

## SEACW DELIVERABLE D.2.2

### “Statistical Methodology Guide”

<b>Project Acronym</b>	<b>SEACW</b>
<b>Grant Agreement No.</b>	325146
<b>Project Title</b>	Social Ecosystem for Antiaging, Capacitation and Well-Being
<b>Deliverable Reference Number</b>	SEACW_D.2.2
<b>Deliverable Title</b>	Statistical Methodology Guide
<b>Revision Number</b>	2.2
<b>Deliverable Editors</b> <i>(main redactors)</i>	<b>Áliad:</b> Ana María Rodríguez de Viguri, Javier Bullón, Jorge Alarcón, Raúl Velasco. <b>E-seniors:</b> Estelle Ziegler, Ariane Girault, Daria Kyslitska, Monique Epestein <b>UTT:</b> Myriam Lewkowicz.

**Project co-funded by the European Commission within the ICT Policy Support Programme**

Dissemination Level

PU

PUBLIC

Revision	Date	Description
0	04/02/2013	Definition of objectives for the impact measurement of the project
0.1	11/02/2013	Definition of indicators for measurement
0.2	13/02/2013	Data sampling
1	01/03/2013	Elaboration of questionnaires
1.1	01/04/2013	Review of questionnaires by Experts Committee
1.2	01/05/2013	Design of Delphi
1.3	20/05/2013	Review of Delphi by Experts Committee
1.4	22/05/2013	Design of control/trial methodologies
2	25/05/2013	Elaboration of the document
2.1	28/05/2013	Document review
2.2	02/06/2013	Final version

## Statement of originality:

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

## Abstract

This document aims to constitute the guidelines that the consortium will take into consideration in order to apply statistical measurements on the following project's deliverables:

- ➔ D2.1: State of the Art
- ➔ D2.4: Functional Requirements Report
- ➔ D8.5 Report on social, cultural and market impact of the project

Part of this guide might be subjected to possible updates regarding some indicators proposed for the deliverable D8.5, in order to provide the best value for the project's impact measurement. However, for deliverables D2.1 and D2.4, methodology is already concluded.

Task 2.4 *Fieldwork*, within Deliverable 2.2 *Statistical Methodology Guide*, is not only related with the methodological guide, but also concerns the analysis of user requirements.

During the methodology design, and after the first conclusions of the State of the Art, it has been evidenced that, in order to achieve a better perception of the user's requirements and to add more value to the whole deliverable 2.4, some part of the *fieldwork* task will be moved to month 8. The design of the mentioned fieldwork is already prepared and explained in this Guide. Once the final conclusions of the State of the Art are established, the fieldwork and its results will allow us to accomplish a better alignment of the user requirements, regarding both the EU policies and the technical requirements to be delivered at 8<sup>th</sup> month of the project. Due to this reason, fieldwork will be done during the four subsequent months from deliverable 2.2, getting linked with 2.4.

Hereby, the present document aims to provide the guide for the statistical methodology of the project. In addition, although it is not strictly statistical measurement, the methodology followed for developing the State of the Art has been included among the following paragraphs, so that the documental analysis and the steps followed to elaborate the mentioned State of the Art, gets both justified and clarified.

## TABLE OF CONTENTS

1	State of the Art: methodology .....	5
1.1	State Of The Art: Identification of Reference Framework .....	7
2	Functional Requirements Contribution Report: Methodology.....	8
2.1	Quantitative Methods: Delphi and Questionnaires .....	8
2.1.1	Sampling for the survey.....	8
2.1.2	Sampling for the Delphi.....	9
2.1.3	Data collection.....	9
2.1.4	Data analysis.....	9
2.1.5	Empirical and analytical phases: .....	9
2.2	Focus Groups.....	9
2.2.1	Selection of participants.....	9
2.2.2	During the Focus Group .....	9
2.2.3	Analysing the Results .....	9
3	Report on Social, Cultural and Market Impact of the Project.....	10
3.1	Quality criteria: questions, indicators and data.....	10
3.2	Synthesis tools.....	11
3.3	Methods and tools for analysing general trends in the Ecosystem.....	12
3.4	Methods and tools for analysing e-inclusion and quality of life through the Ecosystem usage	12
4	Annexes .....	14
4.1	Annex I: Delphi questionnaire.....	14
4.2	Annex II: Elders questionnaire .....	19
4.3	Annex III: Social Inclusion Agents questionnaire.....	23
4.4	Annex IV: Trends Ecosystem indicators .....	26
4.5	Annex V: E-inclusion indicator.....	30
4.6	Annex VI: Quality of life indicator .....	31
4.7	Annex VII: List of Sources for the State of the Art .....	33

## INDEX OF FIGURES

Figure 1: General methodology for the State of the Art.....	6
Figure 2: General framework of tools designed for the State of the Art .....	7
Figure 5: Summary of the qualities of the indicators, questions and data .....	11

## INDEX OF TABLES

Table 1: Sample size .....	8
Table 2. List of trends indicators of the Ecosystem .....	26
Table 3. E-inclusion indicator .....	30
Table 4. Quality of life questionnaire.....	31
Table 5. List of sources of the State of the Art.....	33

## 1 State of the Art: methodology

---

The aim of the present document is to explore the main issues that have changed the contemporary landscape of our lives, and which motivates the existence of our project. We will analyse the most remarkable demographic, technological and sociological shifts, trying to emphasize on the priorities on which to focus the efforts of the Social Ecosystem development process. For such a goal, we will account the ICT development routes, as the existing relevant websites that include some of the SEACW's objectives. However, no digital platform close to what SEACW aims to become does actually exist: the mentioned websites do offer different services and tools, but they remain far from being a social ecosystem regarding AHA and ICTs usage, which is a unique and innovator idea as a whole.

Thus, the final purpose of this paperwork is to do an exhaustive Sate-of-the-Art review so that the objectives, commitments and the added value of the project remain clear, justified and valuable.

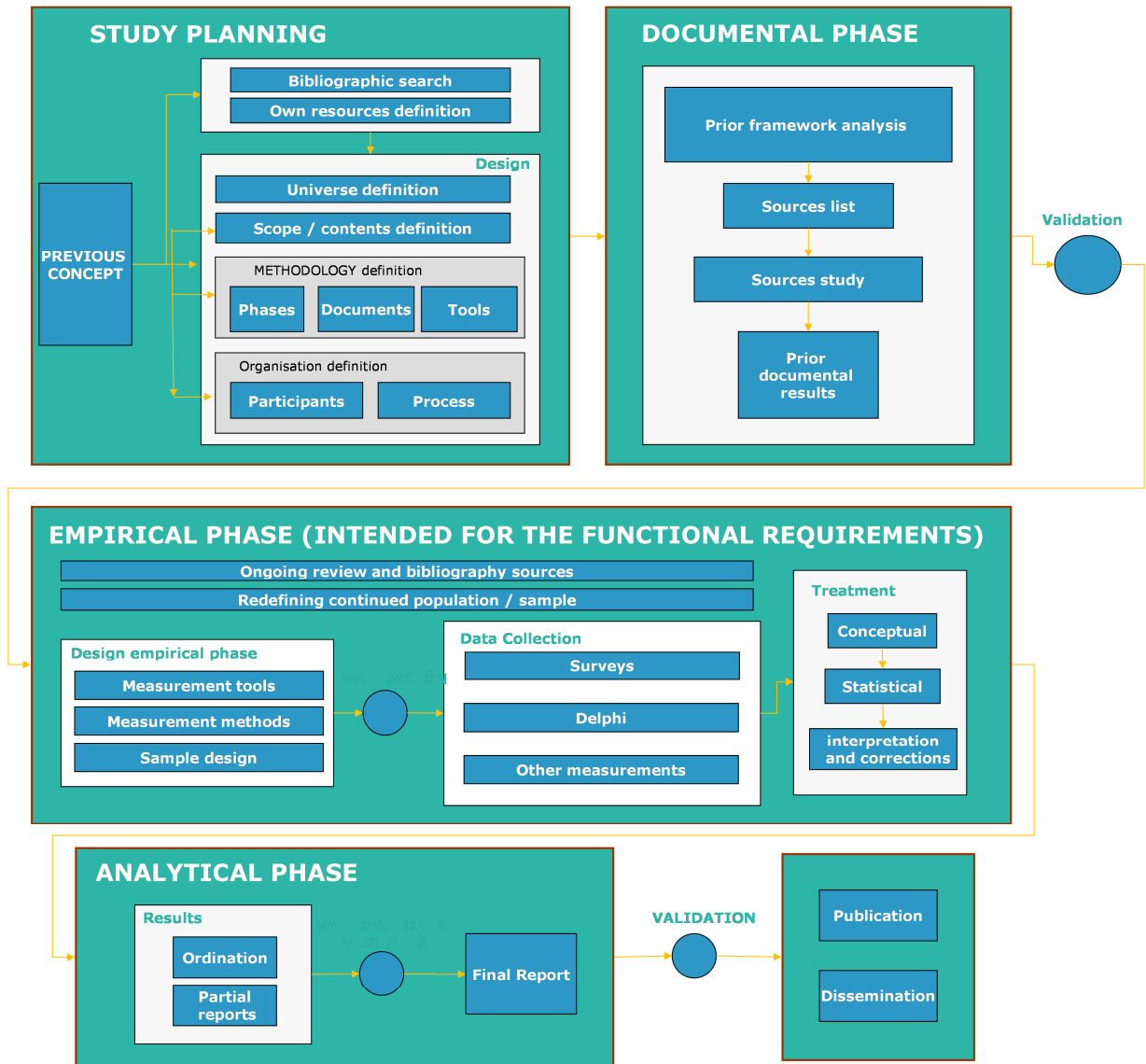
This Deliverable is composed by three tasks: Objectives and Expected results definition, documental analysis and secondary sources analysis.

Specific methodology of Áliad Conocimiento y Servicio S.L. has been applied on the State of the Art development. It includes four phases:

- ➔ Study planning
- ➔ Documental phase
- ➔ Empirical phase (where surveys have been transferred to D2.4)
- ➔ Analytical phase

The next chart shows this general methodology:

Figure 1: General methodology for the State of the Art



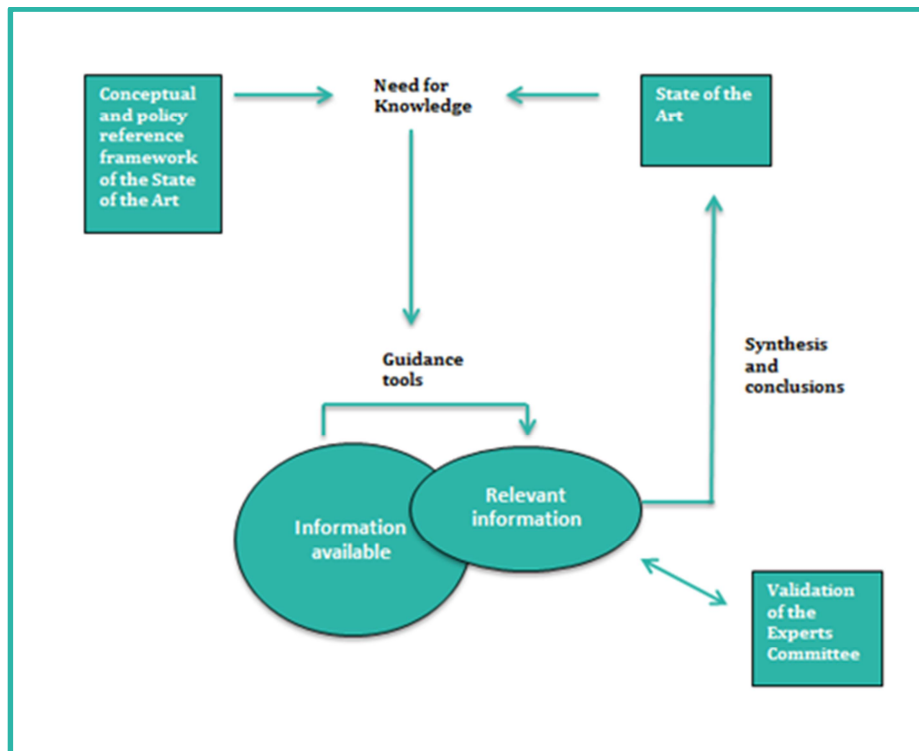
## 1.1 State Of The Art: Identification of Reference Framework

Beyond the technological part of the State of the Art, on which to base future contents of SEACW, the whole document has focused on providing an exhaustive analysis of three basic issues for both understanding the need of a project like SEACW, and for guiding its development process. These issues had been:

- ➡ The two main sociological shifts affecting contemporary societies (the arrival of Information Society and the population ageing)
- ➡ The policy responses from the European Union
- ➡ The existing websites and initiatives sharing part of SEACW's contents.

Getting back to the technological section of the State of the Art, the very first challenge was to deal with the vast amount of information found available. In order to avoid the emergence of the gap between the existing information and the needed information, methodological tools have been designed in order to set the reference framework. Specifically, the settlement of objectives and the review and validation by the Experts Committee of the list of sources included in Annex VII gave the consortium the access to the information needed to accomplish the study.

Figure 2: General framework of tools designed for the State of the Art



## 2 Functional Requirements Contribution Report: Methodology

The functional requirements report (D1.4) integrates user's needs and requirements for the Ecosystem and tools. In order to do a prior approach to user's requirements, both quantitative and qualitative methods have been designed. Specifically, three questionnaires and one focus group.

### 2.1 Quantitative Methods: Delphi and Questionnaires

The management of all these questionnaires and focus group will be conducted by Áliad Conocimiento y Servicio S.L.; all questionnaires have been reviewed by the Expert Committee and partners of the project in order to validate them.

Regarding questionnaires, these are the following:

**Delphi questionnaire for experts;** in order to identify future trends concerning ICTs, Active and Healthy Ageing, world of work, etc. This questionnaire will provide the point of view of international experts in several disciplines (medicine, sociology, ICT, demographics, etc...) to the project, allowing the consortium to identify possible tools for the Ecosystem interesting in a near future. This questionnaire is included in Annex I.

**A social inclusion agent's questionnaire;** through this questionnaire the consortium will identify the interests and needs of social inclusion agents concerning important and useful tools for the Ecosystem, that will help them, improving their employability and tasks development. This questionnaire is included in Annex II.

**An elderly questionnaire;** in order to identify their perception of ICTs, frequency of use, usage of ICTs, interest of using ICTs and interest in tools for health and well-being. This questionnaire is included in Annex III.

#### 2.1.1 Sampling for the survey

Two groups are considered for the surveys: social inclusion agents and elderly. Taking into consideration that this is not a research project, but a project that intends to provide a commercial solution, it is impossible to design a representative survey that covers both groups all over Europe. Universe for both groups is too big for the budget assigned to SEACW.

However, and in order to maintain scientifically value for the project, sample size has been set through the following criteria:

Table 1: Sample size

Alpha level	0,5
Level of acceptable error	5%
Standard deviation of the scale	5
Nº	<b>384</b>

Therefore, the consortium will undertake two surveys, at least 384 elderly and 384 social inclusion agents. Both surveys will be conducted in the countries where the consortium has any representation: Spain, Italy, France, Bulgaria, and Malta.

Individual's method selection will not be probabilistic due to time constriction. However, with surveys the consortium will collect interesting information for the Ecosystem and tools



development.

### 2.1.2 Sampling for the Delphi

Concerning the Delphi, at least 50 international experts are expected to participate.

### 2.1.3 Data collection

The Delphi and the surveys for social inclusion agents will be done online with Lime Survey application. The elderly will do the surveys on print questionnaires.

### 2.1.4 Data analysis

All data collected will be analysed with SPSS Statistics of IBM. Specific Syntaxes will be designed in order to create tables and figures in the shorter time as possible. Tables and figures will be designed with Excel to provide the best visualization quality of results.

### 2.1.5 Empirical and analytical phases:

In order to provide an added value for the functional requirements of the Ecosystem, surveys intended for the State of the Art have been transferred to the Deliverable D1.9.

## 2.2 Focus Groups

Two focus groups are intended to improve the functional requirements definition. This qualitative methodology will support the data collected, increasing the knowledge for Technological partners that will design the Ecosystem and tools.

### 2.2.1 Selection of participants

The focus group will be integrated by 8 participants. A broad spectre of users will be taken in consideration in order to cover the maximum representation of the target groups. The participants integrating the focus groups will be composed by: one representative of a social inclusion organization, a social inclusion agent, a representative of an elderly association, an elder with ICT knowledge, an elder with no ICT knowledge, one ICT expert and one sociologist who will guide the activity.

### 2.2.2 During the Focus Group

During the focus group, the moderator will work with participants to find out their reactions to the Ecosystem and tools. The moderator may ask individual questions to participants to introduce them to new products and find out what they like and dislike about an existing product.

### 2.2.3 Analysing the Results

The process will be recorded, previous allowance of participants, in order to analyse all the discussion. Speeches will be analysed taking into consideration the important issues and conclusions of participants.

## 3 Report on Social, Cultural and Market Impact of the Project

---

This report aims to provide how the Ecosystem has changed several aspects of the e-inclusion and quality of life of participants in the Ecosystem. Before explaining those indicators and measurement methodology it is important to describe the quality criteria of them.

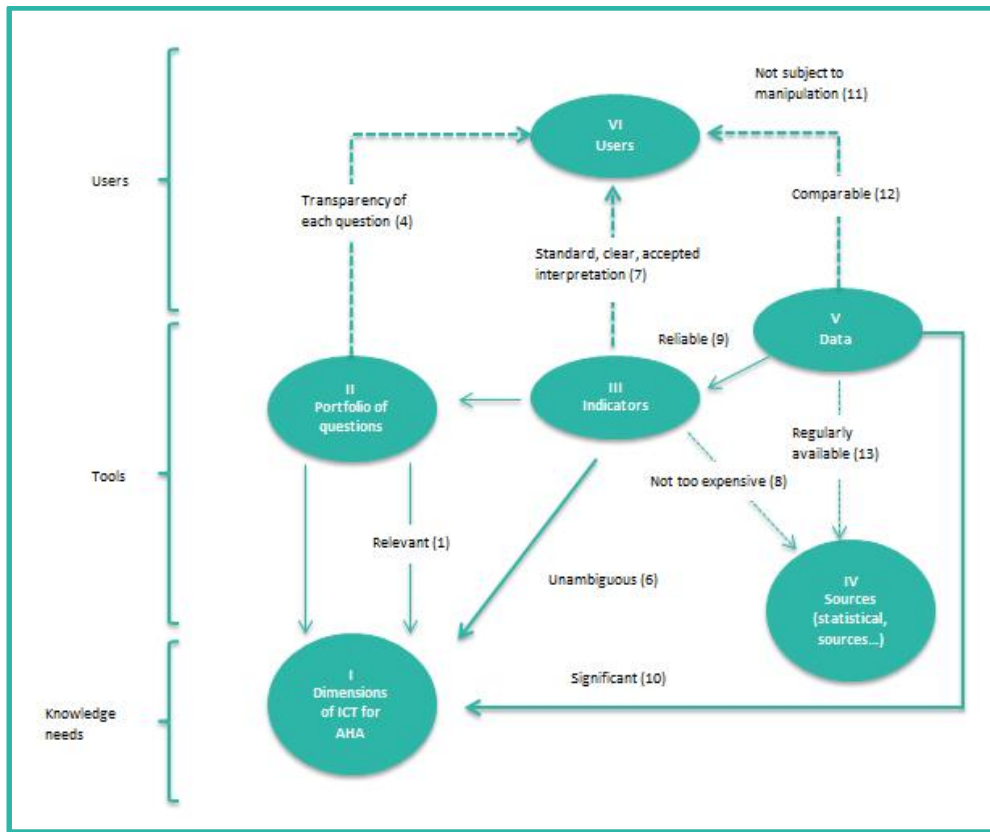
### 3.1 Quality criteria: questions, indicators and data

A distinction will be drawn between the quality criteria that apply to the indicators (and the portfolios of indicators), those relating to the questions (and the portfolios of questions) and those relating to the data. This distinction is crucial for understanding the interrelationship between the various quality criteria. It will be assumed that the quality criteria for an item, whatever it may be (questions, indicators, data, etc.), refer to its expected use (suitability for the objective pursued) or potential use (intrinsic contribution), its ease of use, or the cost of obtaining it or the ease with which it can be obtained.

There are accordingly four aspects to be considered in analysing the quality of the questions, indicators or data:

- ➡ Do they achieve what is expected of them (are they suited to the objective pursued)?
- ➡ In more general terms, what unique contribution do they make (their intrinsic contribution)?
- ➡ Are they easy to use (from the point of view of the user)?
- ➡ Are they costly/difficult to obtain (costs of obtaining them)?

Figure 3: Summary of the qualities of the indicators, questions and data



### 3.2 Synthesis tools

In order to measure the impact of the Ecosystem, synthesis tools have been designed to facilitate the path from statistical data (quantitative and qualitative, measured according to a specific scale) to knowledge in the strict sense of the word, linked to the action to be taken.

Indicators allows the possibility of establish comparisons at various points in time (analysing trends), between geographical areas and between participants in the Ecosystem and not participants (control group), allowing the consortium to identify if the Ecosystem and tools have had any meaning importance for social inclusion agents and elderly employability, e-inclusion and quality of life.

Comparisons over time will be included, which can give an idea of the trends. This can be cross-referenced with the level of users' acceptability, making easier to see which aspects of the Ecosystem are satisfactory, and which are becoming consolidated, which are unsatisfactory but are slowly improving and which are unsatisfactory and deteriorating still further. Other comparisons and cross-references can help identify causes, or at least give some clues as to possible causes.

Analysing the data in this way should therefore lead to an understanding of the situation which

will identify the dynamic aspects such as trends, weak points, thresholds reached, any gaps and discrepancies between situations and actions, making possible to set objectives, prioritise and draw up a strategy for action, etc.

### *3.3 Methods and tools for analysing general trends in the Ecosystem*

This level includes determining general trends and defining an initial order of action priorities. By using data collected on different dates, it is possible to spot the indicators for which the trend is positive and those where it is negative. If the trend is positive, there would seem to be no need for further action, at least in the short term. However, where it is negative, joint action must be taken, and priorities must be set.

A first stage will therefore be to produce a comparative table of trends for each of the indicators, making possible to establish an order of priority.

Then comparisons between countries and regions will provide additional information helping to give a clearer picture of the influence of the specific context of each country.

None the less, at this stage the knowledge acquired merely enables identification of those elements which require action, without entering into causal relationships and, hence, without being able to specify what action should be taken.

The full list of indicators is included in Annex IV.

### *3.4 Methods and tools for analysing e-inclusion and quality of life through the Ecosystem usage*

In order to measure the social impact of the project, our consortium will develop a methodology for impact assessment based on randomized control trial methodology. Methodology for impact measurement will be based on a statistical analysis of the results of two surveys conducted before and after the pilots in order to evaluate the impact of the project. The survey will be based on similar surveys of the European Union (i.e. Community survey on the ICT usage in households and by individuals), and will be conducted by participants in pilots (elderly, social inclusion agents and population in general) and also by a control group, in this case people who have never attended SEACW pilots. This method will enable us to compare how our pilots and project have changed users' perceptions of ICT's.

The groups will be evaluated before and after the pilots in order to measure the impact of the Ecosystem.

The two main principal's indicators taken into account will be **e-inclusion** (Annex V) and **quality of life** (Annex VI), which is advancement in the measurement and analysis of the difference between different ageing groups in the Information Society. Its application will allow us to a) make inter-gender comparisons, determined by their degree of e-equity; b) make inter-age groups comparisons; and c) contextualize the results obtained from the different contexts and regions of Europe. Furthermore, this transnational analytical perspective is specified in the ranking of countries that is used to establish the five categories classifying the levels of ICT use. The value of the e-inclusion indicator will depend of the frequencies of the following indicators:

The second level involves analysing the various types of public action in relation to the dimension of quality of life. The objective is to determine the relevance and lasting nature of the action taken and to identify areas in which additional measures or new policy directions are needed.

There are a number of tools needed at this level of evaluation in order to be able to:

- ➔ Correlate action indicators and well-being indicators (to identify the causal relationships and pinpoint the relevant fields of action).
- ➔ Compare situations at various dates in order to assess trends and accordingly shed further light on cause and effect.
- ➔ Carry out comparative analyses giving a clear insight into the relationships between different actions, which is crucial for drawing up a strategy.

At this level, analysing the data in such a way and identifying the strategy lines which will serve as references for the different users within a geographical area. Proposed indicators at this moment of the project are included in Annexes v and VI.

## 4 Annexes

### 4.1 Annex I: Delphi questionnaire

#### DELPHI – QUESTIONNAIRE

##### Information of the DELPHI's objectives

This survey is framed within SEACW's European project, whose objectives include the extension of information technologies in society, trying to minimize the digital divide. With this questionnaire, we wish to obtain an expert vision on how a technologic tool that promotes an active and healthy ageing should be. Thank you for your participation.

##### Instructions

Please:

1. Mark with an X the answer option that better suits your opinion.
2. The answer options with a box  can only be marked with one answer. The ones with a square  can be marked with several answers to the same question.

Thank you very much for your collaboration

##### Questionnaire

The European Union has the objective of increasing the healthy lifespan of European population in two years, before 2020:

1. When do you think that objective will be accomplished?:

- Before 2020       Between 2020 and 2030       After 2030       Never

Which means will be necessary to accomplish that objective?

---

---

---

Which will be the limitations?:

---

---

---

Taking the previous answer into account, and that the emergence of age-related dysfunctions is going to delay progressively:

2. Indicate the three medical specialties that will have a stronger impact in the accomplishment of this objective:

1.- \_\_\_\_\_

2.- \_\_\_\_\_

3.- \_\_\_\_\_

3. Indicate the three medical research areas that will have a stronger impact in the accomplishment of this objective:

1.- \_\_\_\_\_

2.- \_\_\_\_\_

3.- \_\_\_\_\_

4. Indicate the three technological research areas that will have a stronger impact in the accomplishment of this objective:

1.- \_\_\_\_\_

2.- \_\_\_\_\_

3.- \_\_\_\_\_

5. On the basis of the technological advances you have indicated, how much do you think that the following age-related dysfunctions can be delayed?:

Please, evaluate the following questions, marking the boxes with an X, in accordance with the legend:

<b>1. Not at all</b>	<b>2. A little</b>	<b>3. Some</b>	<b>4. A lot</b>
----------------------	--------------------	----------------	-----------------

Auditory	1	2	3	4
Visual	1	2	3	4
Cognitive	1	2	3	4
Psychomotor	1	2	3	4
Others _____	1	2	3	4

**6. Which do you think that will be the three most negative life habits for health in 2030?**

Sedentary lifestyle	
Alcoholism	
Smoking	
Nutrition habits	
Substance consume	
Others: _____	

**7. In your opinion, which will be the three most extended chronic diseases among population?**

1.- \_\_\_\_\_

2.- \_\_\_\_\_

3.- \_\_\_\_\_

**8. European workforce is going to be among the most aged ones worldwide, evaluate your level of agreement with the following statements:**

Please, evaluate the following questions, marking the boxes with an X, in accordance with the legend:

<b>1. Don't agree at all</b>	<b>2. Slightly agree</b>	<b>3. Agree</b>	<b>4. Totally agree</b>
------------------------------	--------------------------	-----------------	-------------------------

Europe will lose economic potential due to workforce ageing in comparison with other younger states	1	2	3	4
Workforce ageing will affect negatively to the sphere of technological innovation	1	2	3	4
Knowledge transmission can be affected by professionals obsolescence	1	2	3	4
An aged workforce won't be updated in e-skills	1	2	3	4
The possible e-skills' loss will bring about a delay in technologic innovation	1	2	3	4

**9. Online training systems will be the usual learning mode:**

Yes, before 2020    
  Yes, between 2030 and 2050    
  No, classroom-based training will always have a stronger presence than virtual training



**10. According to the Digital Agenda, the future economy will be a network-based knowledge economy with the Internet as its centre. How much do you agree with the following statements?:**

Please, evaluate the following questions, marking the boxes with an X, in accordance with the legend:

<b>1. Don't agree at all</b>	<b>2. Slightly agree</b>	<b>3. Agree</b>	<b>4. Totally agree</b>
------------------------------	--------------------------	-----------------	-------------------------

Digital inclusion will be an indispensable condition for social inclusion	1	2	3	4
In 2030, factors as age, gender or educational level, will have influence on the exclusion of certain collectives	1	2	3	4

**11. For the European Commission, the extended use of digital tools will be an essential factor for the increase of healthy life expectancy. Which of them do you think that will have a stronger influence in this sense?**

Please, evaluate the following questions, marking the boxes with an X, in accordance with the legend:

<b>1. No influence</b>	<b>2. Little influence</b>	<b>3. Certain influence</b>	<b>4. Much influence</b>
------------------------	----------------------------	-----------------------------	--------------------------

Use of social networks/platforms	1	2	3	4
Use of specific applications for each collective	1	2	3	4
Tele-assistance and tele-medicine services	1	2	3	4
Motivation systems based on the recognition of emotional states	1	2	3	4
Access to health training	1	2	3	4
Access to health information	1	2	3	4
Health monitoring applications	1	2	3	4
Ubiquitous communication systems with health services	1	2	3	4
Others _____	1	2	3	4

**12. Do you think that a professional specialization for social inclusion agents, that unites digital inclusion and AHA, could be developed?**

Yes  No

(If your answer has been affirmative)

**13. Which competences do you think this specialization should have?:**

Medical competences:

---

Digital competences:

---

Social assistance competences:

---

**14. Which do you think that will be the predominant familiar model in the coming decades? (please, mark two options):**

- A model where the elders at home need minimum care
- A model where healthier people look after the elder
- A model with technological assistance at home
- A model with geriatric assistance at specialized centres
- There will be no significant changes

**15. How much do you agree with the following statements?:**

Please, evaluate the following questions, marking the boxes with an X, in accordance with the legend:

1. Don't agree at all	2. Slightly agree	3. Agree	4. Totally agree
-----------------------	-------------------	----------	------------------

Training in new technologies could be affected by the knowledge obsolescence of the non-technologically native teaching personnel	1	2	3	4
That obsolescence will affect negatively to the acquisition of innovative digital skills by young Europeans	1	2	3	4
Specific training programs (e-skills) should be created for the renewal of non-technologically native trainers	1	2	3	4

## 4.2 Annex II: Elders questionnaire

### SEACW –ELDERS QUESTIONNAIRE

#### Information of the survey's objectives

This survey is framed within SEACW's European project, whose objectives include the extension of information technologies (Internet) in society, favouring population's active and healthy ageing. With this questionnaire, we wish to obtain information about your use of digital tools (computer, tablet, smartphone, Internet, applications, social networks, etc.) in your private life. Thank you for your participation.

#### Instructions

Please:

3. Mark with an X the answer option that better suits your opinion.
4. The answer options with a box  can only be marked with one answer. The ones with a square  can be marked with several answers to the same question.

Thank you very much for your collaboration

#### Questionnaire

1. Sex:  Male  Female
2. Age:  60-64  65-74  +75

3. Do you have a high-degree of any disability of the following types? (please, mark those you consider appropriate):

Visual  Psychomotor  Auditory  Auditory  None

4. Which is your formal educational level?:

None  Lower level professional education  
 Primary education or equivalent  Higher level professional education  
 General secondary education  University graduate or higher

5. Are you currently working?:  Yes  No

6. (If you affirmed that you were working in the previous question) If so, are you working as...

Employer  Employee  Volunteer

**7. Which would you say that is your purchasing power?**

- High       Medium-High       Medium       Medium-Low       Low

**8. Are you an Internet user?:**     Yes (Go on to question 11)       No

(If you answered NO in the previous question)

**9. Why don't you use Internet? (mark those you consider appropriate):**

- |  |   |
|--|---|
| <input type="radio"/> High cost        | <input type="radio"/> Lack of knowledge to use it |
| <input type="radio"/> Lack of time     | <input type="radio"/> Fear of being deceived      |
| <input type="radio"/> Lack of interest | <input type="radio"/> Lack of people who teach me |

**10. Would you be willing to use Internet?**

- Yes (please, go on to question 17)       No

**11. How long have you been using Internet?**

- |   |  |
|---|--|
| <input type="checkbox"/> Less than six months ago | <input type="checkbox"/> Between 6 months and 1 year |
| <input type="checkbox"/> Between 1 and 3 years    | <input type="checkbox"/> More than 3 years           |

**12. How have you learnt to use Internet?**

- On my own       With my relatives' help       \_\_\_\_\_ Others

**13. How do you usually access the Internet?**

- On my own       With other people's help

**14. Do you have Internet connection at home?:**     Yes       No

**15. How often do you access the Internet?**

- |   |  |
|---|--|
| <input type="checkbox"/> Daily                | <input type="checkbox"/> 2-3 days per week     |
| <input type="checkbox"/> At least once a week | <input type="checkbox"/> At least once a month |

At least once every three months       Never

**16. Which devices do you use to access the Internet?**

Computer                       Mobile phone                       Tablet  
 SmartTV                       Don't know

**17. Which of the following statements do you feel more identified with?**

I love technology and I am aware of the advances in the market  
 Technology helps me in many things but is difficult to use  
 Technology is not for me

**18. How much do you agree with the following statements?** Please, evaluate the following questions, marking the boxes with an X, in accordance with the legend:

<b>1. Totally agree</b>	<b>2. Agree</b>	<b>3. Disagree</b>	<b>4. Totally disagree</b>
-------------------------	-----------------	--------------------	----------------------------

Internet makes my life easier	1	2	3	4
Thanks to Internet I can live with more independence and autonomy	1	2	3	4
Internet can help me to have an active position in society	1	2	3	4
Internet helps me to look after my health	1	2	3	4
Technology is going to increase citizens' life expectancy	1	2	3	4
Currently, technologies are adapted to my characteristics	1	2	3	4

**19. Which is your level of interest in the following Internet functions?**

Please, evaluate the following questions, marking the boxes with an X, in accordance with the legend:

1. Very interesting	2. Interesting	3. Not very interesting	4. Not interesting at all
---------------------	----------------	-------------------------	---------------------------

Communicate with friends and relatives that live far from me	1	2	3	4
Save time and avoid going out to do shopping and/or bureaucratic formalities	1	2	3	4
Access to the information that is interesting for me	1	2	3	4
Communicate with the doctor from home	1	2	3	4
Follow-up of my medication	1	2	3	4
Follow-up of my daily tasks	1	2	3	4
Acquire training to improve my health	1	2	3	4

If you wish to make any comment or suggestion, please indicate it:

---



---



---



---



---



---



---



---

### 4.3 Annex III: Social Inclusion Agents questionnaire

## STATE OF THE ART – SURVEY SOCIAL INCLUSION AGENTS

### Information of the survey's objectives

This survey is framed within SEACW's European project, whose objectives include the extension of information technologies in society, trying to minimize the digital divide. With this questionnaire, we wish to obtain information about your use of digital tools (computer, tablet, smartphone, Internet, applications, social networks, etc.) in your private life and at your work with collectives at risk of social inclusion. Thank you for your participation.

### Instructions

Please:

5. Mark with an X the answer option that better suits your opinion.
6. The answer options with a box  can only be marked with one answer. The ones with a square  can be marked with several answers to the same question.

Thank you very much for your collaboration

### Questionnaire

16. Sex:  Male  Female

17. Age:  18-24  25-34  35-44  45-54  55-64  + 65

18.  Salaried  Volunteer

### 19. Which is your formal educational level?

Primary education or equivalent

Higher level professional education

General secondary education

University graduate

Lower level professional education

University postgraduate

### 20. Which of the following collectives at risk of social inclusion are you currently working with? (mark those you consider appropriate)

Elderly

Young

People older than 45 years old

People with disabilities

Unemployed people

Other \_\_\_\_\_

Immigrants

Chronically ill people

\_\_\_\_\_

### 21. How long have you been working with people/collectives at risk of social exclusion?

- Less than 1 year       Between 1 and 3 years       Between 3 and 5 years  
 More than 5 years       I don't know

**22. Do you use digital tools (computer, tablet, smartphone, Internet, applications, social networks, etc.) in your personal life?**

- Not at all       Once a month       Once a week       Everyday

**23. In general, which would you say is your knowledge level in the use of digital tools?**

- High       Medium-High       Medium       Medium-Low       Low

**24. Does your organization use supporting digital tools to improve the situation of collectives/people at risk of social inclusion?**

- Yes, everyday       Yes, occasionally       Not very often       Not at all

**25. If so, which kind of digital tools does your organization use to work with collectives/people at risk of social inclusion to work with people at risk of social exclusion? (mark those you find appropriate)**

- Platforms specifically adapted to the collectives you work with  
 Online training and information platforms  
 Tele-assistance and Tele-medicine programmes  
 Social Networks  
 Websites and platforms for job search and employability improvement  
 Mobile applications specialized in health / monitoring of their users  
 Users' management and administration software  
 Others \_\_\_\_\_

**26. Do you use any of the following devices to work with people at risk of social exclusion?**

- Computer       Smartphone       Tablet       Internet       Others \_\_\_\_\_

**27. In general, ¿which would you say is the knowledge and use level in digital tools of the collectives you work with?**

- High       Medium-High       Medium       Medium-Low       Low

**28. As far as you are concerned, are digital tools generally used in other organizations of your sector to work with these collectives?**

- Yes, it is a main work line       Yes, occasionally       Not very often



**29. How much do you agree with the following statements?**

Please, evaluate the following questions, marking the boxes with an X, in accordance with the legend:

<b>1. Totally agree</b>	<b>2. Agree</b>	<b>3. Disagree</b>	<b>4. Totally disagree</b>
-------------------------	-----------------	--------------------	----------------------------

Digital tools knowledge can improve my labour competences with people/collectives at risk of social exclusion	1	2	3	4
Digital tools knowledge can improve my employability	1	2	3	4
In the short term, social inclusion agents will use digital tools as an usual working tool with their collectives	1	2	3	4
Digital tools can improve people's life quality	1	2	3	4
Digital inclusion contributes to social inclusion	1	2	3	4

**30. If a digital platform (website) was created specifically for your occupation, how much would you be interested in the following contents?**

Please, evaluate the following questions, marking the boxes with an X, in accordance with the legend:

<b>1. Very interested</b>	<b>2. Interested</b>	<b>3. Not very interested</b>	<b>4. Not interested at all</b>
---------------------------	----------------------	-------------------------------	---------------------------------

Certified training in the use of information technologies	1	2	3	4
Certified training in my specialty (health, social integration, etc.)	1	2	3	4
Share experiences in networks with other professionals of my sector	1	2	3	4
Tools to monitor my users (nutrition, sleep, sports...)	1	2	3	4
Digital communication tools (videoconferences) with my users	1	2	3	4
Others _____	1	2	3	4

If you wish to make any comment or suggestion, please indicate it:

---



---



---

#### 4.4 Annex IV: Trends Ecosystem indicators

Table 2. List of trends indicators of the Ecosystem

Indicator	Relating to which project objective / expected result?	Indicator	Method of measurement	Expected progress year 1	Expected progress year 2
1	Usage of ecosystem by Elderly	Number of registered participants older than 65	Records of the platform	500	5000
2	Usage of ecosystem by Social inclusion agents	Number of registered participants	Records of the platform	500	5000
3	Usage of ecosystem by citizens	Number of registered participants	Records of the platform	500	5000
4	Tools	Number of delivered tools	Publications in the ecosystem	3	10
5	Training contents reusable health	Number of different training courses	Issued (approved) by experts committee	5	25
6	Training contents reusable digital literacy	Number of different training courses	Issued (approved) by experts committee	5	25
7	Pilot training success	Number of people trained	Participants records	0	15.000
8	Participant regions success	Number of regions participating	Participants records	0	15
9	European balance	Number of countries participating in pilot experience	Participants records	6	7 (partners plus UK)
10	Successful training social inclusion agents	Number of certificates delivered to successful participants	Training records	0	80% 4.000
11	Contribute to active and healthy aging	Number of visits to AHA part of Ecosystem	Records of the platform	1.000	10.000

Indicator	Relating to which project objective / expected result?	Indicator	Method of measurement	Expected progress year 1	Expected progress year 2
12		Number of downloaded AHA tools or apps	Records of the platform	500	5.000
13	Contribute to Information Society	Number of new silver surfers between elderly participants	Records of the platform	0	1000
14		Number of new on line (e-learning) participants	Records of the platform	0	1000
15	Contribute to employability of social inclusion agents	Number of social inclusion agents getting a job	Advisors or inquires	0	250
16	Contribute to employability of elderly	Number of elderly people getting a job	Advisors or inquires	0	150
17	Digital agenda for Europe : regular use of internet by elderly	Number of elderly people connecting at least once a week	Records of the platform	0	150
18	accelerating the wider uptake and best use of innovative digital technologies	Evolution of monthly number of connection (visits) by different people	Records of the platform	200 more each month	
19	Development of high growth businesses, notably SMEs, in this field.	Number of collaborating SME in ecosystem (visiting, asking for workers, sending pupils, willing to participate...)	contacting forms	50	150

Indicator	Relating to which project objective / expected result?	Indicator	Method of measurement	Expected progress year 1	Expected progress year 2
20	foster the development of EU-wide markets for innovations enabling every company in Europe to benefit from the largest internal market in the world	Number of collaborating SME in ecosystem (visiting, asking for workers, sending pupils , willing to participate..) from countries not participating in the consortium	contacting forms	25	75
21	Triple win for Europe: • improving the sustainability and efficiency of health care and social systems;	Lower pressure on health care resources (visit to doctor, call for medical consulting..): estimated spared euros	Survey	30.000	300.000
22	triple win for Europe: foster conditions to make possible more EU citizens to lead healthy, active and independent lives while ageing;	Number of elderly people undertaking independent new activities based on ICT due to ecosystem	Advisors or inquires	50	300
23	Focus and outcomes The tools and cooperation developed by the pilot should be re-usable	Reusability : number of times that a product of the ecosystem have been given or sold to other entities outside the consortium	Direct information	10	30

Indicator	Relating to which project objective / expected result?	Indicator	Method of measurement	Expected progress year 1	Expected progress year 2
24	Expected impact evidence on the return of investment for digital skills acquisition and capacity building of "Social inclusion agents".	Number of spin off projects due to the ecosystem	Advisors or inquires	3	12
25		Number of trained people getting and ICT based job	Advisors or inquires	10	50

#### 4.5 Annex V: E-inclusion indicator

Table 3. E-inclusion indicator

Dimension	Variable	Indicator
Intensity of use of computer:	Last use of computer	% Use of Computer in last 3 months
	Frequency of computer use	% Of daily computer use
E-intensity:	Last use of the Internet	% Of use of the Internet in last 3 months
	Frequency of Internet use	% of daily use of the internet
Generic uses:	Mail	% Use of e-mail - send / receive
	Finding information about goods and services	% Search usage- for information about goods and services
Uses of social welfare	Employment	% Search usage- for job search or job application
	Health	% Search usage- for information on health issues
	Education and training	% Used for training and education
Leisure uses	Trips	% Use of services related to travel and accommodation
	Software	% Use of store-bought software
	Press	% Use of online journals
	Radio, TV	% Use of radio and TV on the web
Related uses Public Administration (AAPP)	Information by government	% Of communication with general government for information on the web
	Download forms of general government	% Of communication with a government agency to download official forms
	Fill / submit forms of AAPP	% Of communication with a government agency to send completed forms
Banking and electronic commerce	Banking	% Use of electronic banking or financial activities
	Sales	% Use of electronic banking or financial activities
	Purchases	% Use for the sale of goods or services

#### 4.6 Annex VI: Quality of life indicator

Table 4. Quality of life questionnaire

SOCIAL INCLUSION AGENTS:	
<ul style="list-style-type: none"> <li>• <b>Dissemination of the tool:</b> the Ecosystem had...</li> </ul>	
<ul style="list-style-type: none"> <li>• A good dissemination between the staff of my organization</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• A good dissemination between the elderly people</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Perception of the tool:</b> the Ecosystem...</li> </ul>	
<ul style="list-style-type: none"> <li>• has improved my digital skills</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• has improved my knowledge on active and healthy aging</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• I have received a certificate that I can use to find a job</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• has improved my daily work with elderly people</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• has improved my communication with other professionals</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• mobile applications provides me a good daily monitoring of elderly people</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• Is useful for my work as social inclusion agent</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• Has generated social initiatives in my environment</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• In my opinion, will improve the future tools for social inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
ELDERLY PEOPLE	
<ul style="list-style-type: none"> <li>• <b>Quality of life:</b> The Ecosystem...</li> </ul>	
<ul style="list-style-type: none"> <li>• Has reduced my visits to health care authorities</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• Provides content which improves my quality of life</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Isolation reduction:</b> The Ecosystem...</li> </ul>	
<ul style="list-style-type: none"> <li>• Has fostered my communication with relatives</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>
<ul style="list-style-type: none"> <li>• Has fostered my job opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</li> </ul>

<ul style="list-style-type: none"> <li>Has allowed me to meet new people</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<ul style="list-style-type: none"> <li><b>Perception of the Ecosystem: The Ecosystem</b></li> </ul>	
<ul style="list-style-type: none"> <li>has improved my digital skills</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<ul style="list-style-type: none"> <li>has improved my knowledge on active and healthy aging</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<ul style="list-style-type: none"> <li>Is adapted to my needs</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<ul style="list-style-type: none"> <li>Provides an easy usage of the ICT's</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<ul style="list-style-type: none"> <li>Has changed my perception of ICT's</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<b>POPULATION IN GENERAL</b>	
<ul style="list-style-type: none"> <li><b>Perception of the Ecosystem: The Ecosystem...</b></li> </ul>	
<ul style="list-style-type: none"> <li>has improved my understanding of the social importance of ICTs</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<ul style="list-style-type: none"> <li>has improved my knowledge on active and healthy aging</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<ul style="list-style-type: none"> <li>has improved my understanding of aging and elderly people</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<ul style="list-style-type: none"> <li>has generated initiatives in my social work or family environment</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>
<ul style="list-style-type: none"> <li>In my opinion, will improve the future of active and healthy aging</li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> 1           <input type="checkbox"/> 2           <input type="checkbox"/> 3           <input type="checkbox"/> 4           <input type="checkbox"/> 5         </li> </ul>



## 4.7 Annex VII: List of Sources for the State of the Art

Table 5. List of sources of the State of the Art

SECONDARY SOURCES		
1	EUROSTAT	<a href="http://epp.eurostat.ec.europa.eu">http://epp.eurostat.ec.europa.eu</a>
2	OECD	<a href="http://www.oecd.org/statistics/">http://www.oecd.org/statistics/</a>
3	National Statistical Institute of Spain	<a href="http://www.ine.es">www.ine.es</a>
4	National Statistical Institute of Bulgaria	<a href="http://www.nsi.bg/indexen.php">http://www.nsi.bg/indexen.php</a>
5	National Statistical Institute of Italy	<a href="http://en.istat.it/">http://en.istat.it/</a>
6	National Statistical Institute of France	<a href="http://www.insee.fr/en/">http://www.insee.fr/en/</a>
7	National Statistical Institute of Malta	<a href="http://www.nso.gov.mt/site/page.aspx">http://www.nso.gov.mt/site/page.aspx</a>
8	WHO	<a href="http://www.who.int/research/es/">http://www.who.int/research/es/</a>
9	Central Intelligence Agency	<a href="https://www.cia.gov/index.html">https://www.cia.gov/index.html</a>
10	World Economic Forum	<a href="http://www.weforum.org">www.weforum.org</a>
11	World Report	<a href="http://www.worldreport-int.com">www.worldreport-int.com</a>
12	United Nations statistics	<a href="http://www.unstats.un.org">www.unstats.un.org</a>
13	International Statistics	<a href="http://www.census.gov">www.census.gov</a>
14	World Trade Organization	<a href="http://www.wto.org">www.wto.org</a>
15	Geohive	<a href="http://www.geohive.com">www.geohive.com</a>
16	Gapminder	<a href="http://www.gapminder.org/">http://www.gapminder.org/</a>
17	Worldometers.	<a href="http://www.worldometers.info">www.worldometers.info</a>
18	Internet World stats	<a href="http://www.internetworldstats.com">www.internetworldstats.com</a>
19	Nation Master	<a href="http://www.nationmaster.com">www.nationmaster.com</a>
20	world statistics pocket book (ONU)	<a href="http://unstats.un.org/unsd/pocketbook">unstats.un.org/unsd/pocketbook</a>
INTERNATIONAL AUTHORITIES		
21	European Commission	<a href="http://ec.europa.eu/index_en.htm">http://ec.europa.eu/index_en.htm</a>
22	International Telecommunication Union	<a href="http://www.itu.int/en/Pages/default.aspx">http://www.itu.int/en/Pages/default.aspx</a>
23	The European Economic and Social Committee and The Committee of The Regions	<a href="http://europa.eu/about-eu/institutions-bodies/ecosoc/">http://europa.eu/about-eu/institutions-bodies/ecosoc/</a>
24	AGE platform Europe	<a href="http://www.age-platform.eu/en">http://www.age-platform.eu/en</a>
25	European Agency for Development of Special Needs on Education	<a href="http://www.european-agency.org/">http://www.european-agency.org/</a>
26	Digital Europe	<a href="http://www.digitaleurope.org/">http://www.digitaleurope.org/</a>
27	Joint Research Centre	<a href="http://ec.europa.eu/dgs/jrc/index.cfm">http://ec.europa.eu/dgs/jrc/index.cfm</a>
28	Centre for eHealth Innovation	<a href="http://ehealthinnovation.org/">http://ehealthinnovation.org/</a>

29	international council on Active Aging	<a href="http://www.icaa.cc">www.icaa.cc</a>
30	The European e-Skills Association	<a href="http://eskillsassociation.eu/">http://eskillsassociation.eu/</a>
31	National Institute of Adult Continuing Education	<a href="http://www.niace.org.uk/">http://www.niace.org.uk/</a>
32	International Association For Medical Education In Europe	<a href="http://www.amee.org">www.amee.org</a>
33	World Congress On Active Aging 2012	<a href="http://www.Wcaa2012.com">www.Wcaa2012.com</a>
34	the learning network for active aging	<a href="http://www.linactiveaging.org">www.linactiveaging.org</a>
35	European Schoolnet	<a href="http://www.eun.org/">http://www.eun.org/</a>
36	European Institute of Innovation and Technology	<a href="http://www.idi.mineco.gob.es">www.idi.mineco.gob.es</a>
37	AMETIC	<a href="http://www.ametic.es">www.ametic.es</a>
38	ISPO: information society promotion office	<a href="http://www.europa.eu.int/ispo">www.europa.eu.int/ispo</a>
39	CEDEFOP	<a href="http://www.cedefop.europa.eu">www.cedefop.europa.eu</a>
40	Europass	<a href="http://www.europas.cedefop.europa.eu.es">www.europas.cedefop.europa.eu.es</a>
41	Older People	<a href="http://www.ag.gov.au">http://www.ag.gov.au</a>
42	Active Aging Online	<a href="http://www.activeagingonline.com">www.activeagingonline.com</a>
43	European Committee of Normalization	<a href="http://www.cen.eu">www.cen.eu</a>
44	European Innovation Partnership on Active and Healthy Ageing	<a href="http://ec.europa.eu/research/innovation-union">http://ec.europa.eu/research/innovation-union</a>

#### POLICIES ON AHA AND ICT

44	Europe 2020	<a href="http://ec.europa.eu/europe2020/index_en.htm">http://ec.europa.eu/europe2020/index_en.htm</a>
45	Innovation Union	<a href="http://ec.europa.eu/research/innovation-union">http://ec.europa.eu/research/innovation-union</a>
46	Digital Agenda	<a href="http://ec.europa.eu/digital-agenda/">http://ec.europa.eu/digital-agenda/</a>
47	WHO	<a href="http://www.who.int/ageing">http://www.who.int/ageing</a>
48	European i2010 initiative on e-Inclusion	<a href="http://ec.europa.eu/information_society">http://ec.europa.eu/information_society</a>
49	Ambient Assisted Living	<a href="http://www.aal-europe.eu/">http://www.aal-europe.eu/</a>
50	Eurobarometer report on Active Aging	<a href="http://ec.europa.eu/public_opinion/archives7ebs/ebs_378_en.pdf">ec.europa.eu/public_opinion/archives7ebs/ebs_378_en.pdf</a>
51	Social Inclusion Division	<a href="http://www.socialinclusion.ie">www.socialinclusion.ie</a>

#### THINK TANKS AND PLATFORMS

52	London School of Economics and Political Science	<a href="http://www2.lse.ac.uk/home.aspx">http://www2.lse.ac.uk/home.aspx</a>
53	The Royal Society	<a href="http://royalsociety.org/">http://royalsociety.org/</a>
54	Fundación Telefónica	<a href="http://www.fundacion.telefonica.com/es/index.htm">http://www.fundacion.telefonica.com/es/index.htm</a>
55	Fundación Vodafone	<a href="http://fundacion.vodafone.es/fundacion/es">http://fundacion.vodafone.es/fundacion/es</a>

56	The Phillips Centre for Health and Well-Being	<a href="http://www.philips-thecenter.org/">http://www.philips-thecenter.org/</a>
57	The International Longevity Centre	<a href="http://www.ilcuk.org.uk/">http://www.ilcuk.org.uk/</a>
58	National Council on Ageing	<a href="http://www.ncoa.org/">http://www.ncoa.org/</a>
59	International Ageing Research	<a href="http://agingportfolio.org/">http://agingportfolio.org/</a>
60	Centro documentación europea univ. Valladolid.	<a href="http://www.cdoce.uva.es">www.cdoce.uva.es</a>
61	Centro documentación europea univ. Salamanca	<a href="http://www.cde.usal.europa">www.cde.usal.europa</a>
62	Bill and Melinda Gates Foundation	<a href="http://gatesfoundation.org">gatesfoundation.org</a>
63	Observatorio e-Igualdad	<a href="http://www.e-igualdad.net/">http://www.e-igualdad.net/</a>
<b>JOURNALS</b>		
64	Journal of Medical Internet Research	<a href="http://www.jmir.org/">http://www.jmir.org/</a>
65	Science Direct	<a href="http://www.sciencedirect.com/">http://www.sciencedirect.com/</a>
66	Oxford Journals	<a href="http://ageing.oxfordjournals.org/">http://ageing.oxfordjournals.org/</a>
68	Social Inclusion Week	<a href="http://www.socialinclusionweek.com.au/">http://www.socialinclusionweek.com.au/</a>
69	European Journal of Preventive Cardiology	<a href="http://www.escardio.org/journals">http://www.escardio.org/journals</a>
70	Spanish Journal of Sociological Research	<a href="http://www.reis.cis.es/REIS/html/index.html">http://www.reis.cis.es/REIS/html/index.html</a>
<b>OTHER RELATED PROJECTS</b>		
71	ICT & Ageing – European Study on Users, Markets and Technologies	<a href="http://www.ict-ageing.eu/">http://www.ict-ageing.eu/</a>
72	Carer +	<a href="http://www.carerplusproject.eu/">http://www.carerplusproject.eu/</a>
73	Measures for the Social Inclusion of the Elderly	<a href="http://www.eurofound.europa.eu/pubdoc">www.eurofound.europa.eu/pubdoc</a>
74	SeniorWatch 2007: Assessment of the Senior Market for ICT - Progress and Development	<a href="http://www.seniorwatch.eu/">http://www.seniorwatch.eu/</a>