MEDICI
Mapping Digital Inclusion

European Commission

Mapping the Evolving Digital Inclusion landscape to support Cohesion and Integration
MEDICI
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TRANSFERABILITY TOOLKIT

UNIR UNIVERSIDAD INTERNACIONAL DE LA RIOJA
THE TAVISTOCK INSTITUTE
CATOLICA CEPCEP - CENTRO DE ESTUDOS DOS POVOS E CULTURAS DE EXPRESSÃO PORTUGUESA LISBOA
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Abstract	This document presents a Toolkit to help stakeholders apply the MEDICI good practices to develop new initiatives for digital inclusion of vulnerable groups									
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Document history

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V1	All		March 2021

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List of Abbreviations

CO - Confidential, only for members of the consortium
DoA – Description of Action
EB – Executive Board
GP - General public
HE - Higher education
ICT – Information Communication Technologies
MC – Management Committee
PP - Restricted to other project participants
PU - Public RC - Research community
RE - Restricted to a group specified by the consortium (including the Commission Services)
SC – Scientific Committee
WP – Work Package

DOCUMENT 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's 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.

Each step is based on a 'primary task' and 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 to support the task and activities.

INTRODUCTION

About Medici

MEDICI - 'Mapping the Evolving Digital Inclusion landscape to support Cohesion and Integration' – is a project funded by the European Parliament and managed by the European Commission the main objectives of which are:

To develop and disseminate an interactive catalogue of best practices and online map of Europe that summarises the existing best practices that take place at local, regional or national level to better integrate vulnerable/disadvantaged groups in the digital society across the 28 EU Member States

- To identify areas where no initiatives exist to tackle digital exclusion and where vulnerable people are therefore more at risk of exclusion
- To help different stakeholders to become aware of what already has been developed and implemented and use the experience of the existing tools at local/national and European levels
- To help stakeholders to put more efforts in areas that are clearly identified as gaps, with little or no ongoing initiatives to tackle exclusion
- To help stakeholders to avoid duplication of efforts, and to use and consolidate existing knowledge and experience to better integrate vulnerable communities in Europe
- To reinforce information exchange among different stakeholders from public, private and civil society sectors.

About this Toolkit

The MEDICI Transferability Toolkit aims to help stakeholders working with vulnerable groups apply the tools available through the MEDICI platform and the learning from the good practice cases contained in the MEDICI Catalogue to develop and implement effective digital inclusion initiatives. It's essentially a 'User Manual' that provides Guidelines, procedures, tools and practice examples to support the successful transferability and implementation of the good practice cases within organisations who work with vulnerable groups.

Its main objectives are:

- to inform Toolkit users about MEDICI and introduce them to the MEDICI platform and tools
- to help users access the good practice cases in the MEDICI Catalogue and learn from successful examples
- to show users how to design, set up and deliver a successful digital inclusion project
- to provide advice on how to adapt good practice cases to suit their context and needs
- to provide advice on how to evaluate their adapted project and sustain it going forward.

Who the Toolkit is for?

The Toolkit is intended to be used mainly by practitioners working directly with vulnerable groups in community settings to increase their digital inclusion. It is also useful for:

- Policy makers
- Public sector agencies, for example regional and local government actors responsible for social and digital inclusion of vulnerable groups and statutory service providers
- Civil Society organisations – for example NGOs and community groups working with vulnerable people
- Professional Social Workers and volunteers working with vulnerable people.

What the Toolkit is for?

The Toolkit is designed to help people who want to apply the lessons learned from successful implementation of digital inclusion interventions in their own context and to suit the specific needs of vulnerable people they are working with. It helps them adapt the digital inclusion project 'stories' of these good practice cases to their own story.

A good way of understanding the story of a good practice case is to look at its 'Theory of Change'. Theory of Change is a way of presenting a project 'journey' – from the challenge it is presented with at the start of the journey to where it hopes to be at the end. Connecting the presenting challenge to the journey's end- the impacts and changes a project hopes to make to the existing problem are:

- Activities – actions carried out by a project, that lead to…….
- Outputs – things that are produced by these activities, that lead to……
- Immediate outcomes – changes in awareness and knowledge, that lead to…….
- Intermediate outcomes – changes in behaviour and structures.

Underlying this 'change journey' are 'theories' (assumptions and hypotheses), for example:

- A theory of what is causing the 'presenting problem'
- A theory of what is needed to bring about the desired solution
- Assumptions that if we take Action 'X', this will produce Output 'Y', which will then lead to Outcome 'Z'.

Taking MEDICI itself as an example a simplified Theory of Change for MEDICI is shown in the illustration below (Figure 1).

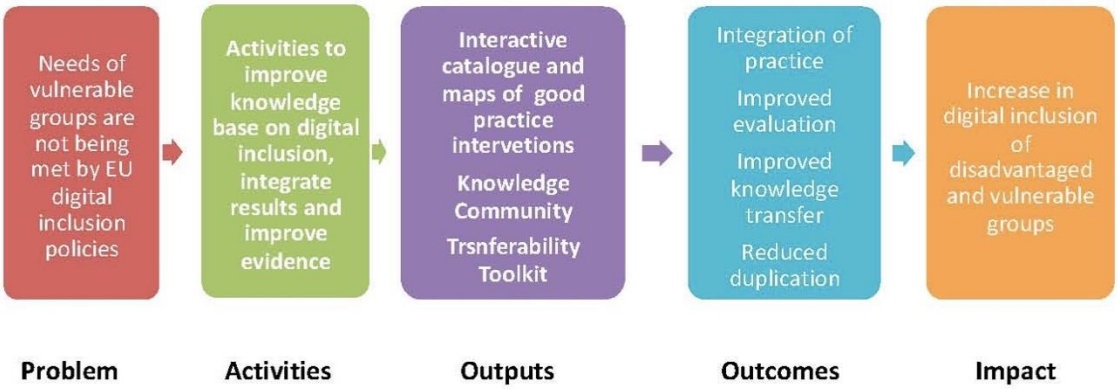


Figure 1: MEDICI Theory of Change (simplified)

This shows:

- The ***'presenting problem'*** MEDICI addresses is that the needs of vulnerable groups are not being met by EU digital inclusion policies.
- The ***desired impacts*** (change) MEDICI hopes to make on the problem at the end of the project are to help increase the digital inclusion of disadvantaged and vulnerable groups.
- The ***activities*** MEDICI implements to make this change possible focus on improving the knowledge base on digital inclusion, integrating results, supporting knowledge transfer and learning and improving the evidence base in the field.
- The ***outputs*** from these activities focus on an Interactive Catalogue of best practices in the field of digital inclusion, together with on-line maps that help stakeholders contextualise the best practices; a Knowledge Community that supports review, benchmarking, enlargement and transfer of best practices and a Transferability Toolkit that supports scaling up and out of the practices.
- The ***outcomes*** associated with the use of these outputs include integration of practice; improved evaluation and replication; improved knowledge transfer and reduced duplication of effort.

The main objective of this Transferability Toolkit is to help users adapt a project's Theory of Change to their own ***specific*** context and needs - in other words to help them tell their own story and make their own journey.

But, as with any journey - from Star Wars to Lord of the Rings; from Batman to Bambi – the hero of the story (aka the Toolkit User) encounters challenges and obstacles on the way that s/he needs to overcome – by changing the destination of the journey, by changing the route, by finding tools to dig her/his way out of a problem, and so on.

The Toolkit helps the hero overcome these obstacles and successfully reach their intended destination by:

- pointing out the pitfalls and monsters that might be lurking along the way
- providing advice on how to overcome them
- providing tools to help overcome them

- showing real world examples of how other people and projects successfully reached their destination.

Toolkit Structure and Content

The Handbook structure follows a process based on 'Ten Steps to Transferability', as shown in the Figure below. These steps are what are required to help you use the MEDICI platform and tools to access and learn from the good practice cases in the Catalogue and to adapt and transfer the learning from these cases to suit your context and needs.

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) in this Handbook. Each section covers two of the Ten Steps to Transferability.

SECTION 1: DESIGNING YOUR PROJECT

This Section covers Steps 1 and 2 of the Ten Steps to Transferability:

- Step 1: Understanding the MEDICI platform and tools
- Step 2: Designing your own digital inclusion project

Step 1: Understanding the MEDICI platform and tools

Primary Task of this Step

The Primary Task of Step 1 is to familiarize yourself with the MEDICI platform and tools, so you can access, review, learn from and understand how you need to adapt the good practice cases in the MEDICI Catalogue to meet the needs of your organization and the vulnerable people it aims to support.

Guiding Principles

- Make sure you and relevant people in your organization familiarize yourselves with MEDICI and the tools and services it can provide
- Understand that the MEDICI Catalogue is designed to be flexible - its good practices are adaptable to suit the needs of different organisations and user groups
- Consult the Learning Materials that are provided on the MEDICI website so you know how to access and learn from the good practices in the Catalogue
- Take a tour of the platform and explore the different tools available
- Be clear who your users are and what are their needs
- Compare your user needs against good practice examples in the Catalogue
- Use 'design thinking' to develop a vision for your digital inclusion project that is user-led and applies 'out of the box' thinking
- Use 'Theory of Change' to translate this vision into an action plan for your project

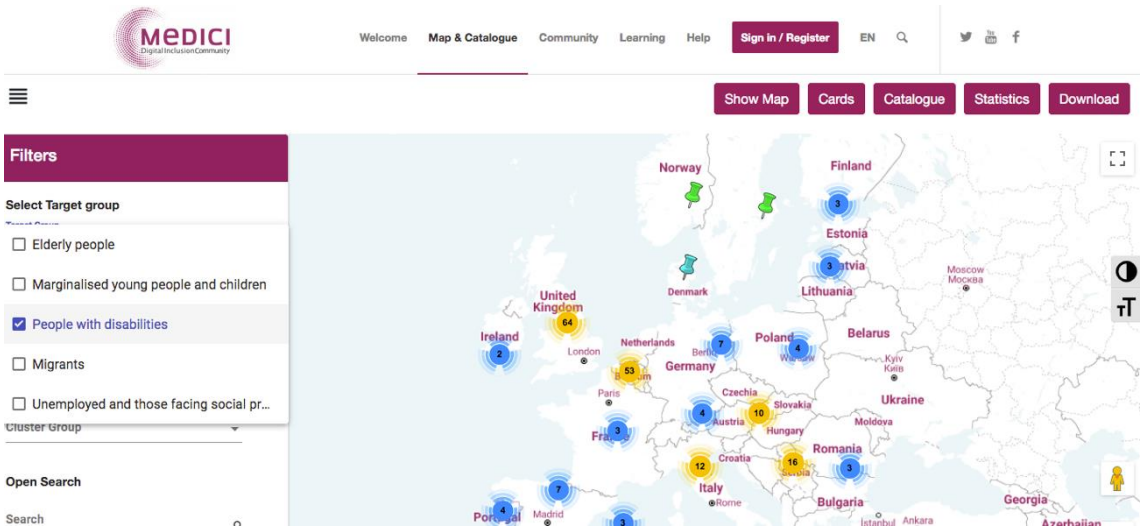
Checklist of Actions

Read the MEDICI Tour Guide below	☐
Download and read the relevant resources provided on the MEDICI website	☐
Take an online tour of the MEDICI website	☐
Produce a user needs analysis	☐
List the good practices you can learn from and what needs to be adapted	☐
Develop a vision for your project using Design Thinking	☐
Create a Theory of Change plan for your project	☐

Tools to help you position your organization

MEDICI Tour Guide

The MEDICI Interactive Catalogue and Map can be accessed via this link: https://digitalinclusion.eu/digital-map/



Source: MEDICI Interactive Catalogue and Map

The MEDICI Digital Inclusion Atlas, available at https://digitalinclusion.eu includes:

- The Digital Inclusion Map and Catalogue and
- The Digital Inclusion Knowledge Community

The **Digital Inclusion Map & Catalogue** represent the **'state of the art' in Digital Inclusion 'good practices'**: projects and interventions for the Digital Inclusion of vulnerable groups **in the EU Member States and the UK.**
The kinds of good practices included in the Catalogue have been running long enough and have some evidence to suggest that they have made or will make a difference to the *digital exclusion* of the following **vulnerable groups**:

- **People with disabilities**
- **Older people**
- **Marginalised young people and children** (based on socio –economic status)
- **Unemployed or those facing social problems**
- **Migrants**

The Good practices that you can find in our Catalogue provide **knowledge about what works, for whom and in what circumstances** and what learning can be transferred and applied in other contexts. The Map enables to **see gaps in the provision** of initiatives to tackle the digital exclusion of vulnerable and disadvantaged groups. The Catalogue and Map can be used as tools for capacity building.

STEP 5 OF THIS TRANSFERABILITY TOOLKIT PROVIDES FURTHER DETAILS ON HOW TO USE THE CATALOGUE AND MAP TO LEARN FROM MEDICI GOOD PRACTICE CASES

The **Knowledge Community** is aimed to stimulate collaborative learning, exchange of experiences and good practices and knowledge creation among all the stakeholders engaged in the fight against digital exclusion affecting vulnerable groups, ranging from policy makers to researchers and to practitioners carrying out projects and initiatives in this field in the 27 Member States and the UK.

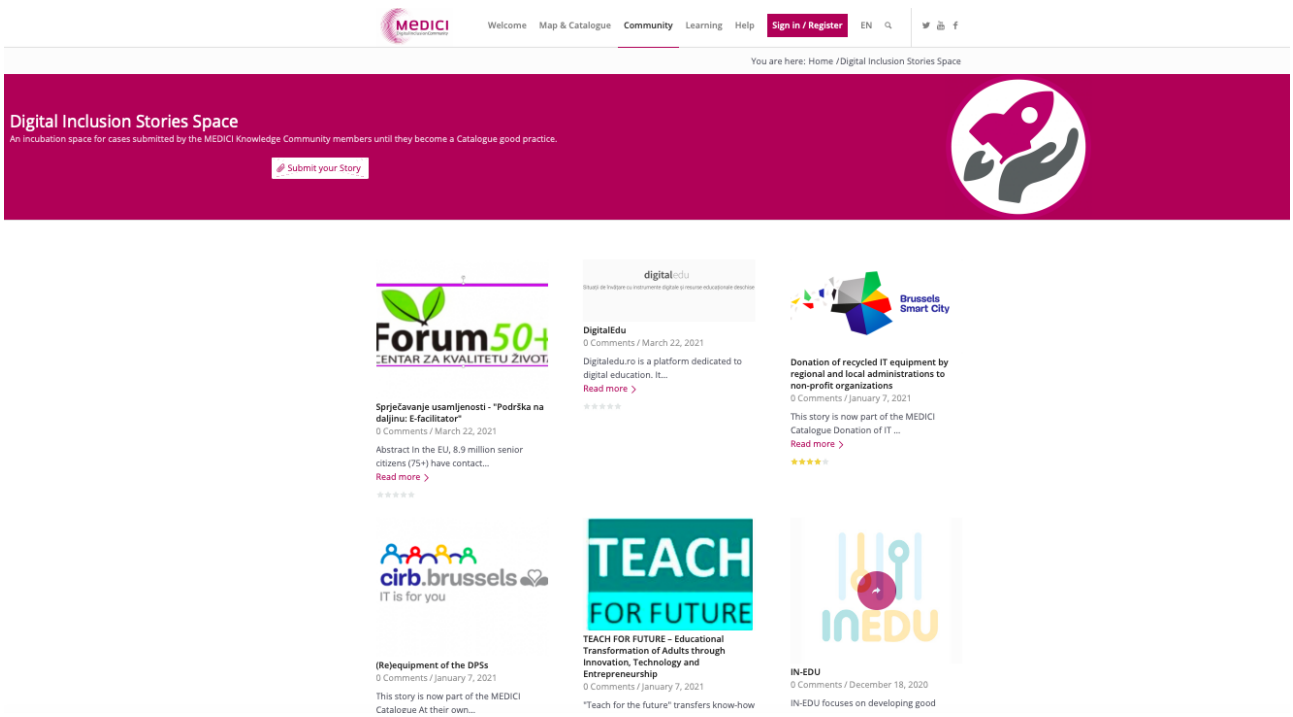
The MEDICI **Knowledge Community** creates a space for stakeholders working in the Digital Inclusion field to access the good practice cases in the Interactive Catalogue; apply them in their practice; share experiences and create new ways of applying the practices and submit and review their own good practice cases of Digital Inclusion. Anyone interested can become a member of the Knowledge Community by registering for free here.

Members of the Community are offered the following opportunities and services:

- **Learn about initiatives showing evidence that they have made or can make a difference** in the fight against digital exclusion in Europe by browsing our **Digital Inclusion Atlas,** a map and catalogue of Good Practices in Digital Inclusion, in Europe and beyond.
- **Share their Digital Inclusion initiatives** with the members of the Community in the **Digital Inclusion Stories Space**, if compliant with othe MEDICI selection criteria for good practices, they might become part of the MEDICI Map and Catalogue!
- **Engage in the events** organised locally and internationally by the community on Digital Inclusion challenges, led by key experts and practitioners in the field.
- **Share knowledge and experience** with peers, and discuss about challenges, pitfalls and lessons learnt in the Community Forum.
- **Check and upload interesting news on Digital Inclusion** (news, documents, videos and podcasts) in our What's new page.
- **Benefit from our learning opportunities**: MEDICI webinars repository; Evidence Digests on key Digital Inclusion issues, Podcasts on evaluation and replicability of good practices, Videos on key concepts emerging from good practices.

The two main channels of interaction with Community members are the Digital Inclusion Stories Space and the Learning activities and services, described more in-depth below:

Digital Inclusion Stories Space (DISS)



The DISS enables members of the Community to share their own good practices and get inspiration from other members' projects and initiatives. It acts as an incubation area for projects that aspire to become part of the MEDICI Catalogue and map. The DISS also enables members of the Knowledge Community to review and **rate** how innovative, inspirational and useful the stories **showcased** are.

Learning Activities and Services

The MEDICI Knowledge Community supports a wide range of knowledge provision, sharing, collaboration and learning and training activities, from experience sharing about the challenges, pitfalls and lessons learnt on digital inclusion in the MEDICI **Community Forum, to providing information on Digital Inclusion** (news, documents, videos and podcasts) in MEDICI's **What's new** page, to a series of trans-national and local learning events including the MEDICI webinar series on Digital Inclusion challenges, led by key experts and practitioners in the field. Additional learning opportunities include:

- The Evidence Digests, a series of five reports on best practices on Digital Inclusion, summarising the evidence behind these practices and the areas for improvement on key Digital Inclusion issues,
- Podcasts featuring discussions with leading experts on Digital Inclusion and some of our fantastic projects

- A collection of short and snappy animated videos on key concepts from the MEDICI catalogue on 'replication', 'evaluation' and 'standards of evidence' to help you engage in improving your evidence
- A glossary of definitions about evaluation and replication as well as general concepts related to digital inclusion.
- A collection of external resources (webinars, reports and websites) helpful to the knowledge community on evaluation and replication

Source: https://digitalinclusion.eu/about-our-learning-opportunities/

User Needs Analysis: Design Thinking

There are many ways of finding out what your target user group needs are, including: surveys, focus groups, literature review. One of the most effective overall approaches to use is based on 'design thinking' – to make sure that users and their needs are placed at the heart of project design - and two specific tools – cultural probes (lifeworld analysis) and co-creation workshops - to gather and assess information on user needs.

Design thinking

Design thinking applies a five-stage process to develop solutions to a 'presenting problem' in 'human-centric' ways, by focusing on what's most important from the perspective of 'users' and by applying 'out of the box' and 'disruptive' ideas to address the presenting problem.

- Empathise - this involves gaining an 'empathetic' understanding of the presenting problem, through consulting experts, users and stakeholders, with the emphasis on immersion in the physical environment – the location in which the digital inclusion project is planned - to gain a deeper personal understanding of the issues that affect vulnerable people.
- Define - this involves synthesising the information gathered in Stage 1 to define the problem statement in a ' human-centred manner' – in a digital inclusion project, this would focus on defining 'in what ways is our target group(s) excluded and how can these problems be solved?'
- Ideate - this involves 'thinking outside the box' to identify new solutions to the problem statement created in the preceding stage, and looking for alternative ways of viewing the problem – in a digital inclusion project, this would involve collaborating with the target group and with experts and practitioners to think of creative ways to solve digital problems that affect them

- Prototype - this involves creating a mock-up of the proposed solution to the problem, which can then be investigated by sharing with users and stakeholders
- Test - this involves validating the prototype to assess its potential effectiveness, usability and scalability, through action research experiments.

Cultural Probes (Lifeworld analysis)

Cultural probes are used to create a deeper understanding of the context of the users and to map their needs within that context. With a cultural probe, participants record any information about their day-to-day activities or environment which they feel is important to them and which reflects their 'lived experience'.

Source: Mattelmäki 2006

Cultural probes can range from writing a diary, taking pictures, from using postcards to notebooks or cameras to take pictures of relevant moments of a user's everyday life. The idea is to capture the 'lived experience' of the user – for example getting vulnerable people to record a video of problems they face accessing e-services

In a number of the projects we've been involved in working with vulnerable groups, a particular form of cultural probe we have used is based on 'Lifeworld analysis'. Its objective is to record 'descriptions of what people experience and how it is that they experience what they experience' (Patton, 1990; Schutz and Luckmann, 1995). Lifeworld analysis aimed to answer the following questions: What does it feel like to be digitally excluded? What are the most difficult issues and problems vulnerable people face in trying to access online services? What are the main factors that create these problems? Lifeworld analysis aims to record this 'lived experience' in terms of five constructs:

- *Life-world.* This focuses on people's lived experience of digital exclusion.
- *Temporality.* This focuses on how digitally excluded people experience time, both in terms of their broader historical position (for example how does being a migrant in the 21st century affect access to digital tools?) and in an everyday sense, as part of their experience of 'lifeworld' (for example what events are important in shaping digital inclusion?)
- *Spatiality.* This focuses on how people make sense of the world through geographical structures and boundaries (for example, how does the way the neighbourhood is constructed shape peoples' access to digital tools?)

- *Embodiment.* This focuses on the body and the physical space in which the body operates. On the one hand, it refers to the capacities of the human body - for example how people with disabilities experience the internet. On the other, it refers to how people acquire 'embodied skills' - for example how vulnerable people are prevented from acquiring digital skills.
- *Inter-subjectivity.* This focuses on how the everyday, inter-subjective world is constituted - for example how lack of access to digital tools and services affects vulnerable peoples' social and civic participation.

Whatever the type of cultural probe used – diary, video, or even an interactive focus group – the collection of data would cover these five elements. Analysis of the results of the cultural probe will be very useful in subsequently identifying and listing the key needs of the participants in a digital inclusion project.

Co-creation workshop

The aim of co-creation workshops is to involve the project users and other stakeholders directly as active collaborators in developing your 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. Co-creation workshops are normally used in three stages over the life cycle of a project:

- in the 'Empathise' stage – primarily to explore the needs of users and stakeholders
- In the 'Ideate' stage – developing 'out of the box' solutions to deliver the project
- In the 'Test' stage – implementing and evaluating how the project works.

There are many ways to design and run a co-creation workshop to explore and work with ***user needs.*** These include:

- Using post-it notes and flip-charts
- Presenting a visual story of ideas for the project that can then be explored together
- Getting participants to tell stories from their own life experience
- Taking a walkabout in a particular area of the community in which the project will operate and then discussing people's thoughts and observations.

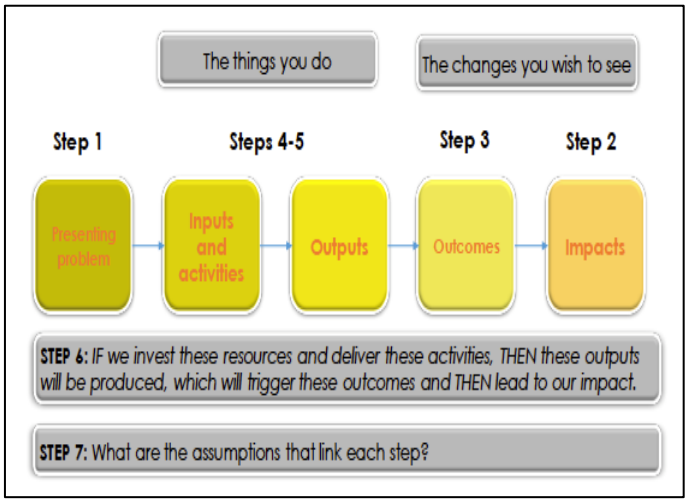
Whatever tools are used, the format of the workshop would typically go like this:

- An introductory session
- A motivational session (what the problem the project addresses is and how it might be addressed)
- Icebreakers and short presentation round of participants
- Production session(s) & co-design activity
- Specification of challenges
- Mapping exercises – needs analysis
- Project Vision storyboard

- Feedback
- Wrap-up and next steps

Theory of Change

This tool helps you convert the project vision into a roadmap for delivering the project. It's a way of presenting the project 'journey' – from the challenge it is presented with at the start of the journey to where it hopes to be at the end. Connecting the presenting challenge to the journey's end- the impacts and changes the project hopes to make to the existing problem - are: inputs (the resources available to deliver the project); activities (the actions carried out by the project); outputs (things produced by these activities); immediate outcomes, (changes in awareness and knowledge); intermediate outcomes (changes in behavior and structures). Underlying this 'change journey' are 'theories' (assumptions and hypotheses), for example a theory of what is causing the 'presenting problem'; a theory of what is needed to bring about the desired solution; assumptions that if we take Action 'X', this will produce Output 'Y', which will then lead to Outcome 'Z'.

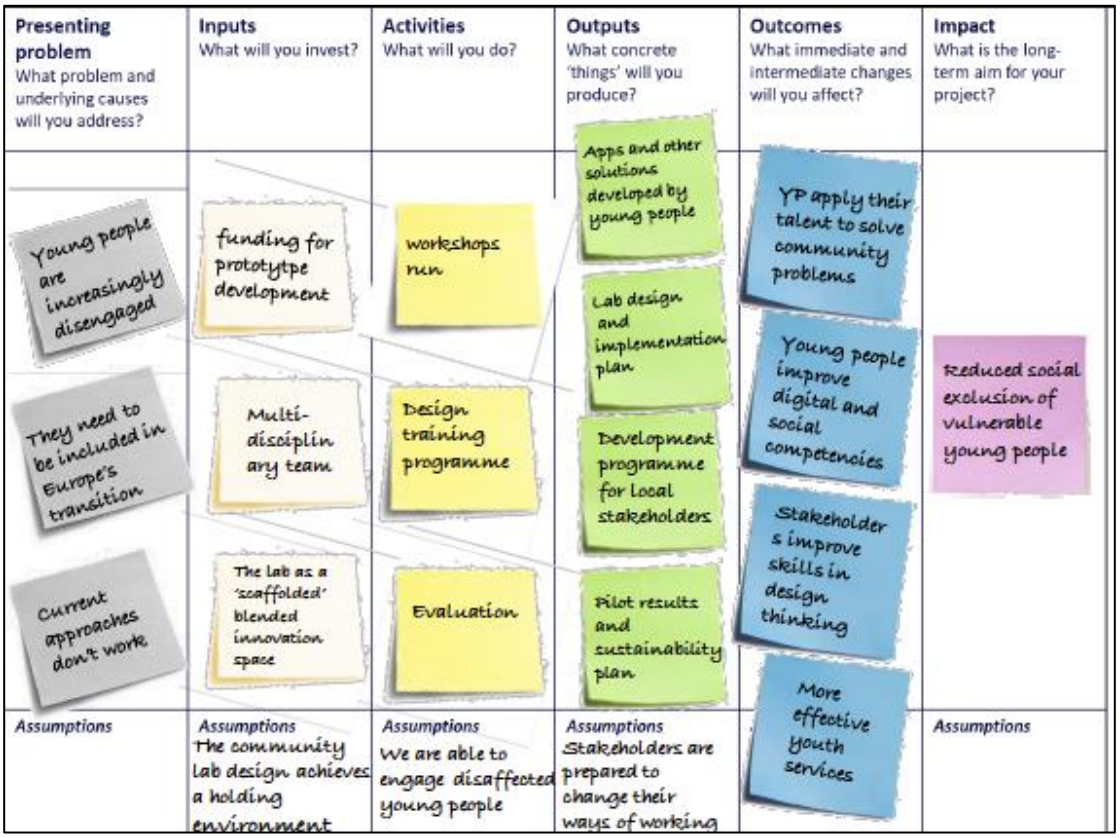


1. Start with defining the problem you want to change
2. Describe the change you want to see to the problem – the project impacts
3. Specify the outcomes that lead to these impacts

4-5 Work backwards to specify the resources you have, the activities that use these resources, the outputs these produce

6. Specify the causal links in each step
7. Clarify the assumptions

The illustration below shows how to produce a Theory of Change for a digital inclusion project using a simple template filled in with 'post-it' notes.



Pitfalls and how to survive them

- Don't assume MEDICI is the answer to all of your prayers. MEDICI provides a framework and tools to reach out to vulnerable people who have been failed by the digital economy and society. You'll need to do some hard work to make sure you understand your users' needs and to adapt the framework and tools to suit them
- Don't assume your user group will welcome the project with open arms. Vulnerable people are – understandably – suspicious of projects and typically have been let down before by projects that promise much but fail to deliver. It takes time to win the trust and commitment of marginalized people. You'll need to engage them as active co-collaborators in the project. It helps if you include within your resource group mentors, experts and creatives who have credibility with your user group and who can act as role models.
- Make sure the devices and platforms you choose to deliver the project fit with the devices and platforms your users routinely use on a day-to-day basis. For example, at risk young people are used to using Snapchat and WhatsApp rather than Facebook.
- The project is likely to fail unless it gets the commitment of existing networks and stakeholder groups. Unless you are in the enviable position of having access to significant funding to start the project from scratch, you'll need to get partners on board who have the resources you need – for example by offering

existing premises to use as the location for a digital skills training project. Use a co-creation workshop to demonstrate your project's potential to stakeholders and raise their interest.

Resources

Digital Inclusion Atlas: https://digitalinclusion.eu/glossary-of-terms/
Digital Inclusion Atlas: https://digitalinclusion.eu/faqs/

Step 2: Designing your Digital Inclusion Project

Primary Task of this Step

The Primary Task of Step 2 is to use the results of Step 1 – 'Understanding the MEDICI Platform and Tools' – to begin to design a digital inclusion project to suit your own needs and the needs of your users. In particular this Task aims to convert the overall project vision and Theory of Change developed in Step 1 into your own specific project design and implementation plan.

Guiding Principles

- The project should be user-driven and co-designed in collaboration with participating vulnerable people
- The project should clearly incorporate the specified needs of the user target groups
- The project should reflect the 'lived experience' of vulnerable people in the locations in which it is implemented
- The project should ideally incorporate a project of action research to enable participating people to apply what they have learned – for example new digital skills – in real life
- The project should include developmental activities that take participants out of their normal routine and allow them to expand their experience and horizons – for example using new digital skills in everyday life
- The project should be designed to reflect the profiles of the stakeholders that need to be involved and maximize their strengths and the resources they can bring to the table

Checklist of Actions

Identify the stakeholders and what they can bring	☐
Produce a categorisation of the user groups and how they are involved	☐
Develop an implementation plan for the project	☐
Review the project in collaboration with users and stakeholders	☐
Revise the project design and implementation plan	☐

Tools to help you design your own project

Stakeholder Mapping

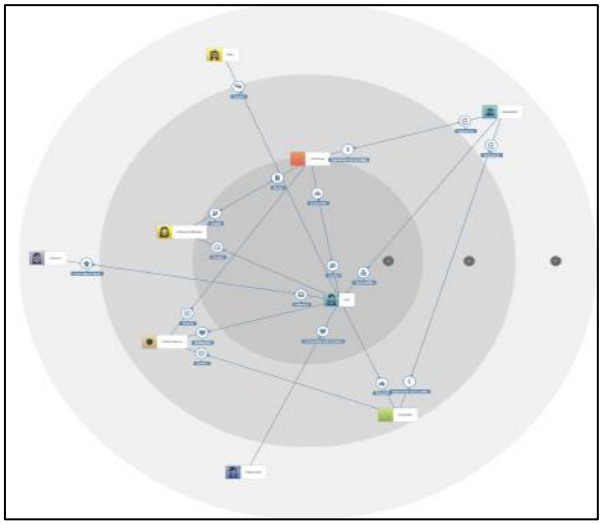
A Stakeholder Map - or actor network map - is a tool to create an overview of all stakeholders who may have an interest or a role to play in the project. Examples cover:

- potential partners who could provide resources – e.g., premises to host a digital skills training programme
- networks of organisations/people who could help reach vulnerable people
- mentors, experts, creatives who could deliver relevant activities, like training
- funders

This tool helps identify who these stakeholders are; what resources they could bring to the project and the relationships between them. Stakeholder maps can be produced in a number of ways, but the most often used are either a Stakeholder Table or Network Map.

The **Stakeholder Table** shows:
Names of key potential stakeholders in the project
Type of stakeholder – e.g., NGO/civil society; civic authority; Business
Assets – the resources they could bring to the project – e.g., funding; learning content; extra-curricular activities
Role – the potential role they could play in the project – e.g., contribution to a training programme; funding provider

Name	Type	Assets	Role
Princess Trust	Charity	Sports Social innov Funding	Funder Activities provider
CMT	Community Trust	Premises Staff Access to YP	Community Lab host
Fight4Youth	NGO	Sports project	Activities provider
Big Kid Group	NGO	Leadership & Mentoring	training provider
City Hall	Civic Auth	Political networks Funding	Funder Networking
Community Hub	Education	Learning resources	Training provider
Market Traders Assoc	Business	Funding	Funder
Yacht centre	NGO	Watersports Staff	Activities provider



The ***Network Map*** shows a visual representation of the location in which the project will be delivered, with the key stakeholders situated within it, in approximate distance from each other.

Each type of stakeholder can be represented by a different colour and/or symbol

Lines show how these different stakeholders are connected

Personas

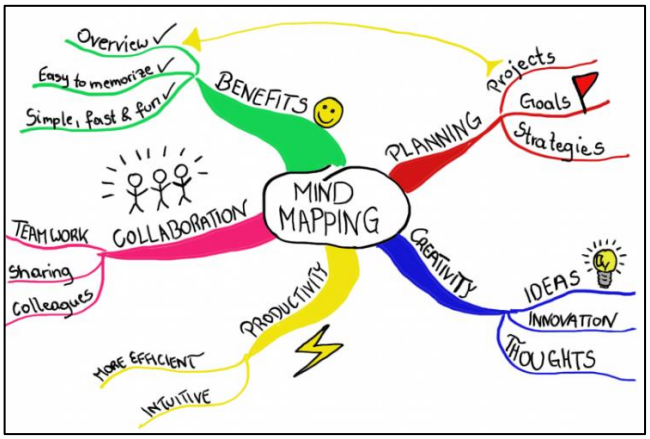
A persona is a fictitious description of an 'archetype' person who represents a user or a stakeholder involved in a project. The aim is to provide a vivid representation of the user, so that the project can be designed in light of these representations. The persona can be described in just a short sentence but typically includes more detail, sometimes supported by visual content, like a photograph or cartoon. Typical elements that could be included in the persona are:

- Fictional name
- Personal information (e.g., age, gender, education, ethnicity, family status, location)
- Profile (e.g., their background, their use of digital technologies
- Motivation for getting involved in the project
- Concerns and needs
- Likes / Dislikes

	Sofia	Marcus	Elena
Background	I'm a 23 year old youth worker in a small NGO in South London. I graduated in Psychology from University of Westminster and took a postgraduate course in youth work.	I live in South London. I'm a computer programmer, professionally. I'm also a volunteer with 'Sport4Life' – a community-based organisation that works with young people who are involved in gangs.	I've lived all my life in South London. 2 years ago I dropped out of school at 16. I don't have a job and spend a lot of my time hanging out - but sometimes go to the youth centre
Motivations	I want improve my skills base and make my work more relevant to young people on the ground	I want to increase my volunteering work, and explore possibilities of moving into a more professional role in youth work	I want to get opportunities to do something useful with the skills I have and the skills I don't know I have
How I see the Community Lab	I see the Community Lab as the 'glue' that pulls together and binds different interest groups, stakeholders and service providers so there is a new and holistic approach to working with youth on the margins	For me, the Community Lab provides a voice for young people who don't have a voice. The Lab needs to be credible, and capable of gaining the trust of these young people.	I want the Community Lab to offer a vision of an alternative world that isn't selfish and profit-seeking. I want it to guide young people towards this new vision
Concerns and Challenges	I'm not sure that the Lab can bring together all of the fragmented organisations that operate in the area. Everyone's feeling the pinch. We're all competing for funding. Is there the will to collaborate?	The biggest challenge is getting the trust and credibility from young people who are not used to being listened to and who feel they've been abandoned. We also need to bring in role models who are respected by the young people	I'm worried about the possibility that gang violence and turf wars will find their way into the Lab. I'm concerned about whether the Lab can guarantee my safety

Mind Map

Mind – or Concept – mapping is a graphical technique aimed at illustrating how the design and implementation plan of a project works through showing the relationships between concepts, actors and activities. Most mind mapping approaches start with the 'problem statement' at the centre of the map. The project design team then write ideas/solutions to the problem around this central statement, concentrating on 'thinking outside the box' to identify new solutions to the problem statement, and looking for alternative ways of viewing the problem. The ideas/solutions are then connected together using lines/curves. There are a number of software projects available to do this – some open source (e.g. bubbl.us; www.mindmeister.com; https://coggle.it/)



The MindMap typically starts at the centre with the problem or solution (project). Brainstorming the problem then reveals the things that need to go into the design and implementation of the project – like products, benefits, resources – rather like in the Theory of Change. The mind map then shows the interconnections between these things

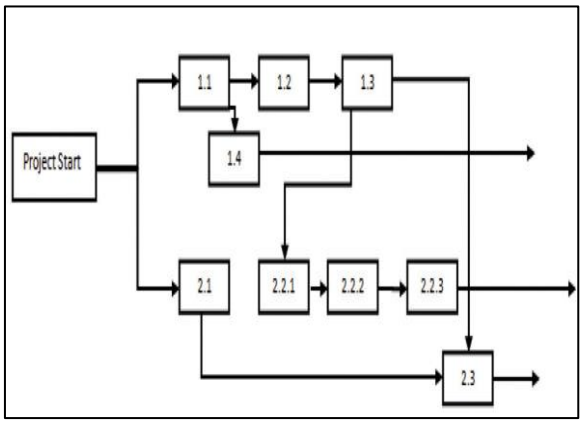
Source: Mindmesiter.com

Project Implementation Tools

Project implementation tools translate your project's Theory of Change (Step 1) and Mind/Concept Map into an implementation plan that has a logic, a sequence of steps/activities and outputs and a timeline. Typical tools used are:

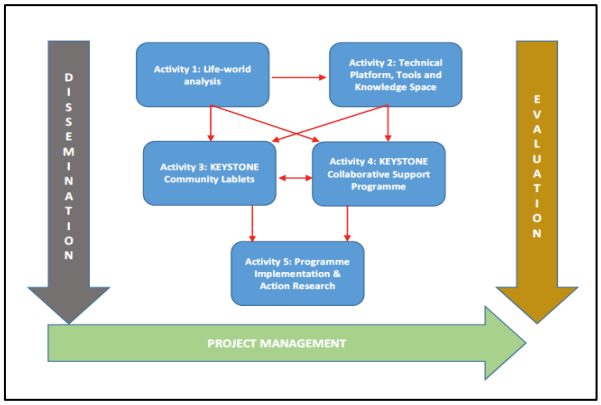
- Logic Network
- PERT chart
- GANNT chart

Logic Network



A Logic Network indicates the sequence of activities in a project over time. It shows which activity logically precedes or follows another activity. It can be used to identify the milestones and critical path of a project. It will help you understand the dependencies in your project, timescale, and its workflow

PERT Chart



Like a Logic Network, PERT is a method for analysing the tasks involved in completing a given project, especially the relationships between tasks and their inter-dependencies. It shows which tasks need to be done first and which tasks are dependent on others

GANNT Chart

Work package (Task) - Month	1	2	3	4	5	6	7	8	9	10
1. Scoping and Set-up										
1.1 Pilot Study Review										
1.2 Stakeholder motivation analysis										
1.3 Co-creation workshop										
2.Lab and Programme Adaptation										
2.1 Lab migration strategy and implementation plan										
2.2 YP Blended Learning Programme										
2.3 Stakeholder Workshop Programme										
2.4 Action Research design										
3. Lab and Programme Validation										
3.1 Run Blended Learning Programme										
3.2 Run Stakeholder Workshop Programme										
3.3 Action Research experiments										
4. Evaluation										
4.1 Evaluation design and Toolkit										
4.3 Evaluation implementation										
4.4 Evaluation Reporting										
5. Scaling, Transferability and Sustainability										
5.1 Sustainability co-creation workshop										
5.2 Scaling Plan										
6. Reporting and Dissemination										
6.1 Final Report										
6.2 Dissemination workshop										
7. Project Management										
7.1 Project Management Plan										
7.2 Project Monitoring										

A Gantt chart is a project management bar chart that tracks tasks across time. It shows the phases, tasks, milestones and resources needed to deliver a project.

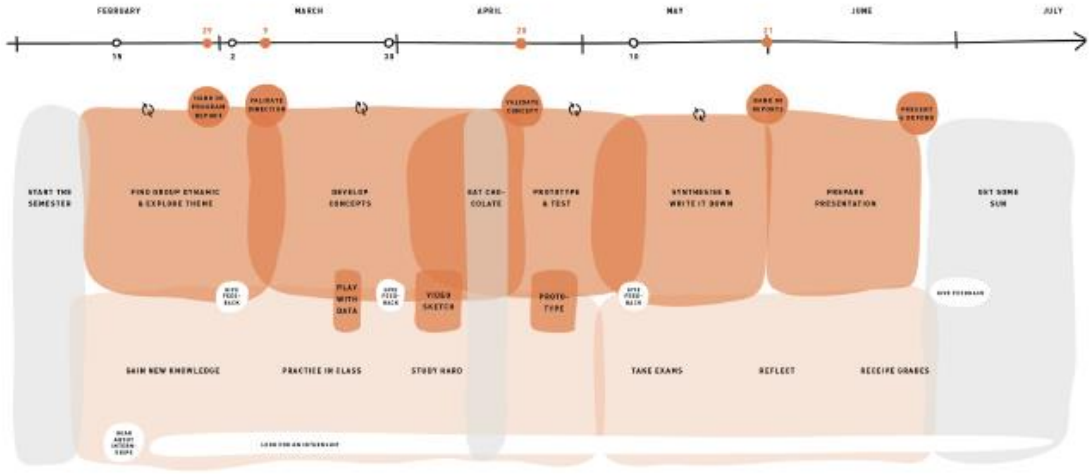
The tasks are set out in linear format across the project timeframe from start to finish, with a start and end date shown for each task.

Storyboard/Journey Mapping

Storyboards represent the project 'journey' – as described conceptually in the Theory of Change outlined above in Step 1 – as a series of key actions the project participant takes as they progress through the project. They help to customize the overall process of the project to the individual needs of participants/users. You could develop different storyboards for each of the 'Personas' developed (see previous section) so you have a clear visual picture of how different types of user progress through the project.

Journey Mapping is a more detailed application of the storyboard approach. The map models the 'user experience' of a potential project participant so the project design can be customized to represent a step-by-step model of how different types of user experience the project. A journey map represents a sequence of events, the interaction between the user and the project, the user's mood in each of the events delivered by the project and the 'touchpoints' – the moments or spaces in which the user and project interact - that support the interaction between the user and the services provided by the project. This step-by-step description is based on the user's point of view. A journey map is a powerful tool for visualising the user experience. It

helps the project designer to understand the context of users, to identify possible gaps in the services the project intends to provide, and a clear perspective on what potential project users are looking for and what they want to achieve.



Source: DesignscapesToolkit

The customer journey can be used in developing a new or adapting an existing project to ensure that different user needs are built into the project from a user perspective and identify possible opportunities for innovation of the project. In the example shown above, the journey map represents the student journey through a semester of a Masters course, including indications about the timing of each phase, the milestones and the characteristics of the activities. In a digital inclusion project, this journey map could model a user journey through a digital competences training course.

Co-creation workshop

In Step 1 above we outlined how co-creation workshops can be used to involve the project users and other stakeholders directly as active collaborators in identifying user needs. Co-creation workshops are also useful for developing your digital inclusion project and adapting the good practice cases in the Catalogue to your needs. The workshop could be used to review and if necessary revise the project personas, storyboard, journey map and implementation plan.

Pitfalls and how to survive them

- Over-ambition – digital inclusion projects are often highly resource-intensive that need equally high levels of engagement and commitment from potential users and key stakeholders. Make sure you factor the level of potential demand for your project and the potential contribution stakeholders can make into your project design and implementation plan.
- Relevance – no matter how well you capture the user experience, through using tools like personas and journey maps, projects rely for their success on the active engagement of vulnerable people. You can model their lived experience, but you won't recruit or retain them unless they see your project

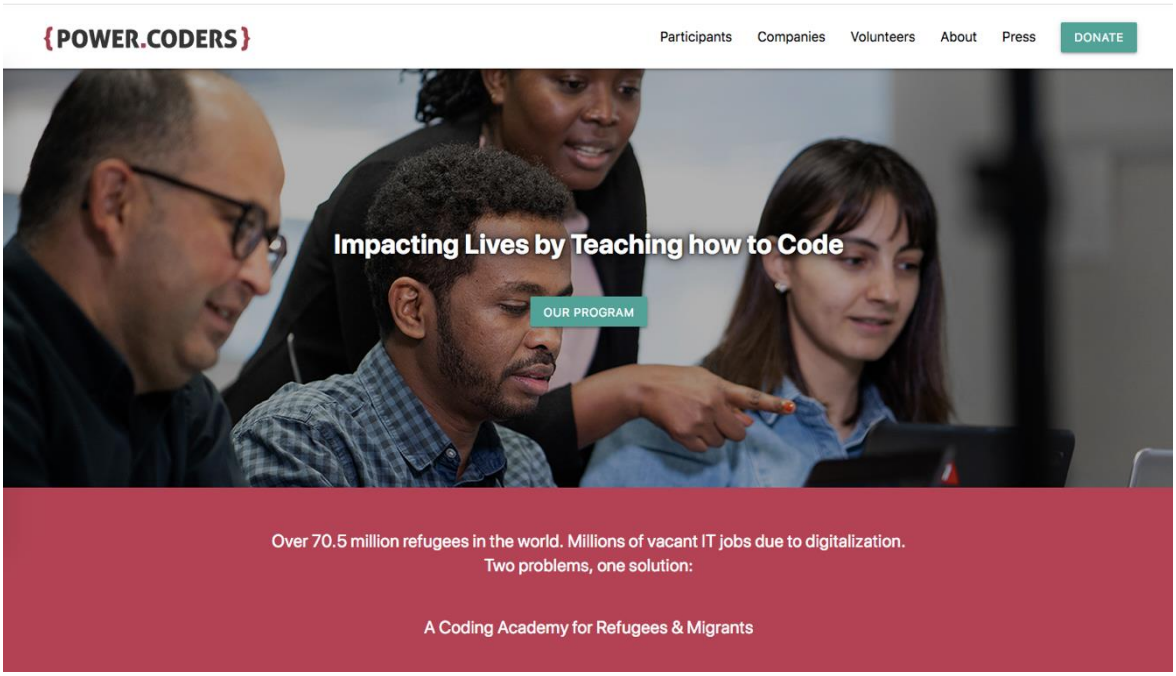
has relevance for their lives. Project design and implementation therefore needs to avoid too much conceptual thinking and focus instead on creating an 'active learning' experience that opens their horizons and opportunities. They need to take home skills they can use in real life.

- Awareness-raising – many projects fail because they are developed in a bubble. It's essential from the outset to engage users and stakeholders in the project design and implementation plan. This means active outreach from the start. Even if you only have a sketch of the project, get it out there – through consultation workshops, social media, informal canvassing - so you can judge the potential level of support and commitment early on.
- Risk aversion – a design thinking approach means thinking outside the box, being creative, taking risks. A lot of projects aimed at vulnerable people are worthy, but are unexciting. Successful digital inclusion projects aim to stretch people by putting them in situations that challenge their ingenuity. Project design should reflect this. Don't be afraid to tap into the ideas of vulnerable people.

 # Risk- taking case

POWERCODERS : https://digitalinclusion.eu/digital-map/1221

Website: www.powercoders.org



Powercoders founder, Christian Hirsig, met two entrepreneurs during a trip to the USA in 2016: one was running a cooking school for refugees, one a coding academy for women. At that time, Europe was in the middle of the refugee crisis, and on the labour market side suffered from a lack of IT talents. By connecting the dots between these business experiences, the refugee situation in Europe, and the need for IT staff by the EU and Swiss labour market, Christian developed the Powercoders idea.

The mission of Powercoders is to help displaced people regain their place in society and their independence by offering them training in the most sought-after skills so that they can achieve a professional profile suitable for IT companies and departments in Switzerland looking for talented, trained staff.

The Powercoders target groups are men and women of diverse backgrounds – the majority of whom have a refugee status - who are facing barriers to enter the labour market.

Participants are offered an intensive 3-month coding bootcamp – organised in cooperation with IT companies - where they learn the main programming languages (HTML, CSS and Javascript) along with soft skills - which are fundamental to achieve a successful professional career – and attend workshops on the local culture and work environment to facilitate their cultural integration in the Swiss society.

After the course, Powercoders offers participants a 6 to 12-month internship – accompanied by a job coach - in IT companies to validate the training they received and to further support their employability in Junior positions, Apprenticeship, or further studies at University supported by an IT part-time job, based on the participants' profiles, attitudes, and expectations.

In order to extend the opportunity to as many participants as possible, the Powercoders courses are held in English.

So far, Powercoders has trained more than 200 refugees across Switzerland (Lausanne and Zurich) and Italy (Milan and Turin), 90% of whom have started an internship and more than 60% of them is now working in the IT sector.

Resources

Example- theory of change: https://digitalinclusion.eu/wp-content/uploads/documents/Planning_tools/Example%20Theories%20of%20Change_Project%20Oracle.pdf
Innovation Process- steps https://digitalinclusion.eu/wp-content/uploads/documents/Planning_tools/Innovation-Process-Steps.jpg.webp

SECTION 2: GETTING STAKEHOLDERS INVOLVED

This Section covers Steps 3 and 4 of the 10 Steps to Transferability:

- Step 3: Setting up local support teams
- Step 4: Getting stakeholders involved

Step 3 - Setting up Support Teams

Primary Task of STEP 3

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 set up local support teams

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

Text2Picto – Text to pictogram translator

Translating text into images? Now it's easy!

Text to speech

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

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 is 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://comanity-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.

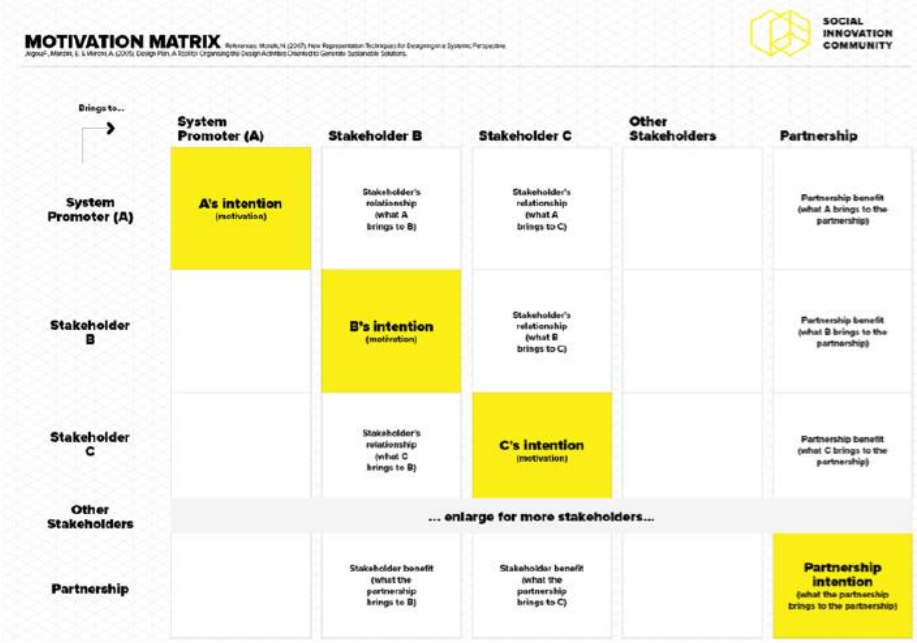
Checklist of Actions

- [ ] Identify who the key stakeholders are and their motivations for involvement
- [ ] Produce and disseminate a 'Prospectus' for the digital inclusion project
- [ ] Run multi-stakeholder capacity building and familiarization sessions
- [ ] Set up a stakeholder network to embed capacity building within the implementation plan for the project
- [ ] 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

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.

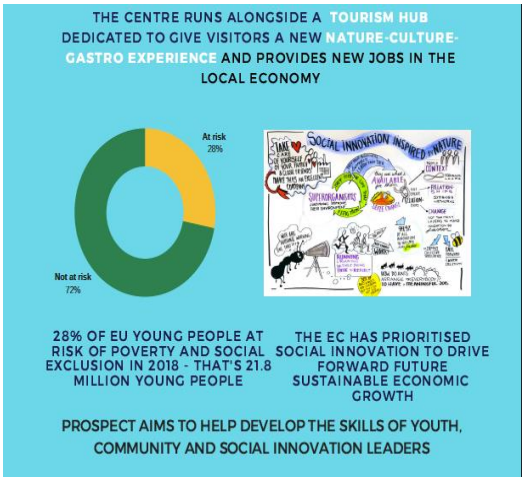


Source: http://servicedesigntools.org/ Designscapes Toolkit

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 of 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 Threats https://digitalinclusion.eu/topic-views/
- 10 videos from Webinars/Local Events, https://digitalinclusion.eu/events/
- 14 external resources, https://digitalinclusion.eu/external-resources/

SECTION 3: DELIVERING YOUR PROJECT

This Section covers Steps 5 and 6 of the 10 Steps to Transferability:

- Step 5: Learning from MEDICI Good Practices
- Step 6: Delivering the Project

Step 5: Learning from MEDICI Good Practices

Primary Task of this Step

The Primary Task of Step 5 is to familiarize yourself with the information provided in the MEDICI Catalogue and Map to get some more ideas on how to design your own digital inclusion project. You can then re-visit the initial design developed in Step 2 and refine it.

Guiding Principles

- Make sure you and relevant people in your organization familiarize yourselves with the MEDICI Catalogue and Map and how to use them effectively.
- Take a tour of the Catalogue and Map and identify the good practices you can learn most from
- Review your selected list in more detail to find out what made these practices work
- Evaluate the extent to which these practices can be adapted to suit your own project context and target groups
- Be clear who your users are and what are their needs.

Checklist of Actions

Sign up to the MEDICI Knowledge Community	☐
Explore the Learning Tools and Resources in the MEDICI platform	☐
Read the section below on using the Catalogue and Map effectively	☐
Explore the Catalogue and identify the cases you can learn from	☐
Review these cases in more detail and highlight the key learning points	☐
Re-visit Step 2 of this Transferability Toolkit and refine your project idea as required	☐
Carry out a 'service walk through' to assess whether you are likely to meet your user needs	☐

How to get the best out of the MEDICI Good Practices Catalogue & Map

By knowing how to use the MEDICI Catalogue and Map effectively you can:

- Get a picture of current state of the art in digital inclusion for vulnerable groups, to help you develop ideas for your own project
- Highlight the gaps in current provision of digital inclusion initiatives to support vulnerable groups, so you don't 're-invent the wheel'
- Identify the good practice cases that provide the closest match to your project idea, its objectives and its target groups

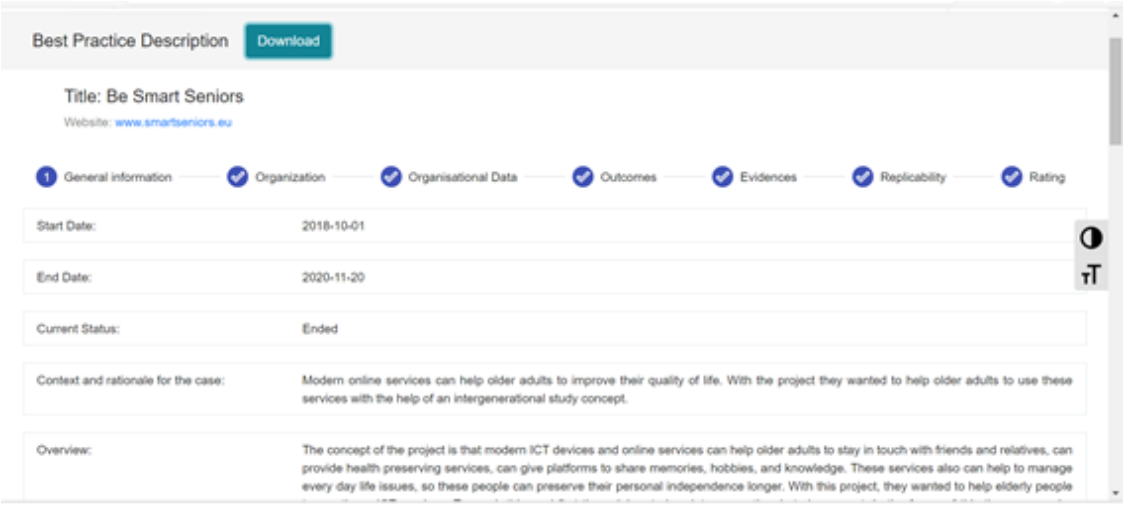
- Review good practices in detail, so you can find out what makes a particular project successful, and learn from how it was done.

Taxonomy of the Catalogue

The Medici's taxonomy served as the structure for the Knowledge Bank database which allows organizing and classifying each Good Practice's information into hierarchical relationships as well as permitting searching for specific information and filtering results.

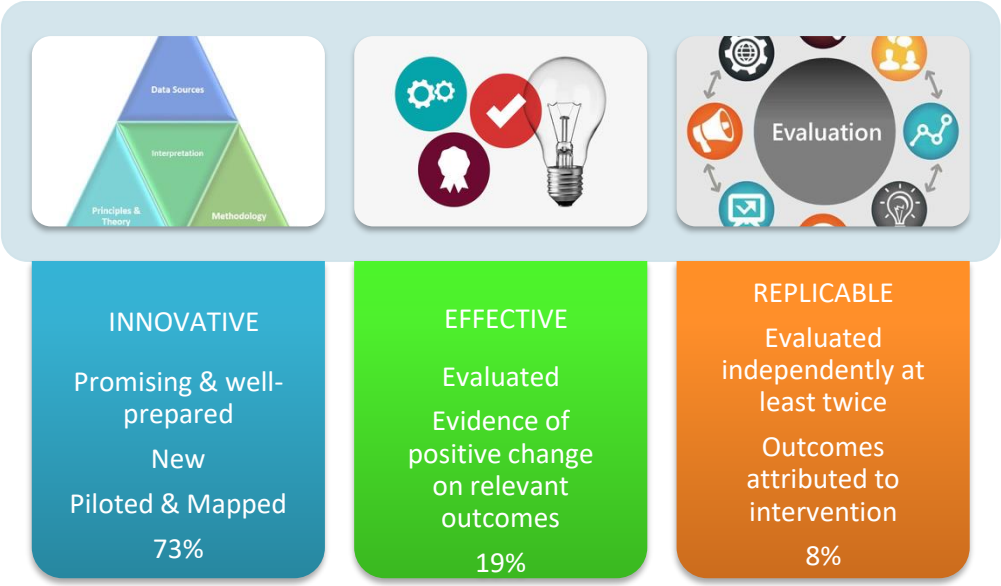
The taxonomy consists of a 2-level structure containing Category->Descriptor where descriptors are key-value fields. Each descriptor was defined to better explain the field, as well as the type and range of accepted values.

The MEDICI Interactive Catalogue provides for each case 7 sections, in which describes structured and unstructured information about each case: 1. General Information; 2. Organisation; 3. Organisational Information; 4. Outcomes; 5. Evidences; 6. Replicability; 7. Rating.



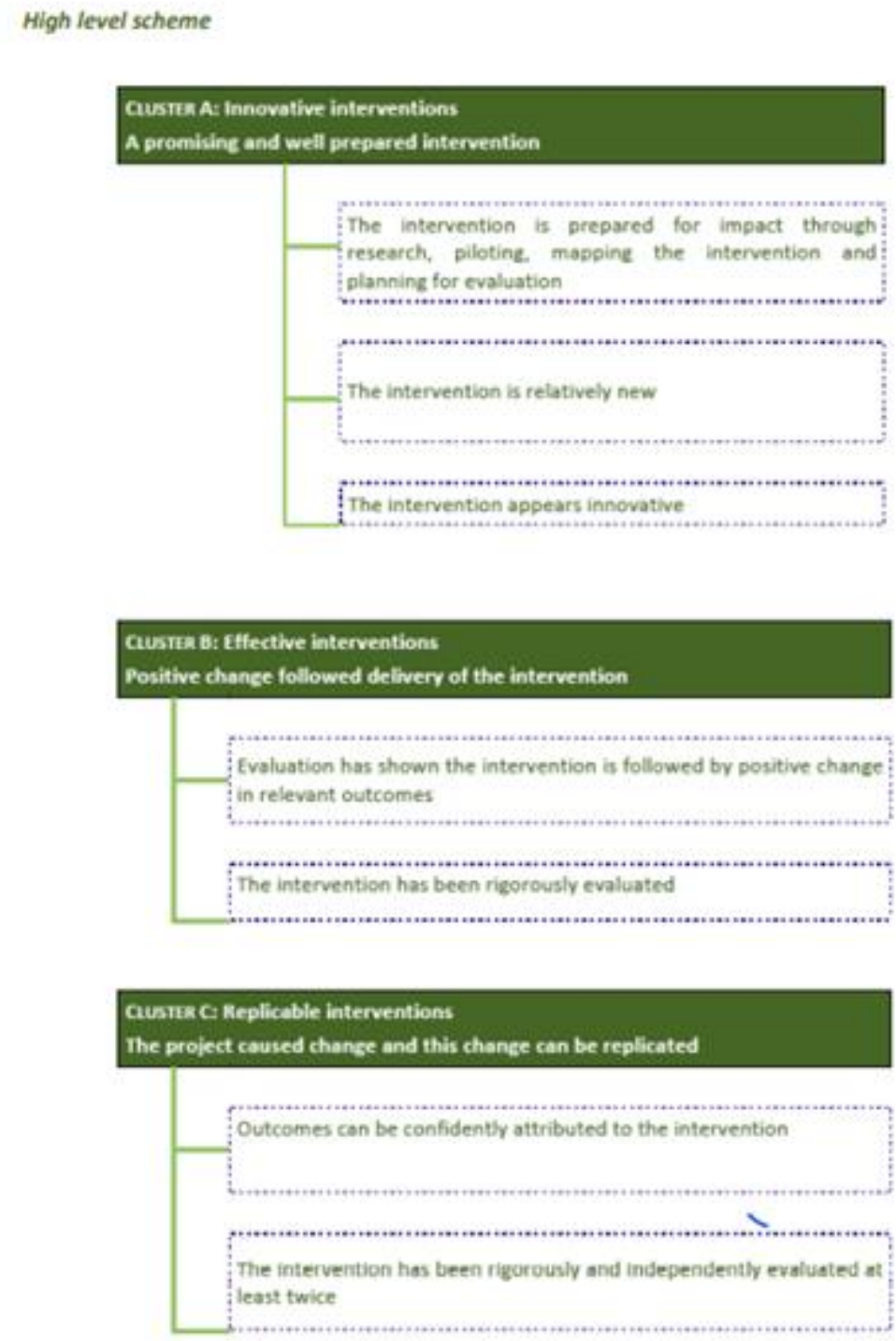
Searching by Category of Evidence Effectiveness and Replicability

The MEDICI Interactive Catalogue uses a rating system which was used to assess the robustness and quality – evidence effectiveness as well as the 'replication potential' - of the good practice cases. This rating system is structured under three categories:



- Cluster A cases: Innovative - high potential (based on a logical framework/theory of action), lack evidence of outcomes/evaluation but this may be forthcoming. These cases may be very recent and therefore lacking enough gathered information about their outcomes to show their full potential. These are innovative Interventions which are 'promising and well-prepared'.
- Cluster B cases: Effective- Show all of the innovative and framework characteristics to make the catalogue and cluster A, but in addition have evaluation evidence and outcomes evidence (or a developed logical framework that could be expected to lead to positive outcomes). These are effective interventions that show a 'positive change followed the delivery of the intervention'.
- Cluster C cases: Replicable- all of the attributes of B and A, in addition they have more than one evaluation, evidence of outcomes and application evidence in a new setting with evidence of replicability (replicable or highly replicable). Therefore, these are replicable Interventions in which 'the project caused change and this change can be replicated'.

As shown in the figure below:



Medici Good Practices and Catalogue are openly accessible by clicking on https://digitalinclusion.eu/digital-map/

Different features are available to enhance user experience:

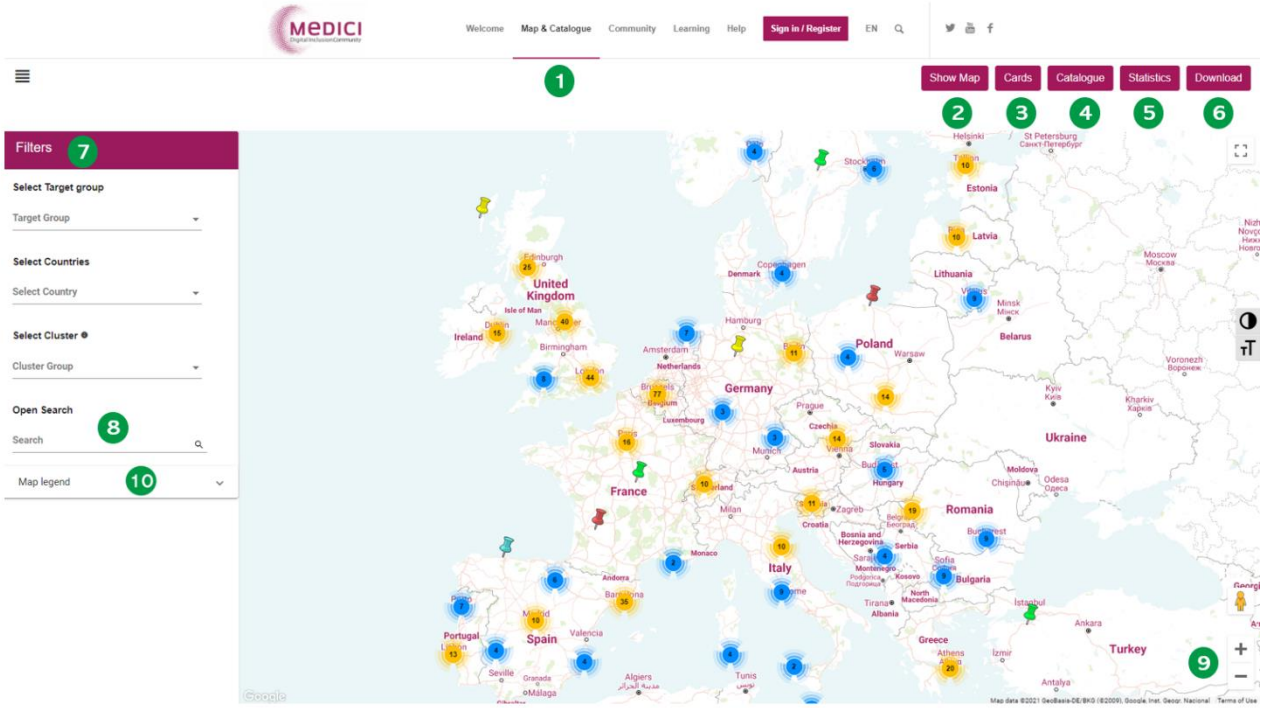


Image 1.Maps home page

Main features description

1. **Direct access** to the Map & Catalogue from the upper menu and home page.
2. **Map** functionality. Allows to browse the map.
3. **Cards**: shows summaries of all the practices displayed in the map in the form individual "cards"
4. **Catalogue**: access to the catalogue. It will display all the list of practices displayed in the map, modulated by the zoom feature
5. **Statistics**: displays several graphics with statistics extracted from the catalogue
6. **Download:** allows the bulk download of catalogue contents.
7. **Filter menu**: allows to select the content of the catalogue by: target group, countries of implementation and allocated cluster, displaying the results in the map.

8 **Open search**: free search feature to look for cases using open text.

9 **Zoom**: Google feature to zoom in and zoom out the contents of the map. Zooming in a specific area will only display the practices implemented in such area. Other sections, as the catalogue (4) will only display the practices of the area.

10 **Map legend**, to better decode the pins displayed in the map

Using the Map

The map displays all the information collected in the catalogue, pinpointing its exact coordinates. Every pin has a specific colour, depending on the target group addressed by the specific intervention or practice.

Being the case an intervention adressed two or more target groups, the pin would be green

So, zooming in or zooming out in any area of the map will display the practices being carried out in that specific area.

Clicking on any pin will display the abstract and basics of that practice.

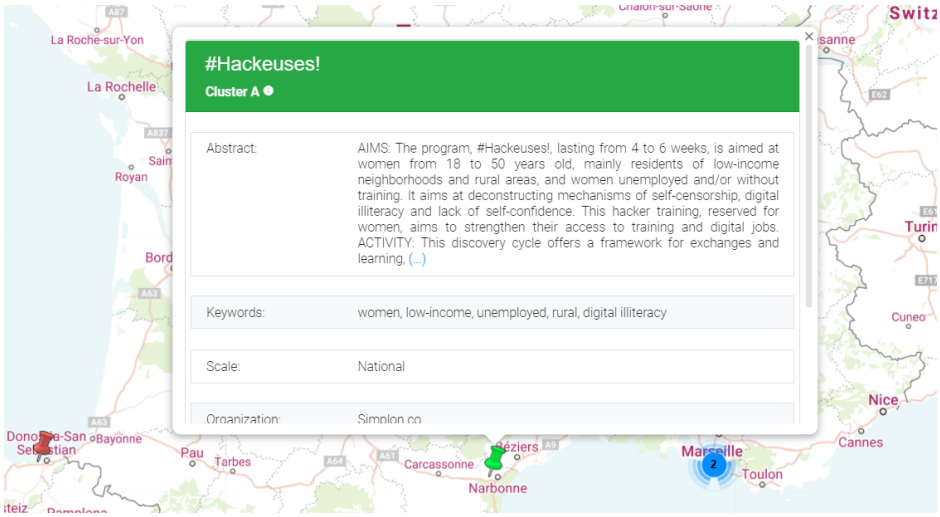


Image 2. Best practice pop up information, with selected fields

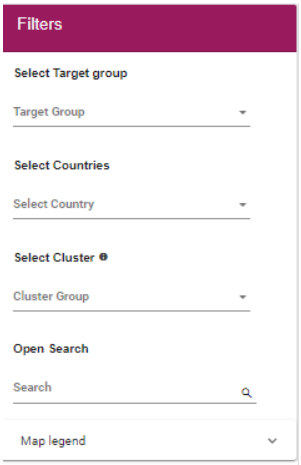
This pop-up window has been improved, reducing the number of fields, and facilitating the access to the full description.

It also incorporates the allocated cluster of the practice. Mousing over the cluster, the description will appear.

Image 3 bis. Best practice pop up information, with cluster allocation and pop up description

The filters

To browse through the 326 practices collected in the catalogue we can use the free search engine 8



This search engine allows search any case with the catalogue using alphanumeric characters, in a dynamic way.

Another way of filtering out the information is using specific filters:

- By Medici **target groups**: Elderly people; Marginalised young people; People with disabilities; Migrants; Unemployed and those facing social problems.
- By **countries**, EU-27, UK and non-EU countries.
- By **cluster**. Practices have been evaluated and allocated in three different Clusters A, B and C. The criteria for this allocation is explained below.

The filters can be used in a simultaneous way, allowing in this sense a combination of interactive maps that is far beyond the 10 mentioned in the project application.

Filters can be hidden by clicking on ☰, widen in this sense the map view.

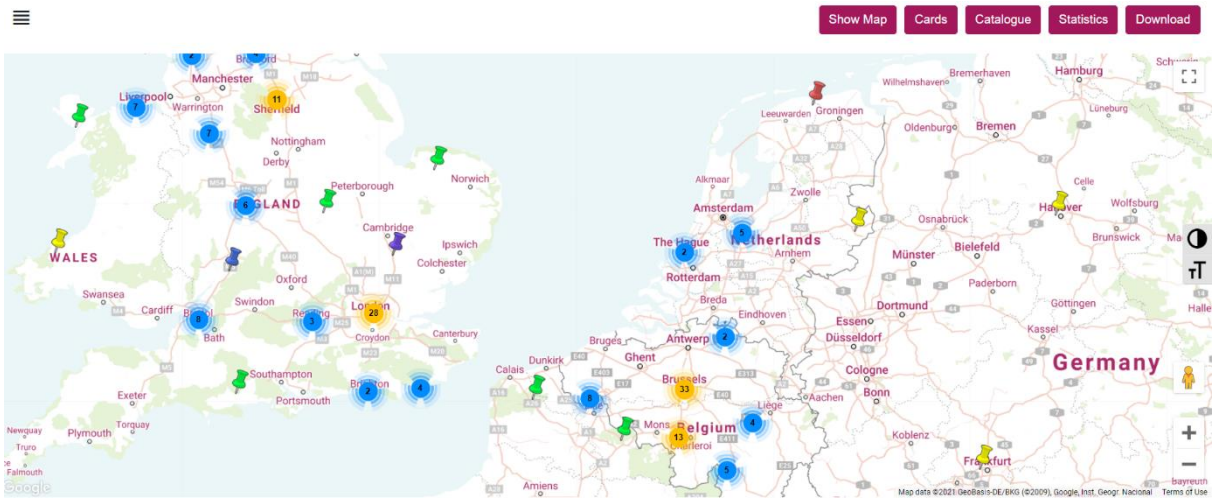
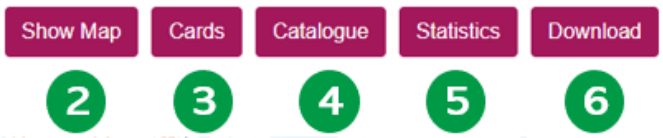


Image 4. Map widened to full screen

Visualization options



The main access to the **catalogue** provides access to the full information of every practice. The catalogue is dynamically linked to the **map**. That means that only cases displayed in the map, all or filtered, will be shown in **cards format** or listed in the catalogue.

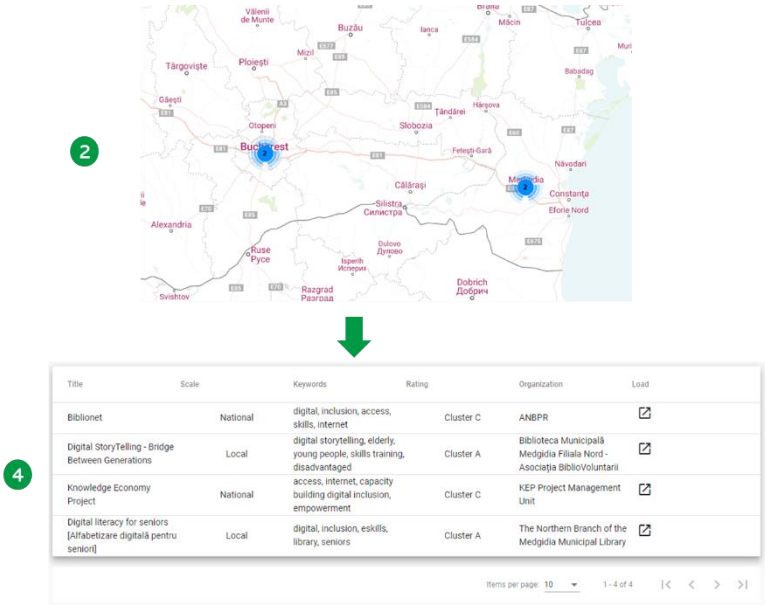


Image 5. If the map only displays four cases, the catalogue shows just those cases

Clicking on this button will open the full content of every practice.

The **statistics** 5 engine will support the data analysis through different graphics.

It shows different information pending on:

- Target Group
- Rating (cluster)
- Target group and rating
- Scale (European, national, local)
- Implementation country
- Implementation country / scale

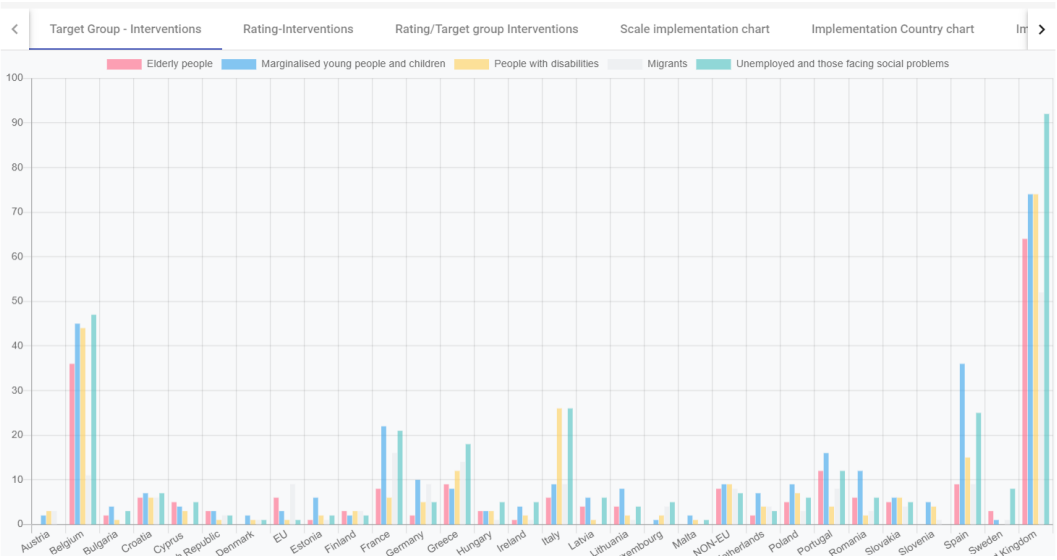


Image 6. Cases by target group graphic

Download all practices

Clicking on 6 will download the full dataset (in xls) of the practices stored in the catalogue.
This open file allows any Medici user to analyse, research and work with data collected. All excel features are available.

	Best Practices Download						
5	Title	Innovative	Key learning points	Scale Implementation	Type Implementation	Website	Context and rationale
6	Ravalgames	4	There was a deep involven	Local	Policy	http://www.lmi.ub.edu/bridge-it/rav	Ravalgames was a vid
7	TGD - online communicatic	3	Large community of immig	National	System	www.tgd.de	The Turkish Communi
8	EMA Online Support for Et	3	It is a significant interventi	Regional	Policy	www.emaonline.org.uk/ema/ https:/	The introduction of EM
9	The IBM KidSmart Early Lea	4	Effective for digital and soc	International	System	www.ibm.com/ibm/ibmgives	In 2003 IBM organised
10	INSENSION - Personalised	5	Very innovative project fo	International	Service	www.insension.eu	INSENSION was a 3-ye
11	Konexio	3	- Konexio adapt their train	National	Service	https://www.konexio.eu/	Today, nearly 13 millic
12	DE-ENIGMA	5	This project could be partic	International	Service	http://de-enigma.eu/features/	Autism affects childre
13	Able to Include	4	It is a project where the en	International	Policy	http://able-to-include.com/	People with intellect
14	The Solidarity FabLab prog	3	NEI.	International	Service	https://tinyurl.com/yy9q3wzx	Since 2015, the Orang
15	La WAB	3	NEI.	Local	Service	https://www.la-wab.fr/	The WAB is a Coopera
16	Public Library Innovation P	5	1) By its very nature, the Pl	International	Policy	https://www.eifl.net/programmes/p	The EIFL Public Library
17	Techconnect	3	NEI.	National	Service	https://techconnect.city/	The economy is chang
18	eSKILLS4ALL	3	NEI.	International	Service	https://eskills4all.eu/	Long-term unemploy
19	ASAP - Anticipatory Skills f	3	NEI.	International	Service	http://www.erasmus-asap.eu/	One sector that has u
20	Orange - Digital Houses [M	3	- Women acquiring digital :	International	Policy	https://www.fondationorange.com/L	Inequalities between
21	StreetSmart - Case Manage	4	1. Innovative application2.	International	Service	https://www.mobileschool.org/prod	This project was a trai
22	Creative Coding School	3	This programme demonstr	National	Policy	http://creativecodingschool.com/	The Creative Coding S
23	NetAcad for Refugees	3	Improved integration of re	National	Policy	https://www.netacad.com/	Asylum seekers are n
24	ReDI School of Digital Inte	3	- Participants are more digi	International	Policy	https://www.redi-school.org/	ReDI School of Digital

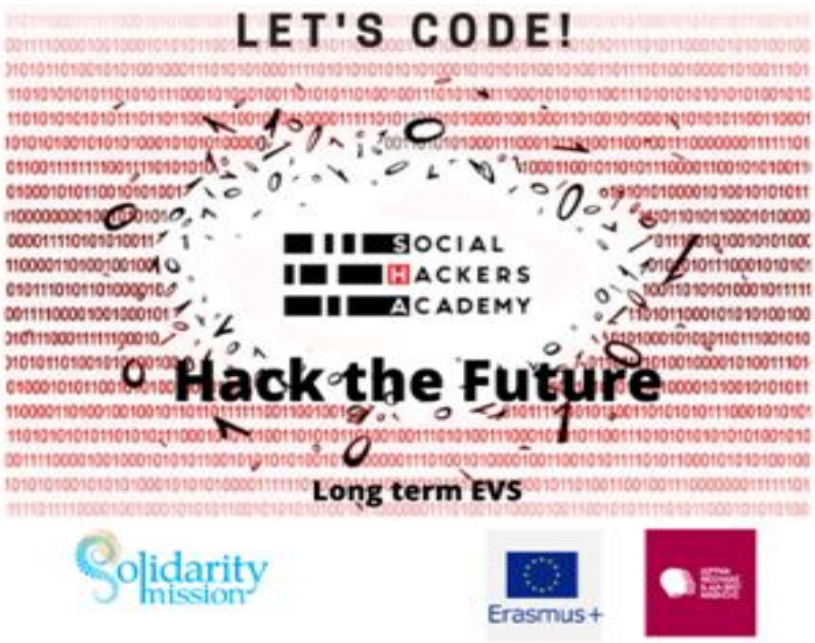
DigitalIncluisio.eu - Best Prac

Image 7. Downloaded dataset. Excel sheet.

'Six of the best': MEDICI Good practice cases to help you refine your project idea

The cases below are categorised by the target group. Below, there is one case per each vulnerable group that is featured in the catalogue. The last case has been chosen as the most viewed by Knowledge Community members.

#1 – Migrants: Hack the Future
https://digitalinclusion.eu/digital-map/344



Brief summary
It is a long-term volunteering activity that aims to contribute in reducing unemployment for refugees and Greeks and promote social entrepreneurship. The case suggests the significance of providing soft and technical coding, digital, marketing etc. skills through non-formal education in order to support refugees integrate in Greek society. The training activities promote social entrepreneurship in practice as a way of reducing unemployment and especially long term unemployment in youth and refugees/migrants. A Social Incubator is developed to include training, mentoring and coaching and support beneficiaries to become social entrepreneurs by putting their digital skills into a social startup. Emphasis is based on developing proficient knowledge in 3 main areas: a) ICT, new technologies, digital competences, b) Integration of refugees/migrants and c) Labour market issues (career guidance/ youth unemployment).

Target group
The high unemployment rates in Greece, the need to bridge the gap between the general lack of digital skills, the unemployment rates and the threat of social exclusion for young long term unemployed, refugees and migrants, support this good practice for integrating refugees and long-term unemployed through educating them in coding.

Transferability/ replicability potential

Transferability is high. The model of Social Incubators is straightforward and well known across Europe. Further, it oscillates around ICT skills which are universal and desirable in each sector. Such initiative can be easily applied to other target groups.

Key takeaways

Expand the network with tech companies, by reaching out to 20 more companies and connect students belonging to vulnerable groups (migrants, refugees, unemployed citizens) with their recruiters.

#2 - People with disabilities: ABLE TO INCLUDE
https://digitalinclusion.eu/digital-map/220

Brief summary

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.

Target group

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.

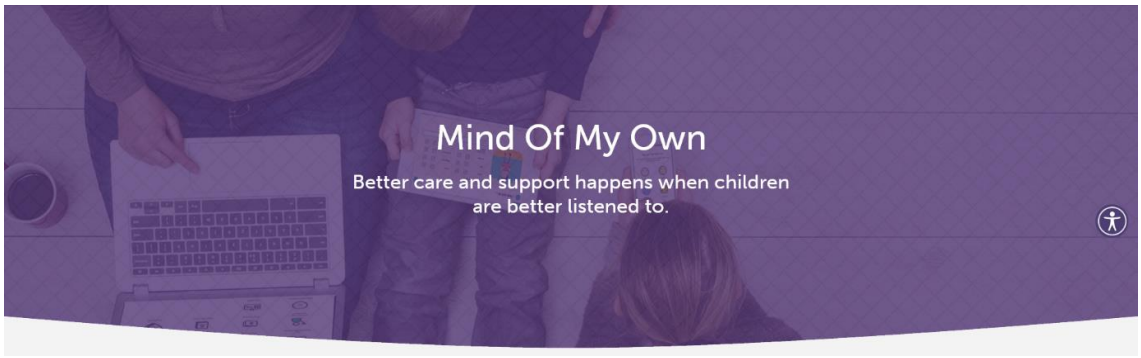
The *Able to Include* "Accessibility Layer" is composed of a text and content simplifier, a pictograph-text and text-pictograph translation tool, and text-to-speech functionalities. The system was tested by groups of users (people with IDD) in three contexts: in social communication, by integrating it 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.

Key takeaways

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.

#3 - Marginalised young people and children: **MIND OF MY OWN (MOMO)**
https://digitalinclusion.eu/digital-map/720



Brief summary

Mind of My Own believe that Children are better supported and cared for when they’re listened to. Young people should be able to participate fully in their lives and it should be easy for them to speak up anytime they want. Digital technology should help us work smarter and MOMO believe that investing in early intervention is key to making human and cost savings further down the line.

They create digital participation tools. Currently, that translates as two co-produced apps for children and young people who use health, care and education services. Participation is key. The apps enable young people to have their voices heard and to participate in decisions about their lives.

Mind of My Own has developed apps that help young people communicate their views in a way that suits them.

Target group

With MOMO's 'One App' for example, young people create their own account, which can be used on any device at any time. This means that young people can use the app to say how they are feeling, what support they need and tell their worker about things that are important to them. The One app enables young people to be more actively

involved in their lives. An accessible and empowering way for young people to tell their workers about things that are important to them, while always being in control of their own data. This helps workers understand young people better, saves them time and can be used to better evidence young people's views.

It includes scenarios that allow young people to share information important to them, prepare for statutory meetings, report problems and share their good news whenever they want to share. One app is fully accessible and available in over 100 languages.

Transferability/ replicability potential

The replicability and transferability potential for Mind of My Own is high. MOMO's Apps and approach, particularly their co-production ethos and model has wide relevance and potential. Participation matters, both One App and Express are effective direct work tools which are used by a range of professionals including social workers, teachers and support workers.

Key learning takeaways

The apps were co-created with users to develop the most effective tool.

- The apps were well researched, catering for and responding to key identified needs appropriately.
- The second app can be used by those as young as two years old.
- The apps are designed to be accessible to all, including those with learning difficulties or disabilities.
- Ongoing development and support are important.

#4 - Unemployed and those facing social problems: EMLPLEANDO DIGITAL
https://digitalinclusion.eu/digital-map/1110

Brief summary

#EmpleandoDigital is a pilot project developed by Fundación Secretariado Gitano (FSG) and the Spanish Red Cross (SRC), in collaboration with the Accenture Foundation. The project is co-financed by the Accenture Foundation and the European Social Fund. The project was launched during 2017 with the objective of supporting digital transformation by developing the necessary skills of current and future workers. In addition, the project aimed at
enhancing the digital knowledge and skills of the people at risk of exclusion that take part in the employment programmes of the involved partners.
#EmpleandoDigital has been running in 12 regions and over 300 professionals from 26 employment teams have been directly involved in it (13 teams from FSG and 13 from Spanish Red Cross). As from the official web site of the initiative, so far, in
total, 9,826 people have improved their digital skills and knowledge thanks to #EmpleandoDigital, being more than 50% women

- 5,924 people have improved their digital skills through basic courses on digital skills, and 2328 have followed advanced courses
- 1,848 people have acquired digital knowledge in one of the "Digital Classroom" courses.
- 304 people have gone through one of the 23 courses in occupations that are being modified by digital transformation.
- 48 people have participated in the 4 software development courses in JavaScript and Java; 12 of them are already working in a technological position, 9 of them with an employment contract of indefinite duration.

Target group

The main target groups of the initiative are:

- Employees working at the Spanish Red Cross and at the Fundacion Secretariado Gitano
- Young people at risk of social exclusion, including Roma youngsters

Key takeaways

The main elements of success of this initiative can be summarised as follows:
1. #EmpleandoDigital is an example of a project that works not only with the beneficiaries, but also tries to deeply transform the methodology and tools of the organisation, which is one of the keys an entity should consider in the Digital Transformation.
2. #EmpleandoDigital focuses on the digital soft skills of the vulnerable people, but also in the digital knowledge and hard skills necessary to be hired in the IT sector.
3. #EmpleandoDigital is a successful example of partnerships between social organisations and a big company of the technological sector such as Accenture.

#5 - Elderly people- MUDA EM CASA
https://digitalinclusion.eu/digital-map/1295/

Brief summary

MUDA (Movement for a Universal and Digitally Active citizenship) was launched in Portugal in 2017 with the objective of contributing to a more advanced, inclusive and participative country. MUDA aims to reduce the number of citizens who have never

accessed the internet and to increase the number of citizens with advanced digital skills. MUDA also means CHANGE in Portuguese.

The Covid-19 pandemic has had a very significant impact on the daily lives of people who now have to stay at home in social isolation with their families or even completely alone. Many Portuguese have started to work or study from home. MUDA launched the MUDA EM CASA ("Change at Home") – a digital inclusion project in the midst of the State of Emergency to help all Portuguese people take advantage of internet usage from their home and to combat the digital exclusion that was clearly amplified by covid-19.

MUDA EM CASA was designed to meet this objective by providing three key services:

1. A platform that aggregates more than 500 videos and articles to help both basic and advanced users develop their digital capabilities with helpful daily digital tips and suggestions on how to use the internet to work, learn, communicate, use public services, shop, utilize home banking, and many other services.

2. Challenge people to become volunteers from their homes and to teach their family members who have no digital skills, using their 8 digital guides (eBooks).

3. A weekly newsletter that disseminates carefully curated articles from their partners and other current news sources with relevant digital tips and suggestions for all citizens.

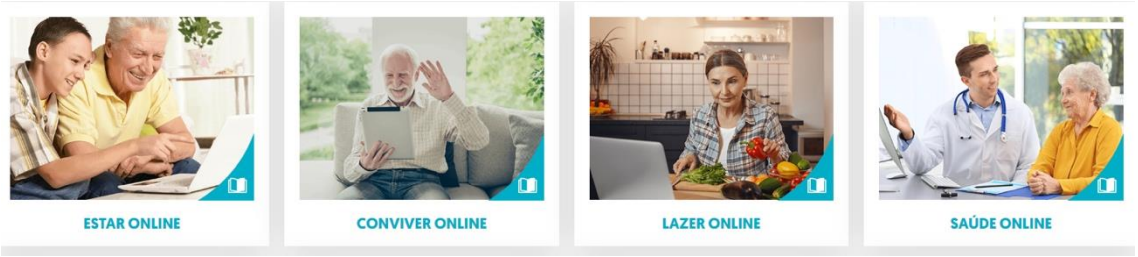
The MUDA EM CASA project was launched in response to the covid-19 pandemic but it's overwhelming success has ensured that it will stay online and running.

Target group: Elderly People

The programme can benefit all segments of the population, about 22% of the Portuguese population can be classified as digitally excluded, i.e., Portuguese population that has never used the Internet, with half of this segment being over 45 years old and under 64 years old. The reality is that this group is (i) a very significant target audience in Portugal (ii) they are, to a large extent, part of the national active population and (iii) have a high potential to develop their capacities for using internet.

Transferability/ replicability potential

More than 500 videos and articles, as well as 8 digital guides laid out in modules for those who want to become volunteers and equipped with the knowledge to teach their family members digital skills are the resources readily available in the project's website: #MUDAEMCASA



Key learning takeaways

The MUDA EM CASA project provides a unique example of how a partnership of public and private organisations can come together to provide free online resources where citizens with basic, intermediate, and even advanced digital skills can further their digital education. The informative and educational resources made available are regularly updated ensuring that users will always be able to find relevant, up to date information. The project was designed to provide a means through which all citizens can learn tools to work online, learn online, communicate online, use public services online, shop online and utilise many more online services, regardless of their level of digital competency.

#6 Most viewed case by members of Knowledge Community- DIGITALIADA
https://digitalinclusion.eu/digital-map/948

Brief summary

The project implemented by The Orange Foundation aimed at encourage digital education in Romania and increase school performance among pupils in rural area and raise those pupils to the level of pupils from urban schools so that they may compete

equally in high school. The project empowers teachers with the technology and training to deliver Blended Learning and encourages the creation and sharing of digital educational materials in Romanian.
The teachers attend training sessions and are mentored through the year. Teachers became creators of digital educational materials, which feature on the platform and they deliver accredited courses for others teachers. In rural areas, the project equips the schools with modern digital labs. The equipment includes laptops, tablets, 3D printers, a video projector, a suite of applications, digital materials, and lesson plans to support the learning of Math and TIC with the help of digital technologies.

Target group

Children and young people, in school and at home, in urban and rural settings.
School student groups included migrants and marginalised children and young people.

Transferability/ replicability potential

Digitaliada has created a national community: 40 schools (from 26 counties), 133 teachers and school principals and 4500 pupils and their parents dedicated to digital education. Simultaneously, it has enabled an online community around www.digitaliada.ro platform and its recurrent online contest. The programme has addressed the national challenge of increasing the capability of Romania's individuals in Schools and Online. They have successfully engaged children, young people, their families and teaching professionals in gaining digital skills by providing equipment, an interactive learning platform and training teachers to deliver blended learning practise.

Key learning takeaways

Changed attitudes: 94% of parents said their child had a better understanding of the subject, as a result of using the apps and tablets. More than 96% of all teachers involved agreed that the apps and tablets are useful for the teaching and learning process. Over 86% of all teachers involved agreed that apps and tablets made teaching their chosen activity easier.

- benefits of using technology in the classroom, observed by teachers are lessons are more efficient and students are more engaged, especially those in vulnerable groups. Teachers say that the use of digital tools is an effective way to combat absenteeism and early school leaving, in the case of children with poor grades.
- In the case of students with average and good learning outcomes, these methods are used and appreciated because they provide immediate response, motivate them to overcome themselves and develop on a personal level.
- In the context of the school suspension measure due to the COVID-19 pandemic in 2020, the online learning and testing section available on the Digitaliada platform has proven to be very useful for the continuation of the educational process, for all teachers and students in Romania. Over 30,000 students, teachers and parents learn and communicate through the platform.

Service Walk-through

Before going ahead with the implementation stage of your digital inclusion project it's worth getting a small number of users involved in the validation of the project idea by running a 'service walk through' with them. The service walk-through is a tool that provides project designers with a way to understand the experience of the 'project as a service' from the user point of view. The technique uses the 'journey' through the service as a way of getting users to understand how they will experience it. You can use various ways of representing this journey. One way is using 'lego blocks' to show how the various components of the service fit together. Another way is to literally accompany users through a tour of the physical space in which the project will be delivered

In this example lego blocks are used to simulate how the project uses physical spaces to deliver its services and how they connect with each other.
Users are 'walked through' the service using the blocks and their observations – including potential issues raised – are recorded to feed into future service revisions.

Source: Boletsis, 2018/Designscapes Toolbox

Pitfalls and how to survive them

- Don't venture into the land of MEDICI without being prepared. Make sure you are familiar with the MEDICI Catalogue and Map and how they work
- Avoid not seeing the trees for the wood. Use the Catalogue and Map filters to narrow down your searching to projects that broadly fit your project objectives and target groups
- Avoid over-ambition. If your project idea involves a small community-based digital skills training project for migrants, don't use a major national project to improve broadband speed as a benchmark
- Don't forget the evidence. Focus in particular on the evidence provided in the Catalogue on the outcomes of a good practice and the evidence for its replication and transferability.

- Don’t do it alone. Use the MEDICI Knowledge Community to engage in meaningful conversations with other people working in the field and share ideas and experiences.

Resources

- FAQs – Digital Inclusion Atlas
- Overview map – Digital Inclusion Atlas
- Digital Inclusion Atlas

Step 6: Delivering the Project

Primary Task of this Step

The Primary Task of Step 6 is to familiarize yourself with how to run a digital inclusion project, in close collaboration - co-working - with your target group. The assumption in this step is that your digital inclusion project is pitched at the local – community – level. The approach recommended to do this is based on 'participatory action research' – PAR. However, projects pitched at the larger scale – for example national projects – can also benefit from the principles and practices of co-design covered in this Step.

Guiding Principles

- Make sure you and relevant people in your organization construct arenas for dialogue, mutual learning and co-design
- Familiarise yourself with the Action Research Model and adapt it in a way that best suit the needs of your organisation and your target group.
- The implementation process derives from actions emerging out of joint experiences and from mutual reflections - co-generative research.
- Explore solutions to problems that emerge and are identified by the participants and relate to their 'digital lifeworld'
- Develop, implement and evaluate solutions to these issues at the local level - aiming to make a real contribution to social change in communities
- Participants engage as drivers of social change, finding and co-designing solutions to digital problems identified by them.
- Review the ideas generated for digital inclusion projects in a collaborative, participative way and come to a consensus on which idea to proceed with.
- All the target groups and you have an equal stake in implementing the plan.
- Evaluation is part of the process - for example by observing what happens in practice and recording the outcomes (practical and useful information on evaluation is provided in section 5 of this guide).
- Reflection on the outcomes of the action research and feeding what has been learned into another cycle of action, if required.

Checklist of Actions

- [ ] Use and adapt the Action Research Model provided
- [ ] Explore problems and solutions with the participants
- [ ] Review the ideas generated collaboratively
- [ ] Select the idea(s) to proceed in a manner that everyone has an equal voice
- [ ] Plan, develop and implement the selected idea (s)
- [ ] Monitor and evaluate the outcomes
- [ ] Reflect on the outcomes and feed what has been learned into another cycle of action

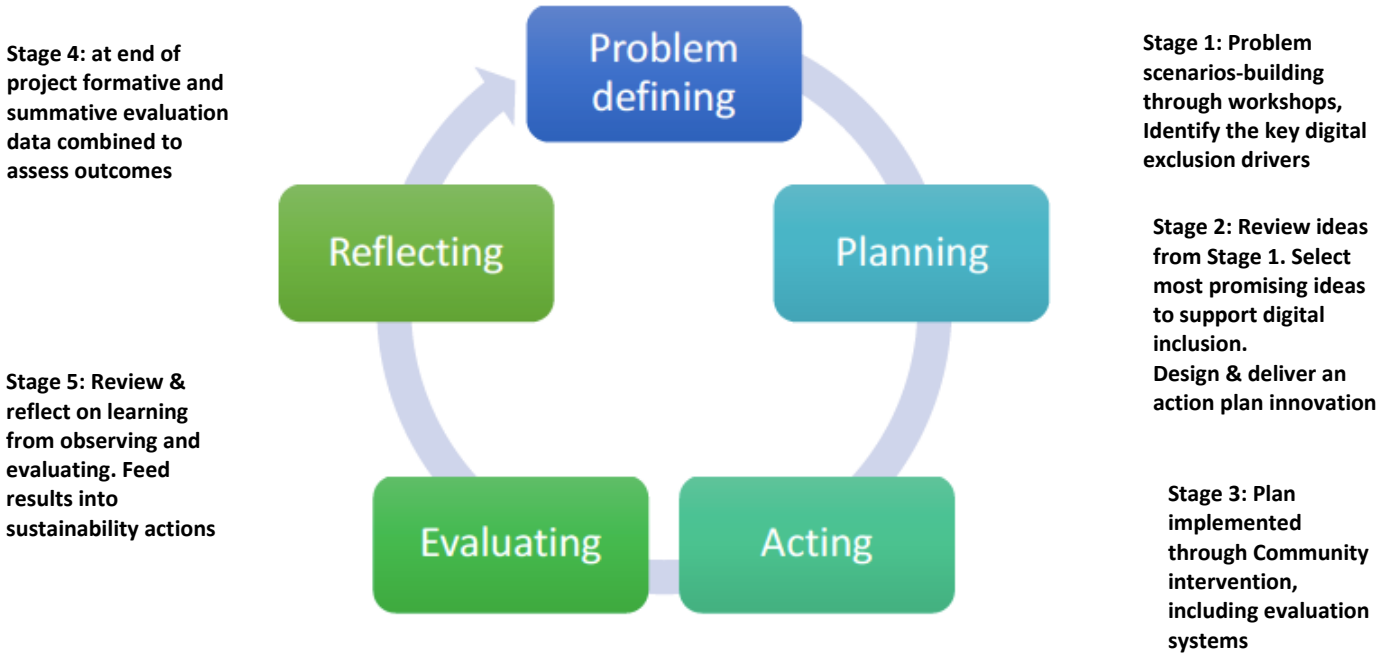
Tools to help you deliver a digital inclusion project using an Action Research Methodology

Action Research Methodology

Putting a model of Action Research into practice in a digital inclusion project requires careful consideration of the local conditions and context prevailing in the local context, and therefore the adaptation of the learning derived from relevant MEDICI good practice cases to that local context.

Action Research Implementation Framework

To help you do this an illustration of an action research Implementation Framework is shown in the graphic below.



The graphic shows:

- **Stage 1** - ***Problem-definition*** focuses on working with participating vulnerable people to co-produce ideas on problems that inhibit their full engagement in digital life. The mechanisms used to do this is the co-creation workshop.
- **Stage 2** - Taking the ideas developed in Stage 1 and putting them firstly through a process through which participating target groups, and key stakeholders, critically review and evaluate the ideas. A dedicated workshop is designed and delivered to produce an ***Action Plan*** for putting the best idea into practice.
- **Stage 3** - The Action Plan is ***put into practice.*** The co-ordinating partner integrates and co-ordinate the resources available - host infrastructure, project staff, community organisations, social services - to deliver the Action Plan.
- **Stage 4** - The plan is ***observed and evaluated*** in action. At Stage 3, evaluation systems and tools are put into place to track progress on the plan - for example observation protocols, diaries, blogs. These are then applied as the action research takes place. At the end of the action research experiment, this formative evaluation data is combined with ex-post evaluation data - collected, for example, through participant surveys, focus groups and interviews to participants and stakeholders to evaluate the success and outcomes of the experiments.
- **Stage 5** – In the final stage, the learning from observing and evaluating the experiments is ***reflected on*** and triggers the next cycle of the action research 'spiral'. A Community Action Learning Set can be held to discuss how to promote the sustainability of the experiment in the future.

 # Action Research Implementation Framework- Case Study

MEET, Media Education for Equity and Tolerance
http://meetolerance.eu

MEET, Media Education for Equity and Tolerance is a project funded by the European Commission's Erasmus+ Programme (2016-2018). The aim of the MEET project was to create a European community of stakeholders including experts, researchers, teachers/educators and students committed to using media education to counteract discrimination, intolerance, and violent behaviour towards others, and to promoting active citizenship and human rights. Working with disadvantaged young people (aged 13-19), including migrants and refugees, the project used an action research method to co-design and develop inter-cultural media education toolkits to support digital inclusion, working on the premise that digital tools are a powerful means of spreading intolerance, and vice versa.

Pitfalls and how to survive them

- Make sure you are familiar with the Action Research Framework and its stages before applying them.
- Make sure to create a trustworthy, supportive and safe environment for all participants, where they feel they can share and be heard.
- Don't assume you know what your group interests are - let them express these freely.
- Have an active listening approach.
- Encourage projects (experiments) that are small, practicable, inclusive and iterative.
- Don't focus on having perfect results, but having the participants engaged throughout the process.
- Don't forget to monitor the process since the beginning - you will need this information for the evaluation stage.

SECTION 4: SUPPORT AND ASSESSMENT

This Section covers Steps 7 and 8 of the Ten Steps to Transferability:

- Step 7: Mentoring and Support
- Step 8: Assessing and accrediting participation

Step 7: Mentoring and Support

Primary Task of this Step

The primary task of this step is to identify the mentoring and support needs of vulnerable people participating in the digital inclusion project, and to select the appropriate support needed and to deliver it.

Guiding Principles

- It is important that the people providing mentoring and support to vulnerable people in the digital inclusion project (e.g. social service personnel, trainers) are selected on the basis of having good emotional intelligence skills
- Mentors and support workers need to understand and respond effectively to the frequently changing mood of the group and evolving group dynamics
- They need to work effectively with "natural group leaders" within the target group in order to keep motivation high
- A key task in mentoring and support is to shift the perception of the project offer from top-down to bottom-up by tailoring activities to people's expressed interests and/or no interests;
- It is important to make participants the "protagonists" of their participation experience, thus addressing the tendency of vulnerable people to resist 'top-down' interventions imposed on them from above
- The project needs to adapt constantly to keep pace with the changing moods and needs of participants.

Checklist of actions

Selection of project delivery personnel	☐
Training of project delivery personnel	☐
Team building between delivery personnel and group and within group	☐
Trust building between and within group	☐
Identify problem & solution through "service design" methodology	☐
Identify group leaders and work with them	☐
Technical and pastoral support to participants	☐

Tools to help you deliver mentoring and support

Understanding the needs of the target group

Our research shows that participants in digital inclusion projects are characterised by multiple and complex needs. However, a common pattern is that vulnerable groups – particularly disadvantaged young people - show resistance to interventions offered to them in a top-down manner.
They tend to distrust people – for example trainers - they are not familiar with and need time to build a level of trust that makes it possible to work with them in a meaningful way
They need to be encouraged to try new activities.

In general, we found that vulnerable people require three types of support:

- **Learning and developmental support:** providing help to enable participating people to tailor interventions to suit their background and needs, and to develop at their own pace
- **Technical support:** providing help regarding specific problems with technical platforms and tools – the evidence shows that people who are digitally excluded tend to have low levels of confidence in their digital skills and high levels of 'shame' around not being able to use digital tools
- **Pastoral Support:** providing information, advice and guidance. The aim of pastoral support is to identify any concerns or issues around an intervention at the earliest possible opportunity and remove any barriers to digital inclusion which may be preventing participants from participating fully in the project. This fundamentally means developing positive relationships with them; responding as quickly as possible to any issues and ensuring that difficulties are discussed and resolved in the best possible way.

Below please find example of cases of each type of support:

Providing learning and development support

Arran Digital Blacksmith https://digitalinclusion.eu/digital-map/936

Website: https://connectivistdotblog.wordpress.com/2020/06/16/arran-digital-blacksmith/

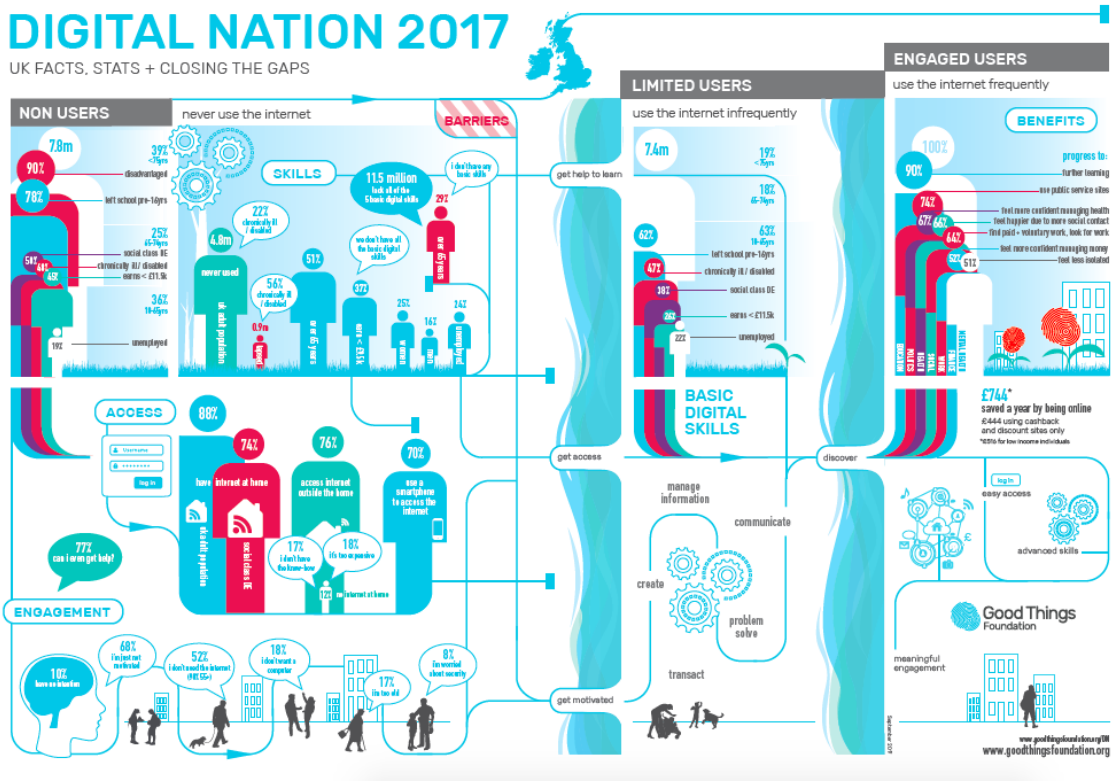
Arran Digital Blacksmith

Emulating the important community role of traditional blacksmiths, the Digital Blacksmith (DB) is a community skills hub, designed to facilitate the application of digital technology for benefit of the local economy and society - seeding and supporting the development of digital skills. DB staff combine personal communication and digital skills, to help bridge the gap between technology/resources and local needs /opportunities.

Digital Blacksmith aims to:

- Enable businesses to fully exploit the potential of digital tech
- Achieve sustainable growth and effective delivery of their products and services to customers
- Assist a full range of people in accessing services of all kinds regardless of where they live
- Create interest and excitement amongst young people about the sorts of careers that digital skills might open up for them within their local community.

Good Things Foundation and Talk Talk for Everyone



Source: https://www.goodthingsfoundation.org/research-publications/digital-nation-2017

Talk Talk for Everyone https://digitalinclusion.eu/digital-map/1019

Website: https://www.goodthingsfoundation.org/projects/helping-vulnerable-people-start-and-stay-safe-online

Good Things Foundation partnered with TalkTalk to digitally support vulnerable people in some of the most deprived wards across the UK. From August 2017 through to July 2018 24 Online Centres helped over 1200 people in their communities learn to stay safe online and improve their digital capability. Homeless people, families in poverty, and people with poor mental health were among those who are helped through the innovative programmes run by these centres, focused on staying safe online. The programme used Good Things Foundation's online learning platform, Learn My Way, to teach people digital skills and grow their confidence. The presence of their online centres, many of which are collaborations with community organisations, are crucial to the delivery model. 12 grants of £2000 were given to external online centres to fund the work, with each centre expected to use those funds to engage with 50 people.

Providing technical support

SeniorsGoDigital: https://digitalinclusion.eu/digital-map/356
Website: http://seniorsgodigital.eu/promotional-material/

The aim of this project was to offer disadvantaged seniors opportunities to acquire, re-skill or up-skill their digital competences in order to be able to become active citizens and socially included in the digital world. They aimed to support in a systemic way active ageing, access, social inclusion, participation and personal development through the use of the digitalized learning eco-system, as well as through the e-services, e-governance, e-participation and e-communication provided in each partner country. A tool kit was designed to re-skill or up-skill seniors' digital competences to guarantee their activeness, social presence, e-governance, e-access, e-participation and personal development. 'One stop support centres' were piloted in partner countries, both online and in-house, offering various innovative, targeted and high quality lifelong learning opportunities for the acquisition of digital skills and competences. The direct target group was adults 60+ (seniors) who were retired, unemployed, marginalised, in rural areas, with few opportunities, low-skilled etc. The indirect target group were adult educators and related organisations in the field of adult education such as NGOs, VET centres etc.

Providing pastoral support

Neo Fundao https://digitalinclusion.eu/digital-map/943/
Website: http://www.notaexito.com/neo

Image source: http://www.notaexito.com/neo

The NEO FUNDÃO Online Tutoring Program is part of the local strategy to combat school failure, supported by European and national funds. The project is being implemented by Nota Êxito, Lda. and the Municipality of Fundão - a city in the countryside of Portugal.

Through this project, since 2017, dozens of teachers, principals of public schools and about 250 parents have received training about the use and the potentialities of technology in education, and about 120 children from 3rd to 6th grade have received tutorial individual online support classes in the disciplines of Mathematics and Portuguese language. It is based on the personalized use of an interactive computer platform, already tested with positive results. This online and individual live support teaching system (through real-time video-conferencing) allows the use of innovative methodologies and materials / pedagogy, based on the use of ICT and the promotion of active student action in its teaching-learning process, allowing also the monitoring of this process by other stakeholders, such as teachers and parents. Tutors lead the use of the platform and improve it with use in conjunction with the students.

Pitfalls and how to survive them

- Difficulty in accessing the target group. This challenge is a general problem in working with vulnerable people, and particularly marginalised young people, because of issues around trust, credibility, past negative experiences of participating in support projects. It is sometimes compounded by 'operational' challenges – for example getting consent from people with cognitive or learning issues. Significant work needs to put into building credibility and trust in the project – for example by recruiting role models and mentors who are looked up to by participating vulnerable people. This also needs to be supported by networking - strengthening the delivery organisation's network of partners at local level and reassuring them about the "safe" nature of the activities proposed by the project.
- Difficulty in engaging the target group. It's one thing to recruit people, but it's another to retain their interest, motivation and active collaboration. Strategies to achieve this include: trust and Team Building activities; shifting the project focus from a top-down training offer to a bottom-up learning opportunity, for example in a digital skills training project; the use of a 'design thinking' and 'service design' methodology for problem and solution identification; constant and adaptive pastoral activities.

Resources

- Anniken Sand, City of Oslo Alcohol and Drug Addiction service Competence Centre, Working with young people at risk a Practical Manual 2011
- EIF Mentoring Guidelines 2017
- IN-EDU Project: https://digitalinclusion.eu/in-edu/

Step 8: Assessing and accrediting participation

Primary Task of this Step

The primary task of this step is to think about and make decisions on the best way of recognizing and rewarding people's participation in a digital inclusion project – especially projects that involve acquiring new skills - and acknowledging the contribution it has made to their development.

Guiding Principles

- The issues of development and learning outcomes and accreditation are very complex and need to reflect the diversity of the project target groups as well as the relative diversity of the development experience that a wide range of digital inclusion projects have the potential to provide for different target groups in different implementation contexts
- For these reasons, assessment and accreditation needs to be shaped by the objectives of the project and its expected outcomes. These objectives and outcomes may be quite 'formal'. For example, digital skills training projects are often linked to formal recognised standards and qualifications – like the EU Digital Competence Framework for Citizens – DigComp – or the European Computer Driving Licence (ECDL). Other projects may have more informal and more flexible objectives. Rather than providing strictly formal training – or even informal learning –some projects can be defined primarily as 'empowerment' interventions, whose main purpose is to provide a safe and nurturing environment in which vulnerable people can broaden their digital horizons
- For these more informal interventions, assessment of development and learning should involve self-assessment, based on guided self-reflection of participants, rather than external or 'objective' assessment based on 'testing' procedure
- For self-assessment to be effective, project participants need to be involved in decisions about how this definition is operationalised in practice within the project, for example through 'self-evaluation' and 'self-appraisal'
- Equally, accreditation of progress and achievement needs to be flexible, reflecting the context of project delivery and the needs and wishes of project participants.

Checklist of actions

- ☐ Review the project's objectives and expected outcomes and decide whether there is a need for more formal assessment and accreditation of participant involvement
- ☐ Work with the target group to establish their expectations of development and/or learning outcomes, using a 'co-creation' workshop approach
- ☐ Collaboratively explore innovative ways in which individual and group achievements can be captured and recognised
- ☐ Produce a plan to make sure progress and achievement is regularly monitored and reflected on as the project progresses
- ☐ Establish whether a more formal recognition of participation and achievement – such as a certificate of attendance - would be welcomed by project participants at the end of the project
- ☐ Put procedures in place to implement any certification that has been agreed with participants

Tools for assessment and accreditation

Guidelines for good practice in self-assessment

Source: Boud (1995)

The illustration shows a guideline for good practice in self-assessment. It represents some of the most important aspects of self-assessment, starting from motive and purpose and highlighting that it aims at promoting participants' self-directed learning.

A key principle in the Guidelines is the adoption of shared ownership of and shared responsibility for designing the assessment process and carrying it out. This means that learning, mentoring and support teams need to work with participants to develop and deliver a common approach

A key component of the Guidelines is peer feedback. Peer Feedback is essential to ensure that the participant voice is reflected in how the project is implemented, and how it makes adjustments in its implementation plan if there are problems and challenges that need to be addressed. One useful tool for Peer Feedback is Group Discussions. These provide space for participants to regularly review and reflect on how the project is progressing, issues and problems that need to be addressed and

what changes need to be made. These groups need to be highly interactive and democratic, with steps taken to ensure that everyone has a voice.

Simple Self-assessment Tool

	"I" statements	**Y - N**
1	I feel more empowered at the end of project	
2	I am more confident with using digital platforms and tools	
3	I feel better engaged in the digital economy and society	
4	I have a more positive attitude (feel more open) to using digital tools and platforms	
5	I have a stronger voice	
6	I am able to use digital tools to access online services, look for jobs, get involved in social activities and similar activities	
7	I have a stronger sense of my own independence	

Applying the principle that project participants should be empowered to make their own judgements about their learning outcomes the example above shows a simple self-assessment tool consisting of seven 'I' statements relating to digital life. The participant answers 'Yes' or 'No' to each statement to provide an overview of their learning outcomes. A more elaborated version could include Likert-type scales as measures of outcomes to replace the simple 'Yes/No' dichotomy – e.g. a scale of 1 to 5 where 1 is 'strongly disagree' and 5 is 'strongly agree'.

Some innovative tools to capture and reflect development and learning outcomes

There are a range of collaborative assessment tools available that are managed by the participant and can be used to show progress and outcomes.

Source: teachthought.com

Personal blogs –online blogs help participants to share their experiences of the project and how they are developing, as well as contributing to improving digital confidence

'***Quiz Tools'*** – like 'Kahoot' or 'Socrative' are a fun way of exploring together what has been learned

Interactive Game –gamification can increase motivation to use digital tools as well as indicate progress

Learning portfolios – help participants to put together a history of their involvement and showcase their achievements

Accreditation

Because digital inclusion projects cover a wide spectrum of possible contexts, there is no simple or single accreditation route that MEDICI can recommend. As noted above, more formal projects should review existing accreditation routes for digital inclusion – like ECDL. For more informal projects certification can be tailored to the specific project context

Pitfalls and how to survive them

- Giving the impression that assessment is a form of punishment. People – especially those who are vulnerable – get anxious about doing 'tests' and can sometimes feel they are being punished. Assessment should be communicated to participants as a valuable tool for learning, rather than an 'examination'.
- Choosing the appropriate form of assessment and accreditation to suit the needs of the target group and the project objectives. If the main objective is to improve the target group's employment opportunities, then a more formal assessment and accreditation approach – leading to a recognised qualification – is desirable. If the main objective is to improve access to online public services, then the focus of the assessment should be on helping the target group to understand where their strengths are and what gaps need to be addressed.
- Not taking account of the particular presenting needs of vulnerable people. Assessments should be geared to the circumstances and characteristics of vulnerable people. For example, assessment for migrants needs to take into account language difficulties that may compromise participants' ability to understand what is required from an assessment.
- When using self-assessment, a participant's inability to be realistic about own their achievements can lead to overestimation or underestimation of achievements. It is the job of support teams to provide guidance to participants so they become aware of how they are doing in relation to their personal development goals.
- Not recording achievements over time. Especially when digital inclusion projects are the focal point for a broader aim of increasing the social inclusion of vulnerable people, getting participants to develop their own way of capturing their participation – for example through a blog or a portfolio – is not only a good way of doing self-assessment but is a good platform for helping excluded people

to transition to further education or employment.

Resources

- Michael Wride, Guide to Self-Assessment Academic Practice, University of Dublin Trinity College 2017
- Dr. Michael Wu, Phd Gamification Done Right - The Do's And Don'ts, 2015
- JISC- Effective Assessment in a digital age https://www.jisc.ac.uk/guides/designing-learning-andassessment...digital.../assessment

SECTION 5: EVALUATION AND SUSTAINABILITY

This Section covers Steps 9 and 10 of the Ten Steps to Transferability:

- Step 9: Evaluating and Learning from the project
- Step 10: Replication and Sustainability

Step 9: Evaluating and Learning from the project

Primary Task of this Step

The Primary Task of this Step is to design and implement an evaluation plan for your digital inclusion project which will support progress monitoring and the collection of evidence of whether and in what ways the project works, for whom and under what circumstances.

Guiding Principles

- Evaluation should be used not just as a retrospective tool to assess performance at the end of the project, but should be embedded within the project process from the start to support a cycle of continuous learning and improvement
- This means that evaluation should be used for four main purposes: a *developmental* purpose - to support the project design and implementation plan (ex-ante evaluation); an *operational* purpose - to help the project keep track of how it is progressing (on-going or 'formative' evaluation); a *summative* purpose - to help the project measure what is has achieved (ex-post evaluation); a *sustainability* purpose - to help key actors in the project learn from their experience
- There are many different methods and tools for collecting and analysing evaluation data. Each has different purposes and different resource and skills requirements. The evaluation design and plan should take into account 'pragmatic' considerations: the 'object' of the evaluation; the purposes of the evaluation; the resources available to carry it out; who the evaluation audience is and what are their expectations; what evaluation skills are available in the project, or can be brought in from outside; how long is the timeframe for the evaluation and what is it likely to cost
- The evaluation should not just reflect the 'expert' view but should take a 'participatory' approach - trying to ensure that the voices of different stakeholders and their perspectives are represented – particularly those who have less power and whose voices are not often heard
- This means that as far as possible evaluation data should be drawn from different sources and from different perspectives, and compared against each other, through 'triangulation', so that the evaluation reflects a balanced viewpoint
- A project works – or not - by enabling participants to make different choices, so a key objective of evaluation is to capture how and why these choices are made.

Checklist of Actions

Identify the evaluation purposes, timeframe and modes of operation	☐
Decide on who the audiences are and what are their expectations	☐
List the evaluation questions the evaluation will answer	☐
Decide on the methods to collect and analyse the data	☐
Decide on the indicators to measure results	☐
Work out what resources you need to do the evaluation	☐
Produce a plan to carry out the evaluation and assign tasks and roles	☐

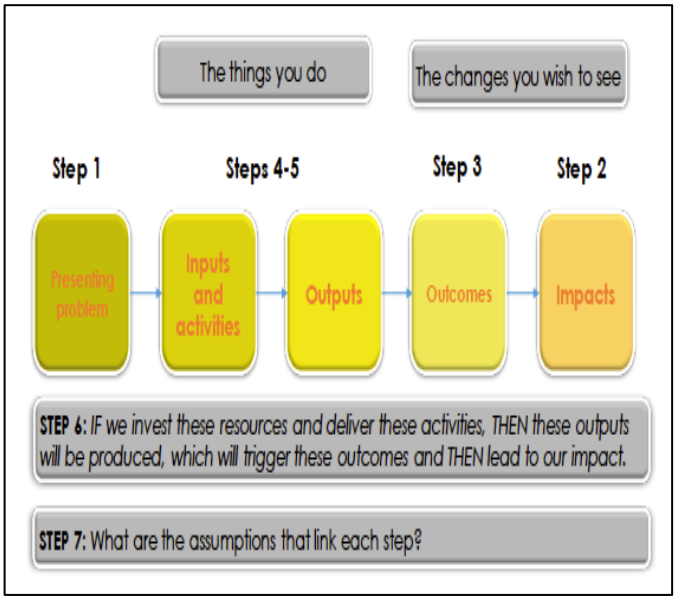
Tools to help you evaluate your project

Theory of Change

In Step 1 we demonstrated how Theory of Change can help to shape the project design. Theory of change is also one of the most powerful tools to evaluate the project because:

- It shows the expected project change journey from the challenge it is presented with at the start of the journey to where it hopes to be at the end
- It sets out the project inputs, outputs, outcomes and impacts and the connections between them
- It specifies the hypotheses and assumptions of the project – in particular its expected 'causal chains' - if we take Action 'X', this will produce Output 'Y', which will then lead to Outcome 'Z'.

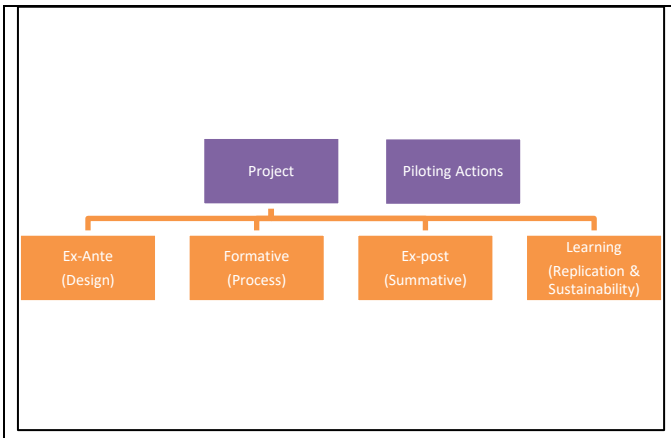
Essentially, what evaluation does is to test this Theory of Change by gathering evaluation data over the life cycle of the project, to see whether these expected hypotheses and assumptions work, and are supported by the evidence.



Using the **Theory of Change**, you can:
Work out which 'modes' of evaluation you need to apply and when (developmental, process, summative)
Identify which activities are critical for evaluation
Work out how you will measure outputs, outcomes and impacts
Periodically use the Theory of Change to monitor how far your project is progressing in its 'change journey'
Review the Theory of change at project end to assess how far the project has progressed

Evaluation Design Template

Evaluation has four main purposes. These correspond to different evaluation 'modes' and need to be applied at different stages in the project. They are: a *developmental* purpose - to support the project design and implementation plan (ex-ante evaluation mode); an *operational* purpose - to help the project keep track of how it is progressing (on-going or 'formative' evaluation mode); a *summative* purpose - to help the project measure what is has achieved (ex-post evaluation mode); a *sustainability* purpose - to help key actors in the project learn from their experience (learning mode). These need to shape the evaluation design.



Just as the project being evaluated has a life cycle and progresses through different stages, so does its evaluation, and the methods and tools appropriate for each stage of the evaluation differ. The key stages of the life cycle of an evaluation are:
Stage 1: Mapping and planning
Stage 2: Implementation
Stage 3: Reporting and dissemination

Stage 1: Mapping and planning

At the outset, the evaluation needs to identify: what are the purposes of the evaluation, who are the audience, and what kinds of things need to be focused on. It also needs to consider the logistics of carrying out the evaluation: what are the settings in which evaluation will be carried out; what people are available to implement it and what skills are available; what communications channels need to be put into place. Following this initial assessment, and evaluation plan should be drawn up which will outline the evaluator's decisions on the choices available.

Sage 2: Implementation

Having developed an evaluation plan, the next stage of the evaluation will inevitably focus on carrying that plan out. The main stages involved in implementation are:

- Establishing the evaluation criteria that need to be assessed
- Deciding on what methods and techniques are to be used for data capture
- Managing and co-ordinating data collection, including analysing the results

Stage 3: Reporting and Dissemination

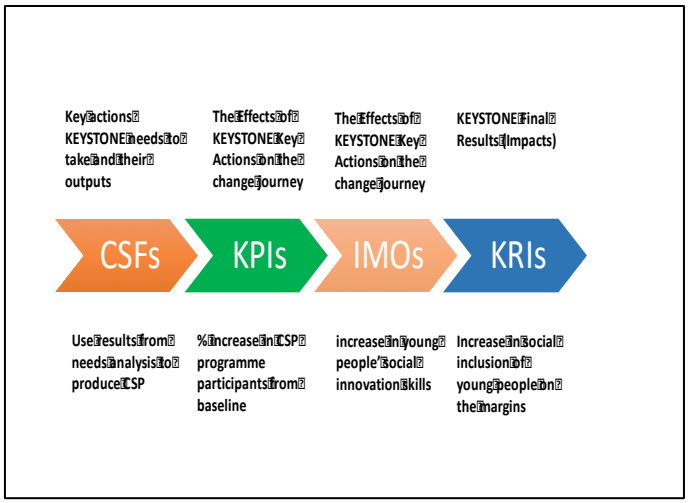
Dissemination should not be restricted to the circulation of a final report - especially in the case of 'developmental' evaluations. Different stakeholders may require different communication approaches. These might include:

- Short summaries of the evaluation, tailored to different audiences
- Journal articles for other researchers
- Topical articles in the trade press/social media/blogs
- Workshops for specific audiences
- Feedback seminars for key decision-makers.

Developing Indicators

Measures to evaluate impact require the careful creation of indicators. There are four main types of indicator:

- Critical Success Factors (CSFs);
- Key Results Indicators (KRIs)
- Immediate and Intermediate Outcomes (IMOs) and
- Key Performance Indicators (KPIs)



CSFs are the critical areas whose success is important and also the steps taken to succeed

KRIs measure the effects of these steps at the end of the project (impacts)

IMOs measure the outcomes along the way

KPIs make the connection between the CSF's and the IMOs. They track the ***actions*** between the CSF's and the IMOs and assess progress towards final results

A project evaluation needs to combine all four elements in order to assess the success of the project - looking at the big 'wins' at project end; the critical success factors that are needed to make these happen and the key performance indicators that can tell us how we are progressing on the journey towards achieving the desired project results. In between we need to measure two kinds of outcomes:

- Immediate Outcomes – changes in awareness, attitudes and knowledge
- Intermediate Outcomes – changes in behaviours and structures.

The CSFs, KPIs, IMOs and KRIs need to be aligned with the project 'Theory of Change'.

An illustrative example of these indicators is shown below.

CSFs (activities & outputs)	CSF indicators	Immediate Outcomes	IMO Indicators	Intermediate Outcomes	INO Indicators	KPIs	KRIs (Impacts)
Research on user needs feeds into pedagogic framework and curriculum for a digital skills project	No. of target group involved in lifeworld analysis	Increase in stake-holder awareness of digital skills drivers, barriers and training needs	% surveyed stake-holders reporting increase in awareness of digital skills needs of target group	Stakeholders work together to develop and deliver a community-based digital skills project	No. stakeholders signed up to the digital skills project	% stakeholder survey target reached	Increase in employ-ment opportunities of target group

Process dashboard

The Process Dashboard has four purposes: i) to enable monitoring of project progress set against key progress indicators, or baselines ii) to provide a picture of where the project is in relation to the 'change journey' specified in the 'Theory of Change' (and also to review whether the underlying assumptions and hypotheses embedded in the project ToC hold true or need revision) iii) to feed data into the overall summative (outcomes) evaluation of the project iv) to stimulate review and learning as the project develops.

The Dashboard is composed of Key Progress Monitoring Indicators – a list of baseline core outputs defined as 'evidence of success', that together build up a snapshot at a point in time of the extent to which the project is meeting its planned operational objectives. The dashboard and associated indicators are regularly monitored and updated in line with the project and evaluation life cycle. An integrated spreadsheet containing the process monitoring data can be uploaded to a sharing platform like Google Docs. Data entry and updating enables a 'snapshot analysis of progress to be carried out, which provides a set of time series assessments that ultimately feed into the overall summative evaluation of the project. In addition, it should include the KPIs developed for the evaluation.

An example of a Process Dashboard is shown in the Table below.

Dimension	Indicators	Status at: (date)	Project target
Research	No. target group involved in lifeworld analysis		
	No. Stakeholders mapped		
Development	No. of training units completed in digital skills project		
	No. of Action Learning Sets implemented		
Piloting	No. target group recruited to project		
	No. target group starting project		
	Dropout rate of project		
Dissemination	No. visits to project website		
	No. brochures/leaflets distributed		
	No. contacts on social media		
	No. attendees signed up for seminars		
KPIs	% stakeholder survey target reached		NA
	% target of project participants reached		NA
	Change in website visits		NA
	Change in social media contacts		NA
	Growth in partnerships and networks		NA
	% project output target achieved		NA

NA = Not applicable. KPIs do not have targets. They measure progress towards a specified target from a particular baseline.

Pitfalls and how to avoid them

- Try not to be too 'scientific'. Everyone likes 'numbers' – particularly project funders who typically require evidence that their investment shows value for money. However, a digital inclusion project is not a new anti-inflammatory drug. It's a complex social intervention. 'Experimental' evaluation methods – like randomized control trials – won't work with complex social interventions. Be pragmatic and realist. Use Theory of Change.
- Know your limitations – make sure you have included in your evaluation design and plan estimates of the resources and skills required to carry out the evaluation. Be aware that some evaluation techniques – like ethnographic work and case studies – are more resource-intensive than 'cheap and cheerful' methods like surveys.
- Avoid evaluation suspicion and resentment – many project users and stakeholders see evaluation and performance assessment as the same thing. Make sure you explain to all involved that evaluation is about learning, not performance. Get people on board by using a 'participatory evaluation' approach so all user and stakeholders 'own' the evaluation.
- Don't be afraid to measure shortcomings and to report on where the project objectives fall short. Learning from failure is as important as learning from success.

- Choose data collection tools and design data collection instruments that will appeal to your evaluation participants. For example, if you survey young people, do it through a social media platform they're familiar with.
- Be SMART – design indicators that are Specific, Measurable, Achievable, Relevant and Time-bound.
- Produce results that are relevant and usable – the main objective of evaluation is to learn. Make sure the learning from the evaluation feeds into ongoing project monitoring – so you can take remedial steps if necessary – and into the sustainability plan for the project.

Resources

- A presentation explaining the use and design of theories of change for different contexts: https://www.cecan.ac.uk/news/cecan-seminar-theory-of-change
- Digital Inclusion Atlas: Qual and Quant Evaluation Report Template_Project Oracle
- Digital Inclusion Atlas: Quantitative data analysis_Project Oracle
- Digital Inclusion Atlas: Self-Evaluation Template_2018_Project Oracle
- Better Evaluation - Monitoring and Evaluation Toolkit: https://www.betterevaluation.org/en/toolkits/equal_access_participatory_monitoring
- NESTA - DIY Evaluation toolkit: https://www.nesta.org.uk/toolkit/diy-toolkit/
- Design Kit - Field Guide to Human-Centered Design: https://www.designkit.org/resources/1
- Project Oracle Resource Library (including the Self Evaluation template that is on the Medici KC): https://project-oracle.com/resource-library/evaluation-planning
- DMSS – Project Evaluation: A Practical Guide Parts 1, 2 and 3: https://www.dmss.co.uk/pdfs/Part-1-Project-Planning-and-Evaluation.pdf
- https://www.dmss.co.uk/pdfs/Part-2-Collecting-and-Analysing-data.pdf
- https://www.dmss.co.uk/pdfs/Part-3-Commissioning-an-independent-evaluation.pdf
- EES – gLOCAL evaluation week: https://europeanevaluation.org/events/glocal-evaluation-week-2021/

- EES – Access to People and Data webinar: https://europeanevaluation.org/events/access-to-people-and-to-data-2/
- UKES annual conference: https://www.evaluation.org.uk/event/annual-conference-2021/
- Better Evaluation – Coffee Break webinars (these are past events but may be useful?): https://www.betterevaluation.org/en/events/coffee_break_webinars_2013

Step 10: Replication and Sustainability

Primary Task of this Step

The primary task of this step is to plan for the sustainability of your project by using the evidence from the project evaluation – Step 9 – to show how it can be scaled up and out – i.e. expanding the project, transferring it elsewhere or applying it in another context – and exploring ways of funding the project or similar projects in the future.

Guiding Principles

- Replication means getting evidence to show that the project doesn't only work in one place or at one time. Although it may not be necessary to expand or transfer the project, you may need to demonstrate that it can work for different groups of people in other locations or in other contexts, for example to support further funding applications. This requires using the evaluation evidence from Step 9 to show what works, for whom under which circumstances.
- Stakeholders who may have an interest in providing resources to ensure future continuity of the project need to be persuaded by strong evaluation evidence that it works and provides value.
- Sustainability means planning for this future continuity by analysing the economic, financial and social returns that the project can deliver and exploring potential sources of funding and other resources that can support the long-term implementation of the project.
- Sustainability planning should start early on in the life cycle of the project. Avoid bolting on a sustainability plan at the end. Planning for the future could cover identifying and networking with potential key stakeholders, ensuring robust evaluation is taking place and identifying possible future funders.
- Make sure you engage key stakeholders in the planning for replication and sustainability. The stakeholder mapping work covered in Step 2 will help you identify which stakeholders are likely to want to get involved in future project expansion or replication.
- Sustainability planning requires skills in economic and financial analysis. You may need to bring these skills in from an external source.

Checklist of Actions

Produce evaluation report on evidence of project effectiveness	☐
Decide on need for scaling up/out	☐
Review stakeholder map from Step 1 to identify potential partners	☐
Carry out replication analysis	☐
Carry out economic and financial analysis	☐

Produce replication and sustainability plan ☐

Tools to support replication and sustainability

Replication Analysis Tool

Replication can be understood as a process of taking a product, service, model or even information into a different setting (context) or to a different target group than the one it was originally developed for. This process is also sometimes referred to as 'scaling out' and is different from 'scaling up' which tends to involve increasing the volume of what is delivered.

Replication tends to be a three-stage process:

- Knowledge and awareness stage: In order to replicate or adopt an innovation, it needs to have been shown to meet needs, to be effective and to be known by those considering adopting it.
- Choice and decision stage: this involves relevant actors making choices about the replication destination, the process of doing this, and how it will be financed. Both of the first two stages benefit from the existence of evaluation and / or cost-benefit data.
- The final implementation stage involves taking the product, service or other innovation into one or several other contexts – e.g. adapting a project developed for young migrants to support people with disabilities.

This tool supports the first stage of this process, in order to inform the next stage – helping to inform your decisions about how to scale out your project. It provides a checklist of the questions that need to be answered to assess the 'replication readiness' of your project.

Intervention (project) features and design	
What is the nature of the project?	Straightforward design with a logic model and/or a manual describing it and how it should be implemented Straightforward / simple design that is well explained – but no manual Several activity strands, no logic model or manual that describes the project and there are several hard to define components
How much do you know about what the essential parts of your project are that make it successful?	No knowledge about which parts make the intervention successful Some knowledge (e.g., from introducing the project into different contexts or theory of change) Strong evidence and evaluation-based knowledge about aspects of the intervention that are responsible for its impact
Will your project work in other contexts?	The project is culture or context specific There is some evidence of the project working elsewhere There is strong evidence that the project will work

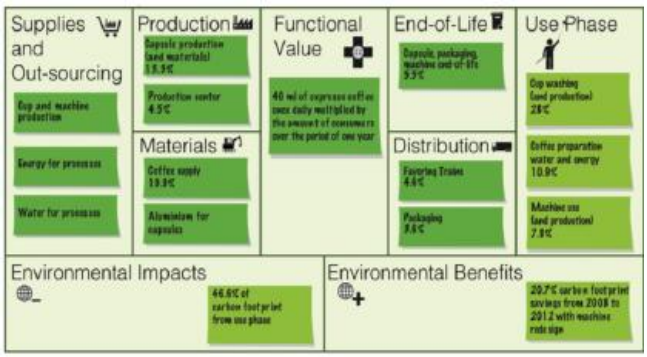
	elsewhere
What evidence do you have that that your project has an impact?	The impact is unknown or unclear Reasonable evidence from evaluation or other measurement Strong and rigorous evidence from rigorous evaluation relevant to the scale and nature of the intervention.
Replication plans, strategies and structures	
What is the main reason or motivation to replicate the intervention?	To increase scale: does the delivery setting allow rapid scaling? To increase financial returns: is there robust cost / benefit data? Other reasons: please specify
What is your business model for replication?	No business model Outline business model Detailed business model
How are you planning to deliver the project in another context?	Via direct delivery Via indirect delivery A third party will deliver it
Is there a clear owner of the replication project?	No Yes - there is one individual with relevant skills and experience Yes, the project owner is an experienced individual with previous experience in scaling and is trusted by stakeholders.
What understanding and evidence do you have of the match between the social, economic and environmental needs of the local and replication contexts?	No understanding Some understanding In-depth field research implemented to understand differences and similarities in needs
What evidence do you have of the supply or people or organisations willing to deliver the	No interested parties or only some initial contacts There is evidence of a supply of people or organisations willing and qualified to take on the replicated project There is strong evidence of several people or organisations eager and qualified to take on the replicated project
Organisational culture, capability, capacity	
Are the functions and organisational values necessary for replication (relating to process, systems, training, legal agreements, procedures and ensuring quality) well defined and	No Yes, a few are defined and developed Yes, most are defined and developed Yes, all are accurately defined and developed
What is the quality of staff involved in the replication effort?	They generally display a low level of curiosity, and willingness to learn. They display some degree of curiosity, and willingness to learn They display a high degree of curiosity, and willingness

	to learn and may have prior experience of replication
What is the seniority of staff involved in the replication effort?	mainly junior and not able to take many autonomous decisions have some degree of autonomous decision-making ability sufficiently senior to work autonomously and take decisions
To what extent are organisational and project technologies transferable to different contexts?	They are specific to the context in which they were created. With some changes, they can be used in different contexts.There is evidence to show that they can be used in a different context.
What is the nature of communication patterns within the project and with external stakeholders?	Communication is siloed and technocratic. Cross team communication is possible but not 'habitual' Individual, team and cross team communication patterns are fluid
To what extent do staff and external stakeholders support replication?	Most are hostile to replication Most are supportive of replication All are supportive of replication
Is the brand understood and valued by your audience (beneficiaries, customers, funders etc.)?	No or very little understanding Brand is partially understood and valued Brand and organisational values are clearly documented.

Source: Tavistock Institute/Designscapes

Business Model Canvas

A business model describes how an organization creates, delivers and captures value. It's a visual template that can be used to outline key elements of a business model. The most commonly used model – the 'classic' model – focuses essentially on financial aspects (Osterwalder, 2010). They show things like key partners, key activities, key resources, customers, costs and revenue streams. Other models are adapted for service delivery projects (Jukka and Katri Ojasalo, 2015), whilst others reflect 'social returns' – i.e., benefits that may not have a purely financial value but can be 'monetised' in terms of the contribution they make to the social good including social and environmental impact (Joyce and Paquin, 2016).



The 'triple layered' business canvas model shows not only typical financial aspects of the project – like costs and revenues – but shows the social and environmental benefits of the project, as well as possible negative impacts, for example its carbon footprint

Source: Joyce and Paquin, 2016

An example of a 'triple layered' business canvas model is shown for a digital skills Lab for disadvantaged young people in London in the illustration below.

<table>
<tr>
<td rowspan="2">Key Partners
Community Trust Centre

They provide premises, services, access to clients and networks of other partners

These key partners are already trusted by users and already provide services</td>
<td>Key Resources Required:
Skills and Knowledge:
From us – competence in digital skills, design thinking, social innovation, action research.
From partners – mentoring, digital skills, creative skills (e.g. drama; film-making); adventure activities.
From users: commitment, open-mindedness</td>
<td rowspan="2">Value Proposition
The digital skills Lab expands Young People's horizons and gives them the skills to improve their employment opportunities, including becoming digital social innovators.
It adds value to the offer currently being provided by youth services in the area.</td>
<td>Value Creation
The Lab addresses challenges for young people highlighted in the 'Lifeworld Analysis'. It provides a space to surface and nurture the talents of young people.</td>
<td rowspan="2">Customer's World
Understanding of customer's world – form LWA. They need new horizons, new skills, new opportunities in a trusted and supportive space.

What does customer buy – services buy design thinking, social innovation expertise and access to new networks.
Young people buy adventure, new horizons, new skills.</td>
</tr>
<tr>
<td>Mobilising Resources and Partners
Multi-party value creation – agreement to partner with SCT/MLC – or joint venture.
Capitalise on projects – Innovate UK grants; Strength in Places FUND; Erasmus+ Mobility</td>
<td>Interaction & Co-production
Customer co-production: Design Thinking Lab support co-productions of action research projects & development of Apps</td>
</tr>
<tr>
<td colspan="3">Cost Structure
Our costs: building (0 or nominal rent); staff (1 FTE youth worker - £35K p.a.; volunteers £0); fees for mentors/role models - £10k p.a.); equipment – tablets; software - £10k start-up costs); adventure activities - £10k p.a.); promotion – advertising, social media - £2k p.a.</td>
<td colspan="2">Revenue Streams
Earnings logic: mixed-revenue generation model (grants from UK/EU projects –- charitable donations; fees from service providers; income from innovations/Apps developed;</td>
</tr>
</table>

Customer costs – young people: direct (£0); indirect – time, commitment, opportunity cost. Service providers – membership fee and/or fee paid per workshop project activity	service provider certification; crowdfunding Other value: social return on investment (SROI). Assuming 20 young people p.a. graduate from project, and half of these change 'NEET' status – reduction in average costs to state of £144,380. Potential reduction in costs of youth offending/anti-social behavior: £36,200. Potential reduction in costs of drug misuse: £168,940
Environmental Impacts Negligible. The Lab adapts to existing space and infrastructure. No envisaged increase in carbon footprint	**Environmental Benefits** The Lab works to provide solutions on reducing carbon footprint
Social Impacts None envisaged	**Social Benefits** Reduction in costs associated with changing NEET status, reduction in youth offending and ASB, reduction in costs of drugs misuse (based on 10 young people p.a.) =£349,520 Increase in civic and social participation of young people in the area Increase in young people's competences, adding value to their 'marketability' and increasing their life chances Increase in social capital and resilience in local communities as a result of young people providing solutions to 'what's broken' Increase in relevance, quality and effectiveness of youth services provided in the area

Pitfalls and how to survive them

- Over-ambition – many an enterprise has failed because it expanded to much and too soon. There's no absolute reason why a successful project deserves be scaled up and out. The case for replication should be carefully examined – by assessing level of demand and user need, stakeholder interest and the support available from the external environment – before going ahead with a replication strategy.
- Lack of evidence – you need to have credible and plausible evidence of value in order to develop a replication and or sustainability plan. This highlights the

importance of developing and implementing an effective evaluation effort as an ongoing feature of the project development and implementation process.

- Lack of interest – there are many worthy and effective projects for the digital inclusion of vulnerable groups out there, which makes for significant competition. Successful replication and sustainability strategies are those that have stakeholder buy-in – not only from funders put potential project partners and users. You need to cultivate and work collaboratively with potential stakeholders early on.
- Lack of technical resources and expertise – assessing replication readiness and sustainability potential, as well as developing a business case for a project, takes significant technical know-how and resources. You need to ensure these are in place – either in-house or imported – in order to develop successful replication and sustainability plans.

Resources

- Online replication readiness test developed by Spring Impact: https://toolkit.springimpact.org/Home
- A guide suggesting different ways to prepare for enhancing the replicability of proven or evidence based projects:
- https://www.childtrends.org/wp-content/uploads/2007/10/Seven-Activities.pdf
- Slide presentation on understanding replication as a continuous improvement process: http://slideplayer.com/slide/3736009/
- Medici Final Conference: final session on sustainability https://digitalinclusion.eu/final-conference/
- Social business model canvas: https://socialenterpriseinstitute.co/wp-content/uploads/2018/12/Social-Business-Model-Canvas.pdf
- Setting up a digital national coalition: https://www.coalitions.digitalinclusion.org