

# “CONTRIBUTION OF PUBLIC INTERNET CENTRES (PICs) TO ADULT EDUCATION IN EUROPE”

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## Comparative Study on Evaluation and Monitoring of Services Provided by the Public Internet Centers in Czech Republic, France, Germany, Italy and Spain.

*Written by Alexandra Zlatníková (Centrum Internetu)  
with contributions from all the partners of PIAP Project*

### 1 Data Collection and Evaluation

This study is based on information fed into the database of the project “Public Internet Access Point PIAP and adult education” on the basis of a survey research carried out in five partnership organizations in Spain, France, Italy, Germany and Czech Republic. The survey was carried out in summer and autumn of 2006 and focused on best practice, educational courses, anti-discrimination approaches, quality and evaluation of services provided by centers.

37 public internet centers – PICs out of the five countries responded within the „Evaluation“ part of the survey. The number of centers in the individual countries is listed in the table below. 3 centers are located in the country, 11 centers are located in small towns with population under 50,000, mid-sized cities (50,000 – 250,000 inhabitants) host 13 centers and 10 centers were placed in large cities.

Country	Number of centers
Spain	6
France	6
Italy	5
Germany	4
Czech Republic	12

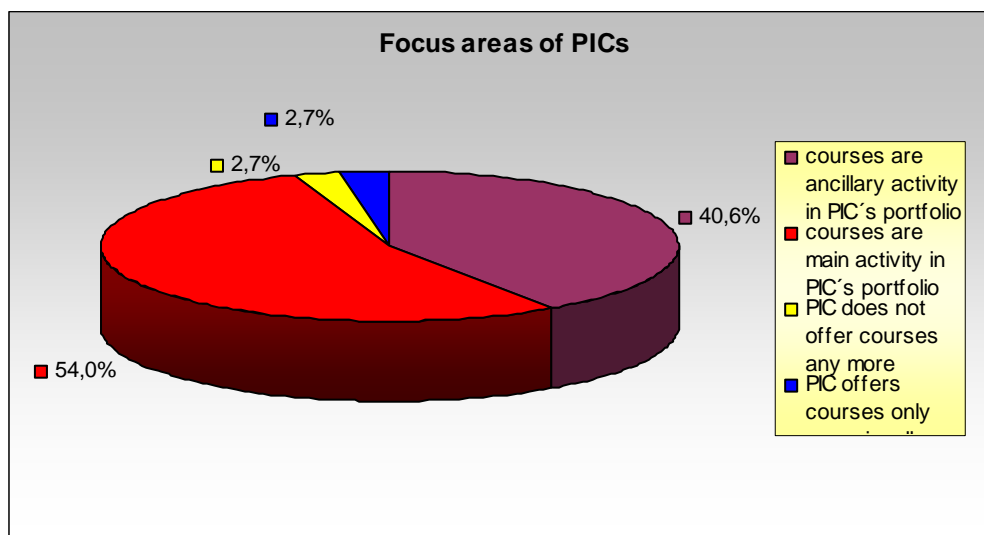
All the internet centers are equipped with at least 5 computers, standard number of computers is between 6 and 15. Ten centers stated that they have more than 15 computers available.

Number of users of the centers fluctuates between 42 – 97,000 participants of various educational courses and social events per year. The numbers of participants differ in line with the size of the center and location of the centers within city quarters or in the country. Crucial point here also is if a center offers its educational courses as its main activity, or as a mere ancillary activity.

## 2 Areas of Focus of the Public Internet Centers

Out of the total number of 37 public internet centers (PIC), 20 PICs offer educational courses for unemployed, young people, women, seniors etc. as their main activity. Other 15 PICs offer educational courses as an ancillary activity within the whole range of other events. The Italian center Valutazione del software didattico – Progetto INDIRE stopped offering educational courses and the Czech internet center offers such courses occasionally. These facts are described in the Graph 1.

Graph no. 1



PICs focus primarily on computer literacy, providing support to almost all target groups ranging from unemployed, young people, handicapped people, seniors and all migrants to homeless. Some of the public internet centers also help their clients find jobs via contacts with significant employers within the region, or via workshop held with the help of staff of the local job office. The Italian educational center TRIO is a clear rarity as it contributes to prisoners' education, adapting their skills to the current situation on the job market.

PICs of the Czech republic involve mainly state institutions such as basic and high schools and libraries, some of them being private educational centers. This model has been working well in the Czech republic as the basic and high schools have always a room or two fully equipped with computers, printer, data projector and quality Internet connection. These rooms are fully occupied in the morning by pupils, nevertheless in the afternoons they are empty and unused. For this reason the schools have offered their premises for the afternoon adult education. A teacher working for a given school works at the same time as a lecturer of adult educational courses and, owing to the grants allocated to the adult education, both the school and teacher have an opportunity to earn extra income.

Schools are accessible places known to its neighborhood and the offer of educational courses make them natural centers of lifelong education.

PICs are educational subjects located throughout the Czech Republic and part of the network of educational centers of the company Centrum Internetu, a.s. In the past, when the Centrum Internetu, a.s. created and ran the project of national computer literacy, the network involved more than 250 subjects as public internet centers with more than 400 lecturers. Currently the close cooperation is kept just with 100 subjects ensuring the access to education throughout the Czech Republic. Poor accessibility of education in small towns is very limiting and blocks wider development of lifelong education.

In case of the educational centers in Italy, Spain, France and Germany we cannot clearly define their specific type of institution. Most of them are covered by local initiatives and authorities and are part of a network of other educational centers.

## **2.1 Target Groups of Centers**

**The main target groups of the center are:**

- Unemployed and long-term unemployed
- Women
- Young people under 25
- Seniors
- Migrants
- Handicapped

### **Unemployed**

Unemployed belong among the most frequent participants of the courses, where they seek improvement in their qualification, as the market requires computer skills, which is a must for this target group. Regarding the fact that the type of business and job position are not a decisive factor here and the basic computer literacy is necessary in all work positions, it is inevitable to educate this target group in computer skills.

### **Women**

Women find their position on the job market much more complicated than men – especially in the period when they care for young children. More frequently women stay at home with children for longer period than 3 years. This results in broken contacts with work environment and loss, or no development of knowledge necessary for finding a place on the job market. This knowledge definitely involves also computer skills. For this reason it is necessary to provide ongoing education to this target group. Courses focused on general information on software and its possibilities proved insufficient. It is absolutely necessary to focus the content of courses on practical and specific tasks, easily transferable to the job position and also to private life.

### **Young people**

For several reasons, young people including school leavers also belong among the most threatened group on the job market. One of their disadvantages is theoretical knowledge without practical experience and, frequently, non-realistic expectations and high demands on conditions expected from the future employer. Another problem making efficient and quality job search difficult is unawareness of efficient tools of job searching, inability to create own CV and motivation letter and the methods of self-evaluation and success at a job interview.

## **Seniors**

This target group visits the centers rather because of their social integration than because of personal development. Social contact, pleasant atmosphere, possibility of finding new friends and new discussion themes are the most important. The target is promotion of activity and interest as these people must overcome their feeling of isolation being involved in activities around.

## **Migrants**

Europe has become a place, where people especially from South East Asia, Africa, Latin America, former Yugoslavia and Soviet Union come to settle, work and educate. Regarding the growing numbers of migrants each year, the problem of their integration has become an important task for the European countries. The most frequent barrier for foreigner is the local language and, in some cases, also cultural and religious differences. E.g. Czech schools provide education in Czech language and there exists no legal obligation binding schools to establish special courses for foreigners, or to provide some other form of education for foreigners. The adults find themselves in even more difficult situation as if they do not know the local language their chances of finding a job on the local job market are very tiny.

## **Handicapped**

This target group finds its biggest challenge in their handicap and social isolation. All tools, computers, HW and SW equipment including easy access to the room need to be adapted to the needs of this target group. The work with this target group is also different, the teaching process is slower, the lecturer must have more individual and sensitive approach.

## **Specific requirements of the target groups:**

- Affordability – this requirement can be met with the help of the subsidy programs
- Local accessibility – educational centers should be moved also to smaller towns, so the people do not have to commute
- Babysitting – it is necessary to make sure the women had an opportunity to attend the courses and have the possibility of babysitting preferably in the same building where the teaching room is located
- Practice-focused education
- Specific equipment for handicapped
- Sufficient number of programs interesting for seniors

The survey showed that there are target groups which could participate on the center's activities but they fail to do so. These are especially foreigners and migrants, whose religious, or cultural background and way of life is so different from the lives of the Europeans make the activities and educational programs of the centers uninteresting. Another significant factor influencing the operations of the centers is the lack of advertising and promotion of actions for the individual target groups. This fact was stated by 95% of all surveyed centers. The problem evolves from insufficient finance available to the centers. The centers are usually not-for-profit organizations, the courses are provided for free or for a symbolic fee and there is no money for advertising left.

## **2.2 Motivation of Participants**

95% of surveyed centers answered the question " What is the main motivation of participants ?" the following way:

- Computer literacy
- Financial reasons (fees are symbolic or the courses are free)
- Educational courses with the aim of finding a job on the job market
- Access to the Internet, use of e-mail
- Job-searching on the Internet
- Education as saturation of own interests
- Spending leisure time
- Social contact, finding new friends
- Distant communication with friends and family

Educational centers which prepare activities for elderly and handicapped put stress on the social contact and finding new friends. This way the centers are primarily not visited for the purpose of individual development, but for the reason of social interaction which helps break the social isolation.

Nevertheless, the main motivation of majority of participants is their interest in personal development as a competitive advantage on the job market. The most popular are computer courses, internet and e-mail courses and other professionally focused or re-qualification courses, which help the participants improve their chances on the job market.

An interesting activity provided by the German center "IBIS Integration and training for migrants" is an Internet center for parents and their children. These two groups can thus spend their time together, together learning new skills.

Within the survey we did not find any significant changes in motivation regarding to specific countries. All five countries face high rate of unemployment, and for this reason the main activity of PICs are computer courses mainly for the unemployed, women in maternity leave, people threatened with long-term unemployment and persons of over 50 years of age.

### **3 Monitoring and Evaluation of Services Provided by the Public Internet Centers**

All 37 PICs carry out monitoring and evaluation, employing various methods and instruments. The main reasons and targets of the evaluation process are:

- Gaining the feedback from the participants
- Improvement in quality of work and services
- Checking the provided services
- Identification of weaknesses
- Modification of current courses
- Increase in effectiveness
- Finding out interests and opinions of participants
- Analysis of social environment
- Ensuring access to center for target groups
- Monitoring of attendance
- Identification of needs and interest of participants and local authorities
- Identification of educational needs

The most frequently monitored factors within the survey is the feedback from the participants and their overall satisfaction with the course and its content. The question cover the demographic data, evaluation of satisfaction with the course's content, with information gained from the lecturer and with the atmosphere of the course. Another questions cover the area of interest in other courses and activities, which are not provided by the center currently.

90% of public internet centers carry out investigation concerning the improvement in quality of services and educational courses. Other centers run such investigation as a part of their obligations set by the provider of a grant which sponsors the center's operations, or specific activity and monitors this way effectiveness of the finance spent.

#### **3.1 Method of Quality Evaluation**

Majority of educational centers prefer the evaluation carried out by own staff. The questionnaires are being evaluated by lecturers, coordinators of education activities as well as the participants themselves. Other educational centers use externally carried out evaluations – e.g. carried out by local University (Italian PIC TRIO). Unfortunately the database does not allow comparison of internal and external evaluation.

#### **3.2 Methods of Evaluation and Monitoring**

Each internet center applies one of the following methods:

- Paper questionnaires
- Electronic questionnaires
- Test
- Telephone contact
- A book where participants may leave they objections and wishes
- Informal discussion
- Audit directly within the course
- Hidden participant
- Interview with lecturers
- Adherence to standard set by various norms, e.g. ISO
- Regular monitoring reports for the subsidy provider
- Individual evaluation from participants, informal contact

### **3.3 Paper and Electronic Questionnaires**

The database suggests that the most frequent as well as most popular method of questioning is survey by means of paper questionnaires. 99% PICs prefer questioning at the end of the course. This is a common method, allowing PICs to evaluate whether the courses represented a benefit for the target group, whether the participants were satisfied etc. The remaining PICs distribute the questionnaires to participants either at the beginning or during the course. This way of surveying allows PICs to compare the knowledge of their participants at the beginning and at the end of the course and this way to inform the staff of the center on the course efficiency. Not exceptionally, some PICs do not employ questionnaires and prefer direct contact with participants by means of an informal discussion aimed at gaining of a feedback. The evaluation of questionnaires involves the frequently mentioned paperwork and unnecessary red tape, which is frequent burden for the initiators of such evaluation. Another negative aspect is that some participants are not willing to respond to questions or they provide incomplete answers, which makes the survey inaccurate.

The structure and form of the questionnaires varies with individual PICs, nevertheless the paper form prevails. Some PICs use their on-line networks, distributing the questionnaires to participants in the electronic form. The PICs, which do not use the questionnaires, can use oral contact with staff.

The target of questionnaires is to gain information from the target groups and to utilize it for the development of PICs, for increase in standard and quality of the offered courses – e.g. whether the participants were satisfied with the staff, the way to improve the services, satisfaction with the course content, proposal of potential changes, satisfaction with teaching methods and used techniques. The questionnaires are commonly anonymous.

In the Czech republic the quality of the educational courses is evaluated by means of on-line test carried out at the end of the course. In case the participants pass the test with at least 80% success they successfully complete the course and are given a certificate. The practice has already shown that if the teaching is quality, the participants have no problem to meet the criteria of the test. Unfortunately, this method of monitoring does not tell about the satisfaction with the atmosphere of the

course, satisfaction with lecturer and staff and about possible interest in other courses.

A number of centers receive various grants and thus they are obliged to provide regular reports on progress and budget. These reports are usually good material allowing evaluation of the center's activities.

The German center "Communicate without barriers" is ISO certified. This certification requires certain quality of output which needs to be maintained to keep the certificate.

Majority of Czech PICs provide re-qualification courses. These are especially computer literacy courses. Regarding the fact that such courses are accredited by the Ministry of Education, they do not allow any deviation from the set schedule, topics of teaching, length of the course and number of participants in the group. In case the conditions of accreditation are not met, the accreditation is terminated. Following the termination of the course the participants are tested and if the test is passed, they receive a certificate. In case their attendance dropped under 80%, they are not allowed to do the test. Such strict rules ensure quality education and standard output.

Spanish PIC "NCC Pinofranqueado" uses evaluation once per week in form of so called "project cards". These cards evaluated achieved targets, time and place, satisfaction of users and work of the team. Further, they use "group cards" which search for targets at the beginning and their evaluation at the end of the course. On top of this evaluation, they carry out main monitoring once per trimester, where the work of the center is generally evaluated.

The Italian PIC called "PASSWORK SPORTELLO DI ORIENTAMENTO E FORMAZIONE AL LAVORO" has own sophisticated system of evaluation, divided into two levels. The first level consists of quantitative data, i.e. comparison of number of users throughout the years, attendance, open courses. The second level covers data on quality collected via discussions, monitoring, teaching, writings in the book of ideas, where the participants may put down their own proposals on services, equipment and activities. All data are collected each day and evaluated twice per year. The report is then sent to the Magistrate of the City of Salerno.

The Italian center TRIO also runs a sophisticated system of evaluation. The opinions and data gained from the users are evaluated by external supervisors and internal managers together. Such complex approach allows a comprehensive view of the courses and evaluation of their results.

### **3.4 Adaptation of PICs to Their Users' Needs**

70% of questioned PICs are fully open to their users' needs. This means they regularly modify the portfolio of activities with regards to the current needs of their target groups. On the contrary, 30% of questioned subject stated that they are trying to cope with their users' needs, but they are not sufficiently flexible.

Only 6 centers stated that they are not able to satisfy the quantity of interested participants, other fully saturate the demand for courses.



All lecturers or volunteers working for the centers of providing social services have sufficient knowledge of information and communication skills and they do not have difficulties dealing with their users' demands. Only one center located in the Spanish country reported they are still working on their knowledge of the Internet and usage of e-mail and computer skills. Concerning the social skills, 31 centers stated that they have sufficient social skills for the contact with their participants, the remaining centers still develop their skills especially in the areas of cultural varieties, didactics and social work.

The number of annual monitoring varies with institutions, the data range from five per year up to five hundred per year. The results of evaluation and monitoring are put in practice and they reflect in quality of services provided.

The objections and feedback are taken in consideration when creating the course contents, methods of teaching and processes of the whole center and the centers are trying to implement new ideas which have the potential to improve the quality of teaching. We can mention an example of the German "Family Center Barmek", where women are being educated in the course while films and fairy-tales are being projected to their children. The feedback provided by the participants reflects into the amendments of methodology, the lecturers gain better insight into the participants' needs and to adapt the content of courses to the individual groups. Stress is put on informal learning, there is a lot of time spent on explanation, listening to needs and on motivation of participants. Furthermore, the users are encouraged to express their opinions in a natural way, without unnecessary barriers between the users and the staff. The users are encouraged to be critical and to make concrete proposals leading to improvement of PIC, the participants should not controvert, should not adopt negative approach, they are encouraged to have own opinions and to contribute to PIC's services in order to develop it in a better and more beneficial service for its users.

A number of educational centers provide services for the handicapped citizens. In reality this means that they need special equipment, such as computer with controls for blind users, easy access to the building, modified teaching program and individual approach of the lecturer. Some handicapped persons arrive accompanied by their attendants who must attend to them throughout the lecture, so the center must also count with such alternative. This approach is applied by e.g. German PIC "Communicate without barriers".

Another important aspect is the atmosphere of the center. The German center "AWO Day care center for elderly people" stated that they put a lot of stress on the social contact and teaching connected with entertainment. Their services are focused on the elderly population and their target is to reduce the feeling of isolation from the society, giving the elderly people an opportunity of making new relationships and keeping social contact.

A characteristic feature of PICs is that their courses aim at practice and practical tasks. Unnecessary theory is skipped and the participants – especially in the Czech Republic – have the opportunity of proving their fresh knowledge directly themselves. Each participant has an own computer, practicing each individual step under supervision of the lecturer.

A crucial factor is the feedback not only from the participants of PICs activities, but also from the local job offices and other state organizations, e.g. schools. Ideally, the local organizations cooperate and they help each other meet their needs. We can

see the example of the Czech Republic, where the job offices provide the individual interested people with recommendation for the re-qualification courses of the local center. This cooperation is mutually beneficial, as the job offices save financial means necessary for the organization of the re-qualification courses and the educational centers save on advertising and PR activities. A good example is the Czech center "GLM Brno", which regularly monitors the job advertising and adopts the offer of its courses to the currently most demanded job positions. This cooperation is usually seen in small municipalities, where specialized professions are required.

It is not unusual to see the city magistrate contribute from its budget to various activities of the educational center, as these activities address issues which have become a serious social problem.

An increasing number of young people require creation of multimedia courses, usage of on-line courses and establishment of an e-learning program. These modern tools allow expansion of the center's activities to new areas, which have not been taught so far either because of a low interest or because of a lack of qualified staff, able to teach such specialized courses. The suitable themes are especially:

- bookkeeping
- foreign languages
- environmental studies
- specialized computer courses
- promotion of entrepreneurship

### **3.5 Strengths of PICs**

The strength of a majority of PICs is that they are publicly perceived as open educational institutions, able to welcome everyone interested in their activities. The number of users in majority of centers is rising and in the same time the offer and quality of courses is being improved. Some users – mostly seniors – visit the center more than once per week. This way it can happen that the center is visited frequently by different target groups, than by those it was originally designed for. An important notion here is that the people who pass the educational courses gain higher self-confidence, they are more motivated to start new activities and they more openly perceive other options which help them return to the job market. The growing demand for center's activities leads to expansion in the portfolio of courses, e-learning programs are developed and services of such centers are becoming professional. Based on the positive experience, the Czech center "Ceptum" established its "Internet Club", where the participants may spend time together, sharing their experiences.

Due to growing educational and social activities provided, PICs' importance as a part of social life of the local region has grown and the center is now able of a positive influence on the life in the region. The French educational center "Cyberespace Emmaüs à Paris" put emphasis on informal approach to its users. Their clients are mainly homeless and for the future cooperation it is crucial to establish personal relationships. Such people are able to create their own e-mail box in the center, which, though rather symbolic, is very important for their self-esteem. They have also an option to make copies of their own documents, such as ID cards etc.

### **3.6 Weaknesses of PICs**

The participants visiting the center have usually different level of education and for this reason it is difficult to adapt the program for everybody. A very frequent issue is that there is a high demand for the Internet courses despite the fact that the applicants lack minimum PC skills. Another problem which has occurred with some center is, that the evaluation and monitoring takes too much time and, not having sufficient capacities for regular evaluation, the staff is overloaded. Majority of users are too optimistic when evaluating and they provide too positive response, making the feedback insufficient.

In some cases the demand for activities is higher than the center's capacity and it is not possible to satisfy all. Paradoxically, many centers complain about a lack of promotion for activities and insufficient information to their target groups.

Another weakness of the center is the semi-professional organization based mostly on work of volunteers who lack sufficient capacity for dealing with strategy and concept of the centers. They also do not have enough experience and time to apply for large projects and subsidies. This results in very low chance of winning the tenders for realization of educational courses, which would bring them necessary finance for their operations.

Some centers fight with poor connection, other lack enough means and possibilities to create access for handicapped people.

Czech centers which cooperate with job offices complain about the fact that the schedule is set by the job office and it is not in accord with the activities of the center. A weakness here is also the fact that the local employers and entrepreneurs are not very willing to cooperate. Most of the centers are dependent on subsidies or on own projects and they are not able to provide educational services in a larger scope. For this reason the educational activities are provided irregularly and on random basis. A problem is also low social adaptability of certain individuals and their low literacy.

### **3.7. Opportunities**

There are several opportunities for PIC to improve quality of their service. One of the most important area is education. Internet become essential medium of delivering information and knowledge. As more and more companies move their production developing future employment in Europe. Increasing number of social groups in Europe are under pressure to change their career profile. Unfortunately major change have to undergo people who are not able to pay significant amount of money for commercial courses.

There are more and more courses available on the internet and various methods of distance learning. This area should be covered by PICs. They should provide not only internet and computer infrastructure but also consultancy and advice in this area. Latest statistics from new EU members shows large steps ahead in computer literacy on the one hand but on the other there are increasing number of people who are losing contact with "middle class". It means that about ten percent of population are facing poorness and they are losing chance to get quality job. Internet is not helping but became another barrier for successful integration to the society. Increasing social disintegration is new challenge for whole EU in global economy. There is no doubt that support of PICs and their activities is much more efficient than cost of aftercare excluded groups. Due to proliferation of global economy we can

expect more and more people will be facing of loss of their job or they will have to change direction of their career. To increase flexibility of labourforce they should have an oppoertunity to discuss these things with trained professionals in PICs and other training and community centers.

Evaluation of the PICs should be enhanced in monitoring of provided professional services in near future. Not only quality but also number of different services of PICs is important. This is essential to satisfy wide range of needs different social segments:

- youths
- mothers
- unemployed people
- people at risk of loosing job
- people in stressfull situation searching for wuick help on the net
- foreigners
- ethnic minorities
- disabled people
- old and elderly people

Regular traing of personal how to handle people from different social segments  
Project management of the personal to raise money for improving services, develop relations with politians, lobby, etc.

### **3.8. Threats**

Major threats for PICs lay in their legal position which emphasize their financial stability. Within internet environment is very important to provide quality of technical and human service. This means that every 5-6 years should be computers replaced by new hardware and software. Broadband conectivity is essential for PICs too but still there are many regional places where is impossible to get broadband internet. To provide valuable service personal have to be continuously trained in the new opportunities, newinternet services, comunicatoin techniques which increase quality of life for common people.

## **4. Recommendation**

The practice has shown that the best method of evaluation of provided services is the regular questioning concerning the participants' satisfaction with PIC's activities (PIC = Public Internet Centers) and with the general quality of the course. The most frequently used and, at the same time, the most efficient methods involve the written anonymous questionnaire, an informal interview and the course organisor's visit directly during the process of the course. In case of the Czech PICs we found useful the creation of a united questionnaire used for all PICs providing the same activities. The questionnaire is distributed on a central base, at the beginning of the course, at its middle and at its end. This method offers the best opportunity to monitor and evaluate the running of the course as well as the satisfaction of its participants. Such a feedback is also crucial for the purpose of creation of new educational courses and their adaptation to the needs of the target groups. Statistically processed data can be

used in creation of applications for grants, where they represent a regular market research and survey of the target group's interest in the offered services.

A significant source of a feedback is the personal visit directly during the process of education in the given PIC and discussion with the participants and lecturer. This way of monitoring is irreplaceable, as the inspector can check whether the planned subject is being taught, the number of people actively participating and the lecturer's attitude towards the participants. This monitoring involves also an informal discussion with the lecturer and the course participants. The weakness of this method is its time consumption, making it possible only less frequently. On the other hand, concerning the information gained and the feedback this represents the most efficient method.

### **Good Practice - example**

Regarding the fact that the Czech PICs are administered centrally by the company Centrum internetu, a.s., there exists a united information system used by all PICs actively participating in implementation of the educational courses. The information system has been created with the target to keep the records of the running courses including the individual lectures, records of participants and the discussion forum for the lecturers. The advantage of this system is its centralization, updated information, quick information exchange between lecturers, organizers, and participants, professional controlling mechanism, access from any Internet-connected computer, storage of data, contacts and completed events. The weakness is the high acquisition value and dependence on the Internet.

### **Description of the Information System**

The Information system consists of:

- Public area
- Protected area

The public area serves mainly for the communication of PIC with both the professional and wide public. The protected area allows the individual users to carry out activities over the course database and database of participants in accordance with their respective access rights. The users log into the system using their password. PIC has the following activities available:

#### **• Notice Board**

Serves for ongoing information update from the side of PICs. The notice board represents the main communication channel between IC (Centrum internetu, a.s.) and PIC. PIC is not authorized to contribute into this section.

#### **• Downloads**

Here, the useful and downloadable files are available. IC is the only authorized subject who can place files into this section.

- **Questions**

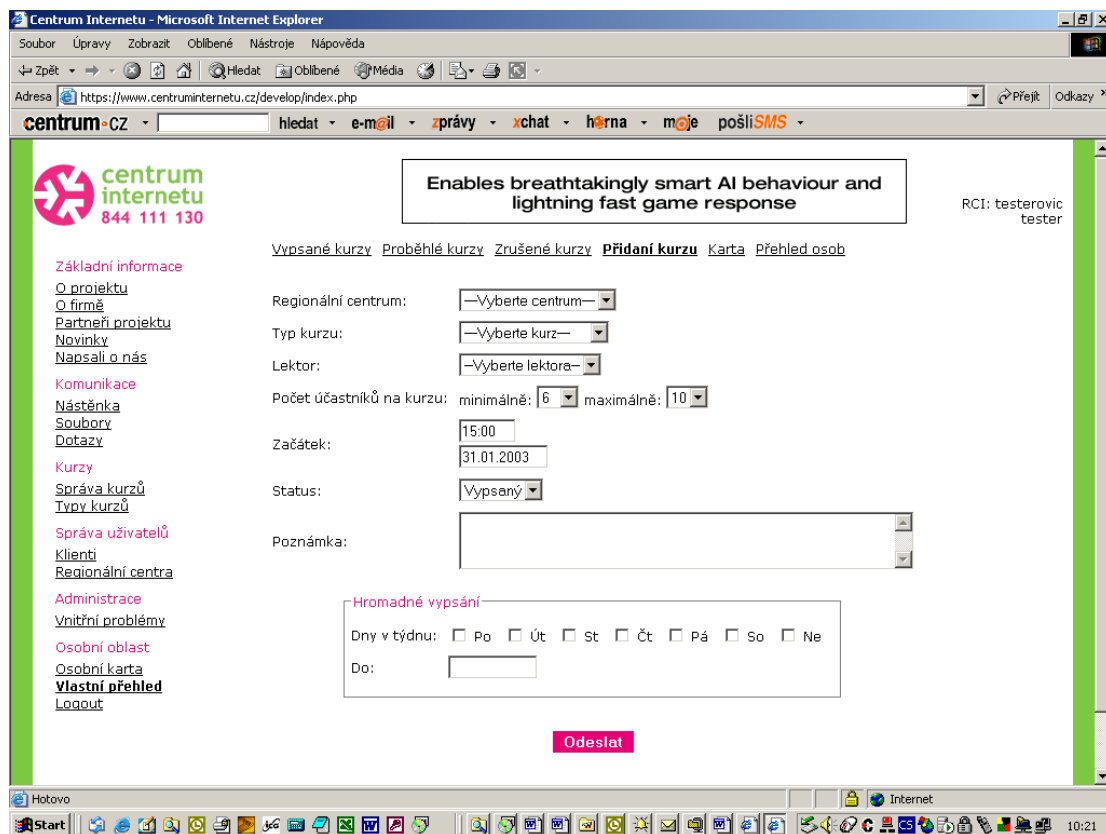
Allows putting questions from PIC to IC

- **Course Administration**

This section serves for data entry concerning the individual courses, their type, lecturer, maximum and minimum number of participants, start and finish of the course.

- **Cancellation and Termination**

This section cancels and terminates individual courses.



- **Registration of Participants and Ongoing Checking of Applicants**

This section is very important from the point of the checking whether the people participate or not. Each lecturer keeps the record of attendance in the electronic form, which allows high flexibility and offers up-to-date data.

Začátek	Reg. centrum	Kurz	Kapacita	Možnosti
So 18.01.2003/16:00	Liberec - Gymnázium a SPgŠ	Úvod	5/0/10	<a href="#">Detail</a> , <a href="#">Editovat</a> , <a href="#">✕</a>
Út 04.02.2003/15:30	Moravské Budějovice - Základní škola Moravské Budějovice	Úvod	5/0/10	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a>
Út 04.02.2003/17:00	Pardubice - Ing. Vladimír Kucbel	Úvod	5/0/15	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a>
St 05.02.2003/15:00	Cheb - Gymnázium Cheb	Úvod	5/0/10	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a>
St 05.02.2003/16:00	Liberec - Gymnázium a SPgŠ	Úvod	5/0/10	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a>
Čt 06.02.2003/15:00	Liberec 1 - Základní škola Liberec	Úvod	5/0/10	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a> , <a href="#">✕</a>
Čt 06.02.2003/15:00	Ústí nad Labem - SOŠ elektrotechnická a SOU	Úvod	5/2/10	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a> , <a href="#">✕</a>
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Čt 06.02.2003/17:00	Pardubice - Ing. Vladimír Kucbel	Internet	5/0/15	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a> , <a href="#">✕</a>
Čt 06.02.2003/18:00	Praha 4 - SPŠS Jos.Gočára Praha	Internet	8/3/10	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a>
Pá 07.02.2003/15:00	Litoměřice - OSSU Litoměřice	Úvod	5/0/10	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a>
Pá 07.02.2003/15:00	Česká Lípa - ZŠ Česká Lípa	Úvod	6/0/10	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">Editovat</a> , <a href="#">✕</a>
Pá 07.02.2003/15:00	Ostrava - Střední průmyslová škola	Úvod	7/1/10	<a href="#">Detail</a> , <a href="#">Registrovat</a> , <a href="#">✕</a>

## • Anonymous Participant's Questionnaire

The personal area of the participants feature the "questionnaire" link. Filling in of this questionnaire should become an automatic part of the course's end. Data are statistically processed and promote better focus of new courses.

## 4. 1. Recommendation for official authorities

PICs could play very important role in digital society. They have potential to become places of social contact, help in modern society and fulfill the role of social integration and cohesion. PICs are also able to support informal education as essential counterpart of European employment. Global economy has positives and negatives too. While positives are consumed especially by large businesses, negatives are touching more and more portion of common people within EU. This trend has grown because of new EU members. In this changing environment could PICs contribute to modern and hands-on education and in the same time to strengthen social cohesion in extremely dynamic society.

Chaining PICs to association, NGO or any other legal entity creates significant synergy:

- helps to improve evaluation and quality management
- increase efficiency of provided services
- enlarge number of service provided (job search, reality or replacement studies, trip search, e-shopping,...)
- creates opportunities to make projects with higher impact on region
- allows PICs providers to share costs of marketing, PR, printing, methodology, information system (registration, call-center) etc.

- improve recognition of service within public audience

Longterm financial stability is major target of succesfeul PICs. If this part is covered management, employees can phocus on their role and fulfill the objectives.

## **5. Conclusion**

Structure and operations of individual PICs differ in individual countries. The thing all centers have in common is that they provide educational and social services to various target groups, the face the similar problems, such as dependence on grants and subsidies and lack of qualified staff.

The study shows that all PICs carry out monitoring and evaluation of provided services on different levels and in different ways. This results either from own interest, or from an obligation set by the provided of a subsidy. Nevertheless, monitoring is carried rather on random basis and does not represent a systematic work, which would be regularly evaluated. Majority of PICs lack sufficient staff capacity which would allow the center to devote to this activity in a systematic way. For most of PICs the monitoring represents burden and a loss of time.

In spite of the fact that evaluation and monitoring are not perceived by individual PICs too positively, they are necessary. If the quality is not monitored, the center is not able to evaluate its strengths and weaknesses and thus it is not able to implement any remedy.

Each PIC should define a simple strategy and adhere to it. Creation of a simple questionnaire is not too demanding and, if the answers are defined in advance and the participants are able to choose from pre-defined options, even the evaluation is not too difficult. On the other hand, implementation of conclusion of such surveys is relatively demanding, requiring high efforts of all the staff. The success of such remedy depends on a number of factors which influence the existence of a given center itself.