

# European project: Digitalisation and social exclusion

In the European Year for combating poverty and social exclusion 2010

## Description

Poor or rich, well educated or from educationally disadvantaged background, with or without internet access, having digital literacy or not – several factors do play a role in the arising of a digital gap in our knowledge society.

The international project “Digitalisation and social exclusion” will investigate in which way institutions of informal education (libraries, learning centres and cultural institutions etc.) already contribute to the adult learning for marginalised and disadvantaged citizens (and migrants), and develop an innovative, exemplary and sustainable approach for future education of digital literacy, including information and media literacy.

## Background

We consider the European society a knowledge society – the EU itself as one of the most important knowledge based economic areas of the world. Thanks to the constantly growing availability of digital technology, knowledge becomes available on a bigger scale and to more and more people. The importance of knowledge increases as economic factor, as factor of social cohesion as well as cultural process; thus the individual needs to gain competence in accessing knowledge and using it.

In theory, the internet provides everybody with the possibility of participating in the global sharing of knowledge and that way democratises knowledge. In practise the difficulty is, that among others, people with little or no digital literacy practically will be excluded from the digital world and hence threatened with exclusion from other social sectors. A digital gap arises.

Especially marginalised and disadvantaged citizens and migrants – often from the lower class – are threatened to be excluded. The characteristics of social exclusion such as the non-participation in economical and social activities and the consciousness of deficit in opportunities normally are caused or even impaired by a deficit in information and communication knowledge.

Information and communication technologies allow flexible lifelong learning and are thereby an important tool of improving the level of education and social integration.

Especially open learning resources and informal education play a significant role in reaching educationally disadvantaged people – and for that reason the institutions of informal education and their network are to be extended.

## Overall objectives

- developing an alternative learning approach to integrate or reintegrate marginalised and disadvantaged citizens into society and the labour market
- sharing good practice on intercultural education, learning by marginalised citizens, and their linguistic, social and cultural integration

- to assist people from vulnerable social groups and in marginal social contexts, in order to give them alternative opportunities to access adult education
- to facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others
- to support the development of innovative ICT (information and communication technology) -based content, services, pedagogies and practice for lifelong learning
- to improve pedagogical approaches and the management of adult education organisations

### **Expected Outcomes**

- Reference model / method on how to reach marginalised and disadvantaged citizens (and migrants) and how to establish a link between them and institutions of informal education.
- Identification and implementation of innovative uses of ICT for adult education, e.g. social networking tools and platforms
- Bringing the reference model / method into practice in partner institutions in a pilot phase
- Ongoing network of institutions of informal education; institutions from different European countries and from different sectors (library, cultural or social organisations, museums etc.). This network can guarantee that the outcomes will be continuously developed and improved and can be used not only for a certain period, but in the long term.
- Creating upon the target group a constantly dynamic process of learning and self-information using digital media

### **Target groups**

- Experts of informal education institutions like libraries, cultural or social centres, public training centres etc. of different European countries
- Multipliers and decision-makers in culture and education politics
- Marginalised and disadvantaged citizens (and migrants)

### **DRAFT of Time table / Outcomes**

19/20 November 2009: Partner meeting in Brussels:

- Discussion of details with regards to contents
- Forming of two main working groups working together closely:
  1. How to reach the target group and
  2. How to teach them digital literacy
- Ideas for the approach of the two main questions
- Clearance of the tasks, budgets and responsibilities
- Creation of the time table of the project

7 December 2009: Infoday of the Life Long Learning Programme in the European Commission

- 2010 – 2011: Workshops with the experts of the participating institutions (in different European countries)
- Literature review / user need analysis
  - Development of method how to reach marginalised and disadvantaged citizens and to motivate them to use services of institutions of informal education
  - Development of computer tool or, as there are already existing so many different approaches, résumé of existing and a recommendation for future approaches
  - Management / Evaluation / Quality Manuel
- 2011 – 2012: Adoption of the method and tool / Pilot phase
- Guidelines to assure, that the reference models can be used by every institution of informal education, also after the end of the project
  - Test, monitor and evaluate the models within pilot institutions
  - Improve the methodology using feedbacks and results from the trials and initiate the further spread
  - Promotion and publication of the project results and project manuals

### **Ideas of Communication / Promotion**

#### Addressing experts

- Main communication instrument is a project website, informing on the project content, objectives, outcomes and progress
- Links to this website from the Goethe-Institutes, partner institutions, the European Commission etc.
- From the beginning of the implementing phase, a blog could be included in the website, to inform on results, difficulties and improvement of the tool and concept
- Advertising and presentation of the project and its results in professional journals

#### (Pilot phase, local) Addressing marginalised and disadvantaged citizens (and migrants)

- Television advertisement and reports (e. g. documentary on a youngster doing his first steps in the digital world)
- Advertising in journals
- Using the existing partner networks and channels to reach the target group e. g. via flyers meeting them in their daily life places (e. g. in the supermarket, civil centre, job centre)

#### **Examples for partners**

- Goethe-Institutes

- EUNIC-Clusters
- Libraries / Library associations
- Educational institutions
- Social institutions
- Cultural institutions
- Economic sector (informatics)
- Scientific organisations / Foundations / NGOs
- Media companies / Publishing houses

### **EU funding**

Programme:	Lifelong Learning
Subprogramme:	Grundtvig
Action category:	Multilateral projects
Participating countries:	minimum 3
Partner institutions:	minimum 3
Delivery deadline:	26 February 2010
Project start:	estimated October 2010
Project end:	estimated October 2012
Maximal funding:	150.000 € per year; 300.000 € per project; max. 75% of the project costs

### **Project costs for the partner consortium**

The costs depend on the sum demanded from the European Commission.

Considering the special cases of financing in the Lifelong Learning Programme, this could nearly be a scenario of the two-year-budget:

Total project costs:	380.000 €
EU funding:	285.000 €
Partner consortium:	95.000 €

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