



Mapping the Evolving Digital Inclusion landscape to support Cohesion and Integration

TRANSFERABILITY TOOLKIT SECTION 2: GETTING STAKEHOLDERS INVOLVED



MEDICI - Agreement number: LC-00943537. This project is co-funded by the European Union.
"This document reflects the views only of the authors, and the European Union cannot be held responsible for any use which may be made of the information contained therein."

Authors

Joseph Cullen (Tavistock Institute for Human Relations)
David Drabble (Tavistock Institute for Human Relations)
María Ana Carneiro (Universidade Catolica Portuguesa)
Francesca Di Concetto (Smart Bananas)
Anna Tsiboukli (KETHEA)
Remos Armaos (KETHEA)
Alessia Sebillio (Diesis Coop)
Marta Bruschi (Diesis Coop)
Daniel Burgos (Universidad Internacional de la Rioja)
Stefania Aceto (Universidad Internacional de la Rioja)
Joaquin Alonso (Universidad Internacional de la Rioja)

Disclaimer

This document is property of the MEDICI Consortium (Agreement number: LC-00943537). This document cannot be copied, reproduced, or modified in the whole or in the part for any purpose without written permission from the MEDICI coordinator with acceptance of the Project Consortium. This project has been funded with support from the European Commission. This plan reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

More Info and contact

More info: www.digitalinclusion.eu

Contact: research.opi@unir.net

INDEX

SUMMARY	4
Ten Steps to Transferability	4
SECTION 2: GETTING STAKEHOLDERS INVOLVED	5
Step 3 - Setting up Support Teams.....	5
Step 4 - Getting Stakeholders Involved.....	10

SUMMARY

The MEDICI Transferability Toolkit aims to help stakeholders working in the field of digital inclusion for vulnerable groups apply the good practices in the MEDICI Catalogue to design and implement effective interventions to support digital inclusion. It is essentially a ‘User Manual’ – or ‘Handbook’ - that provides Guidelines, procedures, tools and practice examples to support the successful transferability and implementation of the MEDICI good practices within organisations who work with vulnerable groups.

The Toolkit approach is based on ‘Ten Steps to Transferability’ each of which takes the reader through the process of developing and customizing the digital inclusion project to suit local needs, from familiarization with the good practice cases contained in the MEDICI Catalogue, through adaptation and customisation to evaluation and sustainability.

Ten Steps to Transferability

Each step involves a ‘primary task’ which in turn links to activities that are required to complete the task. To support Toolkit users in completing the task each step provides:

- guiding principles to perform the task;
- a checklist of activities to be carried out;
- pitfalls and trouble-shooting tips, including good practice examples of how to carry out the task and activities successfully;
- list of resources (from the ‘Resources’ folder on website) to support the task and activities.

The ten steps are incorporated into five sections (chapters). The section you are about to read, entitled **Getting stakeholders Involved**, is made up of two steps:

Step 3: **Setting up Support Teams**

Step 4: **Getting Stakeholders Involved**

SECTION 2: GETTING STAKEHOLDERS INVOLVED

STEP 3 - Setting up Support Teams

Primary Task of this Step

The primary task of this Step is to engage with your target group and other stakeholders in order to set up support teams to deliver your digital inclusion project.

Guiding Principles

- It's essential that support teams understand the lived experience of vulnerable people. For many vulnerable people, daily life is a challenge. For example, people with low income often have to make choices between spending resources on digital commodities – for example a new device or a broadband subscription –and spending resource on basic commodities like food;
- Support teams need to earn credibility and trust in the eyes of the target group. It helps to get people involved in the support teams who are looked upon as mentors or role models; people with 'standing' in the target group and their community, for example faith leaders;
- It's important that support teams take a flexible and fluid approach to co-producing engagement activities with vulnerable people, rather than insisting on rigid and 'bounded' forms of engagement;
- Support teams need to bear in mind that the life styles of vulnerable people may be less structured than 'normal'. Support teams need to be flexible with regard to things like time keeping and meetings. They need to allow space and time for unplanned interruptions to schedules;
- Local support teams need to buy in to the proposed digital inclusion project. This means delivering awareness raising and familiarisation sessions in the community that are relevant for all stakeholders who will be involved in the project. The project needs to be seen as useful and relevant by all stakeholders involved.

Checklist of Actions

- Understand the lived experience and the challenges vulnerable people face by reviewing the lifeworld analysis results produced in Step 1
- Organize workshops with stakeholders to identify potential support team members
- Assess the resources needed to run support teams and highlight potential resource issues

Tools to help you deliver mentoring and support.

The next section provides case studies from the MEDICI Catalogue of real-life instances of setting up support systems for digital inclusion projects. **Each example highlights the challenges faced and practical ways of meeting these challenges.**

Understanding the lived experience of vulnerable people

ABLE TO INCLUDE <https://digitalinclusion.eu/digital-map/220>

<



Text to speech

Have your text read to you, or dictate your messages!



Text2Picto - Text to pictogram translator

Translating text into images? Now it's easy!

The main

target users of the *Able to Include* project are people with Intellectual and Developmental Disabilities (IDD), who encounter difficulties in many situations of daily life, ranging from mobility to work to social life. Digital technology could indeed bring independence to this group. However, many digital apps are not accessible by people with IDD, which constitutes a major form of exclusion of this group from the digital society.

To address this situation the *Able to Include* project created a context-aware Accessibility Layer based on already developed components that, by being integrated with existing and future digital tools (and particularly with mobile apps) increase their accessibility by people with IDD, thus allowing them to achieve a more meaningful and independent life and experience satisfactory social interactions.

The *Able to Include* "Accessibility Layer" is composed of a text and content simplifier, a pictograph-text and text-pictograph translation tool, and text-to-speech functionalities. The system was tested by groups of users (people with IDD) in three contexts: in social communication, by integrating it into social networking apps such as Facebook, Messenger, Twitter, WhatsApp, so that users with IDD could access the same technology as their peers, family and friends and could also interact and chat with people from different countries thanks to pictograph-based communication); in the mobility context, by integrating it into an existing urban transport guidance system app; in the work context, where a group of users with IDD working as administrative assistants applied the system for simplifying their tasks.

The strong point of *Able to Include* was its approach of involving end users (people with IDD) in all phases since the beginning, in both the development process and the testing and evaluation of the "Accessibility Layer". Their concerns were heard and developers took their opinions into account, which made them feel included in the project team and contributed to their feeling of self-worth. *Able to Include* was funded by the EC ICT Policy Support Programme. The project has a high degree of replicability, having been tested and assessed. A Good Practice Procedure Guide for implementing pilot tests is provided in the project's Final Conclusion Report.

Gaining credibility and trust

FreqOut! <http://vitalregeneration.org/our-projects/freqout/about>

FreqOut! is based in the London borough of Westminster and targets young people aged 13-25 years old from marginalised groups in the local area: young people who are not in education, employment or training (NEET), young people from Black, Asian and Minority Ethnic (BAME) groups, ex-offenders, those at-risk of offending, refugees and immigrants. The initiative aims to help young people from marginalised groups overcome the barriers to learning and engaging in the digital economy and society by using emergent technologies and social media. It works with influential artists on a project-by-project basis to provide engaging and innovative workshops which use technology creatively to engage disadvantaged young people and sign-post them to learning and employment – particularly in the digital and media sector. A key factor in the success of the project has been to use creative media tools and technologies as a hook to engage and retain ‘hard to reach’ young people, support them to use these tools through working with local creatives and mentors who have respect, trust and credibility and providing them with credible job opportunities.

Adapting to vulnerable peoples’ realities

#WhatAboutMeNI <https://www.carnegieuktrust.org.uk/blog/dont-use-computers-much/>

Digital inclusion projects are less effective if they are imposed on vulnerable people ‘top down’, without adapting to their lived experience and lifestyles. Successful projects are designed around the needs of their target groups – reflecting and responding to any vulnerabilities that, for example, restrict their time and movement. A good example is ‘#WhatAboutMeNI’, which aimed to support young people in exploring digital technology, learning and sharing skills, and developing tools to help others learn about digital technology. The project involved two groups, one in the city of Belfast and the other in rural Co Fermanagh. To kick off the project, both groups went on a residential weekend in Tollymore National Outdoor Centre. This gave them an opportunity to socialise and develop friendships. It was a perfect opportunity to generate ideas for what they would like to do during the project. The young people set up a blog page so that they could share their thoughts, ideas and skills. During each session they updated the blogs with news about what they were doing and how they were progressing. As a result of their involvement in #WhatAboutMeNI, this group were offered the chance to get involved in making a film on learning disability. They created a short film titled ‘My Not So Ordinary Life’ which explored their lives as young people living with learning disabilities. The film won a national prize at the Into Film awards, lead them to engage with media and showcase their work to industry representatives across Ireland. The project showed that young people with learning disabilities can take part in digital projects but flexibility and timing are key factors to be aware of in designing projects.

Creating a flexible collaborative development environment

Konexio: <https://digitalinclusion.eu/digital-map/213>
<https://www.konexio.eu/en.html>



Today, nearly 13 million people in France are considered to be excluded digitally. Konexio is a hybrid non-profit and social start-up that provides tech skills training to disadvantaged populations, notably refugees and migrants. Konexio's programmes empower young people through digital skills training and direct job placement. Konexio offers both a Digital Basics programme and a Code programme. Digital Basics covers fundamental skills such as computer parts and functions, internet navigation, and the Microsoft Office Suite. Once trainees complete the 100h course, they earn an EU-recognized certificate in digital literacy. Trainees who aspire to work as developers enrol in the DigiStart, an intro to code boot camp, followed by DigiTalents, an intensive 600h web and application development course. Konexio's programmes take into account that the inclusion and integration of disadvantaged groups requires support in the social, professional and educational areas. Thanks to the strong community of partners chosen strategically, Konexio can provide these opportunities and facilitate the integration and inclusion of its learners with partners for administrative issues, housing, health, etc.

Pitfalls and how to survive them

- Develop trust with vulnerable groups. The MEDICI good practice cases show that engaging online is particularly problematic with some people – for example older people; female migrants. Service design, awareness-raising interventions and support projects like digital skills training need to recognize, and work with, the cultural specificities of particular user groups. One way of doing this is to embed support interventions within local community structures and agencies, using people from the target group as 'social mediators' acting as a bridge between the 'system' and the 'lifeworld'.
- Boredom, lack of motivation and lack of relevance. Vulnerable people need to be persuaded that what they are being asked to involve themselves in with a digital inclusion project is going to be interesting, unusual and relevant to their lives. Support teams need to be aware of this and take steps to ensure that the project that is developed is co-designed by the people involved. It has to be flexible and it has to blend structured activities with activities that are 'off the wall'.
- Managing chaos. One stakeholder involved in delivering a digital inclusion project for disadvantaged young people expressed surprise that the project had met with some success, remarking that "*Others have tried but they've usually given up because they can't deal with the chaos, or they're just exhausted*". Support teams need to be prepared for hard-to-handle issues that will reveal themselves in things like confrontational behavior. Remaining consistent, real and as fair as possible, whilst setting boundaries reap rewards for all involved in digital projects with vulnerable people.

Resources

COMANITY – a Training Project for ‘Community Animators – online training project for youth workers and volunteers working with marginalized young people - <https://comaniry-project.eu/training-project/course>.

Module 1 (Emotional Intelligence) and Module 2 (Community Animateur competences) are available through the KEYSTONE website ‘Resources’ section - : <https://www.keystone-project.eu/section-1-designing-your-project-steps-3-4/>

Step 4 - Getting Stakeholders Involved

Primary Task of STEP 4

The primary task of this Step is to involve stakeholders who can provide digital inclusion services to vulnerable people in co-creation activities that lead to the setting up and sustainability of a local project.

Guiding Principles

- Digital Inclusion projects need to reflect the perspectives of different stakeholders and ensure that their different voices are heard, and they reflect a ‘values-based’ commitment to digital inclusion
- Stakeholders are involved in digital inclusion projects not just as passive providers of resources or support but as active co-developers of practical solutions to issues of pressing concern to vulnerable people, and more generally the flourishing of individual people and their communities
- Stakeholder involvement should aim to develop and sustain complementarities among the different social support agencies who operate in supporting vulnerable people so they support a holistic approach to digital inclusion
- Stakeholders include the community itself. All stakeholders, particularly community representatives, need to ‘own’ the project and need to be actively engaged in its evolution, for example through social media, and co-creation workshops
- Stakeholders need to be persuaded of the value-added participation in a project can bring. The message is that they can significantly increase the impact of their actions by incorporating digital inclusion into their activities.
- Stakeholders should be persuaded to buy into a digital inclusion project as a community relevant social innovation cycle that is self-sustained at the community level through their involvement.

Checklist of Actions

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Identify who the key stakeholders are and their motivations for involvement | <input type="checkbox"/> |
| Produce and disseminate a ‘Prospectus’ for the digital inclusion project | <input type="checkbox"/> |
| Run multi-stakeholder capacity building and familiarization sessions | <input type="checkbox"/> |
| Set up a stakeholder network to embed capacity building within the implementation plan for the project | <input type="checkbox"/> |
| Develop stakeholder participation rules and procedures, for example through an MoU signed by the Stakeholders to promote a network to sustain the project at the community level | <input type="checkbox"/> |

Tools to support stakeholder involvement.

Identifying Key stakeholders and their motivations: Motivation Matrix

A Motivation Matrix is a tool that helps to identify what the motivation is behind the action of each stakeholder within an innovation project. It shows what each stakeholder brings in to and takes out of the project in terms of benefits and value. The matrix is a way of visualizing stakeholder's contributions and mutual benefits within the project. It helps project designers to understand the connections between the stakeholders and adds clarity to their roles by studying the motivation behind their actions. It helps to inform effective strategies for getting stakeholders involved and to support network development. An example is shown below.



Source: <http://servicedesigntools.org/> Designscapes Toolkit

As the illustration shows, the first row and first column of the matrix specify the stakeholders involved in the project. The cells in the diagonal of the matrix represent the stakeholder motivation to be part of the project whilst all the other cells represent what stakeholder A (column) is providing to stakeholder B (row).

Getting the Message across: the project Prospectus

In order to make synergies among differing stakeholders' activities visible and working to the benefit of vulnerable people and the community and to enhance stakeholders' collaboration stakeholders need to be 'on message'. An early step in engaging stakeholders is therefore to produce a strategy to communicate clearly to stakeholders what the digital inclusion project is for and how it could add value to their activities.

A 'call to arms' is needed which sets out the Unique Selling Point (USP) of the project together with an elaboration of the potential synergies that the project could deliver in terms of both resources (inputs) and services offered (outputs). One way of doing this is to produce a 'Prospectus' for the

project that sets out the drivers of the project, the needs it addresses, the resources required and the potential benefits and outcomes. The Prospectus could include tools that present the case for the project in interesting visual ways – for example through a ‘Concept Map’ or ‘Storyboard’ – described above in Step 2, and an ‘Infographic’ that summarises in a very clear way the vision of the project, what it does and what are the benefits.

Capacity-building and familiarization: co-creation workshops



As presented in Step 1 above, co-creation workshops involve the project stakeholders directly as active collaborators in developing your digital inclusion project. These workshops are not just a mechanism for listening to their points of view. They are intended to involve users and stakeholders as equal partners in the design and delivery of a project. They are an ideal tool to use to develop a community-based stakeholder network because they support coming to a shared vision of the project.

An **Action Learning Set** is a particular kind of co-creation workshop. It involves a group of stakeholders working with a facilitator to come to a shared understanding of what the project intends to do and exploring issues that may arise in the development of a network-supported local project. The aim is to share real issues, problems or opportunities arising from digital inclusion activities. A key focus of the Action Learning Set is to question and challenge the assumptions set out in the ‘Prospectus’ developed in the earlier step and to try to move towards ‘stakeholder alignment’ – a shared vision of the purposes and objectives of the project going forward – and an agreed set of action points to support this vision, purposes and objectives. Another technique often used is to ‘role playing’ in the workshop. Participants are assigned to groups – for example the ‘marginalised youth’ group; the ‘service provider’ group and the ‘community’ group and each group tries to step into the shoes of the other groups in order to understand the project from the point of view of another stakeholder.

Setting up the Stakeholder network



The stakeholder network needs to be sold as a ‘federated’ organisation that works together to create synergies from existing services and therefore add value to those services as well as benefit vulnerable people on the margins and the community through for example improved access to digital services. Digital inclusion initiatives can often provide an opportunity to ‘bundle’ what are often discrete services that are delivered in parallel rather than integrated to provide a holistic offer that is more suited to the complex needs of vulnerable people.

To make this happen requires considerable effort to bring together what are often disparate organisations who often work in their own ‘silos’ and who routinely compete against each other for scarce resources. In practice, setting up a multi-stakeholder network requires a lot of ‘footwork’ by project designers and managers. The most effective way of doing this foot work is through personal contact, building relationships with key decision-makers in stakeholder organisations and persuading them of the value of working together. Laying the foundations through personal interaction can then serve as a base for bringing stakeholders together to come to a collective understanding of working in the project. These networks need to include public sector bodies (regional and local government actors, municipalities), social service providers, employment agencies, professional social workers and volunteers; as well as local training centres, adult education providers, employment agencies, local businesses and community organisations. The roles they could provide within the network cover things like:

- offering opportunities for meaningful engagement with civic society, and promoting a common understanding at the community level of digital problems and priorities to address,
- making spaces available for hosting interventions – for example a digital skills training project in local schools - and involving themselves in the co-design and co-creation of experiments in digital social innovation and entrepreneurship, acting as mentors and coaches, in order to enhance individual and community social capacity and capital
- providing professional development for social workers and other actors working with vulnerable people in digital inclusion interventions.

Developing systems and procedures to run stakeholder networks



Stakeholder networks don't run by themselves. No matter how much good will is available to support the project, stakeholder engagement – particularly in a project intended to be self-sustainable in the community – depends on setting up clear systems and procedures that set the boundaries of participation, the expectations required of stakeholders and the benefits they are likely to realise from getting involved. These need to be set out from the outset in a formal way.

One way of formalizing the relationships between stakeholders in the network is to develop a 'quasi-legal' structure that sets out commitments, responsibilities and expectations, such as a 'Memorandum of Understanding' (MoU) that sets out the strategic and operational parameters of the project. This can be the foundation for collaboration. It needs to be then supported by activities that reinforce co-working, such as regular progress updates and review meetings.

Pitfalls and how to survive them

- Stakeholders are difficult to engage with. A big mistake in setting up projects and networks is to assume that – because the project is worthy – everyone will see the value of it and buy into it. Stakeholders have to be convinced that it is worth their while to participate. Projects need to raise awareness from the outset and continually work to achieve buy-in. This is particularly true for representatives of the community. To do this, use 'social mediators' to bridge the project with key stakeholder groups; keep the community informed, e.g. through social media; organise co-creation workshops.
- Stakeholders and the network continue to work in 'silo' mode, delivering their contributions in parallel lines, with little or no collaboration. This leads to fragmentation of the service being provided to participating people, who then react negatively to the project. A vicious circle of raised expectations, non-delivery and increased distrust and aversion is perpetuated. It's therefore essential that stakeholders and any community-embedded network set up to support the project are supported by systems and processes that encourage regular co-working, for example through co-creation workshops.
- Stakeholder divergence and conflict. Putting together a community-based stakeholder network implies the collaborative participation of a range of disparate organisations and groups, each of which will have a different perspective on the problem and how to fix it. Some of these organisations and groups are regularly engaged in competing with each other, for example to secure funding. Although the contribution of different skills and positions is healthy for the project, it's essential that a broad consensus is developed within the network on the project vision. This can be created and maintained through 'sensemaking' and 'alignment' actions – for example using 'role play action learning sets' to surface conflict and work with it.

Resources

- 326 good practice cases <https://digitalinclusion.eu/digital-map/>
- 27 good practices at Digital Inclusion Stories Space, <https://digitalinclusion.eu/digital-inclusion-stories/>
- 154 posts, <https://digitalinclusion.eu/wp-admin/edit.php>
- 7 Local Events (Belgium, Spain, Italy, Portugal, Greece) <https://digitalinclusion.eu/events/>
- 5 webinars <https://digitalinclusion.eu/webinars-repository/>
- 6 Evidence Digests (one under publication) <https://digitalinclusion.eu/evidence-summaries/>
- 5 podcasts <https://digitalinclusion.eu/podcast/>
- 2 embedded videos <https://digitalinclusion.eu/videos/>
- Glossary of Terms <https://digitalinclusion.eu/glossary-of-terms/>
- External resources <https://digitalinclusion.eu/external-resources/>
- 24 Forum Threads <https://digitalinclusion.eu/topic-views/>
- 10 videos from Webinars/Local Events, <https://digitalinclusion.eu/events/>
- 14 external resources, <https://digitalinclusion.eu/external-resources/>