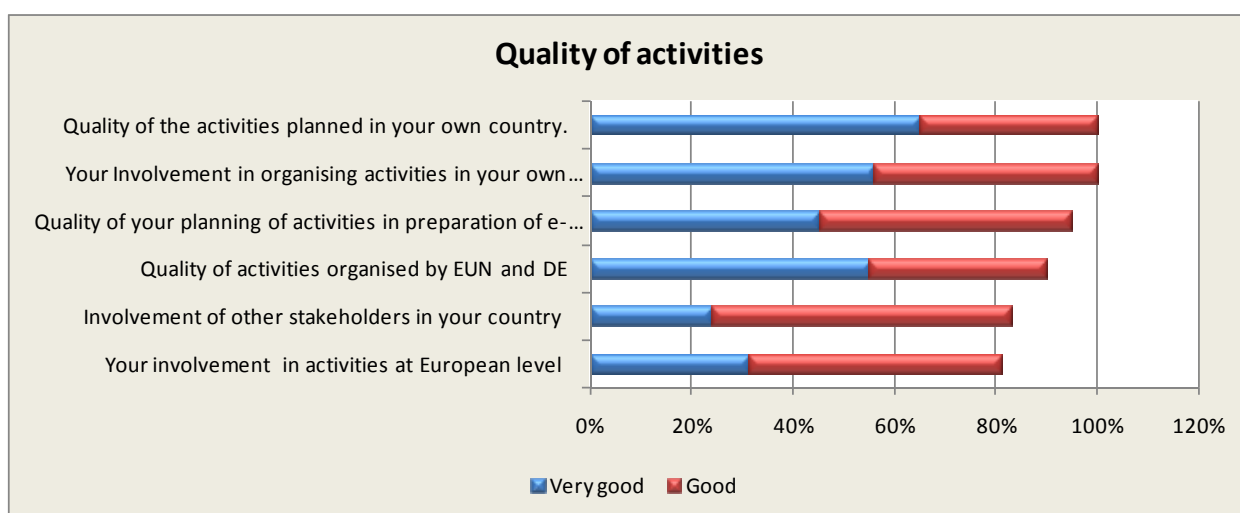


FIGURE 3

All the respondents think that the quality of the activities planned in their own country as well as their involvement in these activities is good or very good. Nearly two thirds even think that the activities planned are very good. This is also reflected in the average ratings. The quality of activities planned receives an average rating of 3.65 and their own involvement in the activities receives an average rating of 3.56. It has, however, to be noted that respectively two and three respondents did not fill out this item. All respondents (but one) think that their own planning for the activities is either good or very good. This item receives an average rating of 3.4 and was filled out by all respondents. The quality of activities organised by DE and EUN received a slightly higher score (3.45). Although less respondents thought the quality of activities was either good or very good (9 out of 10), the higher score can be explained by the fact that nearly six out of ten respondents thought the quality of these activities was very good. As far as the involvement of other stakeholders was concerned three respondents did not fill in a response to this item. More than eight out of ten of those who responded thought it was either good or very good but less than one quarter thought it was very good. The item received an average rating of 3 or “good”. Lastly the respondents were asked how they assessed their involvement in the European activities. Four respondents did not give a response and one rated his own involvement very poor. However, more than eight out of ten rated their involvement good or very good. The average rating for this item is 2.88.

The average rating for the section as a whole is 3.32.

d) COMMUNICATION

In this section not only the communication with the coordination team was assessed but also the communication between stakeholders and their NCP as well as between stakeholders. As can be seen in the chart below there is a distinctive difference between the quality of communication between the coordination team and the NCPs or stakeholders and the communication between stakeholders and their NCPs.

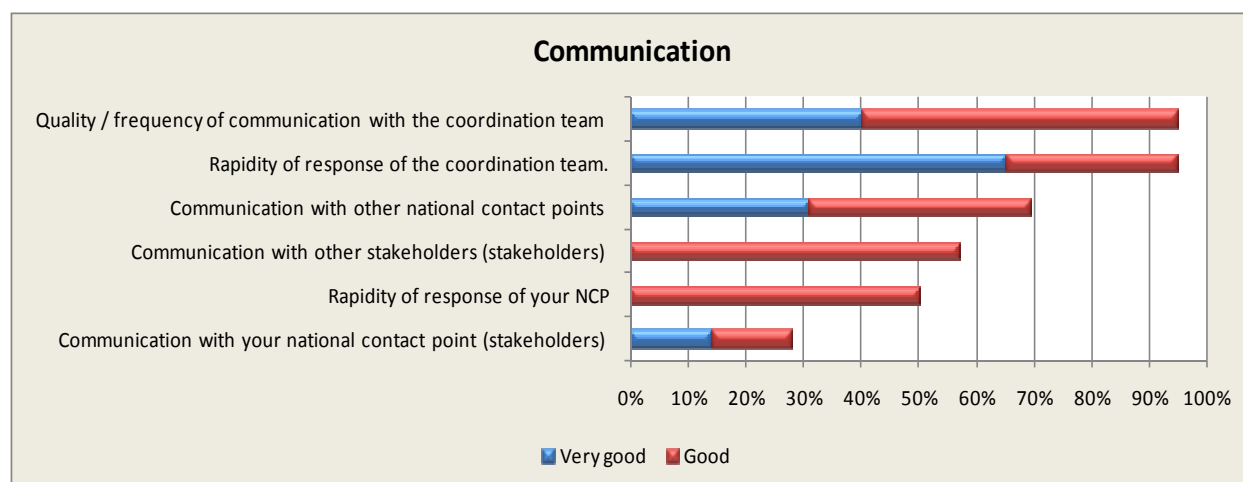


FIGURE 4

Virtually all the respondents think the quality and or frequency of communication with the coordination team and the rapidity of the response of the coordination team were good or very good. For the latter nearly seven out of ten respondents think it was very good. The item receives a rating of 3.6 and the former a rating of 3.35. Nearly seven out of ten respondents think that the **communication with other NCPs** was good or very good. However, the item only gets an average rating of 2.08, above “acceptable”, but under the aimed at satisfaction rate of 2.5. This can be explained by the fact that two NCPs rated this item poor. **The other items seem to be problematic as only four out of seven respondent stakeholders think that the communication with other stakeholders is good and none think it is very good.** Half of the six respondents think that the rapidity of response of the NCP is good and only one thinks that the communication with the NCP is very good and one thinks it is good. **The average ratings for these items were 2.29 for communication with other stakeholders, 2.08 for communication with the NCP and 1.29 for rapidity of response from the NCPs.** However, these figures have to be regarded with care as only seven stakeholders responded to the survey. One of the stakeholders even asked to disregard his remarks concerning the NCPs as he was mainly concerned with the pan-European activities. This is why, whenever possible, the ratings were combined with those of the NCPs. This was, however not possible for communication with NCPs and rapidity of response from NCPs. The fact that only seven stakeholders reacted to the survey might have to do with the fact that they were not involved in the meetings (although they were invited for the kick-off meeting) and therefore felt less involved in the preparatory process.

The average score for this section is only 2.36, below the targeted satisfaction score of 2.5.

e) THE PORTAL

Because of administrative and technical difficulties to implement the requirements (visual identity)³ of the Enterprise and Industry Directorate-General of the European Commission the portal could only be launched at the end of January 2010, much later than originally planned (beginning of December 2009).

This definitely had an impact on the assessment scores of the portal as it had only been launched three weeks when the respondents received the invitation to the survey.

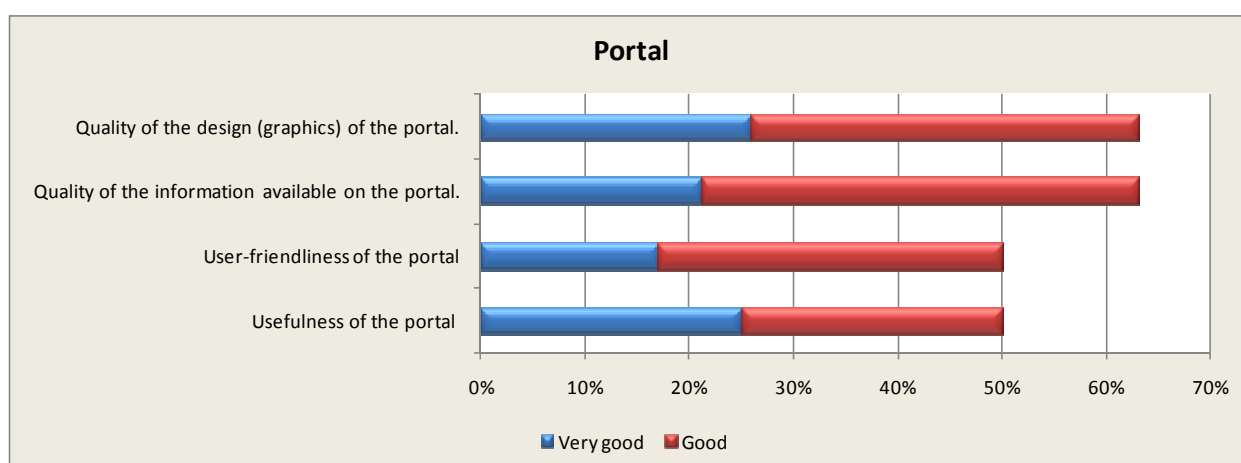


FIGURE 5

Nearly two thirds of respondents rated the quality of the design of the portal good or very good and as many rated the quality of the information on the portal good or very good. Both items received an average rating of 2.84, under a “good” rating but above the targeted satisfaction score of 2.5. Only one respondent rated the graphics of the portal “poor”. Half of respondents rated the user-friendliness of the portal good or very good. This might have to do with the complicated process for uploading documents that was referred to in the open questions. This item received an average score 2.67, above the targeted satisfaction score of 2.5. Lastly, only half of the respondents rated the usefulness of the portal “good” or “very good” and it only received an average score of 2.05, above “acceptable” but under the targeted satisfaction score of 2.5. The reasons for the low satisfaction rate might be the fact that the portal was only fully operational at the end of January. As was already mentioned earlier most NCPs and stakeholders would have liked to have a number of documents and information earlier in the process.

In the open response section of the survey **several respondents suggested that the European e-Skills Week campaign should have had its own website** with links to the websites in the countries concerned.

This section receives an average satisfaction rating of 2.6, above the targeted satisfaction score of 2.5.

2.1.3. CONCLUSION ON THE PREPARATORY PHASE OF THE PROJECT

³ http://ec.europa.eu/enterprise/templates/charte_graphique/index.htm

It is obvious from the results of the surveys on the preparatory phase of the campaign that NCPs as well as stakeholders were **quite satisfied with the way the project was managed by the coordination team**. Indeed, all sections but one received an average score above the targeted satisfaction score of 2.5 and three out of five sections had an average score higher than 3 or “good”. In fact there were very few negative remarks about the management process, except the fact that the process should have started up earlier. It can therefore be concluded that **the coordination team managed worked very efficiently and effectively** using all possible (human) resources to the best of their abilities.

The fact that the communication between the different stakeholders and between the local stakeholders and the NCPs was regarded to be only acceptable or even poor may be due to the short time span, the lack of previous experience of campaign of that scale as well as the fact that a significant number of countries and stakeholders joined the campaign during the preparation phase.

One should bear in mind however that NCPs and Pan –European Stakeholders met together in person in Brussels on 22 October 2009 to kick-off the preparation of the campaign and they were all reminded of the importance of contacting each other after the meeting to continue the dialogue. Distribution lists of all contacts were handed out and made available on basecamp. Moreover, the fact that only seven stakeholders responded to the questionnaire indicates that they felt less committed to the project in the preparatory phase. In the final phase of the project the response rate was much higher.

2.1.4. RECOMMENDATIONS AS TO THE PREPARATORY PHASE OF THE PROJECT

- Start the preparatory phase much earlier
- Coach the NCPs to their role as national contact or reference point
- Start up the portal earlier
- Make clear to the stakeholders who the National Contact Point is
- Provide information about all aspects of the European e-Skills Week (including the competition) as early as possible in the process.

2.2. THE OPENING EVENT

According to the service contract the opening event was to take place at CeBIT in Hannover. All participants to the opening ceremony had to register in advance and they also had to register to the CeBIT fairgrounds. The coordination team stressed that the CeBIT organisation was very cooperative. All participants to the European e-Skills Week Conference were granted free tickets to the CeBIT fairgrounds for the day and they also got very interesting conditions for the European e-Skills Week stand (near the CIO house).

The conference was started by keynote speeches from **Françoise Le Bail**, Deputy Director General, DG Enterprise and Industry of the European Commission, **Ernst Raue**, CEO of Deutsche Messe and **Erkki Ormala** from Nokia and President of the Executive Board of DIGITALEUROPE. The opening speeches were followed by **two panel discussions with high-level ICT companies' Executives, Academics and Politicians**. The first panel addressed the current lack of e-skills in Europe and its impact on Europe competitiveness. The second panel tackled what industry and public bodies could do to bridge the gap. The panel discussions were moderated by **Mark Spelman**, Managing Director in charge of Strategy, Accenture.

Although more than one hundred people enrolled to the European e-Skills Week opening conference in Hannover only 85 turned up. An invitation to fill in the evaluation questionnaire was sent to all participants to the opening conference. Thirty eight people filled out the questionnaire, giving a response rate of 44.5%. However it has to be noted **that only 34 respondents actually filled out the whole questionnaire**, bringing the response rate down to 40%.

There were five sections in the questionnaire one of which was split up into two parts: the pre-conference activities, the conference, the venue and logistics for the conference, the European e-Skills Week stand, the portal and the impact of the opening conference and the European e-Skills Week. Moreover there was an open section where the participants could communicate their suggestions and remarks.

The results of the evaluation are also here interpreted in two ways. On the one hand the percentage of participants who thought that the activities, documents or other items assessed were either good or very good and on the other hand the average rating of the item on a maximum score of 4. A five-point rating scale was used with “acceptable” as the median point and two gradations on each side – good to very good and poor to very poor. The point-attribution system applied was the one described on p. 8.

2.2.1. PRE-CONFERENCE ACTIVITIES

All items of this section were filled out by 33 respondents. As can be seen from the chart below more than 9 out of ten respondents thought the facility of the ticket registration process to the CeBIT fairground to be good or very good. This item received an average rating of 3.3, the highest score in this section. Only one respondent rated it poor. Nearly nine out of ten respondents found the facility of the registration to the conference good or very good and also here one “poor” rating was received. The average rating was 3.2.

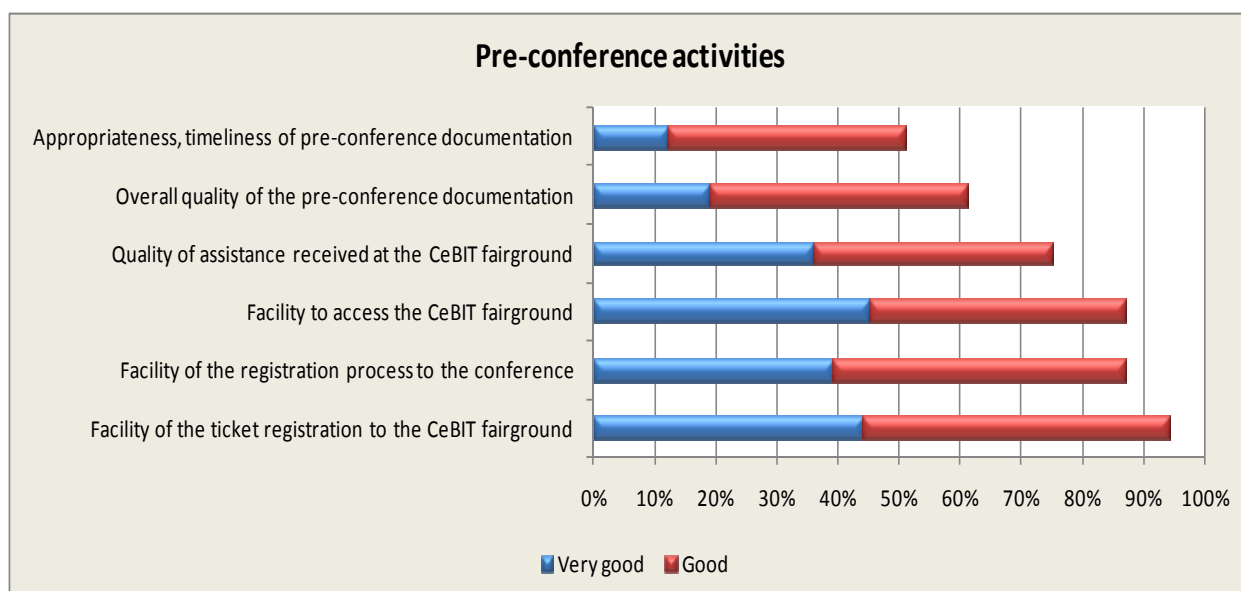


FIGURE 6

As far as the facility to access the CeBIT fairground was concerned nearly nine out of ten participants thought it was either good or very good. Here opinions differed because on the one hand nearly half of the participants thought it was very good and on the other hand one poor and one very poor rating were given. The average score for this item was 3.2. It should, however, be noted that the quality of the fairground is totally beyond the control of the European e-Skills Week coordinators.

Opinions also differed on the quality of assistance received at the CeBIT fairground. Although three quarters of the respondents thought it was good or very good two respondents rated it “poor”. Also this item cannot be considered the responsibility of the coordinators. The average score for this item was 3 or “good”.

Six out of ten respondents rated the quality of the pre-conference documentation good or very good and the average rating received for this item was 2.80, under a “good” score but clearly above the targeted satisfaction score of 2.5.

The item with the lowest average score is the appropriateness and timeliness of the pre-conference documentation (e.g. the programme for the conference). Slightly more than half of respondents thought it was good or very good (only a bit more than one out of ten thought it was very good) and the average score received was 2.53, just above the targeted satisfaction rate of 2.5.

This section received an average rating of 3.02, indicating that most respondents found the pre-conference activities to be good. In the open response section several people expressed their appreciation for the preparatory work done.

2.2.2. THE CONFERENCE

This part of the questionnaire was subdivided into two parts: one part was focusing on the content of the opening conference and another part that was focusing on the venue and logistics of the conference.

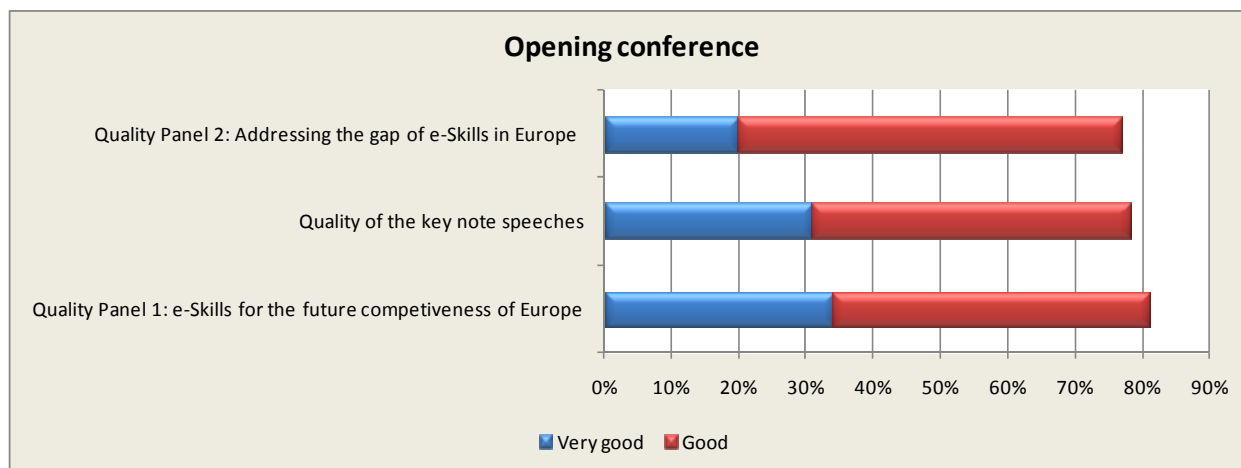


FIGURE 7

For this part of the questionnaire there were 34 respondents for the key note speeches, 33 for Panel 1 and 31 for Panel 2, indicating that three respondents had left before the end of the conference. Some participants also wanted to see the fair and/or had to catch a plane as they wanted to participate in the activities in their own country the next day.

More than eight out of ten respondents thought that the quality of the first panel “e-Skills for the future competitiveness of Europe” was good or very good. The item received an average score of 3.1. Nearly as many respondents assessed the quality of the key note speeches to be good or very good. This item received an average rating of 3.0. As far as the quality of the second panel was concerned three quarters of respondents assessed it as good or very good and it received an average rating of 2.94.

Although most participants agreed that the quality of the speeches and panels was good, most participants stated that the conference in itself lasted too long. Moreover, during the break several people told the external evaluator that although they were very interested in e-skills they could not spare four hours for the conference. Personally, the external evaluator thinks that the use of more innovative and interactive forms of communication might have made the event more exciting. While they were at CeBIT they also wanted to look at the novelties presented there. This is confirmed by the reactions in the open response section:

“The event could be shorter, as CeBIT offers so many interesting topics and expecting an audience to rest for 4 hours is unrealistic at this large fair. One-2 hours is more appropriate.”

During the interviews several people also regretted that the speakers were senior high-level managers or academics and that no young professionals or students were present on the podium. One participant complained that the focus was mostly on the situation in Western and Northern Europe and that the different economic context in Central and Eastern Europe was not sufficiently taken into account.

It must be noted that the conference did get a lot of exposure through the press afterwards and also was viewed on the live streaming and streaming of the event afterwards. 766 people followed the conference live and nearly 3000 viewed it afterwards.

This is also confirmed by one of the remarks in a final report:

“We appreciated the organization of the opening event at CeBIT in Hannover because this automatically meant a lot of media attention”

2.2.3. VENUE AND LOGISTICS

This section was filled out by 33 respondents. Although several respondents referred to the fierce competition that an event at CeBIT has to endure virtually eight out of ten respondents assessed the venue as either good or very good. This item also received an average rating of 2.94, nearly “good”. Nobody rated this item as “poor”.

Nevertheless some respondents mentioned in the open response section that the CeBIT fair was not an ideal venue given the fact that a lot of parallel events are taking place during the fair.

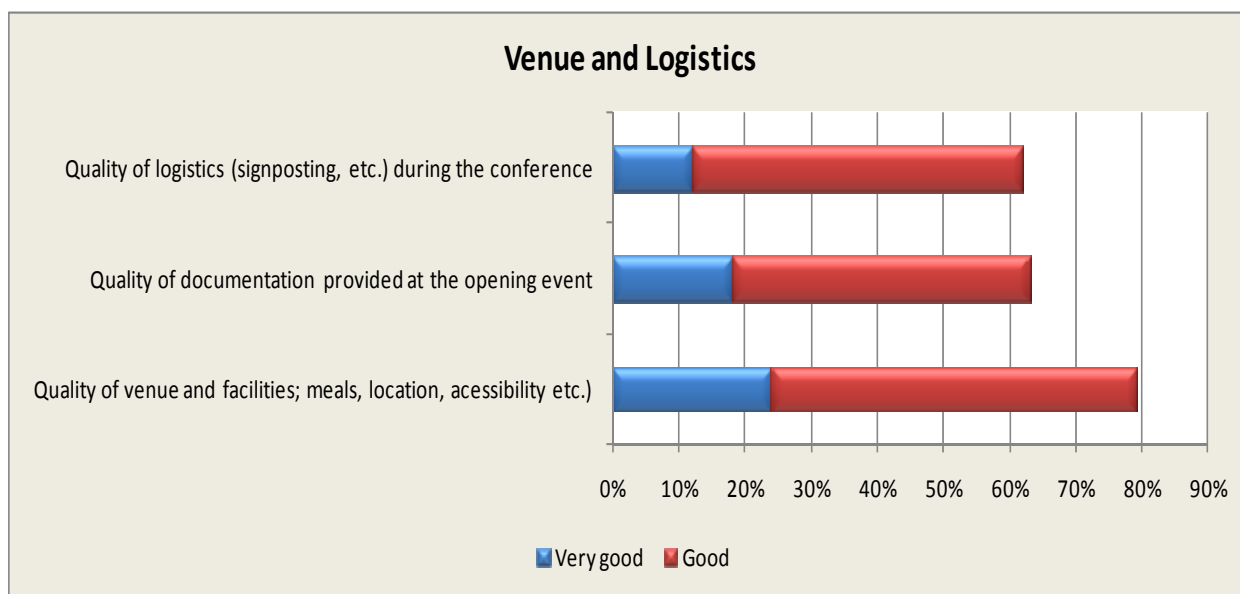


FIGURE 8

Nearly two thirds of respondents rated the quality of the documentation provided at the opening event good or very good and six out of ten respondents considered the quality of logistics good or very good. The former item received an average rating of 2.82 and the latter 2.59, both under a “good” rating but above the targeted satisfaction rate of 2.5. This section received an average rating of 2.78.

Overall participants were satisfied with the organisation of the event. One respondent put it as follows:

“Overall, the event went extremely well, and the team managing it was efficient, well organised and quick to respond and approve materials for distribution.”

2.2.4. THE STAND

Although it was not required by the service contract to have a stand at CeBIT, the organisers were given very attractive conditions to set up a European e-Skills Week stand. They thought they shouldn't miss this opportunity.

Because the European e-Skills Week stand was in a different Hall from the one where the conference took place the possibility was given in this section to fill out "not applicable". Thirty four respondents filled out this section and three of them ticked not applicable. They might not have visited the stand or they might not have found it. For all items in the questionnaire the responses were calculated on the actual number of respondents per item. For this section all percentages were calculated on the 31 respondents who did visit the European e-Skills Week stand.

Nearly two thirds of the respondents assessed the quality of the documentation provided at the European e-Skills Week stand to be good or very good. The item received an average rating of 2.61, under good but above the targeted satisfaction rate of 2.5.

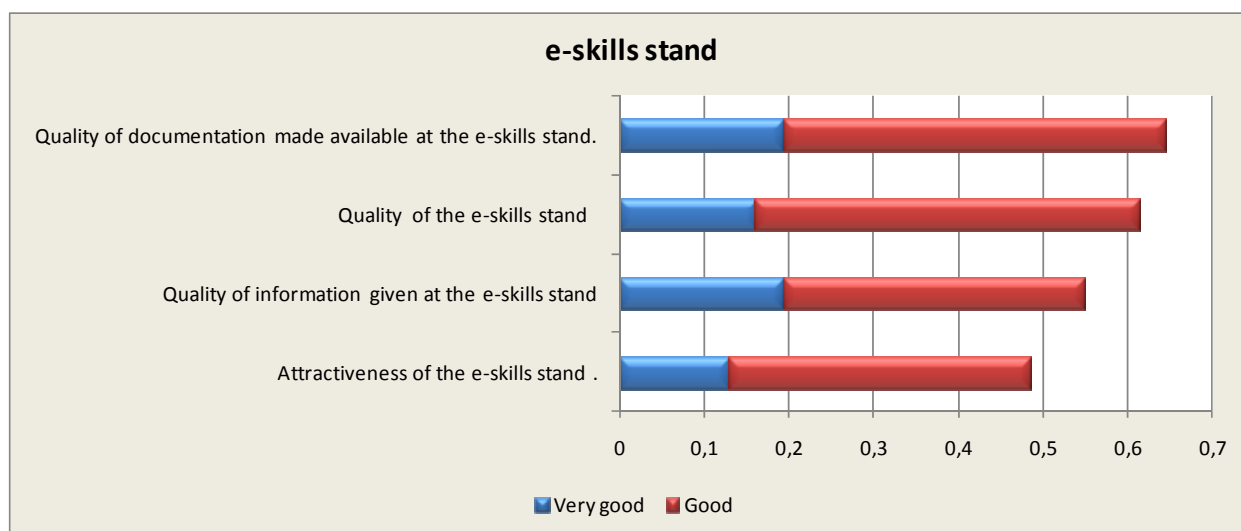


FIGURE 9

As far as the quality of the European e-Skills Week stand was concerned, six out of ten respondents thought it was good or very good and it received an average rating of 2.65.

The quality of information given at the European e-Skills Week stand was considered to be good or very good by slightly more than half of the respondents and received an average rating of 2.48, just under the targeted satisfaction rate. However some respondents thought the quality of information given was very poor. Apparently information during the opening conference was not given by the BITKOM personnel who were present the rest of the week. This might explain the big differences for this item.

Also opinions about the location and the attractiveness of the European e-Skills Week stand clearly differed as less than half of the respondents thought that the European e-Skills Week stand was either attractive or very attractive and it also received two "poor" ratings and one "very poor" rating thus obtaining an average rating of 2.42. The fact that the stand was judged not to be attractive could have to do with its location behind the huge stands of ICT companies. As one respondent stated:

“... The European e-Skills Week stand faded a little bit amongst all these giant other stands ...”

One of the respondents suggested it might have been better to have it in a different hall in order to attract the targeted student audience:

“... Why not place it in the Hall with the Universities ...”

However, as stated at the beginning of this section it was not chosen as only at this location the interesting conditions were valid. During the interviews **the coordinating team stated they thought it was better to have a stand than nothing.**

The section received an average rating of 2.54, just above the targeted satisfaction rate.

2.2.5. THE PORTAL

The participants to the opening conference were also asked to state their opinion on the portal. Also here the possibility was given to fill out “not applicable”. Thirty one respondents assessed the quality of the portal. Nearly three quarters of the respondents thought that the portal had been useful or very useful. This item received an average rating of 2.84, nearly “good”.

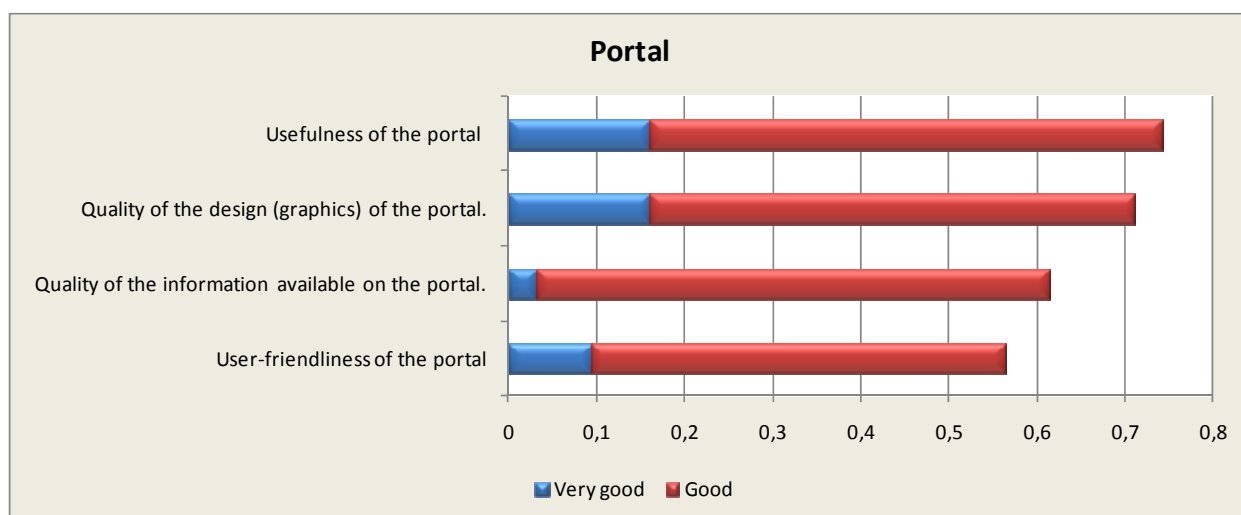


FIGURE 10

Nearly as many respondents rated the quality of the design of the portal good or very good and it received an average rating of 2.81. Slightly more than six out of ten respondents rated the quality of information on the portal good or very good and very few rated it very good. The average rating for this item was only 2.52, just above the targeted satisfaction score. As far as the user-friendliness was concerned slightly more than half the respondents thought it was good or very good. Because more respondents rated it “very good”, the average rating for the item was 2.56. However, two respondents rated the user-friendliness as poor.

The overall rating for this section is 2.68.

Although the average rating for the portal is higher than the one given by the NCPs and local stakeholders (2.6), the quality of information that only received a rating of 2.52 from the participants to the opening event, received a higher rating from the NCPs and local stakeholders (2.86).

2.2.6. IMPACT OF THE OPENING EVENT

Because the main objective of the European e-Skills Week campaign was to have an impact on collaboration between stakeholders in ICT and between ICT practitioners as well as to enhance participation in ICT studies, the participants were asked what their perception was of the opening conference. The items in this section were filled out by 33 respondents.

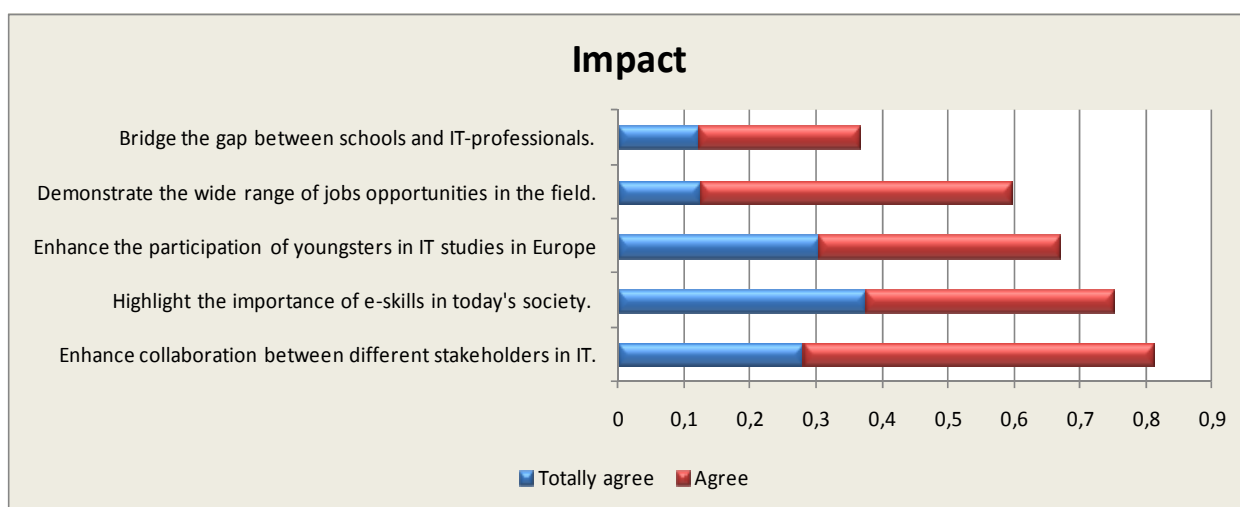


FIGURE 11

The respondents were asked whether they agreed with a number of statements. The results were once again calculated on a five-point rating scale with don't know in the middle and two gradations on both sides, going to totally agree and totally disagree.

- **More than eight out of ten participants to the conference thought that the opening conference had enhanced collaboration between different stakeholders in ICT.** Only two respondents disagreed. The item received an average rating of 3.03.
- **Three quarters of participants agreed that the conference highlighted the importance of e-skills in today's society.** Two respondents disagreed and one totally disagreed. The item received an agreement rate of 3.03.
- **Two thirds of respondents agreed that that the European e-Skills Week and the conference would enhance the participation of youngsters in ICT-studies in Europe.** Here, four respondents disagreed. This item received an average score of 2.94.
- **Six out of ten respondents agreed that the conference was useful to demonstrate the wide range of jobs opportunities in the field.** Six respondents disagreed bringing down the average score to 2.53.

- **Only slightly more than one third of respondents agreed that the conference had contributed to bridging the gap between schools and ICT practitioners.** Eight respondents disagreed and two totally disagreed. On this item the average score stands only at 2.24. Given that the focus of the CeBIT fair is on ICT companies and new ICT products and services this is not surprising.

2.2.7. CONCLUSIONS ON THE OPENING EVENT

As a conclusion we can state that although the CeBIT fair might be a great occasion to address the e-community there is also a risk in having the opening event in such a competitive environment with so many parallel events. This does not only refer to the huge fair and the exhibitions but also to other events and conferences that are going on simultaneously on the CeBIT fairgrounds. At the moment of the opening conference Chancellor Angela Merkel was visiting the fair together with Prime Minister Zapatero of Spain. It is obvious that the press was focusing on this visit rather than the e-skills opening conference. Maybe it would have helped if the President of the European Commission or a European Commissioner had been present.

Although content wise the opening conference was generally considered to be good it was also regarded as being too long. Live streaming is an excellent channel to market for such conferences. As far as the opening event was concerned it considerably multiplied the audience.

Having the European e-Skills Week stand at the CeBIT fairground was on the one hand an opportunity as the conditions for having it were excellent. On the other hand it faced fierce competition from the giant neighbouring stands of large ICT companies.

As far as the impact of the opening conference at CeBIT is concerned, respondents seem to agree that it contributed to enhancing collaboration between ICT stakeholders.

2.2.8. RECOMMENDATIONS AS TO THE OPENING CONFERENCE

It should be carefully considered whether the CeBIT fair is the right place for the opening event as competition with other events is very fierce. If it is decided to have the opening event at CeBIT once more, it is advised to make it much shorter. **The presence of a European Commissioner would be most welcome to attract the press.** Moreover it would be good to have not only high level ICT executives and politicians but also young professionals and students in order to attract more youngsters.

One of the respondents suggested having the opening event in “a large open area with lots of traffic by the public could be a more effective location to gain exposure, rather than in the meeting room.”

As far as the European e-Skills Week stand is concerned it should be a stand “*which reflects the objectives and the ambitions of this the European e-Skills Week*” as one of the respondents put it. As already suggested earlier it might be better to locate it in the Universities’ Hall. Moreover it is according to the

external evaluator extremely important to have some animations going on at the European e-Skills Week stand. This could be videos, presentations etc. about the European e-Skills Week and its objectives.

Lastly as suggested earlier the communication about the European e-Skills Week in general and the opening event in particular could be posted on the websites of all the stakeholders, as some of them proposed, thus giving the e-skills message a much wider audience.

2.3. THE CLOSING EVENT

The closing event "**Go digITal!**" took place on 5 March 2010 in Brussels. The event was the culmination of the European e-Skills Week.

There were keynote speeches by **Jean-Noel Durvy**, Director for Innovation Policy, Directorate-General Enterprise and Industry, European Commission, **Bridget Cosgrave**, Director General, DIGITALEUROPE, and **Marc Durando**, Executive Director, European Schoolnet, followed by an award ceremony where students who participated in the European e-Skills Week competition were awarded prizes. In the afternoon there were **five parallel workshops** where information was given on ICT teaching careers, women in ICT etc. There was also an **exhibition area** with stands giving a practical view of what ICT jobs are. After the conference, an evening party closed the event.

Although over 500 people registered for the event **285 participants** actually came (57%). An invitation to fill out a survey was sent to all participants of the event and 105 people responded, giving a response rate of 37%. The questionnaire consisted of six sections: the pre-conference activities, the conference, the workshops, the venue including the exhibition area and the stands, the portal and the impact of the event. There was also an open response section where participants could communicate whatever they wanted to tell the external evaluator.

2.3.1. THE PRE-CONFERENCE ACTIVITIES

Virtually nine out of ten respondents (88%) considered the facility of registration to the conference was good or very good. The item received an average rating of 3.05. The quality of the pre-conference documentation was assessed to be good or very good by 80% of respondents and the item received a satisfaction rate of 2.92.

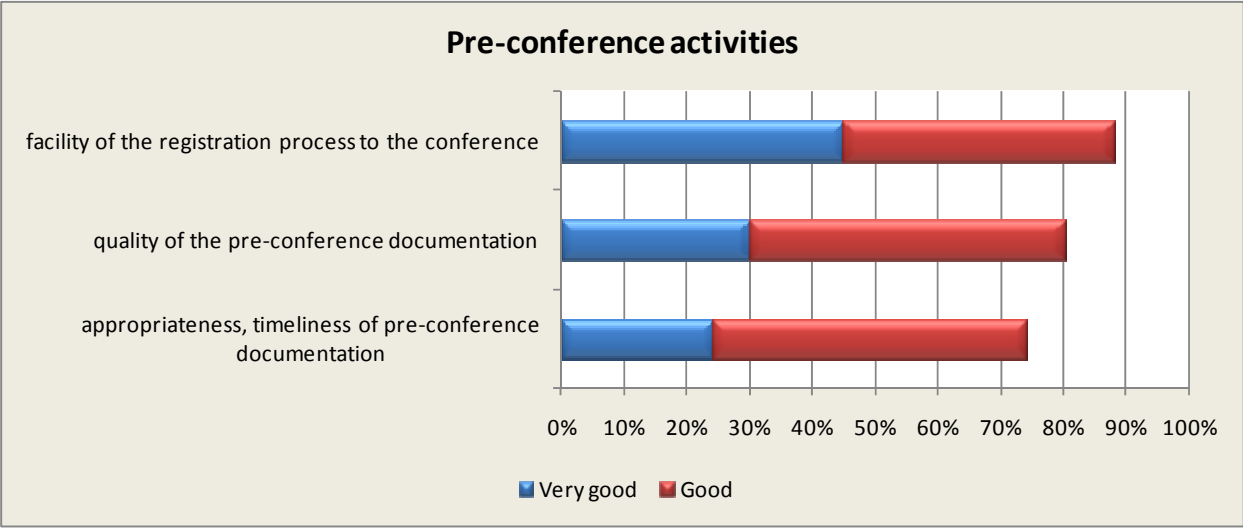


FIGURE 12

Lastly, 74% of the respondents rated the appropriateness and timeliness of the pre-conference documentation good or very good. This item receives an average rating of 2.88, the lowest in this section but over the aimed at satisfaction rate of 2.5. Some respondents explicitly mention that they would have liked to have some information earlier.

One respondent complained about receiving flight and hotel information only a week in advance. However, this concerned a teacher of one of the runners-up in the competition and understandably these flights could only be booked when the prize winners and runners-up were known.

The section as whole received a rating of 2.95.

2.3.2. THE CONFERENCE

The quality of the key-note speeches was considered to be good or very good by 87% of the respondents and only one person considered them to be poor and one very poor. The item received an average rating of 3.16, more than “good”. This was also explicitly confirmed in the open response section. Respondents not only confirmed that they found the key-note speeches very good but they also asked to put the texts online.

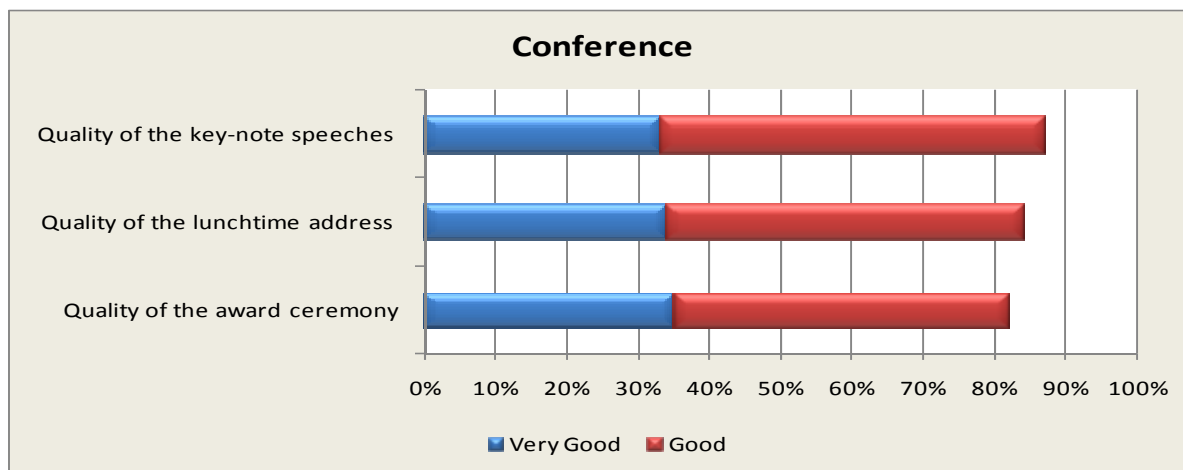


FIGURE 13

One respondent, however, would have liked even more information about the e-skills objectives in the EU agenda: *“Need keynote lectures to better underline the e-skills objectives in EU agenda (e.g. EU 2020 targets & e-skills; the i2010 initiative, and FP7 program & ICT)”*.

Also the lunchtime address was considered to be good or very good by 84% of the respondents. Only one respondent considered it to be poor. In the open response section one of the respondents regretted that *“... there were almost no representatives of educational sector among the speakers”*. The item received an average rating of 2.8.

The European e-Skills Week Competition was designed as a "competition of competitions". NCPs and stakeholders who had organised successful e-skills competitions were asked to nominate **the best ones** from their countries for the final competition at European level. The award ceremony was considered to be good or very by 82% of the respondents. The item received an average rating of 2.98. Only four considered it to be “poor” and one “very poor”. The **prizes were supported by sponsors** (leading ICT companies and associations). Some winners or runners-up were disappointed about the prizes awarded especially when winning teams only received one prize but came from different schools. This should be dealt with in the future.

The average rating for this section as a whole is 2.98.

2.3.3. THE WORKSHOPS

As can be seen from the chart below, **the workshops were very much appreciated**. Between 88% and 81% of those who attended the workshops thought they were either good or very good. Nevertheless some of the respondents thought that there could have been more time for discussions during the workshops.

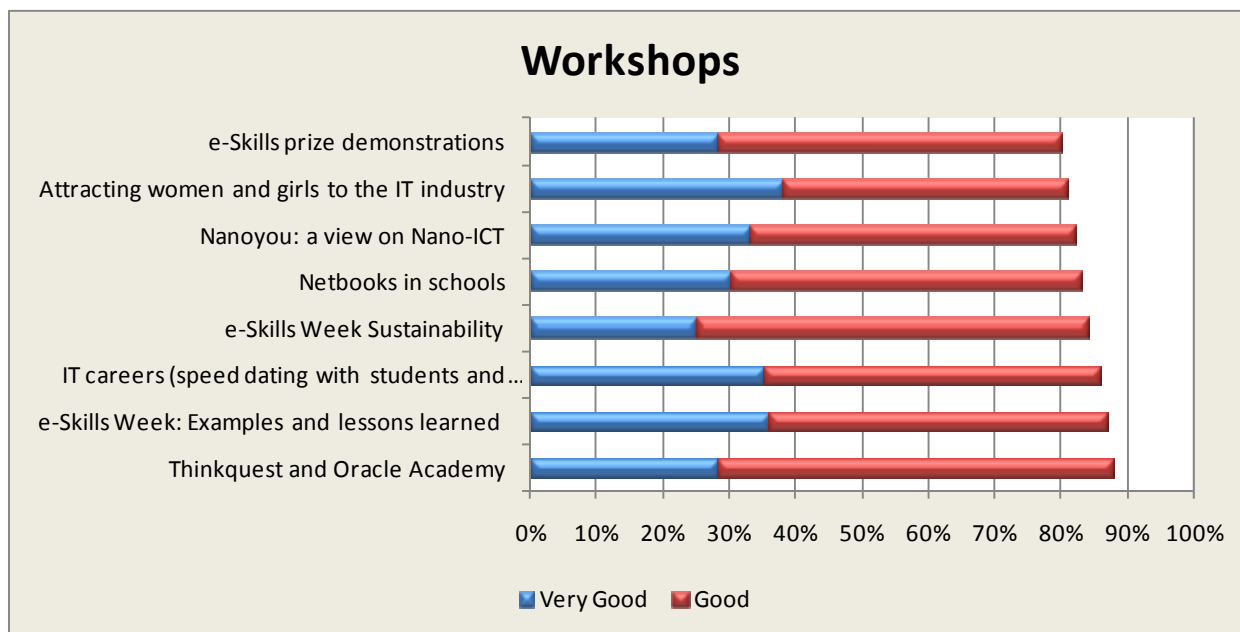


FIGURE 14

It must, however, be pointed out that this was definitely not the case for all workshops. As the external evaluator could see herself some of the workshops were genuine discussions about women in ICT or about ICT careers, others were indeed presentations.

Fifty eight respondents attended the ThinkQuest and Oracle Academy and 88% of them rated the quality of the workshop good or very good. Nobody rated it poor. 67 attendees were present at the workshop “European e-Skills Week: Examples and lessons learned” , 87% of whom thought that it was good or very good. Only one person rated it poor. Fifty-five respondents attended the workshop on ICT careers (speed dating with students and young professionals); 86% of them thought it was good or very good and nobody rated it poor.

Sixty eight respondents were present during the workshop on the European e-Skills Week sustainability. Whereas 84% of them rated the workshop good or very good there were also two respondents who rated it poor and one who rated it very poor. The workshop Netbook in Schools was attended by 57 respondents and 83% thought it was good or very good and nobody rated it poor. As many respondents attended the Nanoyou workshop and also for this workshop there were 83% who thought it was good or very good. Although slightly more respondents rated it very good there were also two respondents who thought it was poor. One of the respondents however thought this was how all workshops should have been: “... need more illustrative examples on e-skills applications and impacts in society (e.g. Nanoyou was really good and illustrative).”

Sixty-five respondents attended the workshop on women and girls in the ICT-industry. Although 82% rated it good or very good (38% very good) there were three respondents who thought it was poor. Lastly, there was the workshop of the European e-Skills Week prize winners. Here 81% of the 62 respondents present rated it good or very good but there were also two respondents who rated it poor and two who rated it very poor. We should not forget that most of the youngsters had to do a presentation in a foreign language and that they were probably not very experienced in giving

presentations as some of them were still very young. Therefore the external evaluator thinks it was quite an achievement to receive an approval rating of more than 80%.

2.3.4. VENUE, LOGISTICS AND EXHIBITION AREA

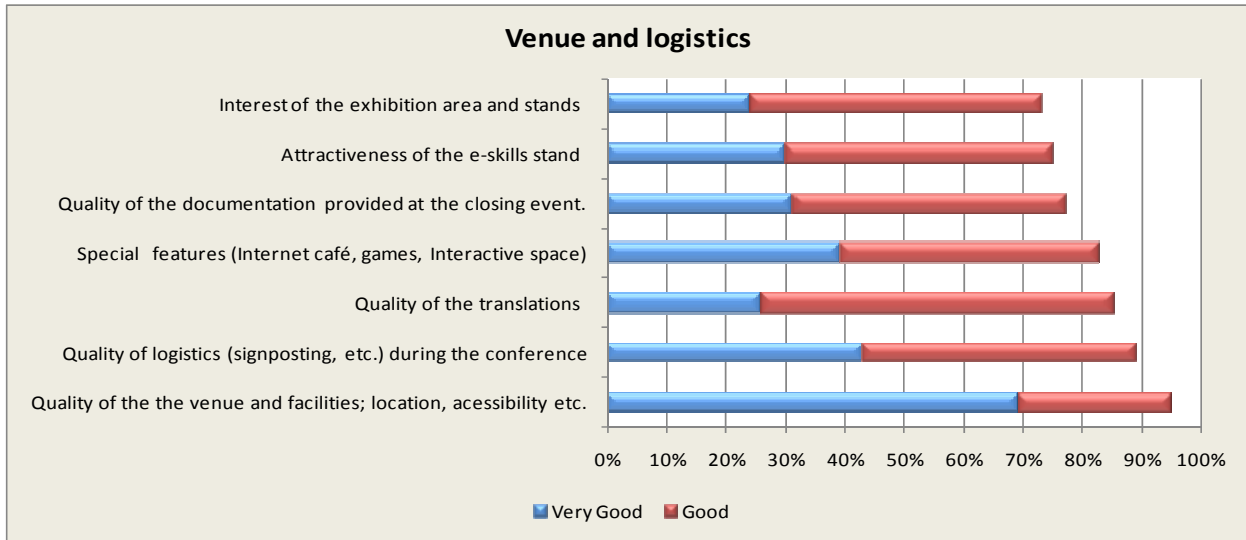


FIGURE 15

Most respondents were particularly pleased with the venue. Not less than 95% of the respondents rated it good or very good. Two third of the respondents even gave it a very good rating. Although the organizers agreed that the venue was excellent, they also mentioned that it was expensive, especially as all extra services were charged at a very high rate. Also the logistics were considered by 89% to be good or very good although three respondents gave the logistics a poor rating.

Also 85% of people who had used the translation facilities (54) rated it good or very good although one person rated it poor. The special features (Internet café, games, Interactive space) were considered to be good or very good by 83% of respondents but two respondents rated them poor. The quality of documentation was considered to be good or very good by 77% of respondents. However 9% rated the quality of the documentation to be poor. Three quarters of the respondents thought the quality of the European e-Skills Week stand was good whereas rated it poor and one thought it was very poor. Nearly three quarters considered the quality of the exhibition area was either good or very good but five respondents thought it was poor.

2.3.5. THE PORTAL

When asked to evaluate the quality of information on the portal 78% rated it good or very good but five respondents rated it poor. The user-friendliness and the usefulness of the portal were regarded to be very good or good by 69% of respondents.

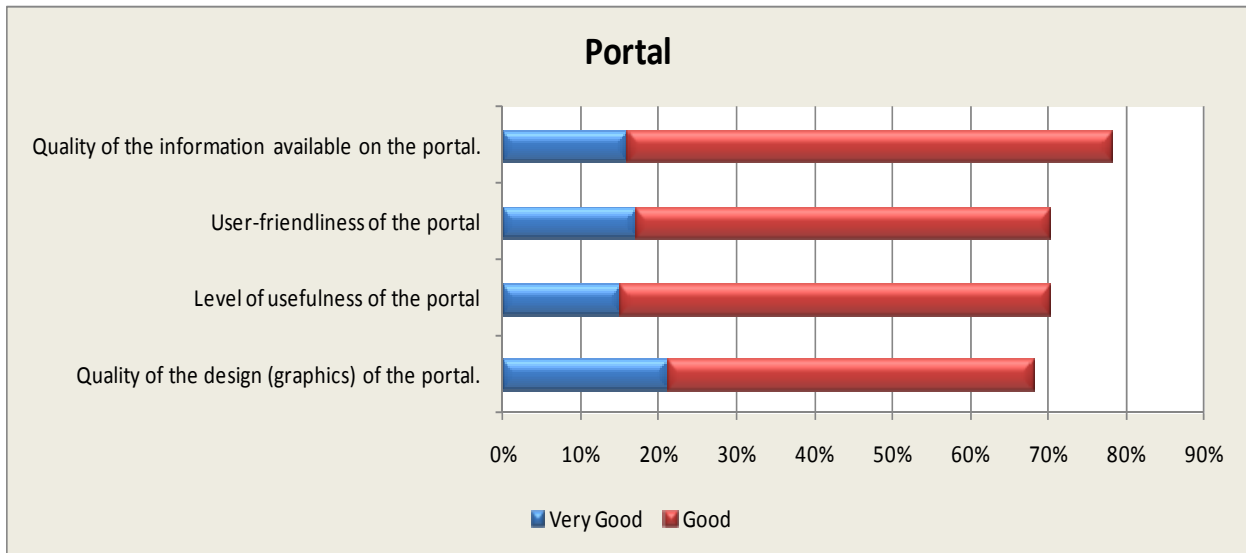


FIGURE 16

However, as far as user-friendliness was concerned six respondents rated it poor and as far as usefulness was concerned two respondents rated it poor and one thought it was very poor. The quality of the design and the graphics of the portal were considered to be good or very good by 68% of respondents and poor by 5%.

2.3.6. IMPACT OF THE CLOSING CEREMONY AND THE CAMPAIGN

Ninety-four percent of respondents agreed that the e-skills campaign in general and the conference in particular had highlighted the importance of e-skills in today's society. Only one respondent disagreed. Moreover, **87% of respondents agreed that the conference had enhanced the collaboration between different stakeholders in ICT.**

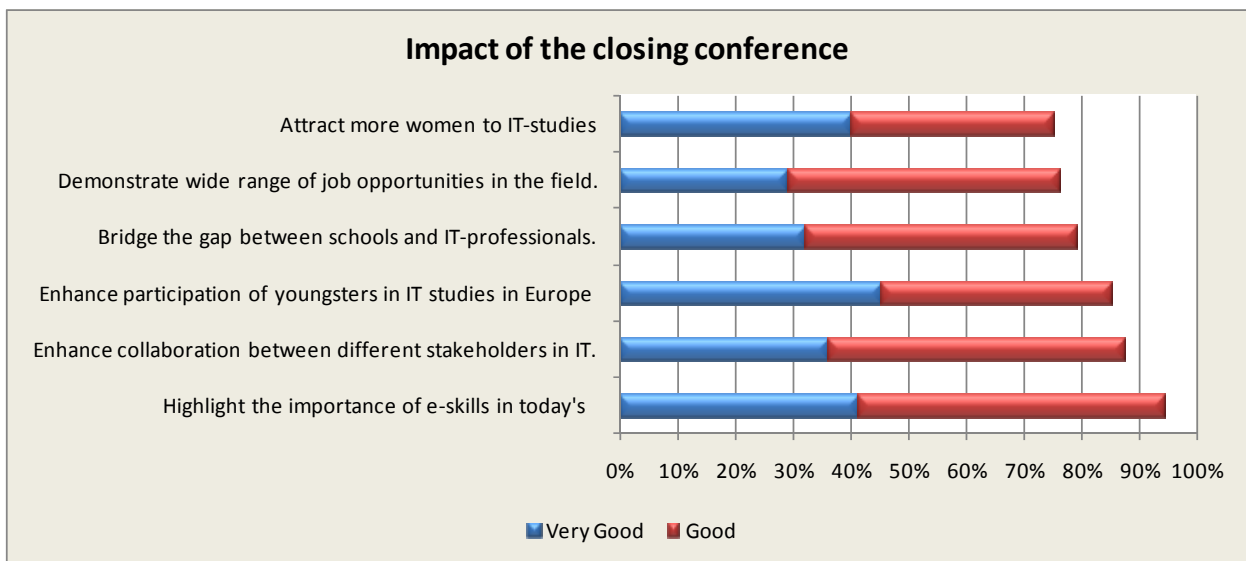


FIGURE 17

However, two respondents disagreed and one totally disagreed. **When asked whether the campaign and the conference would enhance the participation of youngsters in ICT studies in Europe 85% agreed** and only one disagreed and two totally disagreed.

Seventy-nine percent agreed that the conference contributed to bridging the gap between schools and ICT practitioners; but seven respondents disagreed and two totally disagreed. Nevertheless several respondents confirmed the conference was good for establishing relations “... *the event was a unique opportunity to start a discussion between ICT business and schools.*”

More than three quarters of the respondents thought that the conference demonstrated the wide range of job opportunities in the field of ICT. However, 9% disagreed and 2% totally disagreed. Also some respondents regretted that there were no human resource people present.

Three quarters of respondents thought that the conference would attract more women to ICT-studies but four disagreed and two totally disagreed.

Several respondents, however state that if we want to see a genuine impact, the European e-Skills Week has to be continued: “*the initiative is excellent but should be continued for at least 4 to 5 years in order to build up effect.*”

2.3.7. CONCLUSIONS CONCERNING THE CLOSING EVENT

Most respondents were very enthusiastic about the closing event. Several respondents thanked the organizers for the event. The following statements more or less summarize the feelings of the majority of participants: “*the closing event was a very well-organized non-stop event with a **pleasant mix of "business and fun"**, the workshops, the dinner and party. It was also a chance to meet some very creative students from different European countries, and feel very gratified to see the inventiveness there is out there. It was a great surprise to see a Portuguese winner and a pleasure to meet him.*” Nevertheless several respondents referred to the fact that **they would have liked more representatives from the educational community.**

There were also quite a number of respondents who stated that the whole process should have been started up much earlier. Generally, however, people were very grateful to have been invited to the event. For example: “*I would like to sincerely thank the European Commission, EUN team and the organizers for having shared with us this opportunity. It's vital for our school to motivate our teachers and let them experience the importance of such European events. We continue to work for the implementation of the European Dimension of Education and Citizenship.*”

Although nothing was asked about the evening party several respondents referred to it in the open response section. On the one hand respondents said that they enjoyed it, on the other hand several respondents thought it should have been in a smoke-free environment and that **more young people from all over Europe** should have been present.

2.3.8. RECOMMENDATIONS AS TO THE CLOSING EVENT AND THE CAMPAIGN

Also here we could start with a quote from one of the respondents containing already a number of recommendations: “... as a first year event, this was a success - better partnership with local education authorities, and preplanning to have the events included in the academic calendar would greatly enhance student participation - which is important - also useful would be presentations of our activities within the relevant teacher federation congresses taking place around Europe during the rest of the year.”

- **Start up the e-skills campaign and the preparation for the closing event much earlier.** If the e-skills campaign wants to attract more youngsters to ICT-studies then it should already be announced either at the end of the preceding school year or before the beginning of the school year, thus enabling schools to include the events in their academic calendar. Only in this way will it be possible to have more youngsters involved in the e-skills activities;
- **Invite more speakers from the educational community.** It is not only important to show that there is a wide range of possible careers in ICT but it is also important to reflect on strategies on how to attract more youngsters to ICT-careers;
- **Invite more young people to participate** in the e-skills campaign in general and in the events in particular as they are the main target audience of the campaign;
- Address **teacher associations or federations** as it would be an excellent way to communicate and disseminate the campaign.

2.4. PAN-EUROPEAN MEDIA CAMPAIGN

Several channels were used to promote the described in the European e-Skills Week including the consortium partners, NCPs, Stakeholders, the European Commission (DG Enterprise and Industry), and advertising media. The Pan-European media campaign was led by the consortium channels and these touched **2,216,701 readers**. The EU level channels used by DIGITALEUROPE and reached more than 1,280 email addresses and 15,800 unique hits over a three-month period. European Schoolnet runs more than 30 websites for teachers, educators, policy makers and others at EU level, with a total of over 460,000 visits per month (5.5 million visits per year). The European e-Skills Week announcements were posted throughout these websites as relevant. The combined EU channels of EUN reached more than 120,000 email addresses and unique hits. EUN provided the following newsletters and mailing lists that were exploited for the project. In addition, EUN used a Customer Relationship System (CRM) to manage the database of people interested in e-skills issues.

The Pan European Stakeholders also promoted the awareness of the European e-Skills Week through their channels. Nevertheless several European stakeholders mentioned that in the future they would promote the European e-Skills Week even more.

The consortium was advertised the European e-Skills Week via different social networks and blogs. The objective of these tools was to promote the up-coming European e-Skills Week and to keep users

informed during the week itself. After the European e-Skills Week, the feeds were automatically updated by the e-Skills portal. This proved to be extremely useful and successful at disseminating the campaign messages. They promoted the campaign through YouTube, Facebook, and Twitter etc. The European Schoolnet YouTube account hosted all videos related to the European e-Skills Week and uploaded the e-Skills trailer video in web and HD formats. The Facebook page was updated regularly. The consortium published "Live tweets" of the key events by publishing tweets approximately every hour during the opening and closing events. The consortium set up an e-Skills Group on LinkedIn, inviting relevant contacts from DE/EUN and other related networks. More than 350 different press articles were added to the News section. These were obtained by undertaking Google searches on the following terms: eskills, e-skills, e-Skills Week.

A section on e-Skills and the European e-Skills Week was added to Wikipedia. This was updated during January to have the most complete information possible. The youth and teacher panel maintained a blog on e-Skills linked to the European e-Skills Week portal (see <http://blog.eun.org/eskillsweek2010/>). The blog was made using European Schoolnet's Movable Type blog tool.

In order to announce the European e-Skills Week, online paying advertisements were also used. Google Adwords were purchased: "e-Skills" and "ICT". When Google users searched these words, the links to the European e-Skills Week website were shown in the paid search results. An advertisement campaign was also agreed with European Voice to address the political arena. It was composed of a mix of printed advertisement and online presence (using existing graphic materials as a basis). The decision was made in agreement with DG ENTR to ensure coherence with their existing approaches.

As will be shown in the section on relevance, efficiency, effectiveness, impact and sustainability all these actions have shown to be very efficient and effective.

2.5. ACTIVITIES BY THE PAN-EUROPEAN STAKEHOLDERS

The activities of some of the **pan-European stakeholders were very much appreciated**, especially the online activities. The fact that so many people participated especially in these online activities (IT Fitness test, the get online day etc.), shows not only that they managed to raise public awareness but that they also **met a genuine need**. Because these activities either underpinned the pan-European activities organised by the consortium (such as opening or closing events) or of the NCPs and local stakeholders. These pan-European stakeholders also managed to raise the awareness of the European e-Skills Week by advertising it on their websites.

3. NATIONAL ACTIVITIES

Events were not only organised at European level but also at national level. **Originally there were 21 countries involved** in the European e-Skills Week campaign. The persons responsible for the activities in these countries were the NCPs. This meant that 21 countries were touched by funding. ECWT received funding for France and Portugal and Intellect UK received funding for the UK and the Republic of Ireland.

An NCP in Lithuania was added in January giving two NCPs for that country which ended up by sharing the funding. No stakeholders received funding. Via the NCPs the lead partners identified lead players in 21 countries, who were responsible for the European e-Skills Week campaign in their respective countries. **As the campaign, developed, other countries joined the campaign bringing the total of the countries involved to 35.**

As the impact of the campaign was very different from country to country, the factors that contributed to the (lack of) success of the campaign were analysed. Therefore a summary was made of the events, the media campaign and the activities of the national stakeholders. They are followed by a comment and a summary assessment.

3.1. INITIAL 21 COUNTRIES COVERED IN THE PROPOSAL

3.1.1. AUSTRIA

The National Contact Point responsible for organising the European e-Skills Week in Austria was the European Network of Innovative Schools, Austria grouping. A total of 14 main events reached out to **16,065 people**. The PR activities reached out to **107,600 people**. The events in Austria had very active support from the Federal Ministry of Education, Arts and Culture specifically from their communication department to support the European e-Skills Week. Austria has started the preparations for future European e-Skills Weeks.

EVENTS

- Kick off meeting (for teachers and educators)
- the European e-Skills Week day (for SMEs)
- ENIS - International Conferences (2)
- ENIS - Regional events (4)
- Cluster meetings: (2)

PR ACTIVITIES, RESULTS AND IMPACT

- Media co-operation with www.derstandard.at for the complete duration of the European e-Skills Week
- Announcements were made through the APA (Austrian Press Agency) of national e-Skills Week
- Detailed information was made available on www.bildungs.tv

STAKEHOLDER ACTIVITIES

- Microsoft/Cisco/HP/Ocg Stakeholders introduced IT Fitness initiative for Austria on 3 March

COMMENT

Active participation of the Ministry of education helped to contact many teachers. However, Austria stressed the fact that more time is needed in order to involve more pupils.

3.1.2. BELGIUM

Agoria was the national Contact Point responsible for organizing the European e-Skills Week in Belgium. Agoria's contribution to the European e-Skills Week mainly consisted of a two programmes: CEO Tour and school visits to companies. **78 main events** were organised in Belgium by Agoria and various stakeholders reaching out to **15,015 people**. Agoria's PR activities are estimated to have reached out to **1,907,037**.

EVENTS

- CEO Tour (Part I) to 60 schools in Flanders, Wallonia and Brussels to promote the European e-Skills Week and the e-skills message. 3600 students were reached.
- School visits companies where ICT is widely used: This campaign involved 16 school visits to companies. It reached some 370 pupils.
- High-level meeting with Universities and high schools on ICT education. Agoria organized a high-level discussion forum on 11 March 2010, with 44 representatives of all French speaking universities and high schools offering ICT courses.

PR ACTIVITIES, RESULTS AND IMPACT

- CEO Tour (Part II): **Agoria communications campaign** aimed at schools and companies to raise awareness about the European e-Skills Week (1-5 March 2010) and to have them register for the Belgian campaign "Schools visit companies".
- **The Flemish Department of Education (national stakeholder)** had an article about the European e-Skills Week published in Klasse (circulation 200.000)
- **The French Community of Belgium**, which published a circular letter to inform students about the variety of ICT jobs
- The **CEO tours and Schools visits** by companies were covered by **all major Belgian newspapers** (La Libre Belgique, Het Laatste Nieuws, De Morgen, De Standaard, Het Nieuwsblad), the regional press (Sudpresse), the specialised ICT press (Computerworld, Datanews) and also on YouTube.

The CEO-Tour (Part I) was a greater success than the School visits Companies action. A next edition of the CEO-Tour is already scheduled.

STAKEHOLDER ACTIVITIES

- One Telecentre workshop.

COMMENT

CEOs tours and school visits were quite popular. Although the results for Belgium were relatively good many more teachers and pupils could have been involved if the schools had been invited much earlier to the events and the competition.

3.1.3. CZECH REPUBLIC

The European e-Skills Week campaign in the Czech Republic was organised by the National Contact Point DZS. **105 main events** were organised by DZS and stakeholders reaching a total of **23,015** people. Their PR campaign reached an estimated **3,444,474** people. As an NCP connected with Ministry of Education, Youth and Sports, the main target audience of DZS were pupils and high-school and university students. **25 stakeholders** were engaged in Czech Republic (NGOs, companies, 4 technical universities and more) and organised or co-branded tens of workshops, conferences, seminars and competitions. **3.500 pupils got involved in the European e-Skills Week school competitions**, schools organised also 34 workshops and 11 training activities. Centre for International services organised opening event with panel debate and workshop, invited public to test their e-skills in IT Fitness test.

The European e-Skills Week in the Czech Republic **focused a great deal on events in schools** that are already involved in e-twinning, Comenius and Leonardo projects.

EVENTS

- The European e-Skills Week Opening Event in the Czech Republic: In the panel there were **six selected stakeholders** of the European e-Skills Week in the Czech Republic (e.g. Cisco, Safer Internet etc.)
- **IT Fitness Test: nearly 20.000 pupils took part.**
- National eTwinning Conference (more than 170 participants)
- Events in schools organizing their own activities (38 schools, 4000 pupils and 600 teachers)

PR ACTIVITIES, RESULTS AND IMPACT

- Czech official portal of the European e-Skills Week;
- DZS has published a special press release on IT Fitness,
- Leaflets of the European e-Skills Week
- Press conference on 1 March attended by Czech TV, Czech broadcasting and other journalists.
- DZS Czech Republic would surely like to be part of future European e-Skills Week campaigns.

STAKEHOLDER ACTIVITIES

- There were over 100 events organised by official and unofficial national stakeholders in the capital and in all the regions. Tens of workshops, conferences and competitions were either specially created for the European e-Skills Week purposes or simply co-branded.
- Competitions co-branded / labelled as the European e-Skills Week activities: - Junior Internet Competition, - Networking Academy Games, - Bobrik informatiky, ECDL competition, PaySec Cup, Competition: Create the best learning object for interactive whiteboard, Oracle competition: Create the best application in APEX, Pils Prog: high school students' competition in programming Competition of the Czech Broadcasting: "Painting through Internet", EU in the questions: competition organised by the Information city centre of EU in Prostejov for pupils and high-school students.

COMMENT

The results of the DZS campaign were excellent! A high number of teachers, pupils and university students (the main target audience) actively participated in the campaign. The reasons for this success are manifold. DZS is an NCP connected to the Ministry of Education, thus facilitating the involvement of the schools and universities. **The media campaign mobilized mass media such as TV.** The approach was innovative and interactive posing a genuine challenge to the participants and 25 national stakeholders actively contributed to the success. Lastly, the regional cluster contributed to the success of the campaign by the exchange of good practices.

3.1.4. CYPRUS

CITEA was the National Contact Point that organized the European e-Skills Week activities in Cyprus. During the course of the campaign, **17 main events** bringing together a total of **8,670 people** were organized. Over 13 different PR activities (press articles, TV, magazine) took place reaching to a total of **311,500 people** touched by the campaign, i.e. circa 40% of the population.

EVENTS

- The kickoff event of the Cyprus e-Skills Week activities was CITEA's participation at the 17th Annual Educational Fair that took place at the Cyprus State Fair for high school students;
- Career Days were held at each of the five (5) major universities in Cyprus reaching 570 students.
- Awareness Campaign: the Virtual bus and stakeholder representatives visited five central high schools in rural areas;
- Panel Discussion „ICT Profession, Accreditation, Prospects and Opportunities”

PR ACTIVITIES, RESULTS AND IMPACT

- For the purposes of the European e-Skills Week, CITEA employed the services of Gnora PR agency
- In terms of TV coverage, a CITEA board member was hosted on Sigma TV (90,000 viewers)

- A total of 9 articles appeared in various press articles reaching 160,000 people
- The Panel Discussion held on 22 March was transmitted with Live streaming over the internet reaching 3,500 people.
- At the Educational Fair held 26-28 February, visitors also received a printed handout produced by CITEA in view of the European e-Skills Week.

STAKEHOLDERS ACTIVITIES

- The Cypriot National Stakeholders did not run any activities independently but participated actively in all of the activities organized by CITEA.

COMMENT

Good campaign with especially a good media campaign. Quite an important number of pupils were reached through an educational fair, career days and visits to rural schools. CITEA has created an excellent communication channel with the Ministry of Education and with other important bodies but would like to tighten the collaboration with the Ministry of Education. One very specific outcome of this campaign is the enhanced regional collaboration between the Greek and Cypriot ministries to design an ICT-strategy.

3.1.5. DENMARK

DI ITEK was the National Contact Point responsible for organising the European e-Skills Week campaign in Denmark. DI ITEK organised **more than 10 events**, reaching out to **5,500 people**. In terms of press coverage, around 25 media reports appeared in the press on a subject that is not very newsworthy in Denmark, reaching out to an estimated **765,400 people**.

EVENTS

- DI ITEK - The World Robot Olympiad 2009 (WRO) organised together with the Department of Computer Science, Aarhus University. It is a competition for high school students where they build LEGO robots that can act in a certain way to solve different problems. Focus in 2009 was on solving climate change. 150 students participated.
- DI ITEK - the European e-Skills Week Tour 2010 was organized as a **road show** around Denmark where much of the newest technology was displayed. IBM lent DI ITEK their exhibition bus and stakeholders filled the bus with technology. The bus visited three major cities in Denmark (Copenhagen, Odense and Aarhus) and 600 students participated.
- DI ITEK - Overview of possible ICT-courses for company employees (5,000 booklets)

PR ACTIVITIES, RESULTS AND IMPACT

- DI ITEK distributed five press releases
- The e-skills topic has been visualized on the DI ITEK webpage www.itek.dk
- All stakeholders contributed to spreading the e-skills message through their news channels: the web, newsletters, etc.

- Press coverage – around 25 media reports

STAKEHOLDERS ACTIVITIES

- Knowledge Lab, the Alexandra Institute, Ministry of Science, Ministry of Education and 4 Danish Universities participated in the European e-Skills Week in Denmark.

COMMENT

Good campaign with an original approach (robotics), road shows and visits to rural schools. The NCP experienced problems in motivating the mass media. DI ITEK would like to consolidate the relations built up with students in a next edition.

3.1.6. FRANCE

The National Contact Point - the European Centre for Women and Technology (ECWT) – was responsible for organising the European e-Skills Week in France. ECWT focused on **two main events** reaching out to **105 people**. The PR activity in France however reached out to **1,320,000 people**.

EVENTS

- A full day conference at "La Cité des Sciences et de l'Industrie" in Paris on 30 March with European Commission representatives and MPs, teachers etc.

PR ACTIVITIES, RESULTS AND IMPACT

- Several quotations and outcomes in the press and on key web sites, portals and influencing blogs. Publication of videos and slides on the "Talents du Numérique" e-Skills Web site;
- Publication of an online debate (Forum www.talentsdunumerique.fr) to follow up the event discussions.
- High visibility of the "Talents du Numérique" e-Skills Day event and campaign on Twitter, Facebook and LinkedIn
- Publication of a newsletter "Get the information from the Talents du Numérique Day" to more than 5,500 contacts.

STAKEHOLDER ACTIVITIES

- French stakeholders were very interested but less actively committed to the success of the European e-Skills Week than those in Portugal. Another major issue – which turned out to be crucial in the end- was the competition between stakeholders and the not too collaborative attitude of several organizations.

ECWT has also co-organised events in Spain, Germany, Belgium and Norway. The French regretted by the fact that they had received promotional material in English.

COMMENT

The results of the media campaign were good. However, in terms of active participation in events, it was very disappointing. This might be due to the fact that the main event (a conference) does not attract the main target audience (pupils and students). Also the ministry of education limited its collaboration to an information campaign.

3.1.7. GERMANY

The National Contact Point for the European e-Skills Week in Germany was BITKOM. Their activities focused in organizing several **ICT camps and an IT Fitness campaign** in collaboration with industry ICT leading companies (national stakeholders). A total of 16 events were organised by BITKOM and national stakeholders reaching an audience of **12,719 people**. PR activities included the use of radio, national newspapers and the internet, reaching an estimated **1,378,000 people**.

EVENTS

- IT Camps - MINT 300: 290 pupils and 80 teachers from 65 schools participated.
- IT Camps – Computacenter: More than 200 students from 10 schools from various partner schools participated.
- IT Camps – IBM: Multi touch pad Workshop for pupils of the age of 10 to 12 (90 students).
- IT Camps - Deutsche Telekom: the European e-Skills Week event for 16-17-year olds (120 students)
- IT Camps - Atos Origin: IT-camps organised with local schools (respectively 25 and 80 participants, the latter was a girls-only event)
- ICT Professions on Tape (65 pupils 14/15 years) and apprentices, 5 Teachers, 4 trainers, 10 parents attended.
- Cisco – Girls’ Robotic teams qualify for the World Championship in Singapore. (two teams)
- Cisco – Girls’ Day at the Cisco offices in Germany (more than 100 girls 12-16 years-old). The IT Fitness initiative was present with two trainers and introduced the learning platform for application programs;
- IT Fitness platform:

PR ACTIVITIES, RESULTS AND IMPACT

- ICT user skills: “Changing skills for changing professions” Campaign (11,000 people used the website)
- 150,000 people were informed of the IT Fitness website through a Newsletter.

STAKEHOLDER ACTIVITIES

- The national stakeholders were intensely involved in the activities.
- 555 students were trained by Cisco.

COMMENT

The activities organised were very relevant, innovative (robotics, IT Fitness test, specific activities for girls) and focusing the correct target audiences. It is a pity that not more people took the IT Fitness test.

3.1.8. GREECE

The National Contact Point for the European e-Skills Week campaign in Greece was the Federation of Hellenic Information Technology & Communications Enterprises – SEPE. A total of **seven main events** were organised by SEPE and other Stakeholders reaching out to a total of **1,925 people**. SEPE undertook a PR campaign, including the use of printed and online press, reaching out to a total **307,000 people**.

The Final Event was the climax of the deliberative process where authorities having a leading role such as **Minister of Education in Greece together with Minister of Education in Cyprus formulated the aims of a new e-skills GR-CY cluster strategy**.

EVENTS

- 1st European e-Skills Week Workshop (over 400 participants)
- 2nd European e-Skills Week Workshop (400 participants)
- Final European e-Skills Week 2010 (high level participants e.g. Greek Prime Minister)

PR ACTIVITIES, RESULTS AND IMPACT

- SEPE released Newsletters with special references to European e-Skills Week events. The size of the audience is almost 83,000
- SEPE setup a dedicated e-Skills Week website where all relevant materials could be downloaded.
- SEPE's PR strategy included establishing an e-skills PR committee with ten leading ICT journalists. This generated over 100 press clippings.

STAKEHOLDER ACTIVITIES

- The national stakeholder HEPIS promoted the European e-Skills Week activities and events through its network of ICT practitioners.
- The national stakeholder AUER promoted the European e-Skills Week through their network of ICT researchers.

The regional dimension was very important for Greece. They would also welcome more time to organise events.

COMMENT

The media campaign was a success. Although SEPE managed to involve high-level participants in its activities the number of participants was not huge. It has to be added that the activities offered were quite relevant and useful. The regional dimension also turned out to be very important.

3.1.9. HUNGARY

The Hungarian Association of ICT Companies (IVSZ) was responsible for organizing the European e-Skills Week campaign in Hungary. During the course of the campaign, **29 main events** bringing together a total of **3,570 people** were organized. Over 100 different PR activities (28 printed articles, 77 internet articles, six TV appearances, two radio programmes, six press conferences and eight press releases) took place reaching to a total of **2,683,800 people** touched by the campaign, i.e. more than 27% of the population. IVSZ targeted three target audiences during the e- Skills Week 2010 campaign: decision makers, SMEs and secondary school students.

EVENTS

- IVSZ - Decision makers' conferences (Pécs, Debrecen, Győr, Szeged)
- IVSZ – SME Conferences (5 with 120-150 people per event)
- IVSZ - SME seminars (workshops) Budapest (2)
- IVSZ - Secondary school visits (11 schools): IVSZ engaged the CEOs of some highly popular companies to talk about themselves and their careers: IVSZ partnered with two organizations that regularly organise such events (Junior Achievement Hungary and "THE"). The events organized through Junior Achievement Hungary included 80-150 students per event and the whole programme of the event was about the e-Skills topic. The events organized by "THE" were typically larger (200-300 student per event), and the programme included IVSZ and other organization speakers.
- IVSZ - Budapest Opening Conference - Decision makers' forum with high-level decision makers and stakeholders.
- IVSZ - Regional Road show - Decision makers' forum & SME workshop & School visits: included SME visits and workshops on the first day and school visits on the second day.
- "Digital Alarm" Declaration.
- The European e-Skills Week Competition
- IT Fitness test focusing mainly on secondary school students.

PR ACTIVITIES, RESULTS AND IMPACT

- E-Skills poster for secondary schools 200 copies
- E-Skills postcard for students 2000 copies

- E-Skills brochure for SMEs (2000 copies)
- IVSZ website for the European e-Skills Week campaign (10 newsletters, 25 articles on the European e-Skills Week)
- Moreover IVSZ organised 6 press conferences, 70 journalists were present, 8 press releases, 4 media partners were involved: 77 Internet articles appeared in the Hungarian press, 28 print articles. The European e-Skills Week was covered twice on the radio and six times on TV.

STAKEHOLDER ACTIVITIES

- MEFIT Foundation: Being the most important stakeholder MEFIT worked together with IVSZ in close cooperation in all events of the European e-Skills Week 2010 Hungarian campaign;
- Microsoft: As an individual company, Microsoft Hungary was one of the most engaged partner of IVSZ in the European e-Skills Week 2010 campaign
- CISCO: Cisco Networking Academy organised a local online competition for networking specialist students, NetRiders Hungary in the framework of the European e-Skills Week (53 students)
- SZÁMALK:
- ORACLE: opening event , several hundreds of students
- MATISZ: participated in several events
- Other stakeholders were also actively involved.

COMMENT

IVSZ drafted an excellent strategy focusing on three different target audiences with different activities (**conferences for decision makers, workshops and road shows for SMEs and schools**). **The results of the media campaign were excellent.** There were also a lot of stakeholders involved in the activities. The results of the campaign could probably be enhanced by better involving the Ministry of Education in the campaign.

3.1.10. IRELAND

Whilst Ireland was not initially involved in the campaign, FIT - Fastrack to Information Technology (www.fit.ie/about/projects.asp) contacted the consortium towards the end of 2009 to assess how they could become involved and organise the e-Skills campaign in the Republic of Ireland and Northern Ireland. It was decided that these activities would be orchestrated via Intellect, the National Contact Point for the UK, who in turn would allocate some of their budget to FIT. FIT organises **five main events** during the campaign reaching out to **3,570 people**. Their PR campaign, and that of the national stakeholders, included TV, radio, printed press and the internet reached out to an estimated **393,687 people**.

EVENTS

- Opening Seminar: the European e-Skills Week in Northern Ireland was launched with a short seminar held in ECIT, Belfast, Northern Ireland (50 participants)
- Launch Event: Smart Futures: ICT Ireland, Engineers Ireland and Discover Science and Engineering all collaborated with FIT to hold this evening event on 1 March in Dublin (80 participants)
- Stormont Event: This event, held in Belfast on 5 March focused on Schools and there were over 120 students from 12 Belfast schools who attended this event.
- e-Skills for Lifelong Learning Seminar: European Union House in Dublin was the venue for this event (80 participants)
- Institute of Irish Guidance Counsellors (IGC): leaflets were handed out to 700 participants
- Aontas, Adult Learning Festival

PR ACTIVITIES, RESULTS AND IMPACT

- Press Releases were drafted for the European e-Skills Week and to highlight the events and activities taking place across Ireland;
- All events were promoted through FIT's existing network of contacts, including on LinkedIn, Facebook, Twitter and several Ning sites for EU funded projects.

STAKEHOLDER ACTIVITIES

- National stakeholders: ICT Ireland and Engineers Ireland - ICT Champions, ICT Ireland offered I-CANDO Digital Skills programme at the highly subsidised price of 50 euro (normal price: 249 euro) per licence to participants to the Smart Workforce Initiative;
- National stakeholders: NCTE – Key note speaker at e-Skills for Lifelong learning event.
- The national stakeholder ICT Ireland promoted the European e-Skills Week activities and events through its extensive network of contacts.
- The national stakeholder NCTE promoted the European e-Skills Week through their network of contacts.

COMMENT

The activities organised by FIT were quite successful. However, they mentioned a few problems they were faced with. They recommend starting the activities earlier. They also felt that despite invitations and encouragement there was a **relatively low turn-out of SMEs to events and activities**. They recommend **advertising it to SMEs as e-benefits**. They therefore recommend events targeted specifically at SMEs which would have an element of demonstration or case studies where they could see the immediate benefits of upgrading their skills and technology resources.

3.1.11. ITALY

The European e-Skills Week campaign in Italy was organised by the National Contact Point ANSAS (ex-INDIRE). **20 main events** were organised by ANSAS and national stakeholders reaching **3,080 people**. Their PR campaign reached out to an estimated **1,931,000 people**. As ANSAS is the national Agency supporting schools in projects and initiatives on behalf of the Ministry of Education, the contacts with schools was easy and their involvement was guaranteed. ANSAS kept contacts with the stakeholders like Cisco, Acer, AICA and Didasca.

EVENTS

- Several events targeting young people. The events took place in many regions: Lombardia, Friuli Venezia Giulia, Veneto, Emilia Romagna, Toscana, Liguria, Umbria, Abruzzo, Molise, Puglia, Basilicata, Campania, Calabria (with on average 150 participants, largest presence was in Padova: 300 participants).

PR ACTIVITIES, RESULTS AND IMPACT

- Articles sent to media achieved the goal as the information concerning the European e-Skills Week was published in many web sites and blogs. However, contacts with the national press did not reach the expected results.
- The homepage in INDIRE website was a reference point for teachers, heads, school staff and families to follow all the steps of the campaign.

STAKEHOLDER ACTIVITIES

While organizing the events, more stakeholders came to support the regional events of the European e-Skills Week. Their support was essential in implementing the events, as offered halls, equipment and speakers.

COMMENT

The events in Italy were quite successful because ANSAS is the National Agency supporting the Ministry of Education with innovative projects. They also collaborated with national stakeholders such as Didasca and Cisco. The idea of having regional events was successful and will be repeated again.

3.1.12. LITHUANIA

The European e-Skills Week campaign in Lithuania was managed by two NCPs: Association Infobalt and ITC. In total, **33 events** were organised in Lithuania reaching out to **2,540 people**. The combined PR activities of Infobalt and ITC reached **570,775 people**. Infobalt organised a total of 18 main events reaching out to 1,340 people. Their PR activities (including an impressive 57 press articles) reached an estimated 469,775 people. ITC organised a total of 15 main events reaching out to 1,200 people. Their PR activities reached an estimated 101,000 people.

EVENTS

- Infobalt - Campaign "CEO back to school": fifteen CEOs and top management of the INFOBALT companies visited schools they had themselves once attended. They held lectures at schools for 5-10 classes of the 9-12 grade level. Around 1,000 children attended these lectures.
- Infobalt - Closing event "IT night"(more than 200 students)
- Infobalt – „Best Idea" Competition (60 participants)
- National Stakeholder Microsoft - "e-skills and competitiveness of Lithuania" Conference. (80 participants)
- ITC – EMINENT Conference (more than 300 policy makers)
- ITC - Annual Innovative Teachers Forum (400 teachers)
- ITC - Info days Workshops (more than 400 teachers)
- ITC - Lithuanian student programmers' forum Competition
- ITC – Discussion/Debate „International experience implementing ICT in curriculum" (40 educational experts)

PR ACTIVITIES, RESULTS AND IMPACT

- BCP Nova Media agency was hired to assist in media activities
- BCP Nova Media agency was hired to assist us in media activities were engaged
- 57 articles were published on the internet.
- It Niktus Website (11.193 unique visitors from 35 countries)
- ITC published two publications in local press "Dialogas" (newspaper for teachers)

STAKEHOLDER ACTIVITIES

- Lithuanian Computer Society Board held its meeting in the Communications History Museum in Kaunas and invited all Board members to actively participate in the European e-Skills Week.
- ECDL Lithuania invited all the testing centres actively engaged in the European e-Skills Week to promote the campaign.
- Kaunas District Third Age University, Computer Science Department has started with the introductory lecture on the realities of computer skills and their opportunities.
- UAB "Microsoft Lietuva" helped with PR Company.

COMMENT

The campaign was quite successful especially as far as the information campaign was concerned. However, one of the NCPs felt that the campaign could have been even more successful if the Ministry of

Education had been more supportive. The National stakeholders contributed to the success of the media campaign as in the activities.

3.1.13. THE NETHERLANDS

ICT-Office was the NCP for the European e-Skills Week in The Netherlands. A total of **18 different events** were organised by ICT – Office and national stakeholders, attended by and touching at least **720 people**. The PR activities organized, including press and internet coverage touched an estimated **1,248,852 people**.

EVENTS

- Seminar "Eliminate shortages in ICT" (83 participants)
- Schools visiting ICT Companies (15 schools, 450 students)
- Competition: making movie of schools visiting companies.
- An online competition was launched on 1 March to show students the opportunities for ICT jobs based on their own profile (185 participants)
- ICT-Office enlisted six candidates for the European e-Skills Week competition.
- Publication of labour market analysis results.

PR ACTIVITIES, RESULTS AND IMPACT

- Skills Masters: event/exhibition where approx. 25,000 students and teachers are informed about possibilities for future skills and jobs (ICT-office participated as sponsor and had logo published).
- Production of the European e-Skills Week video.

STAKEHOLDER ACTIVITIES

- All stakeholders were regularly informed about the European e-Skills Week and all of them were asked to put the logo of the European e-Skills Week on their websites.

COMMENT

The media campaign was quite successful. Although the events organised are thought to be relevant and interesting the **participation was somewhat rather limited.**

3.1.14. NORWAY

IKT-Norge was the national contact point and responsible party for the European e-Skills Week in Norway. The NCP organised **four main events** bringing together an estimated **2,000 people**. The PR activities, including printed press in the national daily and business newspapers and internet articles, reached out to an estimated **3,185,625 people**.

EVENTS

- IT Exploration Center – Oslo (1500 students visited)
- Business-academia roundtable
- E-Skills in schools – Survey (300 interviews with school principals)
- Nordic cluster meetings

PR ACTIVITIES, RESULTS AND IMPACT

- Website, www.ikt-norge.no (reaching more than 300 companies)
- Press releases to more than 100 journalists nationwide
- Articles on the European e-Skills Week appeared in both daily national papers "Afterposten" and "VG" with a combined audience of 2,4M people.
- Many of the national stakeholders participating in the European e-Skills Week campaign used their own websites and social marketing tools such as Twitter to spread news about the event.

STAKEHOLDERS ACTIVITIES NATIONAL STAKEHOLDER

The events were organised in close collaboration with the stakeholders.

COMMENT

The media campaign was very successful. The activities organised were relevant but **did not manage to mobilize very large numbers of students.**

3.1.15. POLAND

KIGEIT was the national Contact Point responsible for organizing the European e-Skills Week campaign in Poland. **Three main events** were organised by KIGET and national stakeholders reaching a total of **132 participants**. KIGEIT's PR campaign, including printed press and internet articles, radio and TV appearances reached an estimated **1,585,008 people**.

EVENTS

- KIGEIT Press conference (50 participants)
- KIGEIT Workshop (70 participants)

PR ACTIVITIES, RESULTS AND IMPACT

- KIGEIT as a national contact point focused on promoting events in Poland through website (http://kigeit.org.pl/eskills/e_skills.html), newsletters, press releases, informing public media about press conference and workshop.
- The press conference generated a lot of interest from TV, radio stations and general press leading to two key radio appearances and two TV slots in leading Polish TV stations.

- Thematic web portals contacted KIGEiT and the Polish Processing Society to request further cooperation.
- Printed promotional materials were distributed to Local Education Authorities.

STAKEHOLDER ACTIVITIES

- National Stakeholders – Mikołaja Kopernika/NETCAMP/Polish Processing Society LO im supported the designation of best school projects for the European e-Skills Week competition.

COMMENT

The results of the campaign were quite limited and disappointing. In the future more collaboration with the Ministry of Education is required. Although the Ministry of Education showed interest, **the NCP and the Ministry disagreed on the target audiences.** The Ministry wanted to focus on primary school children and the NCP disagreed.

3.1.16. PORTUGAL

The European Centre for Women and Technology (ECWT) participated as a subcontractor to European Schoolnet in the first European e-Skills Week with the primary task to safeguard the gender dimension of the event. **Four main events** were organised in Portugal by ECWT and national stakeholders reaching a total of **65,360 people**. The PR campaign in Portugal reached an astounding **6,507,000 people**.

EVENTS

- Futurália – Stand (4 DAYS; 400 students of ages between 16 and 22, visited the stand.).
- Futurália – Auditorium: ECWT presented and promoted the importance of using e-Skills for careers, through the use of online tools and especially the use of video. Co-organised with MTW Portugal.
- Futurália - Opening Session (200 participants)
- E-Learning and E-Skills Conference "Where Technology Meets Learning" (300 participants)
- TecMaia was cobranded by the European e-Skills Week. Five Firms from TecMaia and seven classrooms from five schools were present for the day.
- Portugal Telecom (PT) signing the Code of Best Practices for Women and ICT
- Prizes: The Portuguese Augusto Lima with the TII project, CITIEVE won one of the six e-Skills Prizes for Employability and Vocational Training which was awarded at Go DigITa! 5 March.

PR ACTIVITIES, RESULTS AND IMPACT

- The outreach of the Portuguese campaign reached a total of 66.578 people.

STAKEHOLDER ACTIVITIES

- Portuguese stakeholders have been truly committed to the success of the European e-Skills Week from the very first moment.

COMMENT

The campaign was very successful in terms of participants and in terms of collaboration with the national stakeholders. Also the media campaign was very successful. However, the evaluator feels that not all participants were actually actively involved as the majority were *just* visiting the Futuralia fair. The NCP feels that in order to enhance the activities the campaign should start much earlier and the website should be active before the launch of the campaign.

3.1.17. ROMANIA

APDETIC was the national Contact Point responsible for organizing the European e-Skills Week campaign in Romania. During the course of the campaign, **four main events** were organised by APDETIC and the stakeholder TeleCentre Europe bringing together a total of **22,025 people**. Over 54 different PR activities (press articles, TV, magazine) took place reaching to a total of **2,783,254 people** touched by the campaign.

EVENTS

- APDETIC Cluster meeting – 10 February 2010, Bucharest
- APDETIC Opening conference – 24 February 2010, Bucharest: 85 persons (representatives of the media, of the stakeholders, of the two Ministers, of the Romanian CE Representative).
- APDETIC organized students visiting ICTC companies;
- APDETIC – European e-Skills Week competition
- APDETIC. The online survey initiated by APDETIC - Go digITal: (research registered 10,010 respondents)
- APDETIC - Closing conference – 10 March, Bucharest (50 participants)
- Microsoft Romania - Launching e-Aptitudini portal (Bucharest)
- Oracle Romania - Forum Oracle Academy (Cluj)

PR ACTIVITIES, RESULTS AND IMPACT

- APDETIC site www.asociatiait.ro was updated and dedicated to the European e-Skills Week. 3,845 hits in January 2010 and 6,227 in March 2010.
- APDETIC gave a press release at the cluster meeting of 10 February. Media coverage was over 3.845 views.

- APDETIC organised three events (cluster, opening and closing press conference) having more than 170 attendees. APDETIC has managed to raise awareness regarding the European e-Skills Week campaign.
- All four press releases given by APDETIC were broadcasted by: - three national TV channels (having a 0,5 total rating points, 50.000 viewers), one magazine, 35 web sites (having a total of 2.776.262 audience size)
- An online media survey was conducted via the company "http pool online Advertising" (1,600,000 unique users)
- APDETIC representatives had several meetings with all the stakeholders' representatives since November 2009 in order to explain the project, identify and organize the events complying with the European e-Skills Week.

STAKEHOLDERS ACTIVITIES NATIONAL STAKEHOLDER

- TeleCentre Europe bringing together more than 29,000 people.
- The stakeholders co-operated intensely with the NCP.

COMMENT

The campaign was very successful as well in terms of media coverage as in terms of events thanks to the good cooperation with the Ministry of Education, Research, Youth and Sport, The Ministry of Communications and Information Society and the Representative of the European Commission in Romania. Moreover the national and pan-European stakeholders also contributed to the successful development of the European e-Skills Week.

3.1.18. SLOVAKIA

ITAS was the national Contact Point responsible for organizing the European e-Skills Week in Slovakia in cooperation with the Ministry of Education of the Slovak Republic and with partner stakeholders. Overall, **five main events** were organised by ITAS and national stakeholders reaching out to **40,320 people**. Their PR campaign, including internet and press articles reached an estimated **3,541,289 people**.

EVENTS

- The IT FITNESS Test focused on testing the level of e-skills of the young generation (39,920 participants took the test)
- NetAcad student competition, where more than 400 students from almost every academy in Slovakia participated.
- Ministry of education sent a letter to all the schools informing them of the activities of the European e-Skills Week.

PR ACTIVITIES, RESULTS AND IMPACT

- A Kick off Press conference of the European e-Skills Week initiative in the premises of Cisco in Bratislava on 1 February 2010. Two Slovak TV and radio celebrities did the IT FITNESS test in front of journalists to promote the initiative and became the "mascots" of this activity.
- Awarding ceremony and Final Press conference organized in the Representation House of the European Commission in Bratislava.
- A TV shot from the event was broadcasted in prime time in the most popular commercial TV Station "Markiza" and the information about these activities were published in most of media in Slovakia.
- The European e-Skills Week in Slovakia had a great Facebook page.
- Posters and postcards distributed to universities and schools in Bratislava and Kosice.
- Website for the European e-Skills Week: www.eskills.sk

STAKEHOLDER ACTIVITIES

- The NAG competition, organised in collaboration with Cisco, involved about 6,000 students from specialized high schools and universities.
- Other stakeholders collaborated actively in the campaign.

COMMENT

The campaign in Slovakia was probably the most successful campaign as well in terms of media coverage as in terms of active participation in the events. It could be set as an example of good practice. There were several factors contributing to the success of the campaign. Two very popular media figures became the mascots of the campaign (and the IT Fitness test) and the campaign received huge media attention. The IT Fitness test was promoted on national TV and while it was being promoted the server crashed because so many people tried to do the test. There was also excellent collaboration with the Ministry of education that recommended the European e-Skills Week campaign and the test to the schools in an official letter. Moreover there was a successful collaboration with the national and pan-European stakeholders. The fact that the IT Fitness test was a kind of challenge for the participants definitely contributed to its success.

3.1.19. SPAIN

AETIC was the National Contact Point responsible for organising the European e-Skills Week campaign in Spain. AETIC organised **26 main events** reaching out to over **3,382 students and companies**. Their PR campaign, including radio, printed press and internet articles are estimated to have reached out to **1,178,736 people**.

EVENTS

- CEOS back to School: AETIC and the Spanish stakeholder INTECO (Region of Castilla Leon) organized for key personnel from ICTC companies to visit schools and deliver key messages about the importance of ICTC. (1160 students and nine companies involved over eleven cities)
- Schools Visiting ICT Companies: (nearly 1400 students and 11 companies involved)
- Opening event of the European e-Skills Week in Spain attended by 112 people
- Participation in the Prize Giving of the annual Conference e-Twinning (350 participants)
- AETIC also launched the Spanish edition of the European e-Skills Week Competition.

PR ACTIVITIES, RESULTS AND IMPACT

- Promotional the European e-Skills Week Video
- Participation with a stand in Business TIC Exhibition Conference
- Participation in the “XII Encuentro del Sector de las Tecnologías de la información y la Comunicación” 23-24 March
- Stakeholder Guide
- PR coverage: AETIC organised two separate radio interviews on RNE on 24 February and 15 March touching each a total of 270,000 people.

STAKEHOLDER ACTIVITIES

- The stakeholders actively participated in the visits to schools and companies.

COMMENT

The campaign in Spain was relatively successful as well in terms of media campaign as in terms of participation in the events. However, the NCP is aware that the campaign could still be enhanced. Such campaigns absolutely need to involve universities and other ICT regional associations or foundations related to ICT education or entrepreneurship. They also think that it is necessary to organise a national competition.

3.1.20. SWEDEN

IT&Telekomföretagen was the National Contact Point responsible for organising the European e-Skills Week in Sweden. IT&Telekomföretagen and national stakeholders organised **114 events** reaching out to **9,115 people**. Their PR campaign including primarily printed and internet articles reached an estimated **1,431,500 people**.

EVENTS

- Lectures in schools around Sweden (110 lectures and 3000 students)

- National e-Skills Week Seminar (115 people)
- European e-Skills Week competition and co-branding with national school competitions (3000 participants)
- The national stakeholder www.webbstjarnan.se is a competition where students create a website showcasing the results of a school assignment. The competition has so far 1,000 teams from schools all over Sweden participating.
- IT&Telekomföretagen are also co branding with the national stakeholder Dataföreningen who is also arranging a competition “Skol-SM i IT-historia”.
- Student fairs and other activities (3000 students)
- Valuable exchange through cluster meetings

PR ACTIVITIES, RESULTS AND IMPACT

- The communications platform for communicating with the target audiences and media was through IT&Telekomföretagen's and their national stakeholders, websites, digital newsletters, press releases and news pitches.
- IT&Telekomföretagen's distributed a press release when launching the campaign in Sweden. 16 articles published on the Internet or in physical print, primarily in the leading ICT-newspaper Computer Sweden (also our stakeholder), reaching an estimated 1,212,000 people.
- IT&Telekomföretagen issued a digital newsletter to 6,000 principals and 1,500 study counsellors in schools around Sweden.
- IT&Telekomföretagen's stakeholders used their websites, digital newsletters and news pitches to media to come across with the e-Skills messages.

STAKEHOLDERS ACTIVITIES NATIONAL STAKEHOLDER

- All events were organised in close cooperation with the stakeholders. The

COMMENT

The campaign in Sweden was quite successful both in terms of media coverage as in terms of participation in the events. In their media campaign they targeted as well school principals, study counsellors, students as the ICT community through the mass media but also through the stakeholders' websites. IT&Telekomföretagen co-branded a number of successful activities thus consolidating the success of the European e-Skills Week.

3.1.21. UNITED KINGDOM

Intellect was the National Contact Point (www.intellectuk.org), responsible to organising the European e-Skills Week campaign in the UK. A total of **13 main events** were organised by Intellect and stakeholders during the campaign reaching out to **4,530 people**. Their PR campaign, and that of the national

stakeholders, included TV, radio, printed press and the internet and reached out to an estimated **1,480,000 people**.

EVENTS

- Opening the European e-Skills Week Conference in London: the Department for Business, Innovation and Skills, e-skills UK and companies such as Microsoft, Oracle and Motorola all collaborated with Intellect to hold the week's opening event in the UK. Over 150 teachers, parents, civil servants and industry attended the conference;
- ICT Skills for Everyone: Ensuring Young People, Adults & the Elderly Take Advantage of the Internet (120 people from across Whitehall, education and industry);
- Entrepreneurs and e-skills, Girl Geeks North East - CEO talk (over 100 students);
- Leaders Network Debate. A debate between 80 leaders in the technology industry about the role of education and skills;
- The Business Value of Social Media – Value of adult e-skills Workshop (80 women including students)
- Students, Academics and Industry Networking Event (60 people);
- Intellect and e-Skills UK - National Careers Guidance Show (2,000 people);
- National stakeholder: e-skills UK – Launch of e-Skills manifesto.

PR ACTIVITIES, RESULTS AND IMPACT

- Press Releases were drafted for the European e-Skills Week and to highlight the events and activities taking place across the UK.
- The national stakeholder e-skills UK promoted the week and activities across their website and various newsletters, as well as mentioning it in their launch of the manifesto.
- In addition, e-Skills UK launched their "e-Skills Manifesto"⁴ on Monday 1 March as part of the European e-Skills Week generating a large amount of press coverage.

STAKEHOLDERS ACTIVITIES NATIONAL STAKEHOLDER

- The events were organised in collaboration with the national stakeholders. In order to involve even more stakeholders and undertake even more activities, more planning time would be recommended.

⁴ See: <http://www.e-skills.com/About-us/2684>

COMMENT

The campaign in the UK was moderately successful. Although the events were relevant for the target audiences and collaboration with the stakeholders was good, they did not manage to galvanise huge audiences.

3.2. ADDITIONAL COUNTRIES THAT JOINED THE CAMPAIGN

Several countries joined the campaign on a voluntary basis as there was **no EC funding available**. In most of these countries the activities were only possible thanks to the national or Pan-European **stakeholders** or thanks to the **active involvement of the public authorities** (mostly the Ministry of Education or the Ministry of Information society). The section of national stakeholders has been left out because as mentioned earlier the activities were managed by the stakeholders (national or pan-European)

3.2.1. BULGARIA

In the absence of a funded National Contact Point in Bulgaria, three national Bulgarian stakeholders worked on PR and events linked to the European e-Skills Week campaign on a voluntary basis. These were BAIT, BASSCOM and the Workshop for Civic Initiatives Foundation (<http://www.wcif-bg.org>). They worked together with the CEO of ICT in Education Directorate of the Bulgarian Ministry of Education and Science and with the Information and Communication Officer for the European Commission's Representation in Bulgaria. Basscom organised a total of **41 events** reaching out to **1,200 people**. Basscom's PR consisted on developing a brochure distributed to 8,000 people together with two appearances on national TV, reaching an estimated **658,027 people**. BAIT did not organise any specific events, but focused on a PR campaign reaching an estimated **33,350 people**.

EVENTS

- “e-Skills at my school” campaign: the campaign was organized by Basscom and involved 1200 pupils.
- e-Government conference organized by ICT Media (350 participants) where booklet on the European e-Skills Week was distributed.

PR ACTIVITIES, RESULTS AND IMPACT

- Basscom published a brochure in Bulgarian about career orientation. It was disseminated in 40 schools in Sofia and published in 8,000 copies.
- Two Bulgarian televisions (BTV and Probg) highlighted the European e-Skills Week campaign reaching an estimated audience reach of 658,027.
- BAIT undertook a variety of PR initiatives: The European e-Skills Week logo and banner were published on BAIT's home page www.bait.bg and info on BAIT's home page www.bait.bg.

- European e-Skills Week campaign postcards & posters disseminated to all BAIT members, reaching 162 companies with an estimated reach of over 4,000 employees.
- European e-Skills Week Press release was sent to 30 different media channels reaching at least 14,000 readers.

COMMENT

Good results considering that they were not initially involved. Collaboration between Ministry of Education and business community was good but could be enhanced. They recommend involving Higher Education Institutions.

3.2.2. ESTONIA

The Ministry of Education of Estonia became part of the campaign as a European Schoolnet member.

PR ACTIVITIES, RESULTS AND IMPACT

- One article on the European e-Skills Week was published and the PR campaign touched 1000 people

COMMENT

Only a limited awareness campaign by the Ministry of Education with no business partners involved.

3.2.3. FINLAND

The Ministry of Education of Finland was part of the campaign as a European Schoolnet member.

EVENTS

- Only training by Cisco (see below)

PR ACTIVITIES, RESULTS AND IMPACT

- Only Acer campaign

STAKEHOLDERS ACTIVITIES NATIONAL STAKEHOLDER

- Though the time frame was too short for the Ministry to involve schools there was an event organised by Cisco and that reached to 50 people.
- The smallish PR campaign orchestrated by ACER reached 2000 people.

COMMENT

Minimal activity due to lack of time only the business stakeholders contributed to the campaign.

3.2.4. ICELAND

The Ministry of Education of Iceland and The Enterprise Europe Network were part of the campaign. The Ministry supported the initiative but had no time to develop further awareness, as it would need at least a school year to put into practice a campaign.

EVENTS

- No event

PR ACTIVITIES, RESULTS AND IMPACT

- The Enterprise Europe Network published two articles on the European e-Skills Week that touched 1,000 people.

COMMENT

Minimal activities due to lack of time

3.2.5. ISRAEL

The Ministry of Education Administration of Science and Technology, Computer Applications in Education Division in Israel participated in the European e-Skills Week campaign. Timeframe was too tight to deeply involve schools and students.

EVENTS

- The main effort of the administration was focused in getting as much as possible Israel participants in the competition announced during the European e-Skills Week.

PR ACTIVITIES, RESULTS AND IMPACT

- Awareness raising campaign of the Ministry of Education Administration of Science and Technology, Computer Applications in Education Division contacting CEO of MOE to receive approval for publication, inspectors of professional centres, district managers proposing activities and ICT companies asking them to become partners.

COMMENTS

Main focus was on participation in the competition but hardly any results due to lack of time.

3.2.6. LATVIA

The European e-Skills Week in Latvia was organized by LIKTA (The Latvian Information and Communication Technology Association) in cooperation with The Ministry of Regional Development and Local government. **303 different events** took place in 55 regions and cities of Latvia, involving **30,067 participants**, who took part in a variety of events including seminars, trainings, workshops and e-skills

tests. LIKTA's PR campaign included the use of various PR campaign channels including television, radio, Internet and printed material, and is estimated to have reached out to **1,700,000 people**.

EVENTS

- European e-Skills Week participants were invited to test their ICT skills with an IT Barometer- an online testing tool developed by LIKTA. More than 10,000 tests were taken for 3 barometer modules: basic ICT skills, word processing skills and skills to work with electronic spreadsheets and calculations.
- More than 5,000 participants passed an online test for effective information search and analysis offered by the portal www.letonika.lv.
- The Ministry of Science and Education involved the entire national Latvian school network to participate in the European e-Skills Week activities.
- Special training materials were developed for entrepreneurs in cooperation with the Ministry of Economy,
- The National Library network of Latvia took part in the European e-Skills Week activities informing citizens and providing training.
- Special promotion activities were organized by ECDL training and testing centres all over Latvia.
- With support of Lattelecom, online seminar broadcasts were organized over two days and could be seen on the portal www.apollo.lv.

PR ACTIVITIES, RESULTS AND IMPACT

- Campaigns on radio, TV and on the Internet as well as printed materials
- All documentation is available on LIKTA homepage

COMMENTS

Excellent results due to an optimal collaboration between LIKTA and several ministries. The approach was both innovative and challenging (testing) and this seems attractive for ICT users. Latvia would like to participate in the European e-Skills Week sooner in the future.

3.2.7. LIECHTENSTEIN

There was no national Contact Point in Liechtenstein. The European e-Skills Week campaign however was brought to Liechtenstein by The Institute of Information Systems – located at the University of Liechtenstein. The Institute of Information Systems set up several seven different events reaching out to **370 people**. Their PR campaign reached out, including the use of radio written press and the internet touched an estimated **36,500 people**.

EVENTS

- Public Conference on Data Protection (150 participants)
- Foundation and Establishment of the Liechtenstein Chapter of the AIS (LCAIS)
- Competence Center (CC) Initiative Meeting with the launch of the first CC in the area of Enterprise Content Management with 10 people involved.
- SAP TERP10 Student Weeks – Offering Further Education certified by SAP (20 people)
- Round Table Meeting e-Skills
- Networking Day 2010 (150 people)

PR ACTIVITIES, RESULTS AND IMPACT

- Public Conference on Data Protection followed by interviews on local radio stations and articles in local newspapers.
- Foundation of the Liechtenstein Chapter of the AIS with dedicated website, networking dinner and articles in local newspapers
- Invitations and publicity (on websites and in press releases) for all the events described above.

COMMENT

Excellent results (especially with university students) considering the size of the population and all activities undertaken under the European e-Skills Week banner are highly sustainable. They represent long-lasting streams of activities that should be repeated in another European e-Skills Week. In future campaigns they would like to involve the media even more.

3.2.8. LUXEMBOURG

There was no national Contact point in Luxembourg. However, a number of activities were undertaken via Fedil – ICT, the Business Federation of Luxembourg (www.fedil.lu) reaching 1,000 people and a further 1,000 were touched by the PR activities.

EVENTS

- Fedil's contribution to the European e-Skills Week consisted in elaborating and disseminating widely a publication on future skills needs and qualifications looked for by ICT companies (co-financed by EURES).
- The results of this study were presented officially during a press conference.

PR ACTIVITIES, RESULTS AND IMPACT

- Printed copies of the brochure were sent to all schools and training institutions in Luxembourg who disseminated the information to students and other people interested.

COMMENTS

As only estimates were given of the people touched by the campaign it is difficult to assess the impact. Fedil only joined the campaign at the end of January 2010. **More time would have been needed** to plan for activities to be undertaken under the European e-Skills Week banner although Fedil shares the objectives of the e-Skills campaign. They would like to join sooner in the future.

3.2.9. FYR MACEDONIA

There was no National Contact Point responsible for organising the European e-Skills Week in the FYR Macedonia. However, JISA – the Pan-European stakeholder organised two events in FYR of Macedonia reaching out to **60 people**. There was no PR activity in the country as they joined the campaign at a late stage.

EVENTS

- European e-Skills Week free ECDL – European Computer Driving Licence training and testing. JISA as Pan European and Serbian national stakeholder of this campaign, in cooperation with its 150 test centres throughout Serbia, Macedonia and Montenegro provided free ECDL for 55 candidates in FYROM.

COMMENT

Although only 55 people actually participated, the initiative is worth repeating as it actively involved the ECDL-centres and introduced an innovative application for this test. Indeed, **simultaneous testing** was made possible with the help of internet application www.ecdltest.rs.

3.2.10. MALTA

The Malta Information Technology Agency - MITA - organised an e-Skills Fair as part of the European e-Skills Week. Together with the national stakeholder Microsoft, the combined audience reaching was **500 people**. Additionally a PR campaign reached **38,000 people**.

EVENTS

- The e-Skills 3 Day Fair aimed at students who are about to leave compulsory education, young professionals, and SMEs who wish to advance their skills or those wishing to re-skill and redirect their careers to take advantage of identified skills shortages within the industry.
- Microsoft Malta participated in the e-Skills Fair hosting a day event which addressed students at Mcast and University, business start-ups, and educational and government executives.

PR ACTIVITIES, RESULTS AND IMPACT

- The e-Skills Fair was advertised in the Maltese press and on Microsoft's website

COMMENT

Malta was a latecomer to the European e-Skills Week campaign and as such would have required more time to plan for additional activities and for a full PR campaign. Nevertheless, **the activity organised touched the right target audience.**

3.2.11. MONTENEGRO

There was no national Contact Point responsible to organizing the European e-Skills Week campaign in Montenegro. However, the Ministry of Information Society organized **four main events** reaching out to a total number of **120 people**. The Ministry of Information Society's PR campaign included appearances in the three main newspapers in Montenegro and one major magazine, appearance on five major TV channels (reaching 70% of the population), a radio slot (reaching 50% of the population), and the use of the Ministry's website. A total of **413,200 people** were touched by the PR campaign.

EVENTS

- Round table on the „Models of Improvement of the Informal ICT Education in Montenegro (for experts)
- ICT award for Montenegrin Universities – 10 for 10 Project: awards to the 10 best ICT solutions designed by students from by three Montenegrin universities.
- ECDL certification for young Computer Scientists. The Ministry of Information Society, in cooperation with its ICT partners JISA – Union of ICT Societies (a Pan-European stakeholder), organized free of charge testing in Podgorica, Bar and Pljevlja (for over 200 candidates).
- „ICT for All" project: the Ministry for Information Society and Association for ICT Montenegrin Chamber of Commerce conducted a campaign to collect modern ICT equipment for primary schools in rural area of northern Montenegro. 15 computers were donated.

PR ACTIVITIES, RESULTS AND IMPACT

- Between 1 and 5 March 2010 the Ministry of Information Society used four different channels to promote the European e-Skills Week campaign: newspaper and magazine articles (four), TV (five), Radio (one) and Internet.

COMMENT

Although not so many people actively participated in the campaign, many more were touched by it through **a very active mass media campaign (especially TV)**. The initiatives were benefiting as well the participants as the Macedonian society.

3.2.12. SERBIA

There was no National Contact Point responsible for organising the European e-Skills Week in Serbia; however several stakeholders organised a host of activities. One national stakeholder was the Ministry of Telecommunication and Information Society, Republic of Serbia. Another national stakeholder was JISA – Union of ICT Societies (www.jisa.rs) a Pan-European Stakeholder orchestrating the European e-Skills Week activities in Serbia and FYR Macedonia in addition to Montenegro and a national stakeholder in Serbia. **151 training events** were organised reaching **1,500 people**. The PR campaign in Serbia, including an extremely powerful public campaign on the buses on Belgrade, TV and printed and internet press, is estimated to have reached **750,000 people**.

EVENTS

- European e-Skills Week free ECDL - European Computer Driving Licence - training and testing.
- the European e-Skills Week Closing Conference/Ceremony in Serbia (100 participants)
- “Oracle Academy Day”

PR ACTIVITIES, RESULTS AND IMPACT

- Public campaign in Belgrade (advertisement of the European e-Skills Week on three bus lines);
- Information about the European e-Skills Week was published in regional printed and electronic media, as well as national newspapers and professional magazines;
- Information about the European e-Skills Week was published in ICT TV Show Kursor
- The Association of Journalists of Serbia contributed to the visibility of the campaign.

COMMENTS

This campaign was benefiting the participants as well as the Serbian economy. As a result of the **active media campaign** a lot of people were aware of the European e-Skills Week campaign.

3.2.13. SLOVENIA

Microsoft was stakeholder for Slovenia as well as the Ministry of Education and Sport of Slovenia

EVENTS

- Microsoft Slovenia and the Maribor Faculty of Economics and Business held an e-Skills Day event. **(200 participants)**

PR ACTIVITIES, RESULTS AND IMPACT

- The PR campaign lead by Microsoft in Slovenia reached **300,000 people**.

COMMENTS

The campaign was rather limited.

3.2.14. SWITZERLAND

In the absence of a funded National Contact Point in Switzerland, as a result of the consortium identifying and contacting a number of potential campaign participants, two organizations - Cisco Switzerland and SWICO. Cisco organised **three events** under the European e-Skills Week banner in May, reaching out to a total of **230 people**. No major external PR activities were undertaken. A total of **100,000 people** were reached by the PR campaign. SWICO focussed on an internal PR campaign reaching out to the organisation's 358 members.

EVENTS

- Schweizer Cisco Networking Academy Day 2010 (200 ICT practitioners)
- Cisco and its channel Partners "Talent Connection Event". Annual workshop that runs all day, bringing together around 30 young people.

PR ACTIVITIES, RESULTS AND IMPACT

- Cisco advertised the European e-Skills Week internally.
- SWICO undertook primarily a small PR campaign. This included adding the e-Skills logo on their website and sending a message to their members.
- The total PR activities reached 100,000 people as the press picked up on the European e-Skills Week during the course of the campaign.

COMMENTS

Rather limited as far as events are concerned (in fact limited to Cisco activities) but thanks to a positive media campaign SWICO is already considering co-branding some of its activities with the European e-Skills Week activities in the future.

3.2.15. TURKEY

In the absence of a funded National Contact Point in Turkey, several organizations worked on PR and events linked to the European e-Skills Week campaign on a voluntary basis. These included Istanbul Bilgi University and Youth for Habitat. Istanbul Bilgi University directly involved a total of **200 people** in its **two events**. Their PR campaign touched **17,000 people** through the TV and Internet. Youth for Habitat (as a member of Telecentre-Europe Network) directly involved **103,720 people** in its **67 events** (including a conference, a workshop, a competition and multitude of local information stands). Their PR campaign, including radio, TV, press and Internet) touched over **15,000,000 people**, 20% of the country's population.

EVENTS

- Istanbul Bilgi University Opening Event – Panel discussion entitled “Turkey’s e-Transformation and Digital Future”
- Istanbul Bilgi University Seminar on “Future Careers” targeting guidance counsellors of high schools in more disadvantaged areas of Istanbul.
- Youth for Habitat Get Online Day: Crash course on Blogging and Social Media (Training) aimed at master trainers and trainers of the project, entitled “Empowerment of Youth for e-transformation in Turkey”.
- Youth for Habitat Get On-line day. During that about 3000 people online got online in Turkey.
- Youth for Habitat - National the European e-Skills Week Development Summit (150 participants)
- Youth for Habitat & Youth City Councils Street Campaign in 62 cities.
- Youth for Habitat - ICT trainings
- Youth for Habitat the European e-Skills Week message Meetings.

PR ACTIVITIES, RESULTS AND IMPACT

- Istanbul Bilgi University worked in close cooperation with the PR department of the university. The social media channels were also used. Private web TV channels were also interested and performed an online streaming of the Opening Event. The Television Reporting and Programming web TV portal of the university (www.tvrpnet.tv) also podcasts an edited version of the European e-Skills Week events organized by BILGI.
- Youth for Habitat actively worked with Youth City Councils all around Turkey through which the European e-Skills Week campaign was implemented.
- Microsoft PR Agency prepared press bulletin and was also responsible for sharing information about summit with all Turkish TV Channels and Radio Stations. Microsoft and Youth for Habitat orchestrated 10 Radio interventions reaching out to 3,000 people. 60 articles in both national and local papers touching an estimated 5,000,000 people. 5 national TV appearances covering the European e-Skills Week Summit and other activities in 62 cities, touching an estimated 10,000,000 people.

COMMENTS

This excellent campaign was focusing on different target audiences (academia, decision makers, career counsellors and young people) and was not limited to Istanbul. It is a pity that the Ministry of education did not actively participate in the campaign. The stakeholders would like to involve young people more and involve them interactively. Maybe competitions would help. There should also be more cooperation with SMEs.

3.3. SUCCESS FACTORS OF NATIONAL ACTIVITIES

In order to assess the success of the national European e-Skills Week campaigns both quantitative and qualitative aspects were taken into account. As it is difficult to compare the quantitative participation of small and larger countries the participation per country has been compared to the population of the countries concerned.

As can be seen in the table below especially **Turkey, Portugal, Slovakia, Latvia, Czech Republic and Cyprus** did very well especially taking into account the number of participants compared with the population. Also **Belgium and Austria** did relatively well. This is all the more remarkable as two of these countries (Latvia and Turkey) only joined the campaign later. On the other hand especially **France and Poland** did very poorly as far as participants were concerned. It is therefore worthwhile to look at the factors that contributed to the success or the lack of it.

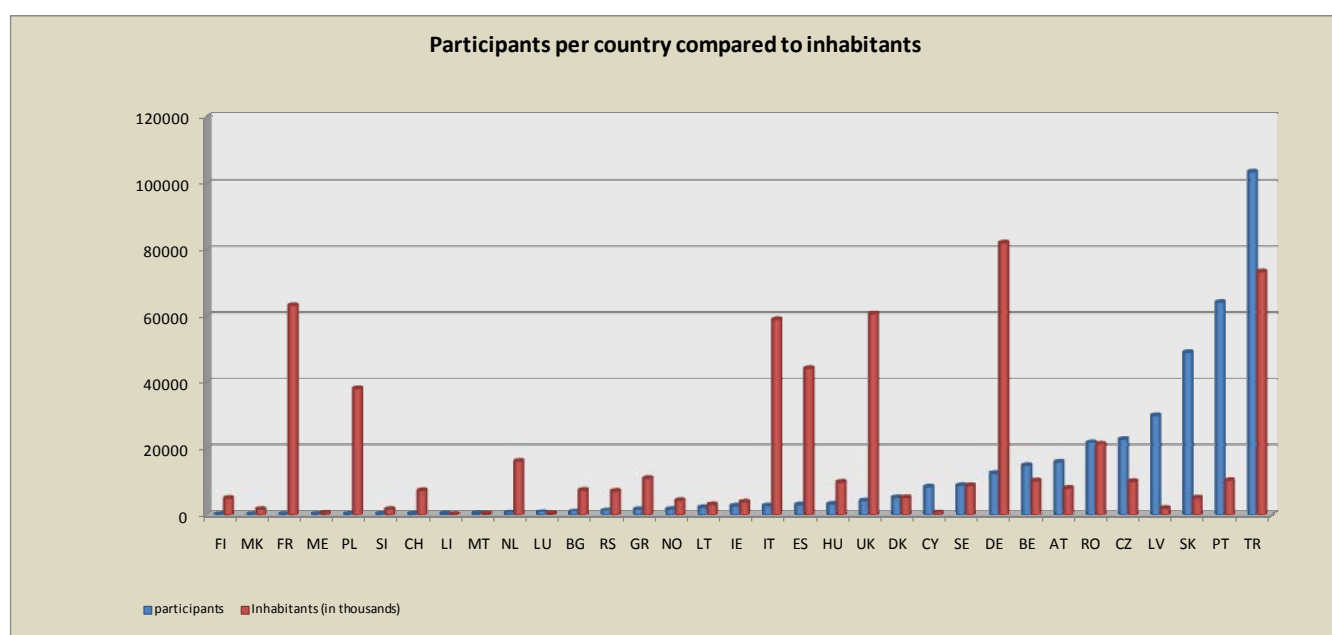


FIGURE 18

3.3.1. STRATEGY ADAPTED TO TARGET AUDIENCES

As the Hungarian NCP correctly pointed out a strategy should be devised according to different target audiences. This strategy should integrate the information and awareness raising campaign as well as the activities planned. It is therefore essential that the project can start on time in order to allow time for a strategy. As well as far as the communication channels are concerned as concerning the activities different approaches should be used for the different target audiences: pupils, students, people from SMEs, the general public, academia and policy makers. When devising this strategy it is also essential that strategic partners and stakeholders are involved. These can also be different according to the different target audiences.

3.3.2. ACTIVITIES ORGANISED

1. Interactive activities

It is clear that an **innovative approach** such as the **IT Fitness test** or the **IT Barometer** (Czech Republic, Slovakia, Latvia etc.) work. They attracted huge numbers of participants in virtually all the countries where these tests or barometers were offered. Participants are probably curious to see their results and feel challenged. Moreover this kind of testing is very cost effective. It is in fact limited to the effort of translating the test, putting it on-line and maintaining the server. Moreover this approach is interesting for **several target audiences**: students, people working in SMEs and even the general public. These tests can also be taken everywhere and anywhere on the condition there is a PC available. Also the **Get online day** (more than 68.000 participants Europe-wide) was a huge success. There were also more than 10.000 respondents to the Go digITal survey that was taken in Romania. In the same category we can place the free ECDL tests that were offered in Serbia, FYR Macedonia and Montenegro. The latter, although more expensive had the advantage that it also attracted people from SMEs that were a very difficult target group to reach.

All these online and interactive activities attract many participants but have also a high qualitative value as they really involve the participants.

2. Road shows

Road shows were organised in Hungary, Denmark and Turkey and have the advantage that hands-on gadgets and technology that are not available everywhere can be brought to the target audiences. In Hungary the road show spent two days in each city: one day was organised for high school students and one day for people working in SMEs. It is essential that these road shows are not limited to giving information but offer hands-on activities. These will in turn attract the mass media.

3. Visits of CEOs to schools

As far as **pupils** are concerned the visits of CEOs to companies were considered a success (Belgium, Ireland) even more than visits of pupils to companies (probably because the latter are more difficult to organise). Although it is not possible to organise these visits at the same scale as the on-line activities they are relevant in terms of one of the objectives of the European e-Skills Week: attracting more young people to ICT-studies. The CEOs or other practitioners in the ICT industry can change the view young people have of the ICT-industry and give **information on the wide range of professions** in the ICT-industry.

4. Competitions

Also **competitions at schools** which are sponsored with prizes, giveaways, and promotional materials seem to be popular (Sweden, Hungary etc). The best students could later compete in international competitions such as the global robotics competition (Denmark, Germany) or in the pan-European competition (Romania, Ireland).

5. Workshops

Workshops are very relevant but have as a disadvantage that they will probably only attract people who are already interested in ICT. Virtually all countries offered workshops. Very often they were attended by university students or teachers. Several NCP organised workshops for SMEs but they were not as successful as hoped for. It is not surprising that the satisfaction rate of people who participated in workshops was very high.

6. Trainings

During the European e-Skills Week a number of training were offered. Some of them lasted several days such as the SAP TERP10 Student Weeks offering Further Education certified by SAP. The goal of these student weeks was to enable students to join the SAP TERP10 training and certification through the University of Liechtenstein at very low prices compared to standard training offered by SAP Education. In the Czech Republic trainings were given for teachers. Germany organised ICT camps for young students. These camps were also very successful. Although trainings can never be organised for a large audience they can contribute to the quality of the European e-Skills Week as they will enhance the skills of the participants and in some cases even lead to a certification that can be a valuable asset in the future career of the participant.

7. Fairs

Fairs have the advantage that they attract many people (Portugal, Turkey). However, the qualitative impact will only be on those who actually visit a stand or a workshop. Especially career fairs (Cyprus) are interesting because they will attract young people who are hesitating about their future careers and they might be attracted to an ICT profession (or studies) by the presence of a European e-Skills Week stand. Therefore it is interesting and advisable to be present at fairs. However, activities should not be limited to the presence of fairs.

8. Conferences

Virtually all countries organised a conferences. In some cases they were very successful (e.g. conference for teachers in Austria, conference for students at Bilgi university Turkey) but in other cases they failed to attract the expected audience. Although they can be useful to start or end the e-Skills activities they can definitely not be the only activity organised. In terms of media attention they can be interesting if very important figures such as the Prime Minister (Greece) are present. **High school students, but also people from SMEs will not feel attracted to conferences.**

9. Round tables

They are probably the ideal activity for decision makers or high-level representatives from industry and academia (Spain, Liechtenstein).

3.3.3. PARTNERSHIPS WITH STAKEHOLDERS

Success of the national campaigns was also related to the **strength of the partnerships** in the respective countries. It is obvious that a lot of the activities would not have been possible without the help of the national and Pan-European stakeholders. Especially in the countries that joined the campaign later they enabled many of the activities. Some of the stakeholders did not carry out activities but facilitated them.

1. Partnerships with National Authorities

As young people are the prime target audience of the European e-Skills Week campaign it was essential for the success of the campaign to involve the Ministry of Education. It is clear that in countries such as Austria, the Czech Republic, Slovakia and Latvia where the NCPs were either closely connected to or working in close relation with the Ministry of Education the success was largely due to the **active support of the Ministry of Education**. Although the results in Turkey were good, Bilgi University is convinced the results would even have been better if the Ministry of Education had been more cooperative. It is obvious that the collaboration of the Ministry of education should not be limited to lip service but that it should be a genuine collaboration that facilitates the implementation of the European e-Skills Week. It is obvious that also other Ministries or public authorities can contribute to the success of the European e-Skills Week. Thus, the Department of Information Society of the Turkish Prime Ministry supported the campaign but also the Ministry of Telecommunications and several city councils were very supportive. In Serbia the Ministry of Telecommunication and Information Society was a national stakeholder. In Latvia the Ministry of Regional Development and Local government co-organised the events.

It is clear that where public authorities co-organised the events they were generally quite successful. It is therefore to be regretted that in many countries the reactions towards the European e-Skills Week were only lukewarm.

2. Partnerships with ICT industry and ICT stakeholders

Also the partnerships with the stakeholders in the ICT-industry were **very useful** and contributed to the success. In Turkey the success was largely due to the efforts of Youth for Habitat. As a member of the Telecentre-Europe Network they were actively working during the Get Online Day. The Get Online Day under the umbrella of the Telecentre-Europe Network was also very successful in Romania and during the European e-Skills Week nearly 70.000 people got online in 42 countries. Get Online Day was supported by Microsoft Unlimited Potential. Microsoft also supported the events in Serbia, Slovenia, Slovakia, Lithuania and Austria. CISCO promoted the European e-Skills Week with many co-branded events in at least 10 countries. In certain countries there would not have been any activities if it were not for Cisco. Also thirteen countries in Europe (Serbia, Hungary, Romania, Czech Republic, Poland, Slovakia, Greece, Cyprus, UK, Ireland, Belgium, Germany and France) actively participated in the European e-Skills Week events. More than 5,300 students, educational directors and teachers participated in activities that showcase innovative Oracle technologies and solutions in many European countries. Also other national and pan-European stakeholders such as SAP, Motorola, e-Skills ILB, CEPIS, European Alliance for Employability, Euro-CIO, Accenture, Intel and the ECDL Foundation helped in different ways.

Especially **co-branding of activities** was seen as a very effective and efficient way of organizing activities (e.g. Czech Republic, Slovakia and Sweden). Co-branding the activities of stakeholders had the additional advantage that the message of the European e-Skills Week could be spread through their channels

In several reports it was mentioned that also higher education institutes offering ICT should be involved in the campaign. This was the case for the most successful countries such as Slovakia and Turkey.

3. Media Partnerships

As far as the media campaign is concerned it was suggested to have partnerships with the media. However, especially in Northern Europe this was felt as a problem as the media do not want to give up their independence which might be suggested by the term partnership. Nevertheless 17 media partnerships were concluded. The overall majority of articles published on the European e-Skills Week appeared on the Internet (60%). Many of them were published on the websites of the consortium and on those of the Pan-European stakeholders. A lot of newspaper articles appeared, especially on the events organised in the framework of the European e-Skills Week. Also specialized ICT-magazines reported on the European e-Skills Week. Whenever educational authorities were involved articles on the European e-Skills Week were sent through Newsletters or educational magazines.

Especially in North-western Europe **mass media** such as radio and television were not easily convinced to broadcast on the European e-Skills Week. The fact that many more prominent politicians in South, Central and Eastern Europe participated in the events might explain this phenomenon. As some of the NCPs reported it is important that hands-on activities are shown as otherwise television broadcasters are not interested. Also the involvement of very famous and popular celebrities such as the “mascots” in Slovakia helped to attract mass media.

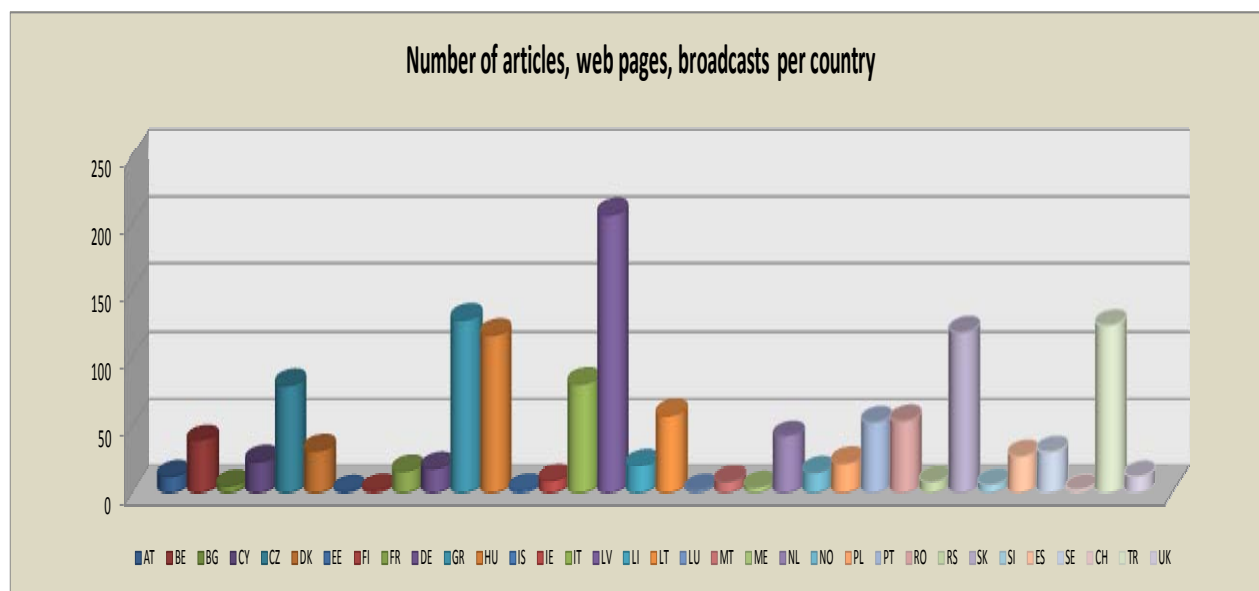


FIGURE 19

4. Regional clusters

Virtually all countries say that the **regional clusters were a great idea**. Clusters and cluster meetings were felt to be very useful for experience sharing and brainstorming of new ideas for e-skills promotion.

Especially the cluster Austria, Czech Republic, Slovakia, Hungary was really working fine and ideas from all countries have been taken into account when preparing the events. An example of this is the IT Fitness initiative from the Slovak Republic that has also been used in the Czech Republic and in Hungary.

3.3.4. CONCLUSIONS

As a conclusion it could be stated that only a **combination of critical success factors** can contribute to a very successful national campaign: a good **media campaign** with the professional help of a professional PR agency, good collaboration with as well the **public authorities, academia** as well as the **industrial stakeholders** and a wide **range of activities** focusing on different target audiences.

It is clear from the national examples given that the main target audience (pupils and students) are especially interested in **innovative, interactive on-line activities** such as the **IT Fitness test, the IT Barometer or the Get online Day** (Slovakia, the Czech Republic, Latvia and Romania). These online activities are also able to involve the wider public such as families, associations, libraries and at a large scale they also attract mass media such as TV. They have as an additional advantage that they make the participants aware of their abilities with ICT. In order to involve pupils and students it is absolutely essential to collaborate with the education authorities.

Also **competitions** in schools or in academic institutions are very attractive for students (Denmark, Sweden etc.). As some NCPs suggested they could be the start of the European e-Skills Week campaign and the award winning ceremony could be the culmination of it. The **best students** in these school competitions can in turn compete in a national and European or even global competition.

The **CEO Tours** turned out to be quite successful in Belgium, Spain and Lithuania. The general experience with students is that they are interested in the topic and are often surprised at the wide range of professions within the ICT-sector.

It is also good for the European e-Skills Week campaign to be present at **student or career fairs** as very often it is there that young people choose their future studies or careers (Portugal, Cyprus). If present, at such fairs there should be a stand with interactive activities or specific workshops. In order to reach audiences in further away areas **road shows** can be organised targeting as well students as well as SMEs (Denmark, Hungary).

Workshops and trainings can meet the needs and demands of those that are already interested in ICT and e-skills and can convince those that are hesitant to go for an ICT-career. In that respect the trainings and workshops for girls in Germany are of particular interest or up-skill themselves. As SMEs seem to be a very difficult target audience they should always see the immediate benefit of their participation. As several NCPs mentioned: *“the reason for this may be that most SMEs struggle for everyday survival and only a few can “afford” to think strategically.”* In that respect the ECDL initiative in Serbia, Montenegro and FYR Macedonia as well as the SAP-TERP certification in Liechtenstein are of particular interest. Also the Oracle and Cisco trainings could mean an asset on the CV of the participants.

Conferences can be interesting to inform teachers, student counsellors, inspectors and stakeholders who can in turn disseminate the European e-Skills Week message. This turned out to be very successful in Austria. However, it has turned out that **conferences do not attract the wider public**. Round-tables or panel discussions can be interesting to bring together decision makers, academia, researchers, NGOs and high-level representatives of industry to design a regional, national and European strategy. The debate can generate very interesting ideas how to cooperate and how to connect non-profit and profit ICT sector. As was shown in the Greek and Cypriot example these conferences or round-tables can also lead to an interregional strategy.

Lastly the importance of the **regional clusters** should not be underestimated as they can lead to sharing experiences and cross-fertilisation of ideas.

Slovakia could be taken as an example of good practice. The Slovak NCP managed to galvanise the general public and pupils and students in particular through a very successful media campaign where popular figures were involved during the kick-off press conference. There was close collaboration with the national authorities (especially the Ministry of Education and Sciences that sent a letter to all the schools to motivate them) and collaboration with the stakeholders went very smoothly: thus the kick-off press conference took place in the Cisco premises, awards were given by the American Chamber of Commerce and the Awarding ceremony and Final Press conference were organized in the Representation House of the European Commission in Bratislava. The IT Fitness test was a huge success especially in schools but also with the general public. Also the competition was successful in specialized schools and universities. The events were covered several times on radio and TV and in newspapers and magazines. The regional cluster also took over the idea of the IT Fitness test.

4. RELEVANCE, EFFICIENCY, EFFECTIVENESS, IMPACT & SUSTAINABILITY

The evaluation of the relevance, efficiency, effectiveness, impact and sustainability of the European e-Skills Week campaign was based on desk-top research, in-depth interviews and the questionnaires on the CSS, the questionnaires on the opening and closing events and the impact questionnaire. The latter was filled out by 50 NCPs and stakeholders who filled in virtually all the questions asked. In fact all the NCPs filled out the whole questionnaire whereas some (three) of the stakeholders did not feel out the part that was dealing with the impact of some activities.

4.1. RELEVANCE

In the evaluation questionnaires for the opening and closing events as well as in the impact questionnaires the respondents were asked whether the awareness raising campaign and activities organised for the European e-Skills Week responded to the specific needs of the stakeholders and the beneficiaries and were relevant to reach the objectives of the European e-Skills Week: awareness raising, stimulating partnerships through promotion and coordination of activities, informing a wide public, encouraging and supporting the organisation of national e-skills events and developing joint awareness activities with national public authorities and stakeholders and the longer term objective: attracting more youngsters (especially girls) to ICT-studies.

Moreover the evaluator assessed whether the activities that have been set up are in line with and are relevant for the key components of the long-term agenda of the European Commission's Communication on "e-Skills for the 21st Century: Fostering Competitiveness, Growth and Jobs": strengthening cooperation between public authorities and the private sector, academia, unions and associations through the promotion of multi-stakeholder partnerships and joint initiatives, ensuring sufficient public and private investment in human resources and e-skills, promoting science, maths, ICT, e-skills job profiles, role models, and career perspectives with a particular focus on young people and related careers, developing digital literacy and e-competence actions tailored to the needs of the workforce and ensuring that workers can regularly update their e-skills.

4.1.1. RELEVANCE OF THE ACTIVITIES UNDERTAKEN BY THE CONSORTIUM

The activities undertaken by the consortium to reach the objectives of the e-skills campaign were definitely relevant. We would like to point out once again that **all respondents** to the CSS rating the **quality of services** and assistance to the main stakeholders and NCPs thought that the services provided in order to organise the European e-Skills Week were **good or very good**. Also nine out of ten respondents to this survey rated the quality of activities organised by the consortium good or very good. These ratings were confirmed by the interviewees (mainly NCPs who were interviewed during the opening and closing events or during the last meeting of the NCPs). The activities of the consortium have also fostered **partnerships on a European scale as well as locally between the different stakeholders**.

The **opening and closing events** were seen to be **relevant** to raise public awareness but could also have attracted more media attention if high-level officials would have been present. The **video-streaming** of the conferences was a good idea as it **multiplied the audience**. People who could not attend the conference or could not watch it in real time were able to watch the video online afterwards. As far as the closing ceremony was concerned some technical difficulties with the streaming were signalled by respondents.

The European e-Skills Week **competition** was definitely a relevant activity as it did not only raise awareness but also contributed to **youngsters actively using their e-skills** not only to their own benefit but also to that of societal needs. This competition was also felt as a joint activity, not only locally but Europe wide.

4.1.2. RELEVANCE OF INFORMATION ON THE PORTAL

The information provided on **the portal was not always seen as relevant and useful**. This might be due to the fact that because of the short time frame the useful (and relevant) information was not always there on time.

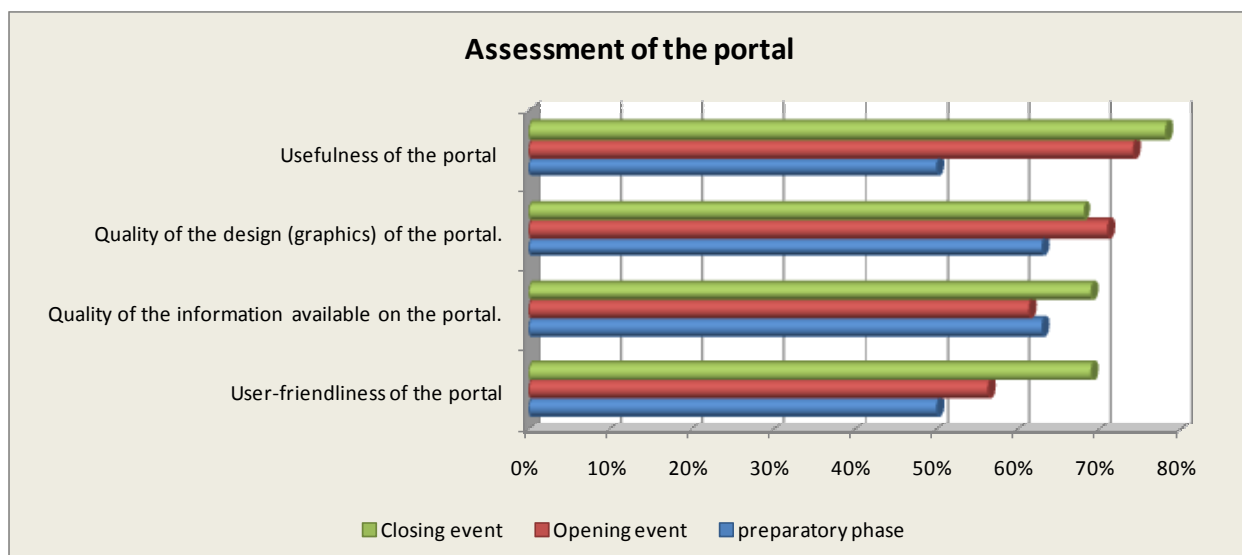


FIGURE 20

When we compare the assessments in the preparatory phase with those of the opening and closing events we see that the appreciation of the usefulness (and relevance) of the portal is gradually **increasing**. The fact that this is not a coincidence but probably due to the time frame is confirmed by the fact that the assessment of the quality of information and the graphics is virtually constant.

4.1.3. RELEVANCE OF ACTIVITIES ORGANISED BY NCPs AND STAKEHOLDERS

The activities of some of the **pan-European stakeholders** were relevant, especially the **online activities**. The fact that so many people participated especially in these online activities (IT Fitness test, the Get Online Day etc.), shows not only that they managed to raise public awareness but that they also met a **genuine need**. These activities were also relevant because they were underpinning the efforts of the NCPs and local stakeholders. These pan-European stakeholders also managed to raise the awareness of the European e-Skills Week by advertising it on their websites.

The **interregional cluster meetings** were also seen as **very relevant** as the different NCPs could learn from each other and thus enhance the effectiveness of the activities in their country. These cluster meetings have also led in many cases to new stakeholders and even new countries joining the European e-Skills Week project. Moreover the stakeholders mentioned that these were very valuable opportunities to meet with other stakeholders in the field.

The activities that were undertaken by the **NCPs and local stakeholders** to raise the awareness of the public and informing a wider public were definitely relevant as **more than 50 million people** might have read or heard about the activities of the European e-Skills Week. However, in order to attract even more **journalists** especially for the popular media **more hands on activities** should be provided and **high level officials** should be present at the press conferences and other activities where journalists are invited as these tend to attract more journalists.

Quite a number of the activities were directly relevant to the objectives of the Communication on “e-Skills for the 21st Century in general and the European e-Skills Week in particular. We refer to the many visits of ICT practitioners to schools or students and pupils going to ICT-companies, a brochure with all possible professions in ICT and Girl’s Day at Cisco (to attract more girls to ICT-careers).

The fact that most activities were seen to be relevant as well by the stakeholders as the NCPs can be confirmed by the satisfaction that was expressed by the NCPs and stakeholders in the impact survey.

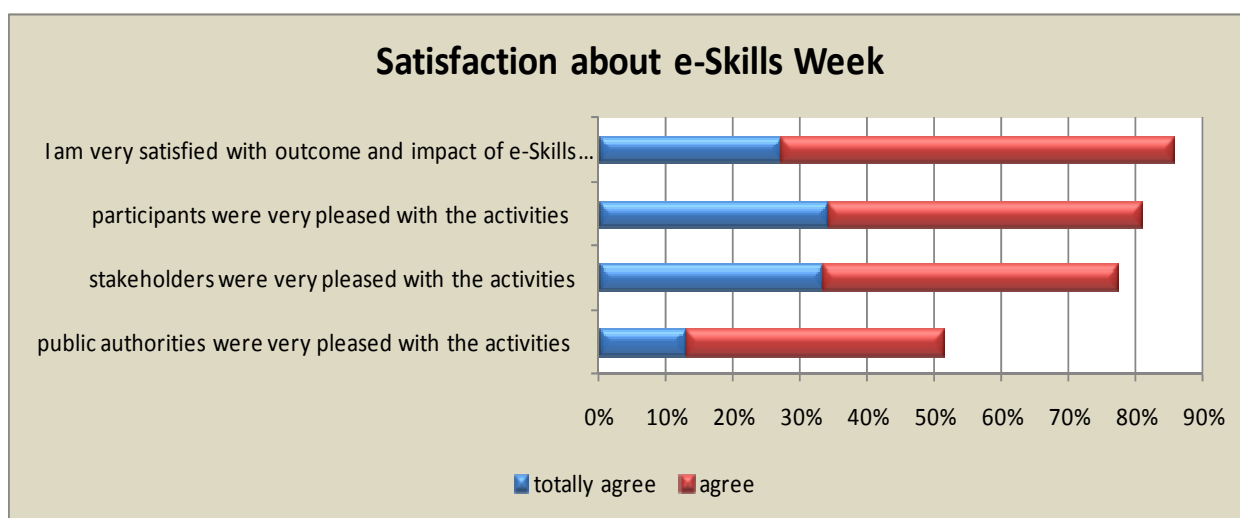


FIGURE 21

Eighty five percent of respondents were satisfied with the outcome and impact of the European e-Skills Week and 81% were very pleased with the activities organised. More than three quarters of the respondents also confirmed that the stakeholders were very pleased with the activities organised. Only as far as public authorities are concerned slightly more than half think they were satisfied. This is mainly due to the fact that nearly half of the respondents didn’t know what the opinion of public authorities was. This also points to the weak involvement of the public authorities in the European e-Skills Week.

Although most activities undertaken were relevant, it was correctly pointed out by some NCPs (Norway, Spain) that needs might be different according to the target audiences (even between schools and youngsters the same age). Therefore it would be useful to carry out **a needs analysis of the target audiences** before starting the activities. Thus the activities could be tailored to the specific needs of the target audiences.

The visits of companies to schools as well as schools to companies were seen to be very relevant. However, all interviewees stress that there is more time needed to organise these activities. This was confirmed in the final reports of the national stakeholders.

As far as strengthening **longer term cooperation** between public authorities and the private sector, academia, unions and associations through the promotion of multi-stakeholder partnerships and joint initiatives is concerned there is still way for improvement. In a number of countries this cooperation is already ongoing (e.g. some Scandinavian countries, Turkey, Slovakia, Latvia) and the European e-Skills Week seems to have strengthened the cooperation. In some other countries, however, the activities planned were relevant to foster longer term cooperation but have not yet yielded real effect.

As can be seen in the chart below, companies, professional organizations such as chambers of commerce and schools were the most actively involved in the organisation of the European e-Skills Week. Nearly half of the respondents were referring to either of them for the organisation of activities. Several respondents complained about the rather weak involvement of the public authorities in some countries and the virtual absence of trade unions and the employers.

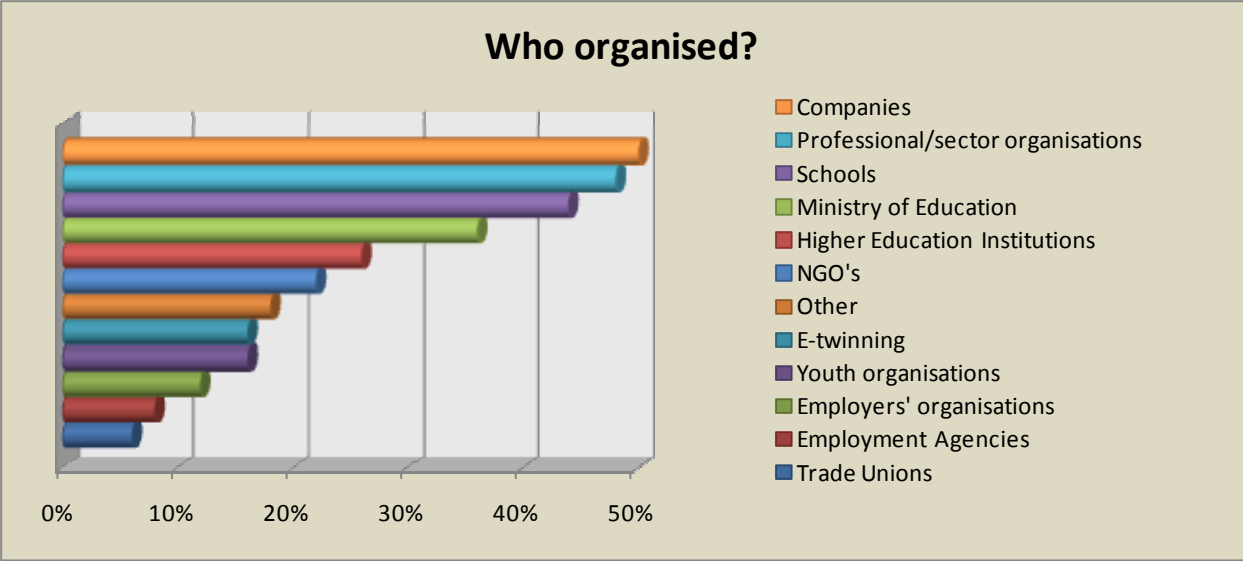


FIGURE 22

More than one third of respondents say that also the Ministries of Education were involved in the organisation of the European e-Skills Week and one quarter refers to higher education institutions being involved in the organisation. One fifth of respondents state that NGOs were active. Also other organisations were involved such as a research Institute of Education in Prague, the Lisbon Learning Working Group, CIO platform of the Netherlands, local youth councils and the NCPs themselves (FIT, APDETIC)

Especially the presence of companies (as well big companies as SME) in the e-skills campaign contributed to ensuring sufficient private investment in **human resources and e-skills**. Companies invested by being present at conferences, fairs and by visits to schools. In some countries the activities of public authorities, especially Ministries of Education, was minimal and therefore not relevant. This can however not be generalized as in other countries they were very active. It is usually in these countries that the output and outcome of the European e-Skills Week was higher than expected.

The third objective **promoting science, maths, ICT, e-skills job profiles, role models, and career perspectives** was addressed both at the opening and closing events. During the opening event a theoretical framework was given whereas during the closing event youngsters could attend workshops

where these issues were addressed and they could visit the exhibition area e.g. women working in the ICT-industry with attractive features such as games. Also the many activities in schools and companies Europe wide contributed to this objective. Also some very specific activities such as the Girl's day in Germany, the Danish brochure to describe all possible careers in ICT and the many visits that youngsters paid to ICT companies or ICT companies' representatives visiting schools contributed to this objective.

The many online activities such the IT Fitness test, the Get Online Day and the training courses for SMEs (amongst others to acquire the European Computer Driving Licence) were definitely relevant as to **developing digital literacy** and were e-competence actions tailored to the needs of the workforce.

The latter activities were also relevant for the last component of the long term agenda: **ensuring that workers can regularly update their e-skills.**

4.1.4. CONCLUSION AS TO THE RELEVANCE OF THE CAMPAIGN

The activities organised as well at European as at local level were definitely relevant to promote the **attractiveness** of science, mathematics, ICT, e-skills, job profiles, role models, and career perspectives with a particular focus on young people, especially girls. They were also providing teachers and pupils, with an accurate understanding of opportunities arising from an ICT education and an ICT careers. Virtually none of the activities organised was directed towards parents. Parents might however have heard or read about the campaign on the radio, in newspapers or in Newsletter.

As far as stakeholders, ICT practitioners, teachers, students and pupils are concerned we would like to refer to the opening event where on the basis of skills prognoses the urgent need for ICT- professionals was exemplified and to the closing event where the workshops organised focused specifically on all these issues and where the special features (Internet café, Vintage games display and Interactive space) managed to attract many young people.

A number of activities organised during the European e-Skills Week campaign definitely contributed to developing digital literacy and e-competence actions tailored to the needs of the workforce both in the public and the private sector and thus enhancing employability and e-inclusion. We refer to the IT Fitness test and Get Online Day, the possibility that was given to workers in several Eastern European countries to take the ECDL free of cost and acquire the licence. Lastly, the activities as to the **lifelong acquisition of e-skills** could become more relevant if broader audiences were targeted such as children and older people.

4.2. EFFICIENCY

4.2.1. EFFICIENCY OF THE MANAGEMENT

The external evaluator considers that the consortium has been very **EFFICIENT** setting up a Europe-wide event in such a short time frame especially as this was the first time the European e-Skills Week was

organised. Both the consortium partners have made efficient use of their contacts in the industrial and academic communities. The roadmap that was developed at the beginning of the project helped to plan and to implement the activities efficiently. The roadmap was linked to the PDCA assessment tool (the action log) which indicated possible problems that had to be dealt with. The only real problem that the project coordinators were dealing with was a lack of time.

As DIGITALEUROPE (DE) was not very experienced in dealing with a large European Commission contract they were coached by the staff from the European Schoolnet (EUN). Although this demanded efforts in terms of human resources from EUN, these efforts paid off as all NCPs met considered the management of the project to be very efficient.

The project management was carried out through regular ongoing informal and formal meetings with the European Commission (Units D4 and R4 from the Enterprise and Industry Directorate-General) project team members, weekly meetings between DE and EUN project management and monitoring of regular status reports and media monitoring reports from the NCPs.

The two lead partners divided the work to be carried out into six work packages that were equally divided between them. They also developed project management templates in excel and used these to monitor actions on a day to day basis, check timescales and take corrective actions when needed. A document repository system was made available to all NCP to upload and download all relevant templates and relevant campaign documents. Via the NCPs they identified lead players in 21 countries, who were responsible for the European e-Skills Week campaign in their respective countries.

DIGITALEUROPE, as main contractor had the overall responsibility for the receipt and processing of payments for members of the consortium, for managing the service administration, and for coordination.

The relevant documents about management and finances could be found on basecamp making the financing of events very transparent. **Only the NCPs received funding. In all this meant that 21 countries were touched by funding.** ECWT received funding for France and Portugal and Intellect received funding for the UK and the Republic of Ireland. An NCP in Lithuania was added in January giving two NCPs for that country which ended up by sharing the funding. **No stakeholder received funding.**

As far as management activities are concerned the evaluator as well as the NCPs and the stakeholders agree that the **project management was both efficient and transparent.** In the evaluation of the preparatory activities and management not less than 95% of the respondents to the CSS agreed that communication with the project coordinators had been good or very good. Local communication between the NCPs and the local stakeholders however was not that efficient. This might be due to the fact that these people did not know each other before the start of the project and that all the activities had to be set up within a very short time frame.

Apparently some of the NCPs wanted to use central EC funds for the organization of the European e-Skills Week campaign to related national/international activities. However, the funding could be used only for things (events or PR activities) branded under the European e-Skills Week banner. It is obvious that extra funding was denied to NCPs who wanted to use funding for related activities that were not organised under the European e-Skills Week banner. The fact that the project management checked whether the events met the conditions and stipulations of the project contract also shows that the management of the project was carried out efficiently.

However, although the project managers of the two lead partners have gradually been working more efficiently because they got to know each others' strengths they think that the management could even be better if they were physically working together on one location.

4.2.2. EFFICIENT USE OF RESOURCES TO REACH KPI

With limited time and human resources the objectives and most performance indicators set in the contract have been reached and in many cases they have been exceeded.

Not less than 439,567 people participated in the European e-Skills Week activities or events, many more than the targeted 338,540. It has to be pointed out that these are minimum figures as some of the stakeholder events were excluded from the counts for fear of double-counting. Although it is possible that the number of young students targeted has not been reached it can be safely assumed that nearly **280,000 students or pupils participated, nearly half of them girls.** Participation of girls ranged according to the different countries between 40% (e.g. Portugal) and 60% (Slovakia). In most activities in the schools 50% of the pupils were girls. However, girls were according to the respondents less prominently present during training sessions. It is difficult to actually prove how many students participated as the most successful activities were on the one hand online tests such as Go Online Day and the IT Fitness test and fairs where it was not always possible to find out whether the youngsters present were students or young employees. Very often the NCPs forgot to mention the teachers in their reports when talking about the activities in the school. However, at least **13,127 teachers** have been identified and it can safely be assumed that many more were involved. Many more pupils and teachers could have been involved as it is clear that in those countries where the Ministry of Education was involved participation was much higher. Moreover, as already mentioned before, schools like to plan activities long in advance.

	Target	Performance Indicator
Countries involved	20	35
Number of stakeholders	100	284 (42 Pan European)
Number of organizations taking part	2500	7,325
Number of participants	338540	439,567
Number of participants to EU activities	2740	3,390
Number to subcontractors' events	335200	436, 177
Number of participants to opening and closing events	600	370
Number of students (boys versus girls)	300500	279,786 or more, nearly half of them girls
Number of teachers	35500	13,127 or more
Number of business people	3500	9,865 or more

Number of members registered to portal	370
Number of visitors to portal	60,990

FIGURE 23

Although more than 600 people were registered to the opening and closing events only **370 participants** turned up (61%). This was probably due to the fact that registration was free and very easy and therefore people who were not certain they would be able to attend registered without notifying they would or could not be present. If the people who were present at the European e-Skills Week party are included (more than 300, including 200 of them not being present at the conference) then it can safely be assumed that nearly 600 people participated in one way or another in the opening and closing events. Moreover, more than 3,000 people viewed the opening conference in real time or afterwards and 20 people watched the closing event. This means that definitely more than **3,300 people** participated in one way or the other to these two EU-wide activities.

4.2.3. EFFICIENCY OF COMMUNICATION

As can be seen below, the most popular means of communication to make the European e-Skills Week campaign known were websites and e-mails. **More than 80% of respondents communicated about the e-skills campaign and the activities organised through websites and e-mails. More than 40% communicated through Newsletters and nearly 40% through social network sites.** All other forms of communication were used by less than four out of ten NCPs. Magazines for youngsters and podcasts were respectively only used by 2% and 7% of the NCPs and local stakeholders.

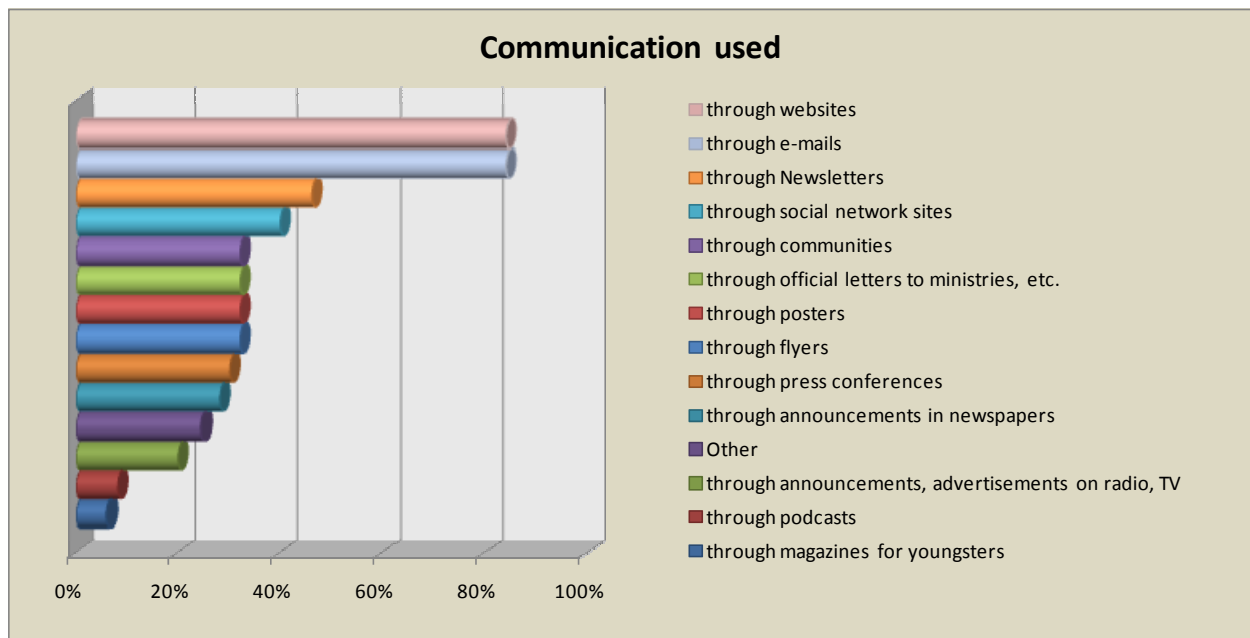


FIGURE 24

Some NCPs reported making the European e-Skills Week known through phone calls or face-to face contact, through an invitation sent by the MOE to all schools, wallpaper in PC, e-skills postcards,

advertisements on buses and communication through national organisations or in cooperation with the National Contact Point who organized competitions.

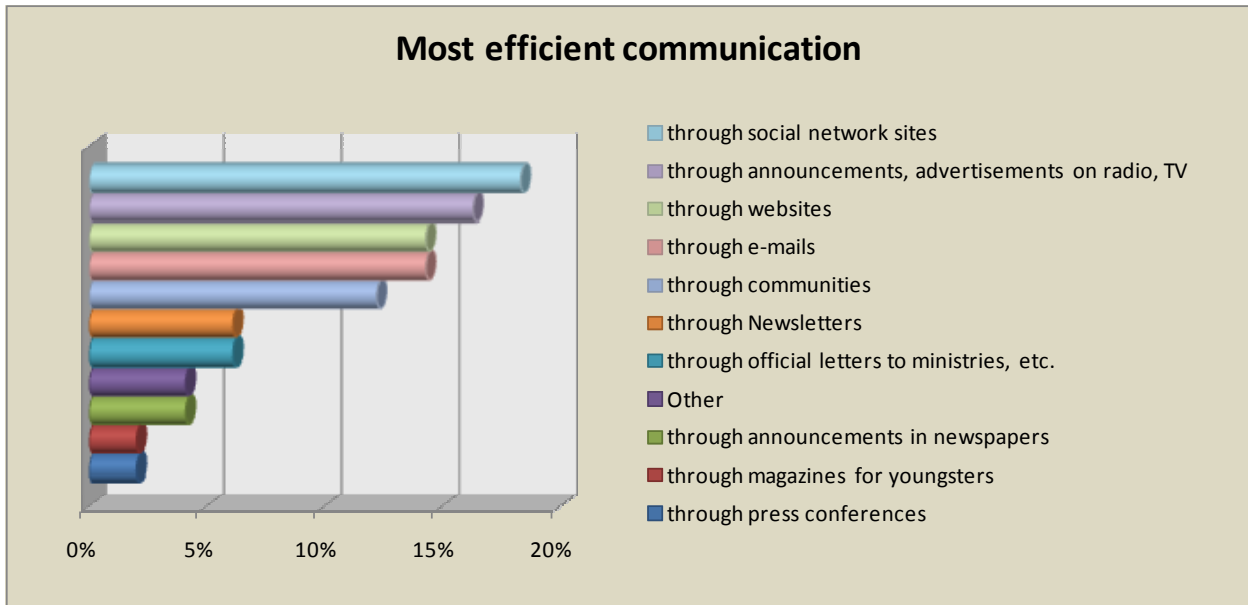


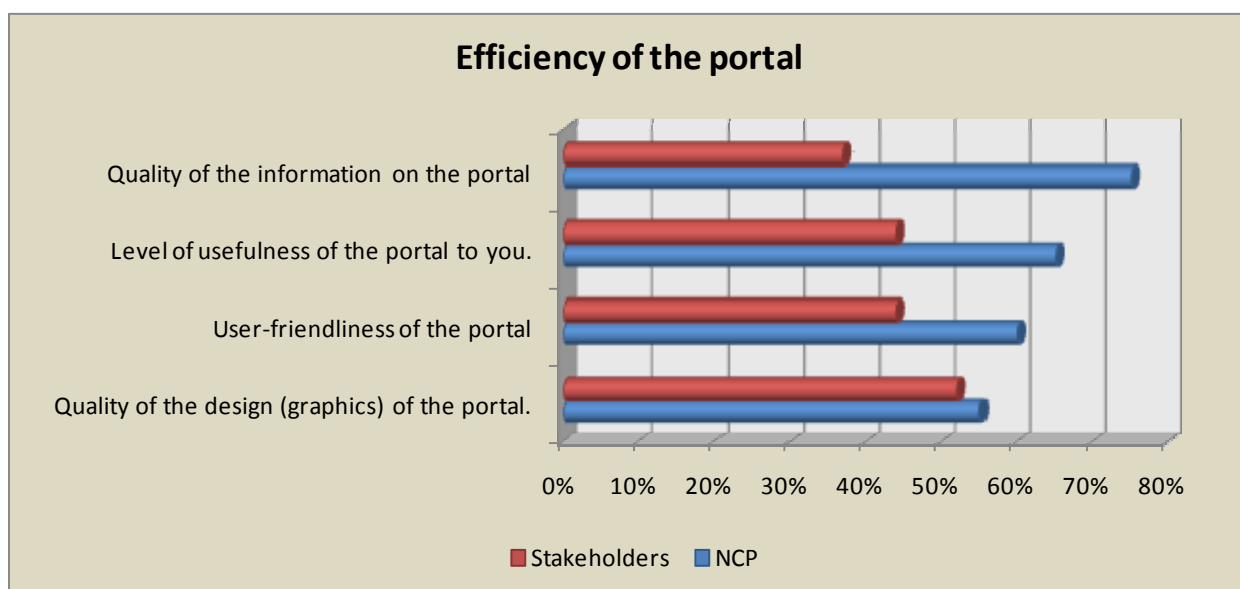
FIGURE 25

The NCPs and stakeholders were also asked which means of communication they considered to be the most efficient.

Nearly one out of five NCPs and stakeholders (18%) considered social network sites to be the most efficient way to communicate about the European e-Skills Week. Nearly as many (16%) thought announcements or advertisements on radio and TV were very efficient. E-mails and websites were preferred by 14% and communities by 12%. Less than 5% thought press conferences, announcements in newspapers and magazines for youngsters were very efficient. Nobody considered posters, flyers, podcasts, to be the most efficient way to get the e-skills message across.

4.2.4. EFFICIENCY OF THE PORTAL

The portal was not considered to be very efficient. Especially the stakeholders were very negative about the portal. Only slightly more than 40% considered the usefulness or user friendliness of the portal to be sufficient.



The quality of information even got a lower score from the stakeholders as only one third considered it to be good or useful. Strangely enough three quarters of the NCPs thought the quality of information was good. This huge difference might be explained by the fact that the NCPs were probably using the portal before the stakeholders. **It could also indicate that the information on the portal was useful for the NCPs and for occasional users such as the participants to the opening and closing event but not to the stakeholders.** It could indicate that the specific information they were looking for was not there or could not easily be found. Thus, **several stakeholders complained that they were not able to get in touch with their National Contact Point** and for example that they couldn't find the e-mail address on the portal.

It was also **extremely difficult to upload documents to the portal**. Some NCPs and stakeholders tried several times and then gave up; others asked people from EUN to help them upload the documents. This definitely caused a lot of frustration.

As already mentioned before, **several NCPs stated that the project should have had its own portal**. This would have allowed it to start up much earlier thus being more efficient in making documents and information available in preparation of the European e-Skills Week. **They also regretted that the portal did not have links to the respective national portals or websites or to the websites of the pan-European stakeholders.** This would have enhanced the participation in the European e-Skills Week.

4.2.5. EFFICIENCY OF NATIONAL CONTACT POINTS AND STAKEHOLDERS

The National Contact Points (NCPs) represented the European e-Skills Week campaign at national level in 21 countries. They received campaign funding. Their role was to disseminate and coordinate the European e-Skills Week nationally. NCPs covered the following countries: **Austria, Belgium, Cyprus, Czech Republic, Denmark, France, Germany, Greece, Hungary, Italy, Ireland, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Spain, Sweden and the UK.**

Additional countries joined the campaign between January and March, but were not represented as NCPs as they did not receive funding. Rather, they became national stakeholders and worked on a voluntary basis.

The evaluator has tried to assess the efficiency and effectiveness of the different NCPs as far as organizing events in their respective countries was concerned. It is quite surprising that there are very big differences as far as the effectiveness of the different contact points is concerned. Because of the very tight schedule it has not been possible for the evaluator to find out the reasons for these huge discrepancies. They cannot be explained by the size of the country and not even by the fact that it concerns an old (involved from the beginning) or a new country (only involved at a later stage). From the final reports it appeared that in those countries where there was a multi—stakeholder collaboration and involvement from the industrial and academic communities, supported by the public authorities, the efficiency was much higher than in the countries where there was no real collaboration between those stakeholders. A kind of reflection phase between the different stakeholders as to their needs and expectations also enhanced the collaboration.

The differences are visible on the chart below. As can be seen **Turkey was the most successful country, followed by Portugal, Slovakia, Latvia, Romania and the Czech Republic. Two of these most successful countries were originally not involved (Turkey and Latvia). This shows that some countries were really committed to the objectives the European e-Skills Week. Portugal that was feared to be one of the weaker participants had the second highest participation. It has to be added that in the most successful countries (Turkey, Portugal and Slovakia) there was a strong collaboration between the Ministry of Education and the NCPs. The efficiency of NCPs did not always seem to be dependent on whether they had received funding or not. Thus, some of the countries that joined later such as Bulgaria, Latvia, Liechtenstein Montenegro, Serbia and especially Turkey were very efficient and effective when organising activities. Some of the original NCPs limited themselves to reaching the targets that they had promised to reach whereas some of the new NCPs showed real commitment to the cause. Some of these very effective and efficient actions were also implemented with the help of the Pan European Stakeholders.**

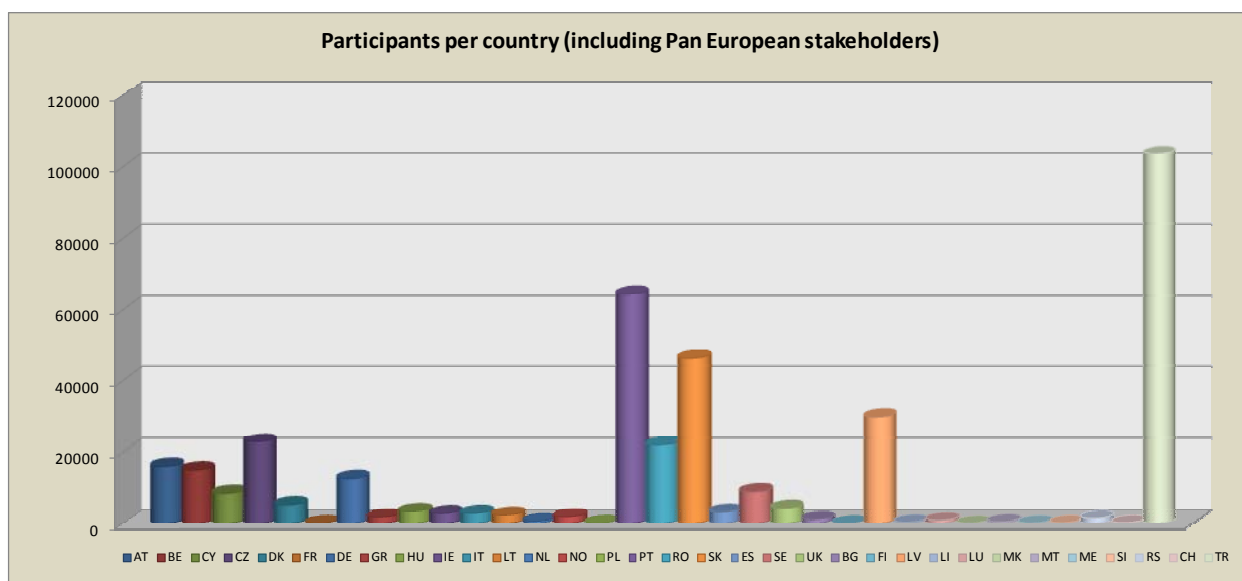


FIGURE 26 AT TO UK, COUNTRIES INVOLVED FROM THE BEGINNING, BG TO TR “NEW COUNTRIES”

Thus **Telecentre-Europe** was involved in several campaigns e.g. in Latvia, where over 10,000 people have accessed the online IT Barometer to measure their ICT skills and in Romania where over 100 e-Centres, libraries, schools and Public Information Access Points (PIAPs) have worked together in a unique way reaching more than 20,000 people. They also helped to organise the activities in Turkey and Serbia and managed to get 68,253 people online (coming from 42 countries) during Get Online Day. The latter are not included in the chart as it was not registered how many people were coming from which country.

The outcome of the campaign was sometimes also due to external factors such as elections going on. In one particular case the NCP (person representing the organisation) changed jobs in the middle of the campaign and was apparently not replaced or was not efficient. In some countries the stakeholders did not know who the NCP was and were directly communicating with the consortium partners.

Therefore the external evaluator agrees with the consortium partners that **country management and responsibility should be reinforced and that NCPs should sit on the steering committee, or at least come together in a General Assembly**, thus being very directly involved in all decisions and stages of the project. The external evaluator also thinks that the **NCPs should be tandems consisting of an organisation from industry and an academic institution or a Ministry of Education**. They should act as one body and preferably be represented during the meetings by one and the same person in order to assure continuity and consistency.

An alternative to 'tandem' NCPs would be to strengthen the network with a formal committee of Ministry of Education (MoE) representatives organised through the European Schoolnet. The MoEs should be asked to nominate representatives active in the field of ICT education, ideally from primary through tertiary level of education. These representatives should act as supporters of the NCPs, particularly in terms of: helping NCPs reach out to educational institutions, give 'official' support to the European e-Skills Week among education institutions, help identify appropriate networks/partners at national level, and ensure official attendance from Ministries of Education at high level national events and activities.

Moreover, only one body – the National Contact Point - should have overall responsibility for overseeing all events and PR activities in each country. It was obvious that some of the respondents did not know who their National Contact Point was (some of them had been involved through the local stakeholder). They should be responsible for managing a national budget, reporting on progress to the central project team, liaising with their national stakeholders and government bodies to ensure timely implementation of plans and media and communications activities, including branding. They should also be overseeing the activities in their country of the Pan-European Stakeholders.

In order to compensate for these greater and more time-consuming responsibilities and activities they could be awarded a specific management fee to coordinate at national level.

The fact of having one clearly identified National Contact Point (with responsibilities but also a budget at their disposal) would also avoid the problems of double reporting from some countries.

4.2.6. EFFICIENCY OF ORGANISATIONS INVOLVED

The respondents to the impact survey were asked on the one hand who organised the events in their country and on the other hand who was most efficient in organizing the activities. Nearly one quarter of respondents thought that professional organizations such as chambers of commerce were the most efficient and effective in organizing the event. These professional organizations usually have excellent links with industry and many of them organise courses. Schools were also considered to be quite efficient by nearly one fifth of the respondents.

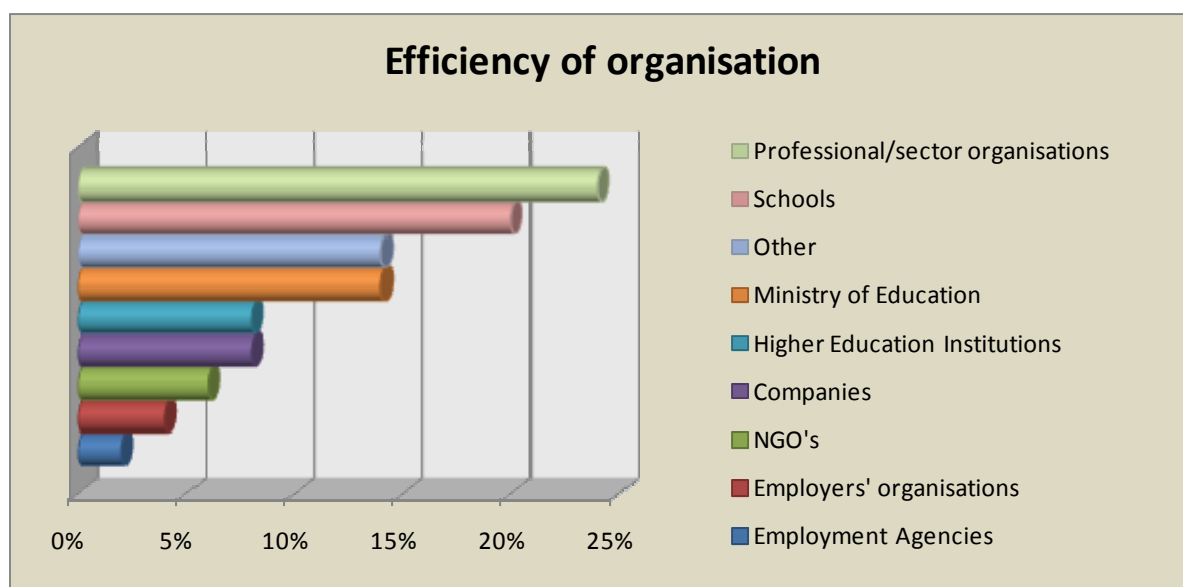


FIGURE 27

This is not surprising in view of the main objective: attracting more youngsters to ICT studies. They know the target audience best. Next to schools and professional organizations such as chambers of commerce the Ministry of Education was considered to be efficient and effective in organizing e-skills activities (13%). The same percentage was received by “others”. These include e.g. CIO forums and youth councils. Nobody rated trade unions, youth organizations or e-twinning platforms as the most efficient and effective. Two respondents rightly claimed that it might depend on the target group who is the most efficient to organise activities.

As already mentioned before, especially the ICT companies and the professional organizations have used their competencies, skills and/or expertise to organise the event efficiently. Also a number of universities have contributed their expertise to make the project a success. In those countries where there was synergy between universities and private companies the outreach to schools and students was usually quite successful. With the exception of some countries where the activities were very successful (Turkey, Slovakia, Latvia, Austria ...) the public authorities and especially the education authorities were not enough involved or have been less efficient in organizing the events. Maybe it would have been more efficient to reach schools not only through ministries of education but also through the existing e-twinning, Comenius, Erasmus and Leonardo networks.

It has to be added that **some of the Pan-European stakeholders have also been very efficient** in the campaign. They managed to mobilize a very large number of participants. Telecentre-Europe held the

first ever European Get Online Day. More than 50,000 people were reached by the campaign on the day itself, during the height of the campaign on 4 March, the counter on the Telecentre-Europe site was rising at the rate of about 3,600 an hour ... *that's one person every second!* The most active Telecentre networks were in Romania, Lithuania and Latvia. The campaign involved a strong participation of youngsters (60% of total participants) and over 3000 unemployed people got online for the first time ever. Women represented around 60% of participants, while the group of participants aged over 40 reached 20%. Also Oracle, Microsoft, Cisco and IT STAR and CEN Workshop on ICT Skills were very active. The former especially as far as the training of teachers was concerned.

4.2.7. SPIN-OFF EFFECTS

Next to these outputs that had been scheduled there have also been a number of indirect spin-off results. One of the important spin-off results was the fact that as a result of the regional cluster meetings an important number of countries and stakeholders joined the event, constituting an important added value of the project. Through the cluster meetings there were opportunities to share expertise and knowledge but also innovative ideas and practical details regarding the campaign. Some regional clusters (Eastern Europe) have set up joint campaigns and these have proven to be extremely successful (IT Fitness test).

Also the fact that the number of stakeholders kept growing and that some of them have already committed to participating again in the European e-Skills Week in the future proves that the organisation of the European e-Skills Week has been both efficient and effective.

4.3. EFFECTIVENESS

EFFECTIVENESS is the result of a good match between the results and the objectives. It is related to the degree to which the objectives have been reached or the flexibility which has been used to reach the objectives (awareness raising; stimulating partnerships through promotion and coordination of activities; informing a wide public; encouraging and supporting the organisation of national e-skills events and developing joint awareness activities with national public authorities and stakeholders and also attracting more young people to ICT studies).

4.3.1. EFFECTIVENESS OF THE MEDIA CAMPAIGN

The campaign was effective in so far that it reached most of the objectives targeted. It definitely managed to raise awareness of the importance of e-skills in today's society at large through a very efficient media campaign. **A possible audience of nearly 60 million people read or heard about the event. More than 2,589 articles were published in Europe.** Most articles were published on the Internet (1539). The tone of the articles was virtually always positive, sometimes neutral but never negative. The

size of the articles ranged between one or two columns and several pages. The European e-Skills Week was covered **244 times on the radio and 133 times on TV** (in several countries on national TV) and more than **540 articles appeared in newspapers**. The fact that the European e-Skills Week was covered so many times contributed to making the brand name known. Most of the stakeholders contributed to ensuring that a single coherent message and 'brand identity' emerged from the European e-Skills Week branding by using the logo throughout the campaign.

The fact that the media campaign was indeed very effective can be illustrated by the example of Slovakia where the server of the IT Fitness test crashed after the NCP had presented it on national TV.

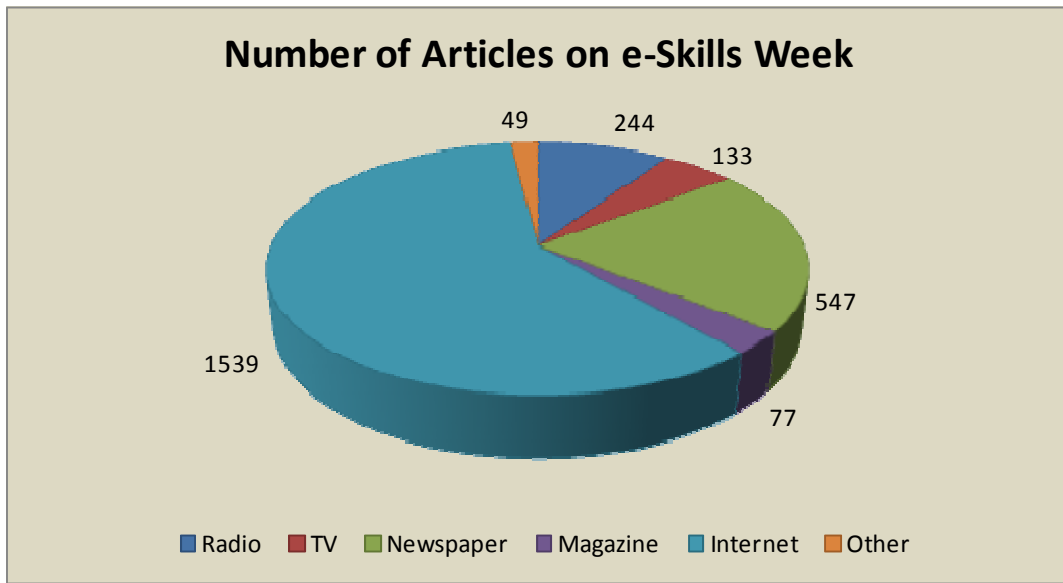


FIGURE 28

It should also be mentioned that not less than **336 articles appeared online in the United States and Canada and 11 in China**. The media campaign of Telecentre-Europe also covered 42 countries.

In order, however to familiarize the general public with the European e-Skills Week brand it will be necessary to repeat the campaign over several years.

EFFECTIVENESS OF MEDIA CAMPAIGN PER COUNTRY

Nearly 60 million people might have read or heard about the European e-Skills Week campaign. Because some of the NCPs found it difficult to assess the audiences and the people reached in the campaign the number of articles per country has been taken as an indicator. It clearly shows that all national coordinators managed to mobilize the media to advertise the European e-Skills Week campaign.

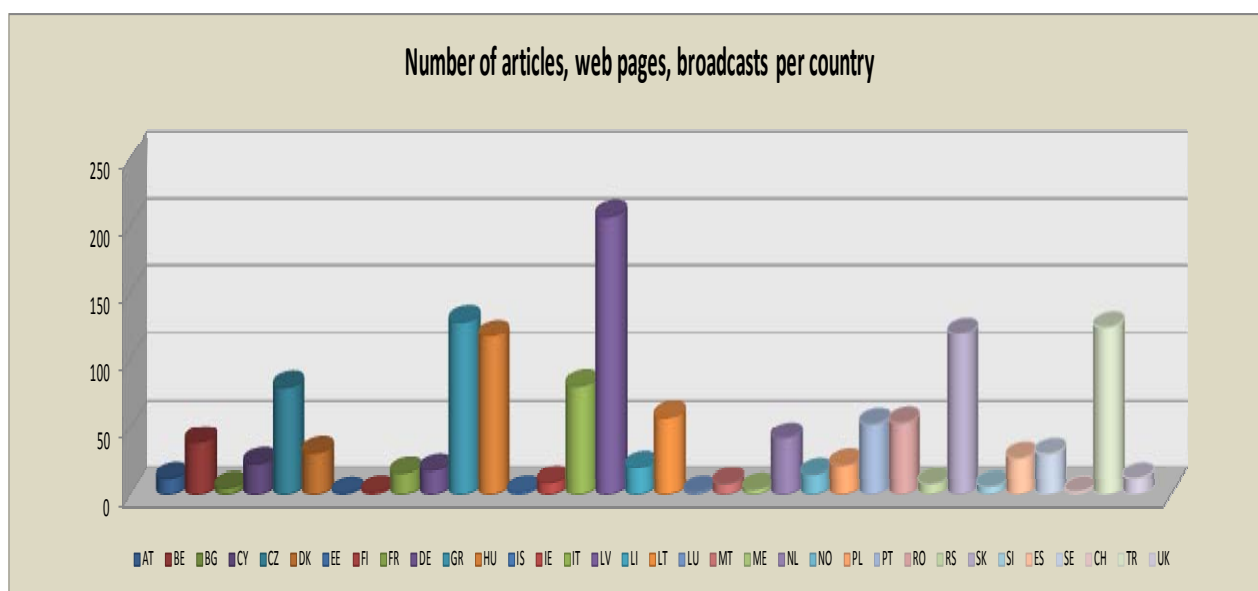


FIGURE 29

Several respondents mentioned that the interest in the European e-Skills Week campaign could still be enhanced in two ways: by the presence of **high-level politicians and well known people**. This would definitely attract more journalists. It was also suggested to have more hands-on activities on the one hand to raise the interest of young people and on the other hand also to attract more journalists. Especially TV journalists are interested in action and in visual effects. **The Internet turned out the best medium to advertise the campaign** as mentioned before.

EFFECTIVENESS OF THE MEDIA CAMPAIGN PER LANGUAGE GROUP

The European e-Skills Week was not only advertised in the major European languages. In fact the European e-Skills Week was advertised in at least 23 European languages thus contributing to one of the Community horizontal policies i.e. promoting the cultural and linguistic diversity within Europe. Although the table below is only approximately indicating the number of people that were touched in a particular language, it does show that a wide variety of languages were used during the European e-Skills Week Campaign. The use of English and German is underestimated as for a number English and German articles the audience size was not indicated.

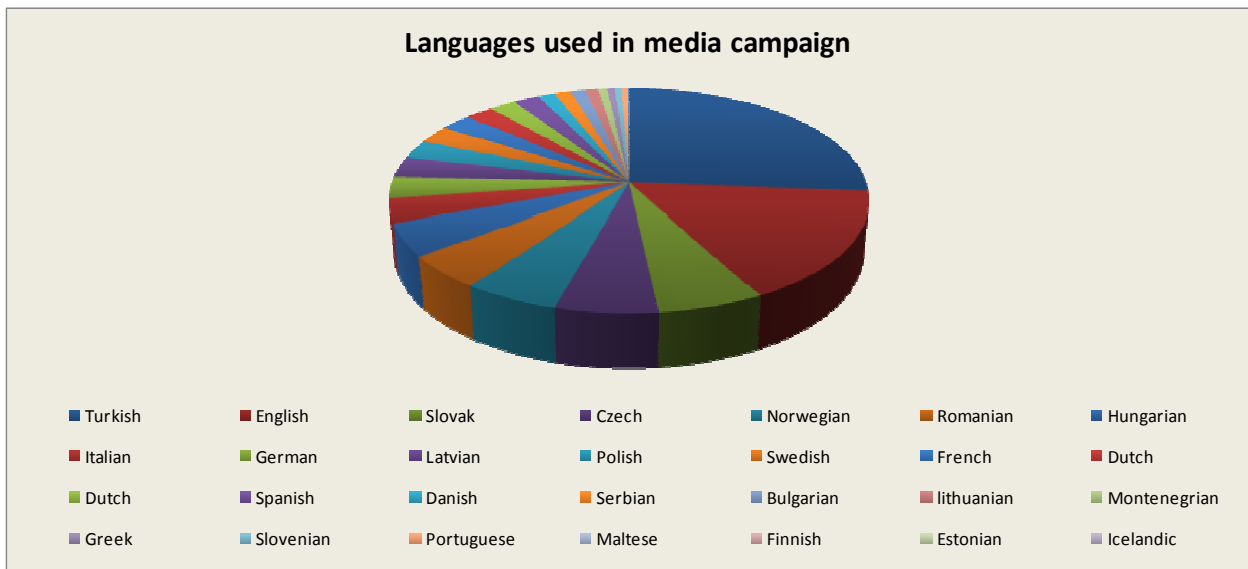


FIGURE 30

This language diversity was also enforced by the translations (325 articles) that were made into different languages as can be seen in the table below.

CZ	67	LT	12
DA	4	NL	28
DE	55	PL	6
FR	22	RO	33
GR	24	SK	15
HU	32	SV	20
IT	7		

FIGURE 31

4.3.2. EFFECTIVENESS OF THE PORTAL

The portal web development was not able to be launched as early in the project as initially foreseen. Despite the proposal clearly stating that EUN could only launch in the timeframe needed by using existing technologies and workflows on their servers, the European Commission did not approve the choice of technology (Liferay) until late November - instead during October to November they requested several times that EUN use instead the **Documentum tools on Europa**, which EUN and its network of developers, content providers and translators had no experience using and would have required even more lengthy set up and retraining. Thus during that period, only wireframes and site plans could be created but no actual programming and web development.

Also, the **graphic design constraints imposed by the European Commission of using Europa layouts meant the site had a more official tone than some stakeholders demanded** - a number remarked a more

'standalone' site (such as for example as the European e-Skills and Careers Portal) would be preferable in this context.

Although the portal was **considered not to be very user-friendly especially by the stakeholders** it received over **60,000 visitors**. The visits peaked around the 1st March and peaked again around 8th March. The visitors read on average 3.5 pages. Three hundred and seventy people registered to the portal and there was a blog that was visited 1,957 times.

There were also several the European e-Skills Week social network groups. Thus there were 489 members of the European e-Skills Week group on Facebook, 403 on LinkedIn and 228 on Twitter.

4.3.3. EFFECTIVENESS OF THE ACTIVITIES

The consortium has also been effective in encouraging and supporting national the European e-Skills Week events. This is confirmed by all the respondents to the different surveys and also during the interviews. The coordination team has been quite resourceful in organizing some of the activities. Because the timeframe was too short to launch a pan-European competition they organised a competition where winners of local competitions competed.

The main objective of the campaign was to attract more young people to ICT studies. Therefore the NCPs were asked **which activities were most effective** and **what/who enhanced the activities**.

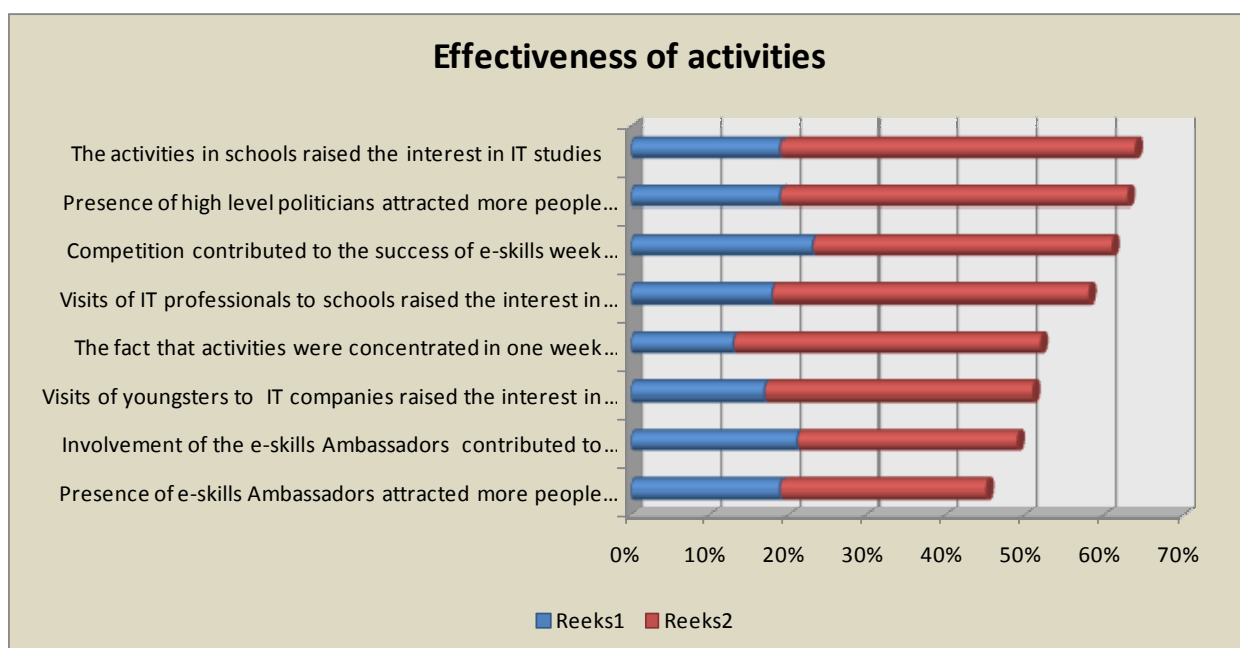


FIGURE 32

It is good to see that nearly two thirds of respondents think that the **activities in the schools raised the interest of youngsters in ICT-studies**. As this was one of the main objectives of the campaign it can be concluded that the campaign has been successful in this respect. It will however not be possible to

measure whether more youngsters actually did take up ICT-studies. This should be examined in a few years' time when the European e-Skills Week campaign has been going on for several years.

More than six out of ten respondents thought the presence of high-level politicians attracted more people to the European e-Skills Week events and enhanced the visibility. Therefore **it was regretted by the organizers (at European and at local level) that no European Commissioner was present.**

Nearly as many agreed that the competition contributed to the success of the European e-Skills Week campaign. Virtually six out of ten respondents are convinced that the visits of ICT- professionals to the schools raised the interest in ICT studies. Just more than half of the respondents thought that the fact that the European e-Skills Week was concentrated in one week contributed to its success. However, nearly as many disagreed. In the first week of March several Scandinavian countries had holidays, in France there were local elections and in some countries there were exams. Therefore the activities are still ongoing in several countries in April and even May. **It would probably be better to have a longer period (maybe a month) to implement the activities.** Slightly more than half of the respondents agreed that visits of youngsters to ICT companies raised the interest in ICT studies.

Nearly half of respondents stated that the involvement of the e-Skills **Ambassadors** contributed to the success of the European e-Skills Week but less were convinced that the presence of e-skills Ambassadors attracted more people to the European e-Skills Week event. Apparently, the presence of the European e-Skills Week Ambassadors did attract the media and an important audience if they were real celebrities.

From the final reports it appears that the most effective activities were the online activities. Thus the **IT Fitness test** was one of the highlights of the campaign. The IT Fitness campaign is an initiative to help ICT companies, public authorities, educational institutions, as well as school pupils and students to meet this challenge in an ever-changing computer era.

4.3.4. EFFECTIVE REACH OF TARGET AUDIENCES

In order to encourage young people to study ICT, choose ICT careers and develop e-skills, **more students and school children should be reached.** Therefore it is not surprising that the main target audience of the activities were the students (86%), followed by the teachers (66%), the students in higher education institutions (48%), policy makers (40%) and ICT practitioners (38%). However, in the final reports several NCPs state that it is not easy to reach the schools, definitely not within such a short time frame.

As well in the open comments section of the opening as the closing event but also in the final reports a lot of respondents and NCPs also complain that education was not enough involved in the European e-Skills Week. This is partly because **the education system is quite rigid** and invitations have to be sent out long beforehand but also because NCPs from industry did not always have the right (influential) contacts at the Ministry or because they did not take into account the academic calendar. During the last NCP meeting it also appeared that some of the NCPs were (wrongly) convinced that school children and secondary education pupils were not the target audience of the campaign. For this reason the Ministry of Education refused to collaborate.

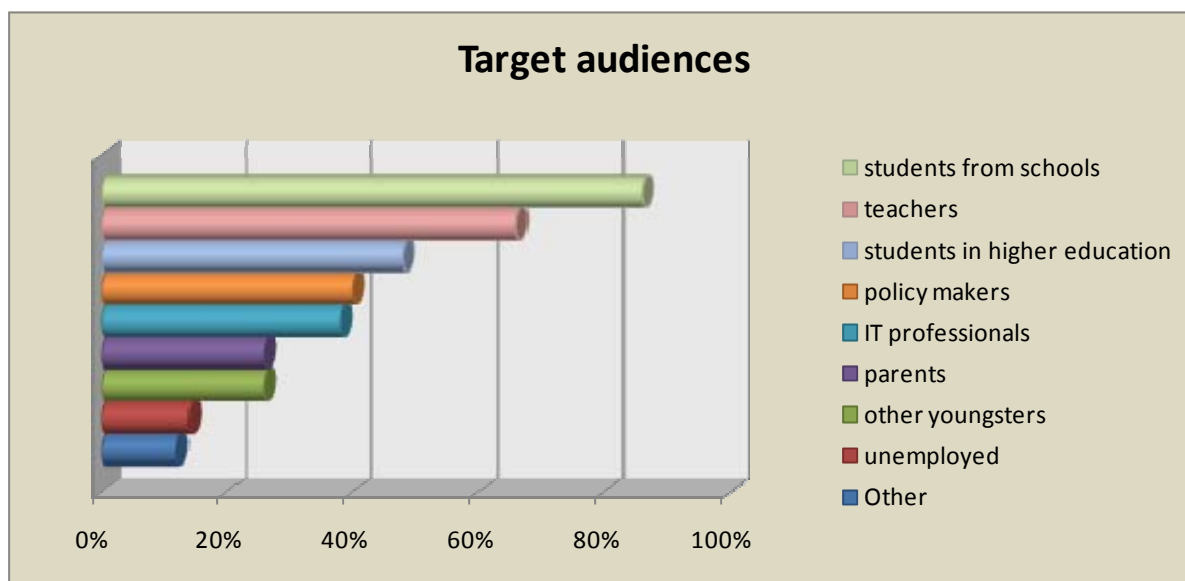


FIGURE 33

In order to make the collaboration between schools and ICT companies more effective it would be good if the NCPs were tandems of on the one hand someone from an ICT company and on the other hand someone from either the Ministry of Education or a key educational institution that has strong links with and easy access to the decision-makers in the Ministry of Education. An alternative could be to strengthen the network with a formal committee of Ministry of Education representatives organised through European Schoolnet.

However, thanks to the efforts of the NCPs and the stakeholders the target audiences have probably been reached. As already mentioned before there were quite a number of online activities where it was not always possible to identify the audiences. Nevertheless according to the NCPs more than 275,000 participated in the European e-Skills Week events but only 13,127 teachers were identified. More than 20,000 companies or their employees were involved in the activities. As far as the participation of women or girls is concerned it was extremely difficult to identify them. Where the NCPs registered the presence of girls there were less women or girls in the training activities (except for activities in the schools where there were virtually 50% of girls). In the online activities where participants could be identified between 40% and 60% of women participated.

In order to make the European e-Skills Week even more effective in terms of target audiences an analysis should also be carried out of the real needs of the target audiences, as suggested by one of the NCPs.

4.3.5. EFFECTIVENESS OF PARTNERSHIPS

More than eighty percent of the respondents to the impact survey think that the e-Skills campaign has contributed to bridging the gap between schools and ICT companies. This is the highest rating this item

has received over the different surveys, indicating that the collaboration between the ICT-companies and schools has grown throughout the campaign. However, during the interviews some high-level officials from education stated that although the European e-Skills Week was a first step towards closing the gap between schools and ICT companies the campaign could have been more efficient if it had been announced earlier and if the public authorities had been more supportive.

The European e-Skills Week was even more effective in terms of enhancing the collaboration between the stakeholders in the ICT-industry as between 81% and 87% agreed with this statement. Respondents were less convinced that more women would be attracted to ICT-studies and (44%) or that more youngsters would take up ICT-studies (42%).

The European e-Skills Week campaign has **definitely stimulated partnerships** as well Europe wide as within certain regions and countries. Most respondents to the questionnaires thought that this might have a major impact. Eighty percent of the participants in the opening and closing event thought that these events had stimulated partnerships and enhanced collaboration between different stakeholders in ICT.

In the final reports virtually all the NCPs stress that collaboration between different stakeholders in ICT, public authorities and schools or higher education institutions has been strengthened.

4.3.6. EFFECTIVENESS OF COOPERATION WITH THE CONTRACTOR

All NCPs agreed that they cooperated with the contractor to identify possibilities for joint events and that the contractor was very helpful in implementing these activities.

Some of the NCPs played their role very efficiently and acted as a contact point for the identification of additional events (self-funded) in their country which could receive the European e-Skills Week “labelling”. This was however not always the case. **The Pan-European stakeholders played a very important role in identifying possibilities and additional stakeholders.** One of the NCPs mentioned that one of the important outcomes of this campaign was that the big companies had teamed up with smaller companies and SMEs thus creating collaboration within the ICT- community that did not exist or was not possible before.

The NCPs informed the contractor on a regular basis on the ongoing events as well as on the media coverage. On the one hand they sent the interim reports and on the other hand the media coverage tables. Although not all the NCPs sent their reports in on time and some had to be chased, the coordination team did receive all the interim reports.

4.4. IMPACT

4.4.1. OUTPUT OF THE EUROPEAN E-SKILLS WEEK

It is obvious that for this project only the short-term impact can be assessed. Therefore the evaluator focused on the **scale and impact** of the events, outputs and activities for the European e-Skills Week. Therefore all data collected by the local contact points were assessed, such as the media coverage tables, the web statistics and the final reports.

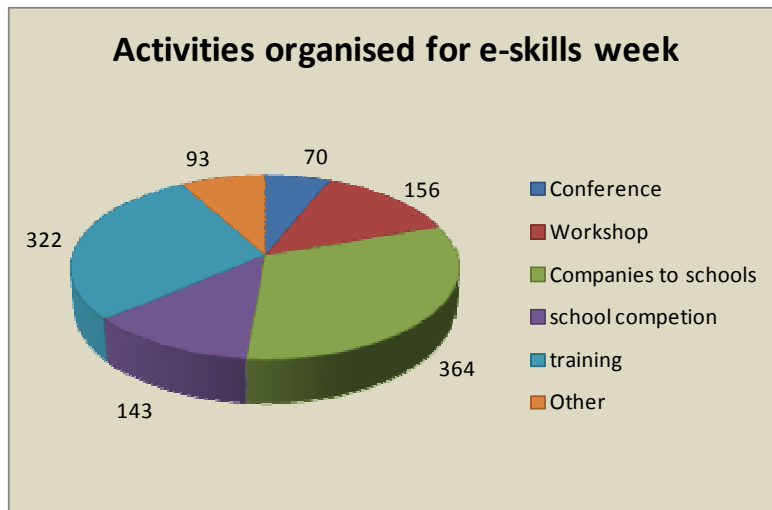


FIGURE 34

Unfortunately not all these data were available on time to have a thorough assessment. Some NCPs were late in making their media coverage and events tables available. This was also the case for the final reports. One of the reasons for this late reporting is the fact that in several countries events were still ongoing at the moment the evaluation report was written. This also means that all KPI are minimum data.

Altogether more than **1307 events** were organised all over Europe. These included trainings (322) including IT Fitness test, Get online day and ECDL courses. There were also an important number of school competitions (143) and visits of schools to companies or company representatives to schools (364), workshops (156) and conferences (70). The latter were very often the introductory event to the European e-Skills Week in a country, a region or an organisation. The category 'other' includes fairs, road shows etc. The external evaluator would like to point out that these are only preliminary figures as some of the activities were still ongoing when the report was drafted.

4.4.2. OUTCOME OF THE EUROPEAN E-SKILLS WEEK

An attempt was made to look at the impact the activities had according to the NCPs and national stakeholders and on the other hand the impact the activities had according to the participants and the target audiences.

Eight out of ten respondents (NCPs and stakeholders) thought that the main impact of the e-skills campaign was that it contributed to **bringing ICT practitioners and schools closer together**. Also 87% of the participants to the closing event thought this was an important outcome of the European e-Skills Week.

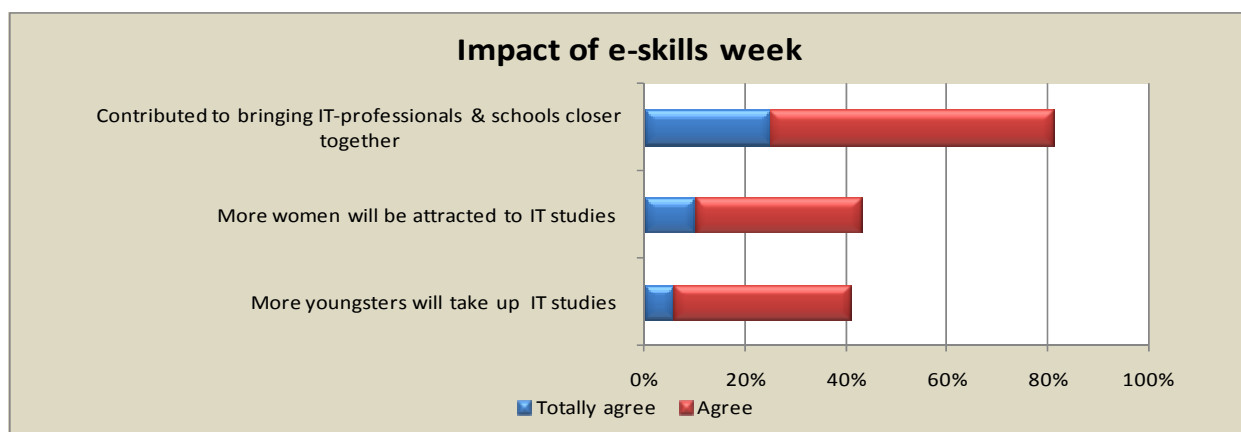


FIGURE 35

Only 44% of the respondents thought that the European e-Skills Week would bring more women to ICT-studies. Even less (42%) agreed that as an outcome of the European e-Skills Week more youngsters would take up ICT-studies. During the interviews some of the NCPs insisted that in order to achieve that impact the **European e-Skills Week should be repeated for several years**. In the final reports some NCPs stated that youngsters should already be targeted at a young age (13-14) as many studies have shown that the younger pupils are the more impact campaigns like the European e-Skills Week have. Moreover it was also mentioned that the events should focus **more on hands-on campaigns**.



FIGURE 36

The participants to the opening and closing events (especially the latter) were more positive about the impact of the European e-Skills Week. They were convinced that the event and the European e-Skills Week had highlighted the importance of e-skills in today's society that it had enhanced collaboration between the different stakeholders in ICT and were convinced that more youngsters would take up ICT-studies in Europe. The events had also demonstrated the wide range of jobs opportunities in the field.

As several interviews stated it will be necessary to have this message heard again and again in order to attract more students, especially women to ICT-studies. According to quite a large number of respondents but also according to several interviewees the European e-Skills Week campaign should be repeated for several years in order to cause a real change in people's and especially students' attitudes.

4.5. SUSTAINABILITY

SUSTAINABILITY relates to whether the positive outcomes of the project are likely to continue after the events and external funding have ceased and also whether its longer-term impact on the wider development process can also be sustained at the level of the organizations, sectors, regions or countries concerned. The evaluators will especially try to find out whether the organisation of the European e-Skills Week has led or will lead to future initiatives concerning the EU e-skills strategy.

Many interviewees stated that they considered that an initiative like the e-skills campaign was welcomed as they felt it to be an absolute necessity. Many of the activities undertaken during the European e-Skills Week are presenting a **high degree of sustainability**. They represent long-lasting streams of activities that should be repeated in another the European e-Skills Week.

As well in the final reports as in the open response section of the impact survey several NCPs referred to follow-up activities that have already been planned. Some explicitly state that they will repeat the initiative even without funding.

Some of the activities that were mentioned

- ICT competition (3)
- We will organize it ourselves more than once a year if possible
- Panel discussions
- E-Training courses for different target groups etc.
- Supporting free and open source software (and ICT) all the year.
- Network between stakeholder
- Webcasts and videos from the European e-Skills Week events
- Collaboration with authorities to co organize the events (2)
- More visits to schools

- IT Fitness test and evaluation of its results,
- Greater joint activities between organisations in this area
- Conferences (LinuxExpo, LinuxAlt),
- Workshops
- Follow up-meetings
- Discussions with attendees at the European e-Skills Week events
- Publishing the second press release on IT Fitness
- The Lisbon Learning Group - the national e-skills platform set up in Portugal - will work continuously (has already met) to prepare future European e-Skills Week.

5. SWOT ANALYSIS

5.1. STRENGTHS OF THE EUROPEAN E-SKILLS WEEK

One of the major strengths of the campaign has been a **strong consortium** of on the one hand an organisation representing education and on the other hand an organisation representing the ICT-industry. The consortium has also been actively supported by the European Commission (DG Enterprise and Industry) not only through funding but also through the involvement of officials in the steering committee as well as the opening and closing events.

Another strength was the **efficient management** of the consortium through a detailed work plan including details on tasks, sub tasks, milestones and dates, to assess all of the major high level tasks. The work plan was used to monitor progress during the duration of the project and to control resources accordingly. The transparency of the management was enhanced through the use of management tools that enabled the day to day monitoring of the project and the use of a document repository system available to all NCP to upload and download all relevant templates and relevant campaign documents.

The consortium also provided **efficient and effective support** for the NCPs and the stakeholders when organizing events in their respective countries. The services of the consortium partners in preparation of the European e-Skills Week were regarded by all respondents and interviewees as good or very good.

The **urgent socio-economic need for more people with e-skills** in general and the need for more ICT-graduates has led to a number of **very committed ICT companies**, NCPs, pan-European stakeholders and local stakeholders and to a lesser degree public authorities that wanted to address the problem.

The **significant media campaign** has raised awareness about the importance of e-skills for the future of Europe. The media campaign has not only had its **effect in Europe but also beyond**. Some considered the general awareness about the topic that the event and media reports brought about, as the most important accomplishment of the campaign. The media campaign has definitely raised awareness about e-skills needs and the many jobs in the ICT-industry. Especially the online articles have been read all over the world.

Another important outcome of the campaign has been the **enhanced collaboration between the stakeholders in ICT** not alone within the countries concerned but also across Europe and especially at regional level. The latter was definitely enhanced especially through the Cluster meetings where experience and examples of good practice were exchanged. In some countries the NCPs were able to strike important deals with the big ICT-companies and they will launch important projects together as a result of the European e-Skills Week.

This enhanced collaboration, especially within the regional clusters, has led to an important number of new countries being involved in the European e-Skills Week expanding the group of countries involved from **21 countries at the beginning to 35 towards the end of the campaign**.

Schools and industry have been working together on a large scale in many countries. Although, especially at the beginning of the campaign, respondents and interviewees thought that the campaign was not bridging the gap between schools and industry, this perception gradually changed and towards the end of the campaign many respondents saw it as a first but important step towards bridging the gap.

A number of very successful **online campaigns** such as the IT Fitness test and the Go online day where people could actually assess their e-skills have made the participation in the European e-Skills Week skyrocket.

All over Europe **more than 350,000 people have been mobilized** to participate in the European e-Skills Week. In the most active and successful countries there was a very strong and efficient collaboration between the industrial community, the academic community and the authorities.

5.2. WEAKNESSES

The main weakness of the campaign was the **very short time span** that made it a difficult challenge to reach all the (qualitative) objectives. Major campaigns certainly need more preliminary time to unfold: the main organizers, contact points and communication and information channels need to be known, established and functional many months before the actual campaign date.

The project was launched too late in order to fully involve schools. Schools need time to plan events like the European e-Skills Week in their academic calendar. Many more youngsters (the main target audience) could be involved if the activities were announced earlier.

In some countries public authorities did not invest themselves enough in the activities of the European e-Skills Week. This was also reflected by the absence of high level officials that could have given the European e-Skills Week even greater prominence in the media.

In some countries there was also too little **collaboration between NCPs and stakeholders**. This might be due to the fact that the responsibilities of the NCP to manage the campaign were not always clearly defined and definitely too limited.

The fact that some of the PR materials were in **English**, also in non-English speaking countries led in some countries to frustration and even negative reactions. The documentation was also considered by some as too general and not specific enough.

The **portal was not considered to be user-friendly** and the information available could not always be easily found. Especially uploading materials was seen by many NCPs as a really problem.

5.3. THREATS

The major threat is probably that this campaign could be a **one-time event**. The **time span** to have a **genuine and lasting impact on the youngsters** contacted was too short. In order to change the attitudes of youngsters and if we want more youngsters, especially women to take up ICT-studies, there must be an ongoing effort to focus on the importance of e-skills in today's society.

Some NCPs are afraid that the **media might focus on the wrong message** and that this message would be heard but not correctly understood especially by youngsters. Youngsters have certainly understood that e-skills are important in today's society and will even be more important in tomorrow's society. However they have to understand that e-skills are not only important for socializing but also that they will need adequate e-skills to avoid exclusion and find work in Europe's future knowledge society. Although some see this as a threat it is seen as an opportunity by others.

Some of the NCPs thought that the **partnerships with the media** were a threat. Especially in the Scandinavian countries the media are hesitant to go into partnerships with the NCPs, especially when these were companies. Having partnerships between the press and companies could be wrongly understood as the press giving up their independence.

5.4. OPPORTUNITIES

It would be a tremendous opportunity to make the **European e-Skills Week brand better known** and to valorise the efforts that have been made in 35 countries in this first the European e-Skills Week campaign if the event were repeated in the coming years.

NCPs and stakeholders can **further expand partnerships** that have been created during this first e-skills campaign especially between companies and schools or academic institutions. Stakeholders can seize the opportunity to create even more regional collaboration in ICT, starting from the clusters that have now been created.

Also **lessons learned from the first year can be taken into account** when organizing events, inviting the media and working with youngsters. In order to cater for the real needs with teachers, pupils, students and other possible target audiences a needs analysis should be carried before planning the activities.

The European e-Skills Week should **reach out to other and wider audiences** than those that were addressed in the present the European e-Skills Week such as small children, children with special needs, the older generation. Scientific studies have shown that the impact of a campaign decreases with age. The most disadvantaged groups and those who are not yet included in the information society should also be included as a distinct target group to be reached and addressed by an e-skills campaign.

In order to face the challenges of our future society there should be **more collaboration** between faculties of technology and others such as faculties of business, arts etc. The European e-Skills Week has pointed this out very clearly to the academic community and a number of academics are aware that in order to improve Europe's competitiveness, different faculties and disciplines should be working together to create innovative programmes.

6. CONCLUSIONS

The main conclusion of the external evaluator is that **the European e-Skills Week**, as a first year event, has been a **real success**. A very committed team of project managers from the two consortium partners, of European Commission officials but also of NCPs and stakeholders has managed to implement a totally new campaign in **35 European countries** successfully, galvanise the media and make the European e-Skills Week brand known. The campaign was such a success and was also meeting **a genuine need** that all respondents expressed the wish to repeat the European e-Skills Week campaign next year.

The **efficient management** contributed to the successful implementation of the European e-Skills Week. All the NCPs and stakeholders agreed that the services and the information provided by the consortium were good or very good. Also the support and involvement of European Commission officials helped to implement the project and to identify stakeholders at European and local level.

The very successful **media campaign** has raised awareness of the importance of e-skills in today's knowledge society. Millions of people have read, heard or blogged about the European e-Skills Week. More than **350,000 people** have participated in the events of the European e-Skills Week.

However, the level of **involvement and commitment** of the NCPs and the public authorities was quite different according to the countries. Some of the NCPs were very resourceful in using the funding for the European e-Skills Week and managed to take the lead of the campaign but others just met the minimum requirements of the contract.

Many participants in the European e-Skills Week stressed that the campaign had been very successful in **fostering collaboration between the different stakeholders in ICT** as well at local, regional as European level. Regional collaboration was especially enhanced by the cluster meetings.

The objective of creating or strengthening **longer term cooperation** between public authorities and the private sector, academia, unions and associations through the promotion of multi-stakeholder partnerships and joint initiatives has not entirely been reached. This was mainly due to the **inertia** and the weak involvement of some public authorities.

The **main problem** of the project was the **very tight time frame**. Nearly one third of the respondents to the different surveys complained that there was too little time. Especially collaboration with schools was hampered by the fact that the school year had already started and the planning made when the project was kicked off.

The output of the European e-Skills Week has been very successful in terms of **media coverage, number of events, number of people reached and participants to the events**. However, it has probably not been entirely successful in reaching enough pupils, students and teachers. Because many people participated in the online events it was not always possible to identify the participants. This is also the case as far as the participation of women or young ICT practitioners is concerned.

If the ultimate objective of more youngsters taking up ICT-studies has to be reached it will be necessary to have a **European e-Skills Week campaign for several years**. Only then will it be possible to have a long term impact of the campaign.

7. RECOMMENDATIONS

These recommendations are based on the recommendations based in the final reports of the NCPs on the one hand and on the personal opinion of the external evaluator of the project on the other hand. Recommendations concerning specific activities (opening and closing event) are not repeated here.

7.1. RECOMMENDATIONS TO THE EUROPEAN COMMISSION

It is very strongly recommended to continue the organisation of the European e-Skills Week for at least five years. The European e-Skills Week proved to be a real success that met a genuine societal need. The partners from the ICT industry as well as from the academic world and public authorities agree that more people need to be convinced of the importance of e-skills in today society and the importance of ICT-studies for the future of Europe. However, in order to have a genuine and lasting impact **the campaign has to be repeated for a number of years**. Since the European e-Skills Week has been a new campaign much of the work has been spent on establishing and explaining this “brand”. This investment in getting the European e-Skills Week known to potential stakeholders and target audiences will give further payback next time around. It is therefore strongly recommended to make it an annual event such as Spring Day for Europe (DG Communication) that is planned ahead in the agendas by many schools in Europe.

- **Start** the next e-skills campaign **much earlier**. All the interviewees that were involved in the organisation as well as the respondents to the questionnaire mentioned that the organisation of

the European e-Skills Week campaign had been a race against time. As one of the NCPs stated: *"we should start the next e-Skills campaign now!"*

- Strengthen the e-skills campaign by having a **strong collaboration between all relevant European Commission services** (DG Enterprise and Industry, DG Education and Culture, DG Employment and Social Affairs, DG Information Society, DG Regional Affairs and DG Communication). It was much appreciated that three DGs (Enterprise and Industry, Education and Culture and Information Society) collaborated during the closing event. It would, however, be even better if all the relevant DGs had worked together from the beginning of the campaign as each of them has its own stakeholders and even more its own communication channels;
- Continue to work with a consortium that has both **links with ICT companies and education**. The present consortium has proven that it can work. They have learned to appreciate each other and know each other's weaknesses and strengths. They could capitalize the experience gained in this first year of e-skills and work even more efficiently in the future;
- Focus not only on Western and Northern Europe but also on Central, Eastern and Southern Europe with **different needs and contexts**. Some of the NCPs and stakeholders from Eastern Europe thought that they were somehow neglected in the analysis of their e-skills needs. In the future, representatives from Central, Eastern and Southern Europe should be more actively involved as speakers/organizers of central events such as the opening and closing event. It would also be nice as to have one of these events organised in Central, Eastern or Southern Europe.
- Constitute NCPs that are **tandems of representatives of the ICT-industry and of the academic world** (or the Ministries of Education). Many comments in the open response sections referred to the fact that Ministries of Education had not been involved enough. This could be avoided by making education authorities or educational institutions responsible from the very start of the campaign on an equal footing with the representatives from the ICT industry.
- Give NCPs **more responsibility and make them accountable** for the results in their country.
- **Do not focus on just one week** but give the possibility to spread the European e-Skills Week activities over the school year. The academic calendars in Europe are too different to find just one suitable week. This would also enable the NCPs and stakeholders to attend the European events, which was almost not possible this year as both the opening and closing events were in one and the same week while in many countries also local events were going on.

7.2. RECOMMENDATIONS TO THE ORGANISERS (EUROPEAN AND LOCAL)

- **Invest time in creating good partnerships**. Creating good partnerships and relationships with stakeholders is an ongoing work and pays back. In order to create more bonding between the NCPs and the stakeholders more stakeholder meetings for networking and exchange of ideas and experiences for successful activities should be organised.

- **More "hands-on technology" activities or online activities** to attract media but also the general public. As already mentioned earlier it seems easier to get mass media interested when showcasing actual technology hands-on for students. The media in turn will raise further interest in the European e-Skills Week message, activities and events;
- **Build upon partnerships that have been created during the first European e-Skills Week.** It is clear that where the different stakeholders were already working together in the past, the European e-Skills Week has yielded better results.
- **Invite the NCPs more regularly to meetings.** During (physical) meetings the participants in the project can get to learn each other, exchange experience, learn from each other and create a real feeling of bonding and being involved in a common project.
- For any event organized by NCP, **get more visibility on attendees** prior the event and re-enforce communication and cooperation between NCP and local stakeholders. Collect a consolidated list of all events planned by local NCP at Europe level.
- **Capitalize on activities that already have a reach to the target audiences.** It is easier to work in a framework that is known and used by the target audiences. To establish new activities is always a challenge. New activities can be organised in the framework of networks or organizations that are well known by the target audiences.
- **Build upon the experience** gained in the first European e-Skills Week. Some of the online activities were very successful but also very effective and should therefore be repeated.
- Communicate continuously to target groups and **use more social media.** To keep interest for the campaign over a longer period and ongoing the e-skills message should be told and repeated continuously. As youngsters are increasingly using social media sites the e-skills message and the communication about ongoing activities should to a larger extent be communicated through social media sites.
- **Further organise regional cluster meetings.** The regional cluster meetings have proven to be extremely valuable for knowledge sharing and networking. Through the cluster meetings there are opportunities to share expertise and knowledge but also innovative ideas and practical details regarding the campaign. Some regional clusters (Eastern Europe) have set up joint campaign and these have proven to be extremely successful (IT Fitness test).
- **Organise more Pan-European events,** preferably on-line so that many youngsters can participate in them and feel really involved in a European campaign.
- **Involve young children** in campaign. Do not only focus on last year students in secondary education but also on younger students as the impact is probably higher. In order to attract more youngsters to ICT studies, younger audiences should also be the target of the campaign as several European studies have proven that the impact of campaigns decreases with age.
- **Address teacher associations or federations** as it would be an excellent way to communicate and disseminate the campaign. They could also be involved in organizing in-service training for teachers who do not feel confident enough to use ICT in the classroom.

- **Monitor better the participation of teachers** as this group is crucial for passing on e-skills and spreading the e-skills message. Very often NCPs forgot to mention how many teachers were present during the events that were organised for pupils.
- **Put the media coverage and events monitoring tables online** thus facilitating the monitoring of the media coverage (per language group, country, type of media) and also avoiding double counting of the same articles.
- **Involve the external evaluator from the beginning of the campaign** (starting at the kick-off meeting) so that he / she could get to know all the agents involved and better understand the challenges, problems and opportunities of the project.

7.3. RECOMMENDATIONS TO THE PUBLIC AUTHORITIES

- **Be more actively involved in the e-skills campaign.** With the exception of some countries (e.g. Austria, Slovakia ...) the involvement of the public authorities, especially Ministries of Education has been rather weak. It would therefore be useful to involve them from the beginning.
- **Stress the importance of e-skills in today's society** not only by advocating it during the European e-Skills Week but also throughout the year and by actively (also financially) supporting activities that are organised in the framework of the European e-Skills Week.
- **Make examples of good practice available** drawing on the experience gained during the first the European e-Skills Week campaign.

7.4. RECOMMENDATIONS TO ICT COMPANIES

- **Continue investing in e-skills** in general and in the European e-Skills Week in particular.
- **Make qualitative analyses of future e-skills needs.** Take into account that given the strong competition with off-shore companies that are technically good, Europe could make the difference by specializing in innovative and creative solutions.
- **Help the education authorities develop e-skills Vocational and Educational standards** that meet the ICT-needs in our present and future economy and society.
- Be present at the events with representatives from **recruitment and human resources** departments. Some respondents to the questionnaire had actually hoped they would see which job opportunities and vacancies were available in the companies present during the events. Some even thought they could actually apply for a job. Thus the events during the European e-Skills Week could also be interesting in terms of recruitment and career counselling.

7.5. RECOMMENDATIONS TO ACADEMIC INSTITUTIONS AND SCHOOLS

- **Start with e-skills at a very young age.** In order to be able to do this **all teachers** should also have sufficient e-skills so that they can pass their skills on to their pupils and teach them where to find relevant information on the Internet.
- Teacher training institutions should therefore make it a **compulsory module in initial teacher training**. Older teachers should be given the opportunity to have **in-service training** in order to feel comfortable when using ICT in the classroom;
- **Develop academic programmes** that combine e-skills with economic, design and other "soft" skills. These would not only meet a socio-economic need but would also attract more youngsters to ICT studies.

III. ANNEXES

7.6. DOCUMENTS READ

Call for Tenders N° Entr/09/037 - EU the European e-Skills Week

European Commission's Communication on "e-Skills for the 21st Century: Fostering Competitiveness, Growth and Jobs" - COM (2007) 496 of 07.09.2007

Roadmap the European e-Skills Week

All Final reports of all NCPs and Pan European stakeholders

Media Coverage and Events Monitoring tables of all NCPs and Pan European stakeholders

7.7. INTERVIEWS

OPENING EVENT

CompTIA

Basscom

ITAS

Telecentre-Europe

Eurescom

KIGEIT

Cisco

ENIS

CLOSING EVENT

VSKO

VLEVA

NCP

8 students

2 teachers

IN-DEPTH INTERVIEWS

European Schoolnet (2)

DIGITALEUROPE (2)

TELEPHONE INTERVIEW

European Centre for Women and Technology – ECWT (28 April)

FOCUS DISCUSSION

Last NCP and Stakeholder meeting (29 April)

All NCP and stakeholders present