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EMPLOYMENT AND SOCIAL AFFAIRS DG

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DISCUSSION PAPER

FOR THE

TRANSVERSAL THEME: INFORMATION SOCIETY

ESF EVALUATION WORKSHOP OF DG EMPLOYMENT

18 MARCH 2002 IN BRUSSELS

The attached draft paper is not a free-standing document but is to be included into Annex 3 of the "Guidelines for systems of monitoring and evaluation of ESF assistance in the period 2000 – 2006".

Commission européenne, B-1049 Bruxelles / Europese Commissie, B-1049 Brussel - Belgium. Telephone: (32-2) 299 11 11.
Office: J 27, 4/70. Telephone: direct line (32-2) 2954488. Fax: (32-2) 2969767.

<http://europa.eu.int/>
E-mail: Dietmar.Braun@cec.eu.int

<p>Transversal Theme 2:</p> <p>Information Society</p>
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1. TRANSVERSAL THEME 2: INFORMATION SOCIETY

"Within the policy fields ... the Fund shall take account of ...the social and labour market dimensions of the information society, notably by developing policy and programmes designed to harness the employment potential of the information society and by ensuring equal access to its facilities and benefits." (Art.2. 2. (b) Regulation EC 1784/1999)

Based on the Regulation the evaluation of the Information Society focuses on how the measures in each policy field have been implemented as policies or programmes to harness the employment potential of the Information Society while ensuring equal access to its facilities and benefits. Therefore the measures are evaluated and the employment effects of and improved access to the Information Society measured both for the persons and for the systems.

2. SCOPE OF THE INTERVENTION

As it is the nature of the transversal themes to be found in all the previously described five policy fields of the ESF Regulation one would have to pose some generic questions which will have to be specified in the context of each of the policy fields.

Yet some of the policy fields do have a distinct relation to the Information Society so that it is necessary to conduct an in-depth analysis in policy fields C and D. In policy field C the objectives are promoting and improving training and education as part of life long learning policy for labour market integration. In policy field D one of the objectives is enhancing skills and boosting human potential in research, science and technology. It is evident from its structure that policy field C lends itself to focus to an evaluation of measures for individuals whereas the measures under policy field D would rather be characterised by support to systems.

In general though a distinction has to be made between measures that are an explicit Information Society policy/programme and those where the Information Society is an additional aspect within other policy priorities.

3. POLICY FIELDS INDICATORS

Before addressing evaluation questions and indicators that are specific to each policy field some more generic evaluation questions and indicators are included in the following table as they will be relevant to all the fields.

Question	Indicators
Is the measure solely devoted to the IS?	<ul style="list-style-type: none"> • Ratio of specialised measures to other measures • Funding • Objectives • Target audiences
Is the measure mixed with between IS and other objectives?	<ul style="list-style-type: none"> • Ratio of mixed measures to other measures and specialised measures • IS funding as ratio of overall measure funding • Other objectives with which the IS objective is combined

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	<ul style="list-style-type: none"> • Objectives • Target audiences
What were the key findings of the ex-ante evaluation relating to the IS and how have they influenced the measures?	<ul style="list-style-type: none"> • Number of issues raised • Number issues negotiated • Number of issues added or changed as measures • Number of measures financially relevant implemented
Are there any employment effects associated with the measure?	<ul style="list-style-type: none"> • Objectives of the measure • Quantified objectives • Impact of intended employability • Employability as an indirect effect • Monitoring of the employment effects (systems and beneficiaries)
What are the mechanisms put in place to ensure equal access to facilities and benefits?	<ul style="list-style-type: none"> • Target group of the measure and conditions of access to training • Open access to technical infrastructure in public resource centres • Support structure in an open access environment • Activities adapted to the needs of the target audience with user needs analysis • Competence building of citizens in democratic participation through e-Government • Competence building in public services for transparent and accessible Government • Private sector/privatised public sector provide flexible and transparent services to citizens

3.1. Policy Field A: Development of Active Labour Market

Question	Indicators
What are the training subjects to integrate long-term unemployed or persons threatened with long-term unemployment or young people into the IS labour market?	<ul style="list-style-type: none"> • Extra-functional competencies (lateral thinking, creativity) • Social competencies (learning abilities) • Horizontal competencies (language skills, logic, non-linear networks) • Technical understanding (IS concepts) • Operational qualifications (MS Office, FLASH, CAD) • Re-qualification for IS jobs
What are active labour market measures for the integration of long-term unemployed or persons threatened with long-term unemployment or young people into the IS?	<ul style="list-style-type: none"> • Internship • Supply driven training • Demand driven training • Training companies • Employment support (financing)
What are the IS awareness raising and	<ul style="list-style-type: none"> • Employment potential of the IS

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competence building measures in the support systems for the long-term unemployed or persons threatened with long-term unemployment or young people?	<ul style="list-style-type: none"> • Labour market risk groups in the IS • Pathways to qualifications in the IS • Social competencies and technical qualifications in the IS • Relationship between existing formal qualifications and emerging labour market IS needs
How does the employment system relate existing or acquired qualifications of the long-term unemployed or persons threatened with long-term unemployment or young people to its IS needs?	<ul style="list-style-type: none"> • IS needs analysis for job profiles • Mapping of experience and competence to job profiles • Awareness raising for existing labour market possibilities

3.2. Policy Field B: Access to the Labour Market for Persons threatened with Exclusion

Question	Indicators
How are the persons of Group 1 (very long period of unemployment, very low qualifications, being old, beneficiaries of social benefits/aide schemes) integrated into the IS labour market?	<ul style="list-style-type: none"> • Activities adapted in their formal organisation to the needs of the target audience with a user needs analysis • Target groups specific content in general IS competencies • Open access to technical infrastructure in public resource centres • Support structure in an open access IS environment
How are the persons of Group 2 (linguistic and legal difficulties in integrating (ethnic minorities) or disabilities (physical/mental)) integrated into the IS labour market?	<ul style="list-style-type: none"> • Competence analysis and requirement matching exercise • Pathways to social integration through training • Awareness building on international tele-working market • Support structure for informing about IS technologies to assist in social integration • Activities adapted in their cultural and formal organisation to the needs of the target audience with a user needs analysis • Target groups specific content in general IS competencies • Open access to technical infrastructure in public resource centres • Support structure in an open access IS environment
What are the awareness raising and competence building measures in the support systems for those threatened with social exclusion to integrate them into the IS labour market?	<ul style="list-style-type: none"> • Multi-cultural needs of the IS and the globalised economy • Employment potential of multilingual migrant workers in tele-working • Multitude of pathways to employment in the IS • Social competencies and technical

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	<ul style="list-style-type: none"> qualifications in the IS Relationship between existing formal qualifications and emerging labour market IS needs
How does the employment system relate existing or acquired qualifications of those threatened with social exclusion to its IS needs?	<ul style="list-style-type: none"> IS needs analysis for job profiles Mapping of experience and competence to job profiles Multi-cultural and multi-lingual needs of the IS labour market Awareness raising for existing labour market possibilities

3.3. Policy Field C: Promoting Employability, Skills and Mobility through Life Long Learning

Question	Indicators
How did the life long learning policy (training, education, counselling) contribute to employability in the IS and job mobility?	<ul style="list-style-type: none"> IS subjects taught in the framework of the life long learning policy Courses taught in IS related subjects Places available in IS related courses Number of participants in courses with IS related subjects Budget/student ratio Transitional qualifications from "old economy" to IS related jobs IT technology competence building Free access to IS related courses Supported learning environments Permanent distance tutoring complementing formal courses and after the courses
How does the educational system contribute to an IS training policy for employability and job mobility?	<ul style="list-style-type: none"> Re-qualification of existing staff Adding specialised staff Designing IS related curricula Social integration through open access to learning Delivery mechanisms for learning and training (distance training) Cost benefit analysis of training delivery in an IS environment Change of paradigm from age related learning to biographical learning
Does the employment system integrate a IS learning policy for employability and job mobility?	<ul style="list-style-type: none"> On-the-job training schemes in IS related fields Accepting non-formal training Integrating working and learning in the work place Competence building in IS environments during organisational change Learning organisation Open access to learning processes for

	suppliers or job seekers
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3.4. Policy Field D: Developing Adaptability and Entrepreneurship

Question	Indicators
<p>How has the participation of the work force in the IS been assured to achieve the aim of a skilled, trained and adaptable workforce and at the same time to give access to the benefits to the IS like innovation and adaptability in work organisation (e.g. tele-work)?</p>	<ul style="list-style-type: none"> • Institutional needs and competence analysis • Assessment of future individual and institutional skill needs • Training actions to combat skills shortages of beneficiaries in employment • Advise on labour market risk groups • Individual or institutional demand and needs analysis for IS competencies outside current work environment • Institutional support for the introduction for new ways of working • Awareness raising for business models • Support for individuals to seek new forms of work and gainful employment • Supply of advisory services on IS subjects
<p>Did developing entrepreneurship and providing conditions facilitating job creation contribute to the creation of IS related (mikro-) enterprises and employment?</p>	<ul style="list-style-type: none"> • Advise to potential entrepreneurs for organisation, financing and running of a business • Practical aid in business plan development and capitalisation issues • Continuous support after the start up phase • Advise to change existing business models to cater for the IS market needs • Frameworks for new ways of working (legal and practical) • Creation of a "market" for tele-workers • Supporting forms of co-operation of IS micro-enterprises
<p>How did enhancing skills and boosting human potential in research, science and technology contribute to IS business models and employment?</p>	<ul style="list-style-type: none"> • R&D public private partnerships for product design • Research to market activities • Exchange between private and public R&D staff • Innovation and business cycle • Reconnecting industrial research with the educational system (schools and universities) • Support structure for academic IS related research to be driven by employment and IS market need • Support for the creation of public/private IS research projects • Support for the creation of public/private IS training infrastructures and materials
<p>How did the employment system support a</p>	<ul style="list-style-type: none"> • Internship of students

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broad access to the benefits of the IS?	<ul style="list-style-type: none"> • Internship of employees in private and public R&D research centres • Access of micro-enterprises to R&D infrastructure • Access to R&D institutions for training and re-training purposes
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3.5. Policy Field E: Specific Actions for Women

Question	Indicators
Did women become better integrated in the IS labour market by overcoming competence deficits or through awareness raising of the gender bias in the digital divide?	<ul style="list-style-type: none"> • Facilitating easy access to IS related competence development • Upgrading of existing qualifications to better adapt to the IS • Integration through new forms of work • Support for employers to identify discriminatory practices and work arrangements • Support structures for women to actively access the IS related labour market
Did the IS development give women a better chance to become self-employed?	<ul style="list-style-type: none"> • Advise to women for organisation, financing and running of a business • Practical aid in business plan development and capitalisation issues • Continuous support after the start up phase • Frameworks for new ways of working (legal and practical) • Creation of a "marketing instrument" for teleworkers • Supporting forms of co-operation of IS related businesses to integrate family and business work
Did the employment system use the innovative potentials of the IS related labour market to overcome in those areas the gender bias?	<ul style="list-style-type: none"> • Support for women to understand and present their potential in IS related jobs advertisements • Training of the support system in self limiting practices which exclude female employment • Specific assertiveness training for technology handling and communication challenges