

SECOND WORKSHOP

Oct. 2004



Εισερχόμενα Σύνθεση Επιλογές Αναζήτηση Βοήθεια Addressbook Memos Έξοδος

INBOX: Workshop 15/10/2004 (142 από 142)

Διαγραφή | Απάντηση | Απάντηση σε όλους | Προώθηση | Ανακατεύθυνση | Ενοχλητική
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INBOX ◀ ▶**Ημερομηνία:** Mon, 11 Oct 2004 12:03:57 +0200**Από:** Nancy.Pascall@cec.eu.int**Προς:** zohar@global-financing.net, guerses@informatik.uni-bremen.de, iKamper@phed.uoa.gr,
m.diocaretz@inter.nl.net, pelekanou@ekt.gr, cp@norden.org,
Stephan.Pascall@cec.eu.int, Maria.TSAKALI@cec.eu.int**Κοινοποίηση:** Erastos.Filos@cec.eu.int**Θέμα:** Workshop 15/10/2004

Μέρος(η):	2 Justification.doc	application/msword	109,48 KB	
	3 List participants.xls	application/vnd.ms-excel	34,90 KB	
	4 agenda 15.10.doc	application/msword	33,53 KB	
	5 Gender-Strategy_Final_Jul2004.doc	application/msword	52,00 KB	

Αυτό το μήνυμα γράφτηκε με διαφορετική κωδικοποίηση από αυτή που χρησιμοποιείτε. Αν δεν εμφανίζεται σωστά Επιλέξτε εδώ, για να ανοίξει σε νέο παράθυρο.

Dear all

Please find attached the following documentation in order to help you prepare for the workshop. In case you have anything you would like to distribute before hand, please be so kind as to send it to me and I shall forward it to everybody else. [TECHNOETHICS]

- * Justification for the workshop
- * List of Participants
- * Agenda
- * A draft strategy paper prepared this summer setting some guidelines.

We should mainly work on this paper in order to prepare the "intention" paper.

I shall try also to send you later this week the questions to be asked to the different roundtable participants and also an one page draft "intention" paper. In the meantime if you have any ideas for this paper, please let me know.

I shall also be sending a copy of an advertising brochure for the session as well as a copy of proposed logos.

I am looking forward to seeing you in the workshop and thanks for your help

Regards

<<Justification.doc>> <<List participants.xls>> <<agenda 15.10.doc>>
<<Gender-Strategy_Final_Jul2004.doc>>

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EUROPEAN COMMISSION

Information Society Directorate-General

Miniaturisation, Embedded Systems, Societal Applications

Brussels, 5 October 2004

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Note for the File

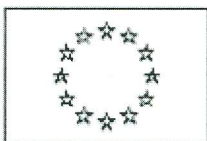
Subject: Justification for Workshop request

Within the framework of the IST event, there will be a session dedicated to gender eQuality. The session aims to present role models for women who wish to participate more actively in the Information Society not only in terms of quantity (increase in numbers) but also quality (level of participation).

Within the session, a roadmap of future activities in the area as well as Logo for women and technology will be presented. The workshop participants will finalize the document which will be presented in the session and decide on the Logo. In addition, they will work on a small leaflet which will be distributed to the workshop participants including information about the speakers, common obstacles encountered, coping mechanisms, etc. The workshop will finalize this leaflet.

The workshop and conference session are part of a policy to promote gender and technology issues and raise awareness.

A N Pascall



EUROPEAN COMMISSION

Information Society Directorate-General

Miniaturisation, Embedded Systems, Societal Applications

Brussels, 1 October 2004

eQuality Session Preparation Workshop

Agenda

9.00 – 9.30	Registration Documentation
9.30 – 9.40	Welcome and scope of Workshop
9.40 – 10.00	Presentation of proposed strategy paper
10.00 – 10.30	Coffee Break
10.30 – 12.00	Discussion on Strategy paper
12.00 – 12.30	1 st draft on road map/paper for Hague Session
12.30 – 14.00	Lunch
14.00 – 15.00	Setting of a High Level Group – modalities
15.00 – 15.30	Coffee break
15.30 – 16.30	Presentation and discussion on eQuality logo
16.30 – 17.00	What next?

eQuality Preparatory Workshop
Brussels, 15 October 2004

Participants

- Prof. Zohar BEN-ASHER*
Global Research and Financing
Israel
- Ms Claudine CASSAR*
Malta Council for Science and Technology
Malta
- Dr Myriam DIOCARETZ*
European Centre for Digital Communication
The Netherlands
- Ms Seda GÜRSES*
University of Bremen
Germany
- Dr Irene KAMBERIDOU* ✓
National and Campodistrian University of Athens
Greece
- Dr Nikolaos PANTSANTARAS* ✓
National and Campodistrian University of Athens
Greece
- Ms Dimitra PELEKANOU*
National Documentation Centre
Greece
- Ms Carita PELTONEN*
Nordic Council
Lithuania

DG Information Society: Dr Erastos Filos
Ms Nancy Pascall
Dr Stephen Pascall
Dr Maria Tsakali

'ABSOLUTE EXCLUSION': TODAY'S DIGITAL EXILES

✓ Irene Kamberidou & Nikolaos Patsantaras

Research on the IS related technophobia of the currently excluded, today's 'digital exiles' or "technological outcasts"² (Kamberidou & Patsantaras 2004B) is extremely limited, especially in Greece. Studies have focused on economic research, consumer related issues, market analyses, the creation of user friendly technologies and designs, etc. and very little on today's progressively emerging excluded social groups, namely on what is really going on here and now. In other words, the digital divide, the technological gap based on the gender specific, the gendered educational choices, stereotypes, perceptions and attitudes on ICT and other scientific fields, as well as those based on cultural differences, race, class, etc. A Major Social Problem is apparent here. It is no longer only an issue of technophobia, but one of Absolute Exclusion.

If the technological system does not actively participate in the educational processes of the gender subject in order to prepare him/her for integration into Information Society, it will eventually endanger its own viability. In other words, at some point it will have no reason to exist and will eventually collapse due to the gradual reduction of the socio-productive consumer— a major social problem since exclusions create social repercussions for the European Union. A large part of the population, women in particular who comprise half the population of the world, will continue to be rejected or marginalized, if the appropriate educational reforms are neglected, and access in this sphere of economic activity not secured. The result will be a terrible social regression, and the creation, in the framework of Information Society, of a space that could be defined as "Virtual Despotism",³ since an overwhelmingly excluded part of the population will be the 'servants', of the emerging information elite, as we observed in our first workshop. If we want to provide a character of emancipation to the diverse forms of progress and developments related to the production processes today, then the exclusion of the gender subject, the inequalities in the framework of European democracies must be

¹Appointed at the workshop on Gender & Technology',. European Commission, Information Society Directorate-General Miniaturisation, Embedded Systems, Societal Applications, Brussels,

² Kamberidou, Irene & Patsantaras, Nikolaos (2004). 'The "Virtual Harem": Technophobia or Exclusion? An Educational Perspective'. Paper submitted and presented (εισήγηση) at the Consultation Workshop on Gender and Technology in Brussels. *European Commission, Information Society Directorate-General Miniaturisation, Embedded Systems, Societal Applications*, Brussels, 28 June 2004

³ Kamberidou, Irene & Patsantaras, Nikolaos (2004). 'The "Virtual Harem": Technophobia or Exclusion? An Educational Perspective'. Paper submitted and presented (εισήγηση) at the Consultation Workshop on Gender and Technology in Brussels. *European Commission, Information Society Directorate-General Miniaturisation, Embedded Systems, Societal Applications*, Brussels, 28 June 2004

eradicated, as exclusions from knowledge in Information Society are inconsistent with European values.

As in the case internationally, in modern Greek society, for example, a consequence of current technological developments and accelerated progress, the speed of which is determined by technological know-how, is that a large sector of the Greek community has developed technophobia, since the average Greek citizen does not have the necessary preconditions, the required knowledge to participate in these high-speed developments. An extremely large part of the population, that does not only include women, will continue to be rejected or marginalized, if appropriate educational reforms and measures are neglected, and access into this sphere of economic activity not secured.

Current studies reveal that teaching computer technology in the Greek high schools has not assisted the gender subject in acquiring the necessary skills.⁴ Specifically, the deficiencies in the techno-education programs in the Greek high schools have been confirmed in a study involving first year (freshmen) students, following the analysis of a questionnaire distributed to male and female freshmen students-and the subsequent interviews- in the Department of Mathematics, the Department of Psychology and the Department of Philosophy & Education of the Aristotle University of Thessaloniki.⁵ Specifically, according to the data, the male and female students' previous experience and learning of computers in high school did not help or assist him/her when it was necessary for him/her to use a computer in the out of school framework— even though the majority of the students participating in the study were taught the class in high school under very good conditions: adequate distribution, facilities, computer rooms, one or two students per computer, etc. Moreover, according to the results, the high school computer classes were not taught in a manner to help the pupils benefit and acquire basic skills in computer programs such as Word, in the use of the Internet, in the creation of a website, in search mechanisms, etc.

The decisive factors that influences and determines the technological literacy of the gender subject, according to the study, are firstly, his or her, prior to high school, familiarization with a computer, secondly, the educational level of his or her father and thirdly, the use of a computer at home. Additionally, the gender factor plays a significant and decisive role. The gender variable unquestionably and decisively influences the familiarization and attitudes of female students about computers, ICT, etc. According to the results, not only the female students enrolled in the theoretical sciences or departments of theoretical studies, but also the female students in the science departments, who had followed a science background in high school, claimed

⁴ Pantouli, Olga (2004). The gender factor in technological illiteracy: theoretical approach and research results from the Aristotle University of Thessaloniki. Published in the *Proceedings of the International Information Society and Education Conference*, Thessaloniki, Greece, 22-23 Feb. [original in Greek]:

⁵ The result concerning the students of the Mathematics Department functioned as a comparison index for the first-primary research data results in the Department of Philosophy & Education and the Dept. of Psychology -- since the Mathematics Department had an equivalent number of male and female students,, and since this focus group came from the Sciences, namely had a science orientation in high school. See: Pantouli, Olga (2003). Technological illiteracy in 'freshmen' (first-year) female students and how their high school computer science classes contribute to this. Interdisciplinary Graduate Program: Education in Gender Equality. The Aristotle University of Thessaloniki.

they did not do well in the use of computers. In other words, regardless of their scientific orientation, women displayed negative attitudes towards computers, a lack of familiarization with ICT. The majority of the Greek female students displayed technophobia, namely they believed and claimed they had a “low” level of computer skills or knowledge in the use of computers.

Of particular interest are the results concerning the geographical area or district of study. The residential area, region or district did not play a significant role, as had been originally expected. In other words, it did not influence attitudes and opportunities concerning technology and computers. The place of residence, i.e. urban area, is not alone in itself, a strong factor that determines and influences the gender subject's relationship with ICT, computers, etc. Not only the majority of students from rural or agricultural areas, but also the students from urban and suburban areas claimed they had not been helped/assisted by the technology-computer classes/lessons they had taken in high school. Consequently, regardless of the area of study and residence, the female and male respondents believed or claimed that their computer skills were at a “Low” level. As a result, the hypothesis that the level of knowledge in the use of computers is higher for male and female students who come from urban areas has not been confirmed in this study.

Moreover, a factor that seemed to play a significant and decisive role in the familiarization and use of computers was the gender subject's access to a computer at home. A positive factor against technological illiteracy seems to be this prior –out of school- familiarization with the computer, regardless of gender. Another decisive factor was the educational level and/or computer literacy of the student's father. Students with fathers who had high educational levels possessed positive attitudes and greater familiarization and skills in the use of computers and technology, than those who had fathers who came from a medium or low educational background. The educational level of the father was a decisive factor for both boys' and girls' (men's and women's) attitudes concerning computers and new technologies. At this point we must point out that more male high school pupils used computers at home in comparison to female students, in Greece, as is the case internationally. Consequently, in another study, *Women discuss computers'* interviews were conducted with female freshmen students of the Department of Philosophy and Education of the Aristotle University of Thessaloniki to examine women's aptitude and/or interest or lack of interest in ICT, and specifically, to answer the question *what is behind this lack or limited familiarization of women/girls with computers, and why it seemed that boys did better in computers than girls.*⁶ — According to the results, firstly, the use of computers was not a matter of capability or aptitude for the female students, but a matter of interest, and/or lack of interest. Secondly, for some students it was a matter of “nature”, and for others a result of socialization. Thirdly, professional.-occupational use of computers was associated with the issues of gender based employment distribution. Specifically, when asked how they felt about computers, they claimed a) lack of interest, b) that it was not in their “nature” or c) that computers conflicted with their interests. On the other hand, the students did not question their capabilities or have one single doubt about their aptitude and

⁶ The qualitative method used to analyze the material that arose from the interviews with the specific focus groups (7groups/40students similar in gender, age and major/specialization) was the interpretative phenomenological analysis (Smith, 1999).

intellectual abilities. Moreover, the results reveal that the female interpretation or version of technology sees the use of computers in the service of society, namely in the service of societal operations and functions, whereas the male view or the 'masculine' version focuses on the machine itself. Women seem to display more altruism in their professional targets, and according to their gender attitudes, stereotypes and perceptions, prefer professions that offer greater humanistic prospects, humanitarian horizons, personal satisfaction, with emphasis and priority first on Children and Family and then on Work. Obviously, using computers or the internet as a tool is a gender-neutral, however access and willingness to use these is gender constrained.

Undoubtedly, a plethora of international research has been conducted on gender exclusions due to socialization, gender stereotyping, the "male" perception or masculine image associated with the Sciences, the lack of practice and access to computer training for girls, anachronistic teaching methods and methodologies practiced in computer education and the computer sciences, the different preference degrees of men and women, boys and girls to use computers and new technologies, etc. However, the majority of studies have focused on gender 'differences' as a means to evaluate the under-representation of women in the Sciences and in the field of computer science in particular. What is missing in these studies is the position of women, specifically how these women evaluate and assess themselves, their abilities, their experiences, their achievements, their environment, their social and professional dimensions and restrictions. A study is presently in process, concerning the Social and Professional Dimensions of the Limited or Restricted use of Computers by Female University Graduates in Greece, in order to examine the reason women structure or construct for themselves in relation to computers. Specifically, female graduates of Science Departments and of Theoretical Studies (Faculty of the Arts) of the Aristotle University of Thessaloniki, in the framework of a study based on discourse analysis, group interviews and questionnaires distributed to focus groups, have been invited to discuss, firstly, the computer skills and knowledge they acquired in the school or out-of-school framework, and how their family environment, as well as their social environment influenced their decision to buy, acquire and use an H/Y. Secondly, how they structure, construct or form their identity on the basis of their familiarization or non-familiarization with a computer. Thirdly, how they see gender, as an analytical category, formulating the social and professional reality of Greek society, and fourthly, how they deal with the representations of the male and the female through computers. At this point, gender, as represented through computers, is examined as a system that produces and reproduces social meanings. Fourthly, their academic experiences, teacher's attitudes⁷, family support and the influence, that of their of their social environment and peer group, the factors influencing their professional choices, etc.

⁷ Pantouli, Olga (2004). Teacher's attitudes to computers according to the Computer Attitude Scale (CAS). The Aristotle University of Thessaloniki. (dissertation in progress).

Exclusions from knowledge in Information Society are inconsistent with European values. The more technology develops, the more social exclusions and technophobia are increased in the EU—since digital illiteracy and technophobia are the results of exclusion. How can this eventually be eradicated? What can be done? As a member of the research group I need to reiterate the necessity for:

1. The promotion and support of **Research** in the social sciences and the humanities. Interdisciplinary research in collaboration with the technology industry or technological research, and, as a sub-area of this, gender research and a research network should be encouraged and promoted by the EU. Only in this framework can basic research play an important role.
2. Taking into account results from international and intercultural gender research will lead to a more diverse approach to technological development. A narrow view on technological culture not only excludes the perspectives of women, but also those of other non-representative/ non-mainstream groups. The perspectives of women and on women may lead to an opening up of technological culture, a broadening of perspectives, and may eventually result in a broader band of technological composition.
3. **Education:** educational reforms, such as mandatory technological education programs or Information technological education program as a nucleus. a) The promotion of educational programs related to technological know-how, b) securing and preserving the democratic operation of these programs on a long-term basis, providing long-term continuing education or training programs. And all this resulting from c) continuous dialogue or collaboration, not only with experts, but also with citizens and non-mainstream groups that have diverse needs and diverse users. We had observed and proposed in our first workshop, the institutionalization of mandatory technological training/education in the public school system's curriculum, beginning in kindergarten and elementary school. Only in this way can the process of exclusion be eradicated and, in the long run, inclusion into Information Society achieved. In a democratic society exclusion can be abolished only through educational legislation and policies. However, even the above proposed educational reforms will have very limited or restricted results if research is not promoted.
4. An equitable and indiscriminatory distribution of a technological infrastructure. For instance, since university research or research projects are administered, determined and conducted by an elite, established through strong non-academic political connections-- there are many difficulties confronted by the researcher, or in the funding of qualified scientists/researchers and research programs. As a result, countries like Greece, exhibit a democratic deficiency, as regards the equitable and indiscriminatory distribution of a technological infrastructure.
5. The continuous, high-speed technological explosion requires a direct and more systematic study (research) and evaluation of ethical problems that have arisen in the absence of the citizens. As we had agreed in our previous workshops, the formulation of an 'ethical code' or 'technoethos' is

absolutely necessary. In order to promote basic research aimed at eliminating social exclusions, indiscriminate cooperation between researchers, the citizen and the state is absolutely necessary. As we had agreed, in order to remove/eliminate the impasse that has been created, the formulation of an ethical code (technoethics) can play a significant or rather major role.

Through such actions and policies—in the medium and long term—social stereotypes of demarcation and dichotomy, reproduced primarily in direct relation to socio-economic levels or class, will eventually be wiped out.

Qualitatively

TECHNOETHICS

Dr. Nikolaos Patsantaras
Dr. Irene Kamperidou

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PROPOSALS:

- The establishment of an international-intercultural Network of Experts from various interdisciplinary fields (e.i. gender studies, the social sciences, the humanities, women's studies, technological research and development etc.). These Experts will establish a Code of Ethics (technoethos) and a consultation website that will be made known to all EU citizens. This Technological Code of Ethics will determine the uses of technologies in order to protect human dignity. In this framework, industry, organizations and institutions will be able to impose penalties for improper uses to violators of the specific codes/regulations/rules.
- If the technological system does not adopt, as one of its basic operations and functions -in the framework of its logic and reasoning- active participation in the education processes of the EU citizen, in order to prepare him/her for integration or incorporation into Information Society, it places its own viability in danger. It endangers its viability with the gradual reduction in productive-social consumers, thus threatening its own existence. Namely, at some point it will have no reason to exist and will collapse.
- For the realization of this essential operation and function, which is identified with the reflection of the technological system, in other words the socio-methodological formulation of ethos, we must seriously consider the threatening consequences. Namely the results (social exclusion) created by its development tendencies/processes, as has been confirmed in basic scientific research (the teleological foundation of ethos). The **technoethos** or **technoethics** which we propose, can be founded only in this framework, and will close and eliminate the gaps created by the incapacities of the political system and the justice system in the framework of Information Society.



EUROPEAN COMMISSION

Information Society Directorate-General

Miniaturisation, Embedded Systems, Societal Applications

Oct. 15, 2004

Brussels,
INFSO C ANP/lj D(2004)

SUBJECT: REPORT ON THE GENDER WORKSHOP OF 15/10/2004

The Commission welcome the workshop participants and explained the agenda of the day. The aim of the workshop was primarily to refine the IST 2004 session in The Hague including the preparation of a short actions paper to be distributed.

Objectives of workshop

There was discussion on the objectives of the participants and how they envisaged future work. The main objective as stated by almost all participants, was **to increase awareness through an action plan where the possibilities of women and other social groups in IS could be fully enhanced.**

What the workshop tried and hoped to achieve by planning specific activities was:

- ❖ Establish a general framework for gender and IST
- ❖ Set an action plan through which the message that Women CAN have a career in IST would be spread
- ❖ Create gender aware technological production processes and use technology to address gender issues
- ❖ Enhance communication processes affecting democracy and value principles
- ❖ Fight against absolute exclusion of women from IST and help to solve a major social problem (unemployment)
- ❖ As the gender issues are related to social problems in general, assure that there is an even gender distribution. An action plan needs to be produced which would be fully integrated into practices.

To achieve the aforementioned objectives, there is need firstly for political support which will be translated into funding. This is accompanied by a Statement of Work which will be prepared by the Expert Group and would look into the theoretical foundations incorporating research results and input from the research groups. Finally, the plan would be implemented through eEurope and the Framework Programmes.

Activities

The activities could be planned around two axes:

- ❖ Studies and work based on a wish list agenda including investigation for best practices, definition of proper indicators, impact measurements, innovatory elements and targeted socio-economic research.
- ❖ Raising of awareness, promotion of gender in IS, activities to be included in the workprogramme(s) and putting gender as a priority in the political agenda, training.

It is important to have up and running, a link with other activities in IST and through the two axes mentioned previously to identify actions. It is important to link the gender and technology activity to the eEurope 2010 workprogramme.

Gender and Technology should co-operate with Women and Science in RTD but needs to be independent in its activities as the problems that women have to face are rather different in the two cases. In Gender and Technology one deals mainly with a technology exclusion and further exclusion at decision making levels.

The group envisages the following structure for future work:

- High Level Group
- Experts Group/Working Group
- Commission staff activities

High Level Group

The High Level Group (HLG) would be set up in order to create public acceptance and promote the activities at a decision making level. It has been decided that a group comprising representatives of all 25 EU States would be too cumbersome to function properly. A good number would be around 10 representing different geographical areas and cultures of the EU.

The HLG would consist of politicians, business people of high level (CEOs), lobbyists, users and people dealing with technology. It will be a male/female mixed group.

✓ { Irene Kamperidis, Nikolas Patsavaras and Zohar Ben-Asher will prepare the Terms of Reference for the setting up of the group (why, who – profiles). The running and how would be left to the Commission to investigate. The ToR should in principle be ready by 29/10.

Experts Group /Working Group (ExG) ✓

The Experts Group/Working group would mainly consist of the present participants and would aim to define interest areas and elaborate on the future. In addition, it would need to prepare the draft work paper of the HLG. The ExG

The ExG would be supported by different working groups which would be formed according to areas and the needs that will develop (estimation of needs, operational,

communication various plan, internal/external activities). It will devise a list of topics that need to be addressed, draw guidelines on best behaviour within IST research and finally look after dissemination events. The ExG will act as a Steering Committee which will supervise and direct the work of the other groups.

In addition to the other groups to be set up, one working group of Researchers which will investigate collaborative research related to gender as well as mobilize through IST, proposals and awareness activities (setting up a research agenda). The Researchers Group will need to investigate further the areas of research to be represented, the function of the researchers involved, the organisation of a researchers' network and finally how this group would be connected with work in other areas. The ToR for the Group will be prepared by Irene Kamperidis, Nikolaos Patsavaras, Myriam Diocaretz and Seda Gürses (Zohar Ben-Asher for comments). The ToR would be prepared after the ones for HLG and ExG have been completed.

The Terms of Reference of the Experts Group will be elaborated by Stephan Pascall and Claudine Cesar the latest by 29/10.

Commission staff Activities

Commission staff needs to participate in ender activities and will investigate possibilities and promote using different policy means (interface with people with equality issues) the full integration of gender in technology.

The possibility of studies in order to define some of the parameters defined earlier on (indicators, best practices) would also be investigated by Commission staff.

The question of funding for the working group would also be examined and whether a Framework Contract for gender work in the DG is possible. Nancy Pascall will investigate and have an answer well before the next meeting of the group.

Dissemination and Awareness Raising

Dimitra Pelekanou presented some logos she had designed for the gender and technology work and in particular for the **equality** session in The Hague. The workshop participants voted on the logo they considered apt for the work carried out and the logo was adopted. It has been attached to this report.

The two identical circles reflect the ideal equal participation in managerial and decision making level within the framework of the Information Society. The two circles also represent the classical symbols of the two genders in a simplified form. In terms of colours, Orange suggests energy, dynamism, quality, optimism, team spirit, avant-garde and finally femininity. The blue suggests technocratic, dynamic, intellectual, technology and masculinity. The letters are all the same but with different colours for two reasons: to avoid linking it with quality controls and secondly to play with the words equality and electronic quality.

The Hague session – practicalities

The questions to be asked to the participants of the session have been discussed. It has been decided that they will be sent as they have been prepared and a summary of the answers will be included in the leaflet which will be prepared. This leaflet will also present future actions as they have been envisaged (i.e. the setting up of the HLG and the

EG), and the CVs and photos of the participants. It will also include a web site address which will contain information on the work of the different groups and will eventually act as a forum for the exchange of ideas. Claudine Cesar proposed to set up this web site. N Pascall will investigate if this is possible with Commission regulations.

It was also decided to video register the session and perhaps short interviews with the participants and then diffuse this into schools.

Different gadgets such as pins and mouse-pads should be made in order to give major publicity to the event.

An advertising leaflet has also been prepared in order to attract people into the session.

What next?

✓ The next meeting of the group has been planned for January 2005. No date has been fixed yet but it will depend on the progress of the work. The group considered that it should meet around three to four times a year. The question of eventual payment for such a commitment has also been discussed. N Pascall will look at the possibilities. ✓

Ημερομηνία: Mon, 8 Nov 2004 10:57:40 +0100

Από: Nancy.Pascall@cec.eu.int

Προς: zohar@global-financing.net, claudine@alert.com.mt, Stephan.Pascall@cec.eu.int, linda.jonsson@cec.eu.int, guerses@informatik.uni-bremen.de, iKamper@phed.uoa.gr, npatsant@phed.uoa.gr, m.diocaretz@inter.nl.net

Κοινοποίηση: Rosalie.Zobel@cec.eu.int

Θέμα: RE: High Level Group

Αυτό το μήνυμα γράφτηκε με διαφορετική κωδικοποίηση από αυτή που χρησιμοποιείτε. Αν δεν εμφανίζεται σωστά Επιλέξτε εδώ, για να ανοίξει σε νέο παράθυρο.

✓
Dear Zohar and Irene

→ Terms of Reference

I thank you for the ToR and the work you have done. The Commission will be happy to get your suggestions on the personalities to be involved in the EGDIS, but then the issue will be handled within the service. A note of caution: please do not run before we can walk. We need to have all the correct mechanisms in place before we start approaching people whether officially or unofficially. I shall prepare the final version of the ToR (i.e. see the suggestions you have made to the document I have sent you last Monday) and then get the approval of my boss (Dr Zobel). This would be followed by a submission of the document to the DG including the practicalities of setting it up. Once this have been settled, we shall then draw a list with the names you have suggested and arrive at a balanced list (geographically, professionally, etc) which will have approved again. We shall then start the informal contacts and once we get the ok, the Director General or even the Commissioner depending on the case will issue the invitation of participation including the ToR and conditions.

I have removed the people who are not longer involved with the work of the group for one reason or another i.e. change of work, taking time off for personal reasons, not enough time to dedicate to this issue. The other participants of the 1st workshop who have not shown any signs of life have also been removed.

Thank you for your help again

Nancy

-----Original Message-----

From: Prof. Zohar Ben-Asher [mailto:zohar@global-financing.net]

Sent: Saturday, November 06, 2004 10:46 AM

To: PASCALL Nancy (INFSO); Claudine; FILOS Erastos (INFSO); PASCALL Stephan (INFSO); STREITENBERGER Wolfgang (INFSO); JONSSON Linda (INFSO); Rima; 'Seda Gurses'; 'Birgit Kampmann'; 'Corine Van Hellemont'; 'Dr. Irene Kamperidis'; 'Dr. Monica Johansoon'; 'Dr. Nikolaos Patsataras'; 'Elena Lanzoni'; 'Marcela Groholova'

Cc: ZOBEL Rosalie (INFSO)

Subject: High Level Group