



Web 2.0 for People with Intellectual Disabilities

Final Report

Public Part

Project information

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Beneficiary organisation: University of East London, UEL

Project coordinator: Charlotte Saward
Project coordinator organisation: University of East London, UEL
Project coordinator telephone number: +44 (0)20 8223 7561
Project coordinator email address: c.saward@uel.ac.uk

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Executive Summary

This report describes the work undertaken by the W2ID project partnership over two years of activity from January 2011.

The W2ID project aimed to improve the employability skills, active citizenship and community participation of the European intellectual disability community. The Project co-developed and distributed a fully participatory Web.2.0-based peer-learning system called 'Klikin' that features 'easy-build' website software alongside learning and support resources. This was trialled and evaluated in a Pilot with a range of young learners and adults with intellectual disability in 5 European countries: Portugal, Latvia, Finland, United Kingdom and Austria.

The W2ID project engaged partner organisations from across Europe that included national service provider agencies as well as smaller teaching and training organisations, a research and development centre and a pan European agency for organisations that deliver services for people with disabilities. The diverse expertise of the project partners and the input of people with intellectual disabilities were combined in the project to establish an innovative and inclusive European Web system. By actively involving the intellectual disability community as co-developers and participants, the project created a unique peer-learning network that enabled people to build and share personal experiences, knowledge and information.

The project goal set out to make it easier for people of all abilities to participate in Web 2.0 activity such as generating their own content and using tools like blogs, social networks and wiki websites to enrich their lives. Participants with intellectual disabilities worked with partners to explore how cameras, microphones, computers and online software packages could be made more accessible for as wide a range of people to use as possible. A major review of the preferred activities of web users with intellectual disability was firstly undertaken. Learners with intellectual disability told the project partners what they like to do online; what they would like to do but found difficult; and what tools and websites they found most interesting and useful. This study informed the development of a new 'Klikin' online package and a European Support Hub website with training and support resources with a network of 'easy-build wiki websites', linked to national Web Portals managed for each of the participating countries. Over the second year of the project the Portals, Wiki Websites and the Support Hub have been populated with a mix of web 2.0 tools, advice and multimedia stories, that celebrate the lives of Europeans with intellectual disabilities and inspire the target group to use the Web in creative, safe and social ways.

The W2ID project developed a clear brief from the people with intellectual disabilities who took part. Project partners refined the software packages and learning approaches to create the project's uniquely accessible online resource set. Participants were recruited for a pilot delivery of the Klikin system in year two of the Project, with training and support provided for the numerous organisations that took part in this large-scale project trial. Learners and their supporters participated in an in-depth survey of their experience of taking part in the Klikin pilot and their views about Web 2.0 technologies and what they could achieve. This evaluation survey demonstrated considerable personal impact for learners who took part in Klikin and has provided the first piece of authoritative research-based evidence of the potential benefit of the use of these technologies for inclusive lifelong learning. The Project partners also worked together to come up with a model that will enable Klikin to remain an easy to access resource for learners with intellectual disabilities, beyond the life of the project and into the future. Partners have formed an Alliance that will coordinate joint work across European countries to promote and deliver the Klikin package and continue the partnership to keep abreast of technological changes in the world of the Web and the further opportunities that these might bring for people at risk of exclusion in the future.

The project developed a website to introduce the project in easy to understand terms, using multimedia content to help make the information accessible for potential participants with intellectual disabilities (www.w2id.eu). A 'European Support Hub' was also created, with resources and inspiring stories about the rich variety of ways in which the Klikin package has been used by learners, to help with the recruitment and dissemination process (<http://blog.klikin.eu>). Over 370 people with intellectual disabilities took part in the W2ID project pilot and produced more than 140 'wiki websites' of multimedia content about themselves, their jobs and activities, what they like to do when they go out in their local communities and their interest in ICT, the web and multimedia. Most of these websites have been published on the Project's 'Klikin' European Portal where they can be accessed via sections organised according to the different languages used by the partner organisations (www.klikin.eu).

The project partnership embraced a uniquely diverse range of organisations and the innovative teaching and learning methods that have been applied have resulted in the development of a rich and complex Klikin package. Over the project period this has built into an innovative online resource that has been developed in a genuinely inclusive programme of work across the partner countries. The project team are confident that this is an exemplary contribution to the quest for a really inclusive World Wide Web for all the citizens of the European Community.

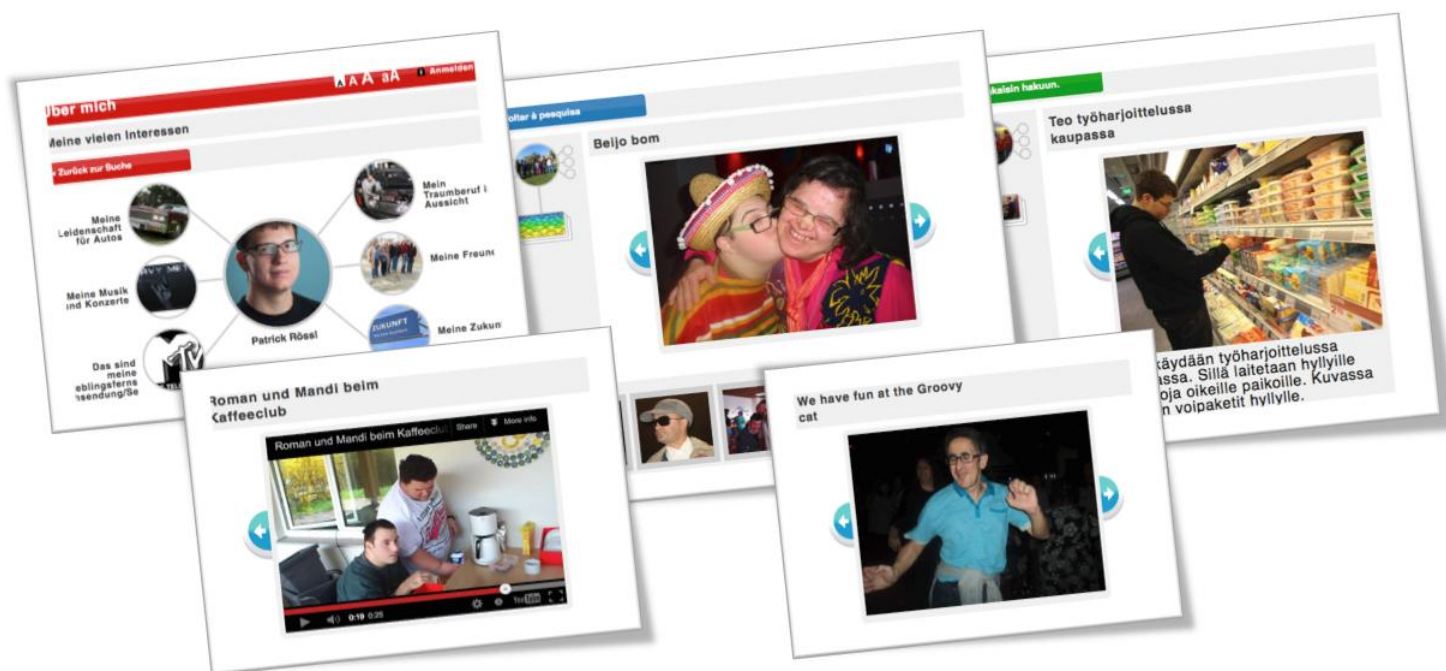


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1. Project Objectives

'Web 2.0' is the term used to describe the second wave of Internet use. It has opened up the prospect of new interactive applications enabling users to participate on the World Wide Web by sharing information, engaging in content creation and joint website production and design and collaborating in a way that was not possible with the fore-runner system that merely allowed for the passive viewing of content created by professional web developers.

In this new environment, users can act as 'prosumers' or creators of user-generated content in a virtual community, allowing for greater interaction and collaboration. However, such technological advancements demand new skills and knowledge from participants and so have the potential to accentuate exclusion among disadvantaged groups with the unintended consequence of isolating individuals further. The W2ID project has been designed and developed to mitigate against this and directly sets out to help hard-to-reach groups realise the potential from Web 2.0 technologies.

By focusing on an excluded and disadvantaged group of individuals across Europe, that is, people with intellectual disabilities (ID), the W2ID project set out to encourage their social and economic integration and to help tackle their exclusion from both the Web and the wider community. A further goal for the project was to help address the evident shortage of accessible and usable information about the transition to adulthood that is available in formats suitable for people with ID.

The pedagogic approach of the W2ID project facilitated the re-inclusion of 'lost' learners with low levels of learning, training and employment and high risk of social exclusion and economic inactivity. The project also allowed European service and learning provider organisations to gain access to an innovative, research-based system to help them to effectively support the information and learning needs of people with ID with the benefit of Web 2.0 technologies.

The primary aim of the project was to improve the employability and active citizenship of people with intellectual disabilities across Europe by co-developing, piloting, evaluating and disseminating a participatory Web 2.0 based peer learning system with an integrated supportive teaching and learning approach.

The project had six stated objectives:

- To enhance an existing prototype Web 2.0 platform through comparative study and analysis of existing technology and practice across EU and the integration of the complementary, free and open-source tools that are identified in the process
- To co-develop supporting teaching and learning, informed by evaluation of various target group users requirements and pedagogic approaches developed by European partners
- To pilot a W2ID system with service and learning provider organisations and people with intellectual disabilities within 5 European countries, that is accessible and safe for users, affordable to develop and open to future exploitation
- To provide a European Support Hub with learning resources, best practice case studies and online community tools (forums, blogs, etc) to support exploitation of the system amongst service and learning provider organisations and people with ID across Europe.
- To publish learning content, developed by the target audience, via national portals, establishing online learning pathways for people with ID to support progression into adult life in the community, employment and citizenship.

- To evaluate and report on these personal level outcomes and impacts among the pilot group of end users with intellectual disabilities

The W2ID project gathered together knowledge of existing, free and open source web packages. The Project selected tools to work with and refined a package of tools and learning resources with disabled users and made them more widely available through the easy-to-use Klik In web system and site.

The intended outcomes, results and impact of the W2ID project were:

- A network of 'easy-build wiki websites' linked to national portals that share peer-produced content and learning resources across various language communities.
- A vibrant mix of multimedia stories, advice and web2 tools that celebrate the lives and achievements of Europeans with intellectual disabilities and inspire everyone to use the web in creative, safe and socially inclusive ways.
- To complete a Web package that would enable national level portals and the supporting pedagogy to be implemented within an additional 10 member states, reaching a further 100 service level providers and 2000 target group users within two years of the Project's completion.
- To build dynamic offline and online support networks for peers with intellectual disabilities, service and learning provider organisations and their families to improve prospects of social inclusion.



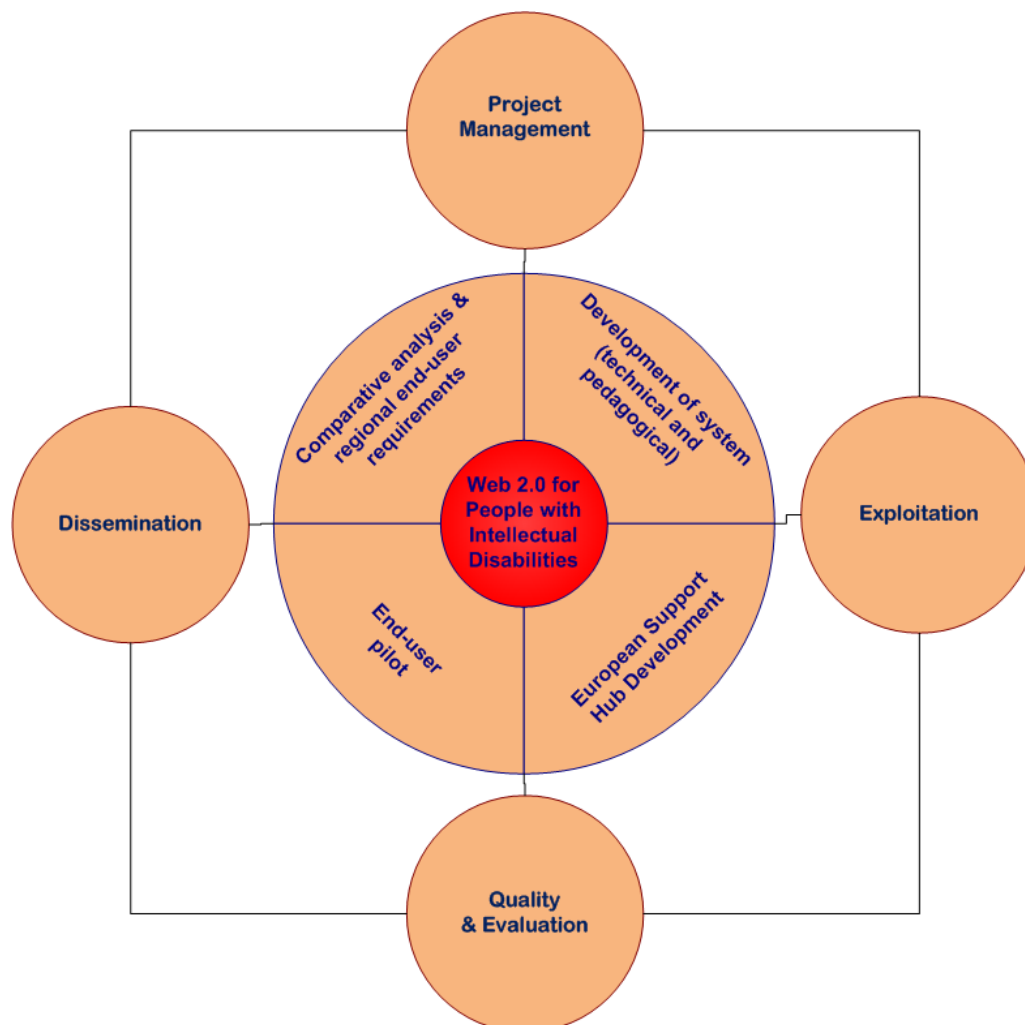
The Finnish 'National level' Klikin Portal, featuring wiki website content created by Finnish pilot participant end-users

2. Project Approach

Project Management and Partner collaboration

The W2ID project applied an approach based on key delivery phases enabled through an agreed management function and quality and evaluation process. An overview of the approach is provided below.

Figure 1: The W2ID Approach



A range of project management practices, led by the coordinator, RIX/UEL, were deployed to ensure the successful roll-out of the project and to facilitate the cooperation of the partners from various countries during its execution. The following key project management actions helped to make this work:

- A 'Project Delivery Plan' was produced, featuring the Project management structures, the step-by-step operational plan and a partnership agreement or 'Service Level Agreement' was agreed and signed by partners to pave the way for collaboration and cooperation.
- A 'traffic light' system for monitoring progress as well as managing project risk was instituted
- The Project Manager coordinated monthly Steering Group 'video conference' meetings with partners, in which progress was monitored against the Project Delivery Plan and traffic light.

- An online project platform was set up using a software package called 'Basecamp', which provided a busy and productive online space for the sharing of ideas virtual partner collaboration.



Partners collaborating virtually through message board activity on Basecamp and face-to-face at the partner meeting in Lisbon, Portugal

These activities were complemented by face-to-face partner meetings at key points throughout the project. The meetings gave project partners the opportunity to review and monitor overall project progress, discuss and resolve issues and productively share ideas and solutions.

The face-to-face meetings also provided opportunity for co-development and training in the Project's innovative pedagogic and software systems. This ensured all partners were prepared for the delivery of the project's end-user pilot, which started in March 2012. As part of the training sessions, partners and support staff worked with the prototype 'Klikin' software with a group of young people with learning disabilities in Lisbon, Portugal.



Participants in the Portugal training session used the Wiki to talk about work skills and personal preferences

Quality and Evaluation

The partnership adopted a multi-step approach to assure quality and an effective evaluation of the project. This involved partners agreeing the criterion and standards for each quality dimension - structures, processes and outcomes. It also embraced soft and hard criteria for establishing the quality threshold for each deliverable. This work began with the formulation of an evaluation and quality assurance plan, which defined the overall measurement framework and outlined the main activities:

The development of quality and evaluation within the project embraced four key phases:

- A scoping phase defined the outcomes and quality criteria for each work package (WP)
- A secondary phase entailed the development of quality assurance instruments and standardised evaluation tools.
- A third phase involved project partners implementing the agreed quality and evaluation tools to assure and evaluate work as it occurred.
- In the final phase Atempo - the WP lead, processed the results of the end user pilot.

The final quality and evaluation report described the results of the project and the process from the data that emerged.

The project partners, led by Atempo, designed and developed the pilot evaluation approach to capture the experiences and perspectives of learners and supporters. The data gathered at the baseline stage included personal information about learners' ICT skills, their employability, active citizenship, communication, and expectations about what they would gain from taking part in the Project pilot.

At the conclusion of the pilot phase of the Project learners and supporters were then asked to take part in the second phase of the evaluation survey and to provide feedback on their experience of taking part. Learners were encouraged and supported to reflect on their own learning alongside their supporters. Supporters evaluated the benefits and achievements that they observed from learners on the pilot and considered how they might use the Klikin package in the future. The insights that were gained from the pilot evaluation informed the final refinement of outputs for the project.

User-centred approach to technical and pedagogic development

The partners have remained committed throughout to a user-centered development approach. This involved firstly gathering information about the comparable learning and support systems, websites, tools and software packages that were already in use across the various partner nations. In total, over 100 of these were identified across the partner countries and these were examined and reviewed to ensure that the eventual W2ID solution did not duplicate anything that was already available, but would rather complement and add value to such existing user activity and experience.

The partners also found out the types of Web 2.0 activity users wanted to take up or develop through the 'Regional user requirement analysis', which then informed the Software and Pedagogy Development Specification process, whereby partners jointly agreed project priorities for learning and software development. The process identified suggested refinements to the technical and pedagogic systems that included:

- Capacity to alter the display format of text on the Wiki websites with capitalisation, bold font option, size and line spacing layout
- An easy-to-use way to reformat labelling, instruction and guidance text used in the Wiki website system in any European language
- Improvement to accessibility of passwords for non-readers through a graphical password feature
- Instruction and guidance for best safe management and use of passwords
- Provision of guidance, tools and training materials for safe Web use, particularly for producing and sharing content online and sharing personal information
- Guidance and instructions for searching, saving and sharing pictures with the privacy and legality issues addressed
- Review and enhancement of the 'wizard' facilities for wiki users and builders with use of improved easy-read text, function consistency and further graphic-based instruction

The technical and pedagogic systems were developed together to match user requirements and ensure the Web 2.0 tools helped to achieve the learning outcomes that had been sought. A three-stage learning activity framework was modelled in order to develop flexible course delivery approaches:

1. 'About Me' and 'About Us' - Personal use of Web 2.0 to talk about ourselves, record achievement and develop personal plans
2. 'Making and sharing messages safely' – Developing use of the web to show work to selected audiences in the community in a secure and sensible way
3. 'Going public and taking part' – Responsible publication of content in the public domain as part of peer learning, active community participation and engagement with the world of work.

It was clear that the framework needed to be flexible to accommodate different ability and institutional levels and suit the way partner countries connected differently with users and applied various supporting tools and approaches. Partners in the UK for example, worked with learners that had more severe intellectual disabilities, so adopting smaller groups and applying simpler targets. The course design therefore had to match a diverse array of educational or cognitive levels by offering 'granular' modules of different instructional and support materials, from which teachers and learners could select what they needed. Thus the partners were able to ensure that the multiple users anticipated were all included and accommodated through a flexible design of pedagogy and technical system for the pilot.

The technical and pedagogic developer teams at FAIDD and Rix/UEL worked together on the development of a specification for technical systems in response to the feedback and system requests gathered through the Regional user requirement analysis' process. The subsequent software development by coders, who worked in parallel in Finland and the UK, proceeded with an efficient co-working approach in place that saw each party delivering to their strengths.

Atempo and Rix/UEL worked together to co-create the flexible pilot package to accompany the Klikin system. This involved detailed design of resources with sample lesson plans, course outlines, guidance notes, and proscribed wiki website templates. This work drew on pedagogic approaches already agreed across the partnership and also went on to engage learners at Atempo and Rix/UEL, whose input helped to ensure that the learning materials were genuinely accessible for end-users with ID. All partners had full opportunity to contribute to development of both systems through the iterative approach that was deployed on the project.

A final iterative phase occurred after completion of the pilot, which drew from the feedback that was gathered from end-users, learners and supporters as well as from partners who

gained further critical insight into system design as they delivered their training and support. A last 'wish-list' for enhancements to the Klikin technical and learning system was drawn up, scoped and prioritised to shape the final set of adaptation to the software and accompanying materials.

European Support Hub Development

The European Support Hub is a web-based support centre for the pilot and the project outputs, providing a resource base and online community facility for interaction between partners and pilot participants. The project partners agreed that WordPress provided the appropriate platform for the development of the Support Hub, being both a cost effective and sustainable solution. The pilot afforded an opportunity to trial the core materials that would sit within the Hub

The European Support Hub structure and functionality was collectively designed by all partners, and EASPD, the lead partner responsible for this feature, then coordinated the bringing together of resources developed and/or translated by the project partners. Further materials emerged from the pilot including the stories of participants' experiences and achievements building Klikin websites. These serve as inspiring as well as instructive case-studies and sit alongside learning resources, instructions and news features to comprise a dynamic Web-based resource, which has been organised so that users can select their preferred language as they enter the site.

End User Pilot

The Pilot phase provided the core of the project's engagement with end users with ID and their supporters across a rich variety of settings. The review and development work came together as the W2ID project's 'Klikin' prototype was completed and ready for an extensive pilot trial implementation across the partner countries. The Klikin pilot commenced in March 2012 and was undertaken by all partners except EASPD. The objective was for four hundred learners to be engaged in the delivery. The Pilot was organised in four stages:

1. Training and support for partners – this took place at the Lisbon meeting in September 2011 supplemented by the additional face to face session in London in February 2012 and the delivery of various online tutorials
2. Recruitment and a 'baseline' survey of all users - teachers, supporters and learners - to establish their skills, experiences and perspectives before taking part, to support the Pilot evaluation
3. Pilot delivery with service-provider organisations, teachers, supporters and learners
4. Evaluation and impact survey of learners' and supporters' individual experience of the pilot and their views as to the potential of the Klikin package.

Dissemination

The approach adopted for dissemination started with a plan, which specified the issues and approaches, audiences and formats. The plan applied the '3Cs approach' – Creating, Convincing and Consolidating and distinguished between publicising the W2ID project's research and development activity and marketing the project's Klikin outputs i.e. the Web-based technical system and the accompanying learning and support packages. The following dissemination instruments were then discussed, designed and developed:

Project & product branding: Partners agreed to the 'Klikin' brand name and positioning of the product distinct from the W2ID project name. 'Klikin' was perceived to translate effectively across different European language communities. A logo and strong, unique branding aesthetic was developed for use across the various project outputs.

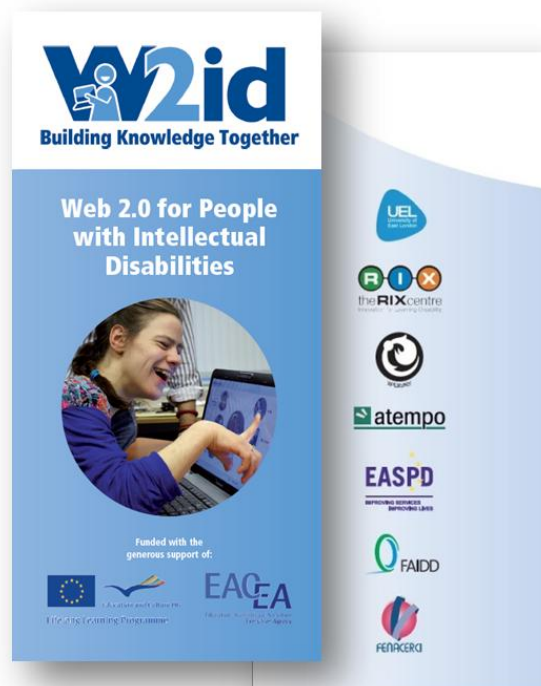


Project website: In keeping with the inclusive ethos, aims and target audience of the project, an easy-read and multimedia W2ID website (www.w2id.eu) was created using a Klikin Wiki, with the assistance of a young designer with intellectual disabilities. The website hosts the project description, documents and public outputs. It links to a set of similarly accessible partner wikis as well as to the Klikin Portal website. Partners also promote the project on their mainstream websites.



Project leaflet: the project team developed a general leaflet about W2ID as a way to raise interest in the work of the project. The project leaflet was printed in English, Finnish, German, Portuguese and Latvian and distributed by partners at conferences and events throughout the project period.

Two additional information leaflets were produced; a pilot information leaflet to support the recruitment and preparation of pilot participants; a Klikin 'product package' leaflet to support the exploitation work both during and beyond the funded phase of the project.



The European Support Hub: This is a further component of the Project's promotional portfolio as it provides a shop window for the benefits of the Klikin package with case studies, user stories and the results of the Klikin pilot evaluation. The Hub is an information point for provider organisations to find out how they can acquire Klikin to use themselves and who they should contact to do so.

Conferences, seminars and public events: The 'convincing' and 'consolidating' aspects of the Project's '3C's' approach to dissemination involved all partners actively participating in dissemination activities in the form of conference and seminar presentations and other public events organised by the partners themselves, both locally and internationally. The W2ID project's inclusive ethos has meant that wherever possible project participants with intellectual disabilities have been involved as presenters so that they could share their own experience of taking part and demonstrate the personal impacts and benefits.



W2ID Partners have disseminated the W2ID project at a wide range of conferences and events across Europe, further consolidating these activities with reportage on the Hub

Exploitation

The goal of the exploitation process has been to enable the W2ID project outputs to continue beyond the life of the project and share the benefits more widely. The target of the partnership is to ultimately exploit the product within 10 additional EU countries, 100 Service and learning provider organisations and to engage 2000 further people with intellectual disabilities after the project. The approach to support this goal was to develop an Exploitation Plan iteratively and by involving all partners from the outset. This has enabled all to contribute ideas and share their local and national experiences of similar endeavours. The partnership also identified the intended product set early on, as part of the exploitation design process. The product set for exploitation has been branded separately as 'Klikin' and includes:

- The Klikin 'easy-build' software package
- National portals in each partner country that link to all the Wikis that have been created for public view
- The Klikin 'European Support Hub' website that provides learning materials, user guides and access to free ICT tools to support the delivery of the product, alongside a combination of W2ID news, case-studies and user's own stories, which together provide a wide array of examples of best practice on the project
- The training capacity and expertise of the active partner organisations

The Project also engaged an experienced external contractor to advise and help steer the process of establishing working arrangement between active partners that would facilitate exploitation activity based on a set of agreed terms and protocols. This approach helped the partnership to consider and work through issues such as copyright, intellectual property ownership and the management of revenue generated from exploitation activity. The partners with capacity and interest to actively pursue a sustained approach to delivering Klikin have subsequently forged the 'Klikin Alliance' as an unincorporated entity that will structure and support exploitation way beyond the W2ID project's two-year lifespan. The terms of reference and operational approach of the Alliance have been fully articulated in the final draft of the Project Exploitation Plan.

A Project Exploitation Workshop was also organised, drawing on the leadership and networking capacity of EASPD in Brussels in 2012. This took place during the week of the European Day for People with Disabilities and attracted Directors from national service-provider organisations from across the EU. EASPD also brokered an opportunity for the Project to showcase its work in a unique 'speed dating-style' event at a conference organised for the EU Platform against Poverty and Social Exclusion. This facilitated access to over a hundred influential organisation leaders, policy makers and investors involved in the fight against social exclusion across Europe.



The Klikin European Support Hub is a key tool for expanding the benefit of Klik in beyond the life of the project and exploiting the outputs of W2ID

3. Project Outcomes & Results

The **outcomes** and **outputs** of the project include:

- **The Klikin Product** set comprising the easy-build website package, Web 2.0 portals in each country linking to large numbers of Wikis websites created by users with ID and the European Support Hub website that provides Klikin learning materials, user guides, free ICT tools, examples of best practice and communication space for supports/tutors.
- **Learning and participation** experiences for Klikin users and their supporters across the participating countries
- **Presentations, multimedia and written reports** that document an inclusive project, its methods and the learning that resulted for project partner organisations
- **A European Alliance of practitioners** with valuable experience of using Web 2.0 tools with ID users and a commitment to passing their knowledge and skills on to colleagues across the EU

The **results** of the project have been quantified and captured through in-depth evaluation of the Pilot implementation of Klikin and the resulting case studies that are posted on the Project's European Support Hub website.

The following is a short assessment of how effectively the Project achieved its declared aims and objectives; a summary of the results from the evaluation exercise and a narrative that reflects on the visibility and privacy of some of the project outcomes and the challenges faced that affected the overall results.

Review of Project delivery to its objectives

The Project's primary aim was 'to improve employability skills and active citizenship' for Europeans with Intellectual Disabilities through peer learning facilitated and enabled by use of the latest Web technologies. The Project realised this aim by developing a wealth of new peer-produced learning **content** as well as by developing a **process** that effectively engages, instructs and inspires people with ID to realise their goals for social inclusion and employability.

The 141 wiki websites created by people with ID during the Project pilot provide an innovative way for people with a range of ability levels to learn from each other's knowledge and experience. Through the publication and display of more than 4,000 pages of rich media content from these websites on the partners' National Portals, the Project continues to provide peer learning for other people with ID across and beyond these countries. The vibrant websites produced on W2ID collectively chart and explore the contemporary experiences of people with intellectual disabilities. They affirm their achievements and demonstrate the rich and diverse ways in which they can acquire the skills they need to take active roles as citizens of their communities. The Project has already created a rich *content* resource that will inform and inspire people with ID to pursue these goals to their best abilities.

In addition, the Project pilot evidenced how the *process* of planning and developing multimedia with fellow learners about 'ourselves', 'going out' and 'jobs and activities' in the local neighbourhood improved self-confidence, communication, citizenship and self-advocacy for users. These are all key skills for the world of work and social inclusion for people with ID that the pilot evaluation also demonstrated were developed for 70-90% of the participants on the Project. This type of feedback provides cause for optimism that the Project's aim to 're-engage 'lost', socially excluded and economically inactive learners' has been achieved to a significant degree.

The Project proposal identified clear objectives at the start, to 'support social inclusion through the development of a resource set'. The combination of technology, tools and materials is now complete and made available exactly as intended, translated into in various languages and accessible two years on via the European Support Hub and National Portals across the EU. Through this provision of resources, unlimited numbers of further users with ID can build their personal aspirations and develop skills for employment and citizenship through similar Web 2.0-based work.

The Project set wider goals for 'increased social integration on the Web and in the wider community' for people with ID and promised provider organisations access to 'an innovative system to meet their users' information and learning needs'. The Project partners share a view that this ambition has been genuinely achieved with project participants, and importantly, the evaluation clearly evidences the same conclusion from the supporters and the learners with whom the partners worked, through the ICT skills survey results and brought to life in the rich variety of learner case studies featured on the Hub. The declared interest of both organisations and the majority of their learners to continue their use of the Klikin package going forward is a clear testimony to W2ID's creation of a credible resource set that will equip provider groups to more effectively meet their ID learners' information and learning in the future.

Summary of the Project Pilot Evaluation Results

A core philosophy consistently shared by the partners is to ensure that the W2ID system, learning and materials development, delivery and future related activities remained aligned, driven and focused on the aspirations and needs of the target user.

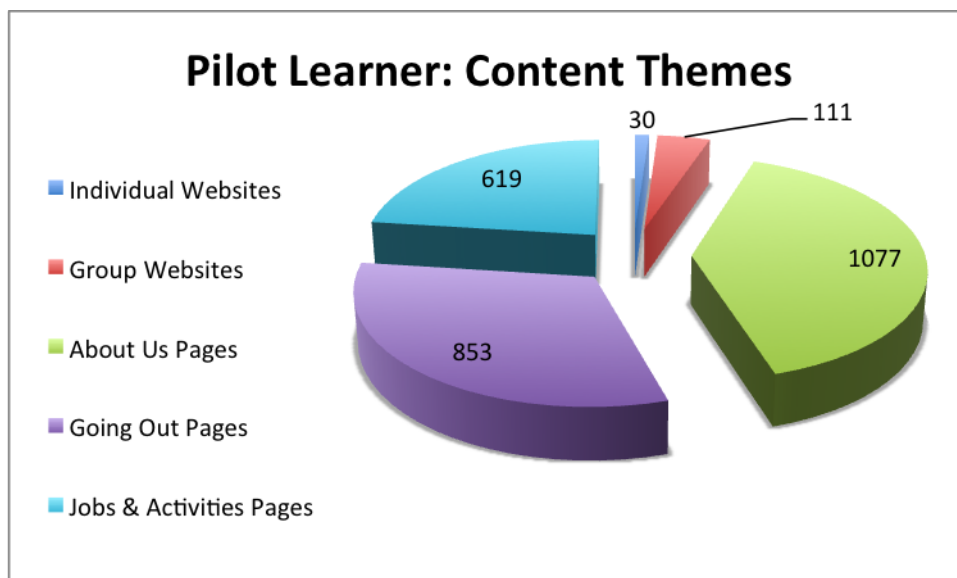
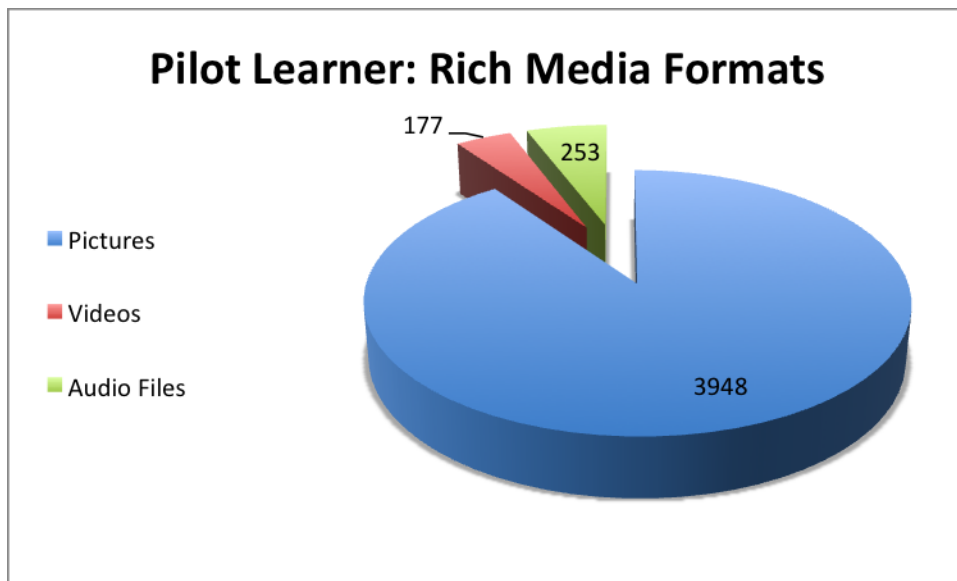
Consequently, an integral part of the national pilots was to ensure a robust evaluation methodology that would enable the partnership to consider the personal level outcomes and impacts achieved among the pilot group of end users with intellectual disabilities. The outcomes of such user engagement, testing and feedback informed the direction of travel for the design of the systems and materials as well as the on-going pedagogic approach.

The evaluation exercise was led by Atempo and delivered using a common methodology and with research instruments and tools such as questionnaires, consultations, observations and self-reporting. The evaluation phase coincided with the pilot delivery period from March to June 2012 and provided a multi-user perspective by including supporters and teachers together with partners and individual users with ID in the evaluative consultation process.

A good representation of users participated in the evaluation (71%) with a good cross-section amongst the three target age groups; 28% between 13-18 years, 26% between 18-24 years olds and the age group 24+ accounting for 53% of sample users. Furthermore, 68% of supporters and teachers involved in the pilot work participated in its evaluation, alongside the involvement of 40 SLPs from the four participating countries.

Key findings

374 users participated in the user pilot across the partners of which a range of user interests and activities were observed across the sample surveyed, as evidenced by the creation of 4378 rich media content files.

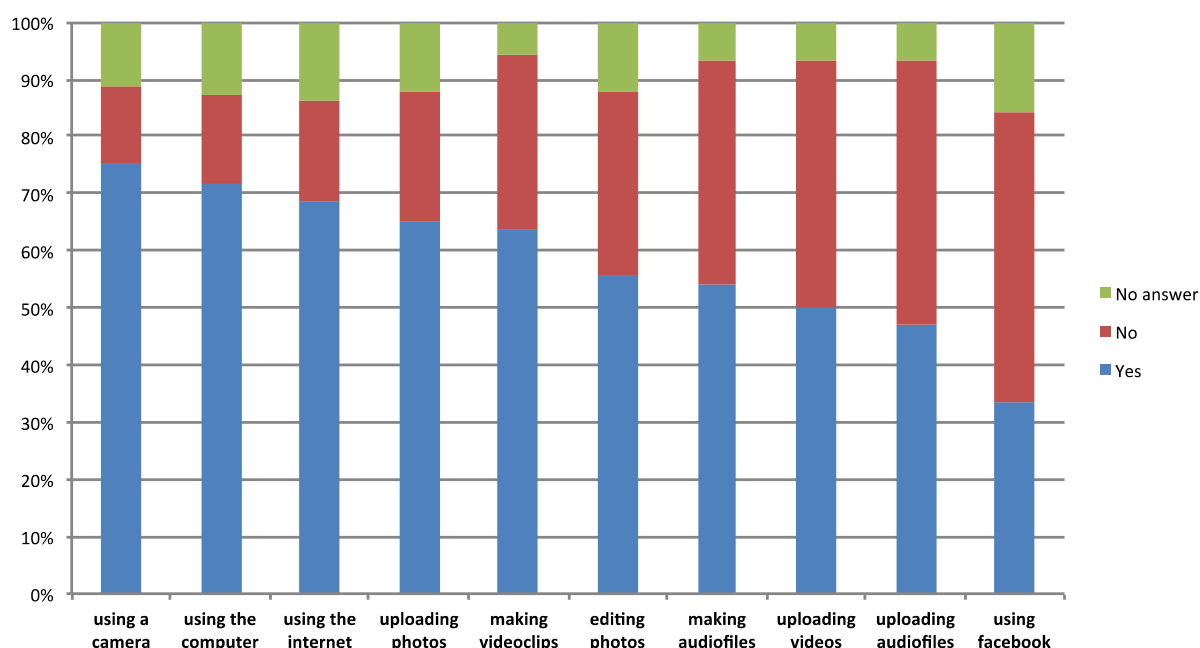


The trained supporters/teachers were extremely positive about their pilot experiences, with the overwhelming majority (90%) satisfied with the pilot training received; the learning and teaching materials used; the competency of the trainer and concurred with the view that they were able to perform the expected sessions and deliver the necessary outcomes. Overall, in excess of 80% from this cohort felt sufficiently able to pass their knowledge on to learners with ID.

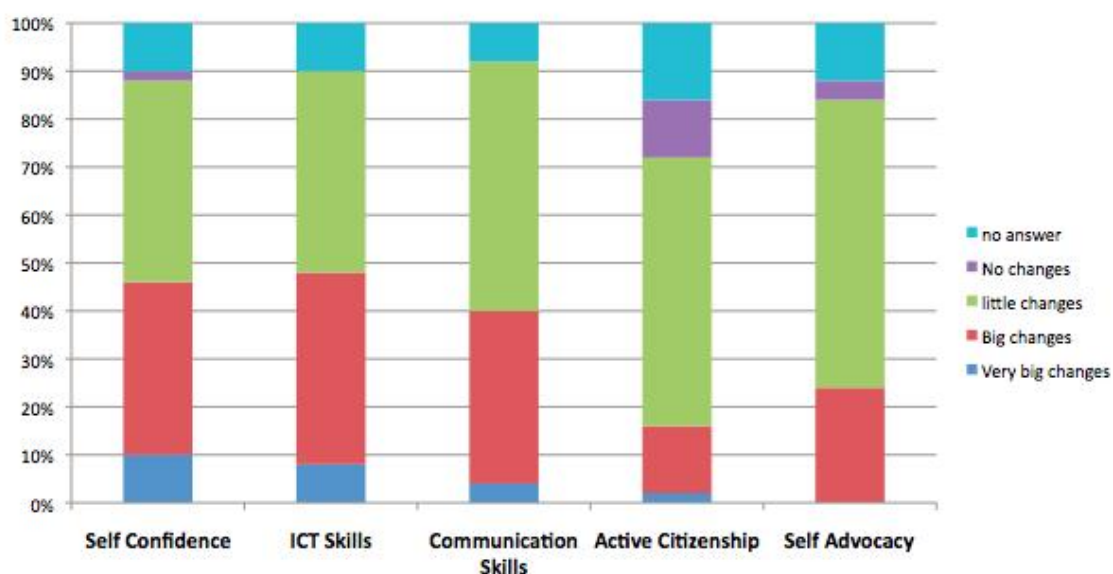
The core target users within the three age groups were also bullish about their involvement and the project overall. Whilst most (84%) had never participated in a project of this type, the vast majority mentioned that they liked the project (85%) and over three in four mentioned that would like to continue working with it (78%). These encouraging results have provided an additional impetus to the partners.

The evaluation also covered learning impacts generated in ICT and multimedia (see below) by learners. Overall, the learning impacts were significant, with the most visible being the acquisition of basic skills in media production (internet and camera) and computer use followed by “uploading photos” and “making videoclips” (around 65%). In cases of more sophisticated or complex tasks, as expected, fewer users noted learning impacts, although one in two still reported learning impacts in making and uploading audio-files, editing pictures and uploading videos. To a much lesser extent, one third of users questioned felt, that they learned how to use Facebook during the W2ID pilot despite there not being an explicit learning session on social media.

Self Assessment of Learning Impacts



While the biggest learning impacts were related to ICT-Skills, self-confidence, communication and improvement to active citizenship were also acknowledged outcomes. 88% of supporters observed changes in the self-confidence of the learners, 46% of whom saw ‘at least big changes’. 92% observed changes in communication capability and 72% observed improved active citizenship, including digital inclusion for participants. These results affirmed the potential life-changing impacts of the work for the project’s target users, impacts, which can actively contribute to social inclusion and employability for people with intellectual disabilities; a goal at the heart of the W2ID project. More than half of the participants reported that they had gained new ideas about employability, particularly around media production, local journalism and accessible information creation. Students felt proud of what they have done, many of them had never presented anything in front of the class before and the project was seen to improve group cohesion and sense of community in the teaching and learning settings.



Less visible Project Impacts and outcomes

The Klikin wiki websites that are on public display in the national portals, complement the statistics above and the case-study stories, videos and news features to provide a comprehensive multimedia-based account of the W2ID project's results and achievements. It should be noted however that there is also a significant and positive qualitative outcome achieved since for some learners their outcomes were personal and remained relatively private.

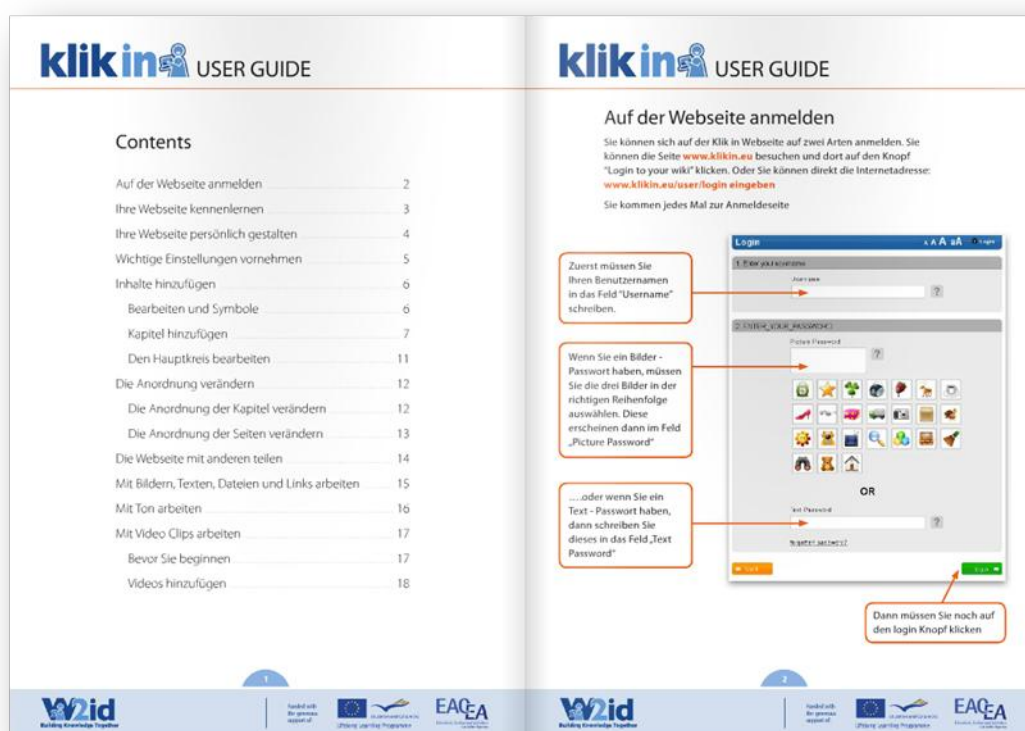
Klikin Wiki websites are password protected as they are provided for the learners, who then work with their supporters on issues about safe Web use in a secure environment before choosing to make the websites they create public. In a number of the provider organisations that engaged in the W2ID project a choice was made to keep the websites created by participants private. Learners were able to selectively show their work to others in their class or their teachers, friends and family members. There is an 'Invite' feature built into the website that enables learners to nominate individuals who they wish to show their work to and provide them with password protected 'read-only' access to their websites via e Mail.

This private approach and invite facility served the purposes and needs of one group of learners in a North London Secondary School particularly well. This group was made up of pupils of various ages who had been brought together in a special class for extra support with their communication from a support team, led by a Speech and Language Therapist. The class worked together to produce a single shared Website during the project pilot in which each individual used pictures, video clips, text and audio recordings to talk about themselves, their lives, their likes and fears, their achievements and their hopes for the future. The process of working with the Klikin package firstly helped to bond the group of diverse pupils together as a team. In the wiki review sessions at the end of each workshop the learners took turns to present the pages that they had created and the classmates commented and encouraged each other. The learners found this difficult at first but built their confidence as the project ran week to week. Similarly, the young people worked in pairs to make video clips, take photos and record sound and as they did so the Language Therapist was delighted to see how they rehearsed and supported each other to get their messages across and overcome their communication disabilities. One learner for example, who had not spoken in public in her time at School until this point, recorded a piece to camera in a quiet

room with her new classmate on video about her ambition to play football with a local team. She then proudly presented the clip back to the class at the end of the session to rapturous applause.

The case study of this class and this young woman is an excellent example of the way many of the key results of the W2ID project remain private and, while Web media and ICT were part of the process, the real results were about people's lives, their self-confidence and their intimate communications with friends and supporters. It is appropriate to remember that social media, if applied thoughtfully, can make significant and lifelong impacts for people with intellectual disabilities on a very local level that has little in common with our conventional ideas about Web 2.0 tools like Twitter and Facebook. We tend to see these as public tools that we use to broadcast our personal thoughts and share clips and images across the Internet in a way that is extravagant.

The Klikin package is accompanied by instruction and support to enable people with ID to learn how to 'go public' safely and enjoy the visibility, social inclusion and self-affirmation that this can achieve. Web 2.0 tools like Klikin, can however have equally important application as aids to personal communication and as tools which help people with complex needs to make the important small steps in their learning and communications that are private and face-to-face, yet so vitally important for the individual, their learning progress and their pathway through life.



The Klikin User Guide, one of the multi-language support materials available on the European Support Hub

The challenges faced by the project included engaging partners that operate across different economic, political and social contextual settings. Consequently, it was anticipated there would be a diverse support infrastructure and capacity to assist people with ID across the partners. Furthermore, it was not too unexpected that the engagement levels including

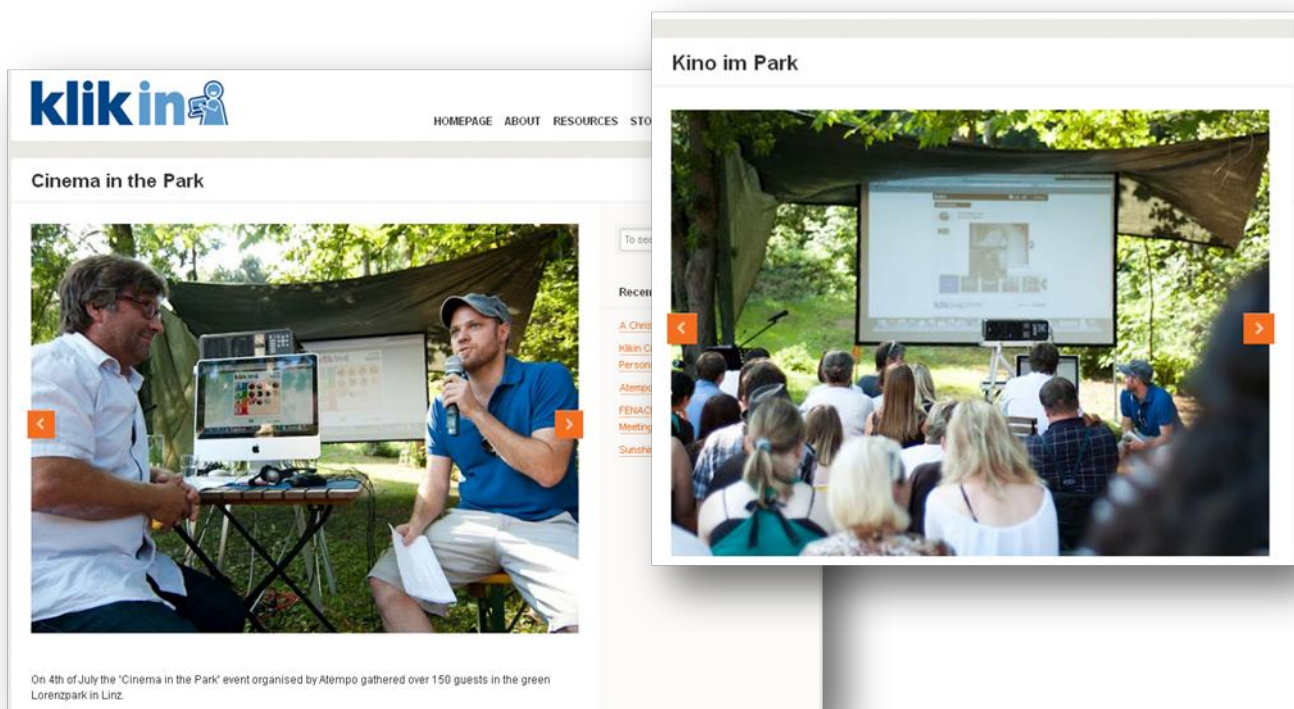
indigenous SLPs and organisations supporting people with ID would differ across the partnership and that some partners would have greater difficulties in achieving their intended outcomes. This indeed was the reality and a feature of the project.

Dissemination outcomes

The public Dissemination Report of the Project provides details of a very active dissemination programme in which all partners have been engaged throughout the project.

As befits a project centred on the use of new media, W2ID's dissemination effort has been richly served by the development of Project websites as well as some exceptional photography, video and audio materials – typically produced by and with people with learning disabilities. The easy-build Klikin websites and all the accompanying training and support for learners with ID to use cameras and computers has helped continual engagement of users with ID in the dissemination process in a way that has been uniquely inclusive.

Event-based work has been key to disseminating the W2ID project, its methods and messages about what partners have learned from being involved. The availability of such a rich range of media outputs from the project, including websites, videos and photographs, has made it progressively easier for partners to explain the work as the project has gone on and demonstrate the potential applications of the tools that W2ID has developed. These materials have made presentations about the Project more and more impressive and attractive for audiences, who have inevitably shown interest in how they and their organisations might be able to take part themselves. In this way the dissemination activity has steadily blended into the project's exploitation approach as the project has progressed and its results made more visible.



Images from the Cinema in the Park event organised in Austria by Atempo

Some of the events were organized by the partners themselves and often used internal resources to disseminate the W2ID project to their best abilities. An example of self-organised activities was that by Atempo, who delivered a 'Cinema in the Park' event which

was especially dedicated to the presentation of the Austrian W2ID Pilot and its results (article available on ESH [here](#)). FAIDD also conducted very active networking and dissemination during the SEN networks meeting throughout Finland. Rix Centre identified a number of prestigious events in UK where they popularised the project and the future valorisation initiatives of the partnership. The Latvian partner Apeirons organised meetings with users and families as well as seminars in the Kurzeme region where they presented W2ID and Klikin social care institutions, services and schools. Fenacerci and FAIDD used all the national and international events and meeting of their associations to present the project and the opportunities it provides for the life and work of persons with disabilities. EASPD communicated the project not only during its own events, but also during meetings with representatives of the European Commission, The European Parliament, and the Council of Europe.

Thus the partners have raised awareness about the project goals and outcomes among a great variety of target groups:

- People with intellectual disabilities, their families and friends
- Staff working in the social care sector
- Civil servants and decision makers at all levels: National, Regional and European, responsible for the relevant policy in the field and its implementation
- Special, mainstream and boarding/ residential schools and colleges
- Representation/lobby groups for persons with disabilities
- Employers and authorities at local, national and European level
- Training centres
- EASPD members and partners

The partners used various approaches, appropriate to the respective event and audiences, in presenting W2ID and Klikin. The promotional materials - the project, pilot and exploitation flyers were distributed while providing individual presentations. A number of PowerPoint presentations and videos were created and used during conferences, workshops, forums, and meetings. They are now available in the ESH website. Often during events the partners demonstrated the use of Klikin, giving the visitors the opportunity to create and upload their own website content, link to these websites are available on ESH website. Once the three W2ID and Klikin websites were established and populated online they were also incorporated in the presentations done by partners.

4. Partnerships

A diverse, flexible and transnational partner arrangement is pivotal to the development of a European solution. The collective set of competencies and expertise that existed within the five partner consortium was a key component of the project's success. Coordinated by The Rix Centre, University of East London (UK), in partnership with organisations specialising in the issues and support needs of people with intellectual disabilities, the European wide partnership has provided a good level of territorial coverage and has provided, through a matrix of networks and organisational links, the mechanisms required for wider dissemination.

The common denominator amongst the partners has been their direct experience of representing and working with people of intellectual disabilities. The overall partnership has been productive and seamlessly combines individual strengths, competencies, contacts and experiences.

Each constituent member is different in structure, strategy and systems but has operated on a collaborative platform. The diverse expertise available has been harnessed within this cooperative environment, where each partner has advanced their specific tasks within the agreed work packages that they were assigned, providing a good exchange of know-how and considered perspectives.



- As project coordinator, UEL and the Rix Centre contributed to all aspects of the project drawing on the Centre's status and expertise as a research institute as well as a charity dedicated to developing new media for the benefit of people with intellectual disabilities. RIX/UEL played a lead role on the projects specialist pedagogic and technical specialisms for people with intellectual disabilities.
- ATEMPO based in Austria brought proven experience in developing and delivering vocational training for people with intellectual disabilities to the project alongside a track record in translating mainstream materials to ensure technical accessibility. They have led on quality and evaluation work, drawing on their extensive previous experience in the management and evaluation of project outputs and pilot activity.
- FAIDD is a long established national organisation and cooperative forum for organisations and individuals working for the better quality of life for people with intellectual disabilities. They have deployed their expertise in accessibility and usability issues and drawn on their competence in developing new, pedagogical approaches. They have led on the translation of user requirements into development plans and coordinated partners in establishing a set of user needs requirements, delivering a thorough comparative analysis, pedagogic and technical system refinement. FAIDD's specialist capacity in ICT development and Easy-Read design particularly enriched the partnership's available skill set.
- EASPD is a Belgium based representative body that spans over 10000 service providers across Europe, supporting those with a range of disabilities. They promote the equality of opportunity for people with disabilities through effective and high quality service systems.

They have deployed their extensive pan-European networks and pre-existing communication channels to raise awareness of the project, build the project's dissemination network and drive the exploitation event programme. They have good knowledge of existing provision and knowledge of technologies and have and will continue to use this to inform the innovative methods of engaging target users.

- APEIRONS, based in Latvia, aim to integrate people with disabilities into wider society, raising awareness, providing information, delivering training and supporting cooperation amongst organisations. They have contributed across the Project and drafted early plans for the exploitation of the project, drawing on previous expertise in this task. While their contribution suffered from set-backs so that they fell short on delivery, their presence in the partnership served to enrich the consortium's insight into the pan EU environment in which the Project was set and the challenge faced by colleagues and partner organisations.
- FENACERCI is a non-governmental organisation that represents 51 cooperatives for education and rehabilitation of people with special needs. As a direct provider they support 8000 children and adults with intellectual disabilities. They have contributed across the broad range on work packages, while grappling with significant challenges to their economy and public service culture. They engaged whole heartedly with the pilot delivery and have committed fully to exploitation activity and development of the Klikin Alliance in which they will take a full and active part despite the hardships they face in their territories.

A key demonstrator of the added value of bringing together professionals and learners from different EU nations on multi-partner projects was witnessed in the sharing of Wiki websites from other countries in classroom sessions. At a participating Further Education College in the UK learners were delighted to be part of a Project that had European scale and reach. Additionally a number of learners made personal connections when they saw materials produced by people with ID from other countries. Two young people in the UK showed that they had an understanding of the German language that neither their classmates nor their teachers had previously been aware of, and another learner, whose family came from Latvia, was thrilled to be able to access and understand the learning materials provided in that language. During three pilot workshop sessions a real celebration at the sense of shared European identity was experienced, when groups of learners with ID from Austria and the UK linked up using Skype. Although the language differences clearly limited verbal exchanges, the project's established use of photos, video clips and audio as a way to tell each other about themselves and their lives translated elegantly across both language and ability barriers to the delight of the learners taking part.

The involvement of people with intellectual disabilities as target users has been a key part of the Project process and the partners have been active in ensuring users have been engaged to influence the design and delivery of the project throughout. The self-advocacy dimension of the project that is facilitated through the use of new and social media has been invaluable as a way of keeping people with ID at the centre of the project. This will continue beyond the Project's funded phase through ongoing deployment of the accessible multimedia communications tool provided through the European Support Hub, the use of video for News reports and story-telling and through the ongoing creation of Wiki Websites by people with ID using the Klikin package. The dialogue with users will also be continued through the pro-active engagement of self advocates and 'wiki champions' with ID to be part of National Portal management teams and in the work coordinated by the Klikin Alliance.

The extensive network of contacts of all participating partners provides a good window of opportunity for delivering the pilot workshops and for the wider dissemination and exploitation of project results. This builds on the contacts leveraged in the development of the partner wikis and the involvement of target users in all design, development and delivery phases of

the project. Service level providers remain engaged in Wiki development and the use of the Klikin package, supported through partner organisations as we complete this report and we have full confidence that this extended network can continue.

This was especially visible at the European Day for People with Disabilities Conference in Brussels in the last weeks of the project, where Ajay Choksi and Markus Binder, both young men with intellectual disabilities were key to the Conference presentation, the display stand that was staffed throughout the two-day event and to the development of a special EDPD Conference website, for which they took photos, recorded interviews and wrote text to capture the event and demonstrate the project in a single activity. This website can be viewed at www.klikin.eu/edpd2012



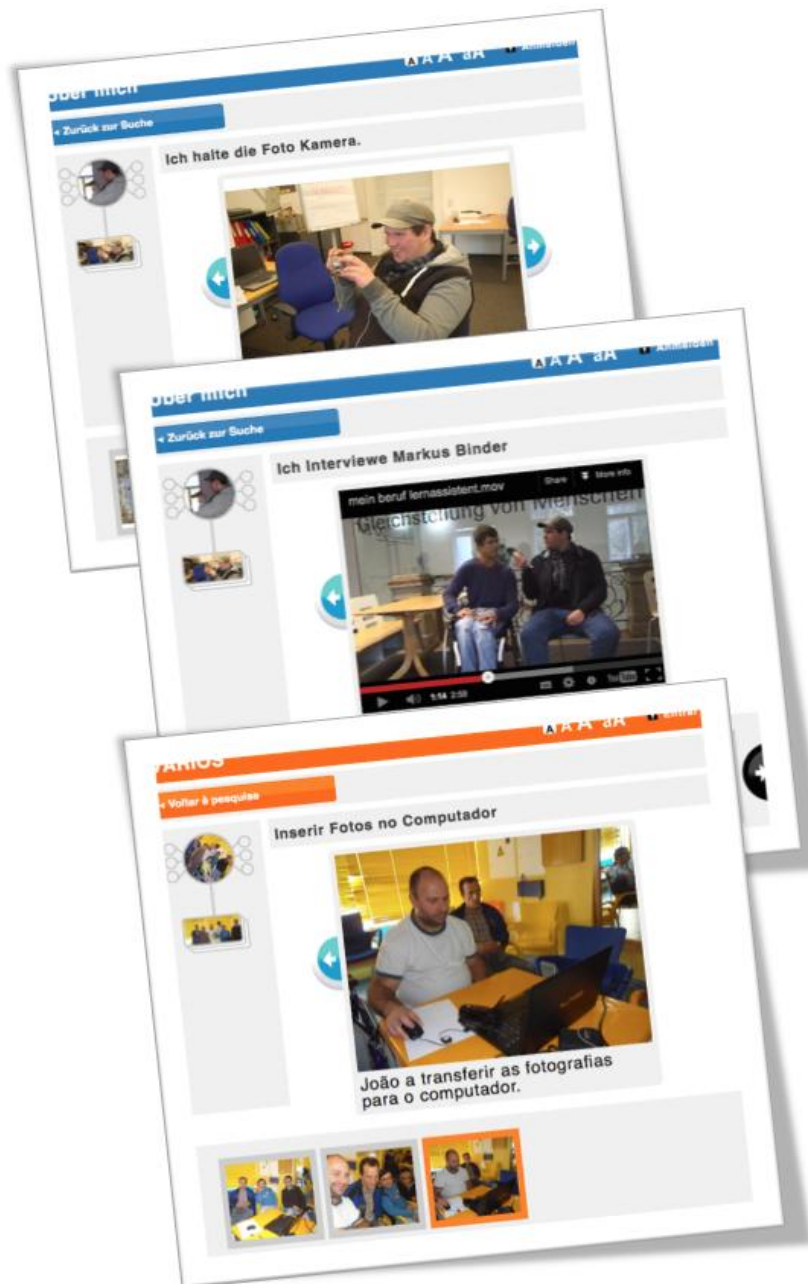
Ajay Choksi and Andy Minnion presenting at the European Day for Persons with Disabilities Conference in December 2012

EASPD were instrumental in facilitating the two W2ID Exploitation events that took place in December 2012. The first event was a networking lunch and workshop organised by EASPD where staff from Rix/UEL, EASPD and Fenacerci demonstrated the Klikin package and networked with senior figures in the field of ID.

The second exploitation event was a 'speed dating' session later the same day where a staff member from Rix/UEL had the opportunity to pitch the W2ID Klikin package to a group of social enterprise investors. This was set in the framework of the Poverty Convention 2012, the main event of the European Platform against Poverty and Social Exclusion. This was described as a participative meeting to bring together selected actors involved in Social Investment and the Project consortium saw this as an ideal vehicle for the project's exploitation effort. The "Speed Dating" approach would enable a series of brief exchanges with small groups of interested policy makers and philanthropic enterprise investors about the purpose, financing and outcomes of our Project. Presentations were to be for a set period of time of around 5 minutes, after which each group would move on to another table. The ultimate goal of this initiative was to 'exchange information and best practices in social entrepreneurship in view of developing successful projects in the social field'.

A wiki-based sequence was prepared for an iPad presentation to approximately 100 people who took part in the event. They were given the flyers prepared for our exploitation activity and were steered to a specially built 'Wiki website' that presented the Klikin package as an investment proposition. See: www.klikin.eu/klikinplan

The event enabled presentation of the Klikin package to a substantial number of influential Europeans in a very short space of time and a collection of contact details of a range of interested people from places as far apart as Moldova and the Republic of Ireland, from Government, Venture Capital and Educational organisations. This event helped to extend the reach of the project's exploitation activity.



Klikin user-generated website content showing Klikin users developing and talking about their ICT and multimedia skills

5. Plans for the Future



The optimism, strength and commitment of the partners around the project outputs going forward are evident from the discussions for the creation of an informal but structured organisational arrangement called the Klikin Alliance. This will be a not-for-profit vehicle for continuing development of the W2ID exploitation goals as identified in the Exploitation Plan worked upon collectively, and to take forward Klikin both within existing partner countries and across other parts of Europe.

In furtherance of the benefits from the W2ID project to learners with ID the Partnership has considered its exploitation planning through the application of a number of potential strategies. These strategies and approaches to the commercial and non-commercial market space for Klikin sits under the auspices of the Klikin Alliance.

In particular, three potential business models have been devised that are applicable for exploitation, impact and to secure commercial and non-commercial revenue.

The strategic approaches:

1. Partnership principles

The agreed partnership approach is based on the recognition of some key principles:

- There is a prospect that each of these business models is appropriate in different circumstances
- The relative wealth of partner countries and thus public finances is a key factor
- Regulations around different national models for education and care provision will affect which models are feasible
- The partners should actively seek to generate income and so prioritise 'revenue' and 'commercial' models, wherever feasible
- Any funds generated will be used to prioritise coverage of hosting and software maintenance costs and, secondly, to contribute towards further software and support materials development

2. Case by Case Profiling

The feasibility of exploiting Klikin will be considered on a case-by-case basis, taking account of the specific external contextual environment (including, e.g. school based or employer based settings), the key target groups and potential marketing and distribution channels. The pilot experience suggests that any planned assessment of the potential in a country will then culminate in a bespoke marketing and distribution plan and package for Klikin before active perusal, if appropriate, in that country.

3. Exploiting Communication Tools

The dissemination materials, case studies and European Support Hub content work well alongside the National level 'Wiki Website Portals' as a demonstration of the diverse and potential applications of the W2ID software and pedagogic outputs. The case studies reveal

these different models and provide a rich marketing resource to leverage for a roll out to a wider range of countries.

4. Subscription-based option

The W2ID pilot has already tested a subscription based pricing system for schools and other providers and so partners will be conscious to exploit the opportunities where there is the ability to pay. However, going forward, the subscription model has applicability but this would not be in all cases. The potential to realise revenue through the subscription approach will need to be taken by the Alliance on a case-by-case basis.

5. The Franchising option

The partners have also considered in the execution of the pilot the potential merits of pursuing a franchising model and the designation of a lead franchisee to a key organisation in a country to take forward the model and Klikin brand. This option will also be considered along with the others on a country case-by-case basis.

6. Leveraging Partner Networks

The pilot had successfully tapped into the contacts of its partners and this promotional and networking role will be nurtured going forward. These members will use their available communication channels to ensure the dissemination of the Alliance activities and the promotion of its products to relevant stakeholders. The contribution of EASPD is worthy of illustration here:

With 10000 members in its network, EASPD has affirmed that it'll promote the work of the Klikin package and Alliance activities and initiatives by:

- registering and linking on the EASPD website at www.easpd.eu
- inclusion in EASPD Newsflash
- inclusion in the EASPD Facebook page,
- inclusion in EASPD events and meetings
- inclusion in communications relating to the EASPD Annual General Assembly;
- inclusion via EASPD's International conference and Provider Forums across Europe and
- presenting to organisations from within the EASPD network.

The partners will use the Klikin Alliance to continue to exploit this and other networks and their marketing channels at a pace that matches the partners' capacity to scale up delivery and the successful development of franchising models trialed over the coming months with new national organisations.

As there is a clear focus on self-advocacy in the Alliance, members recognise that there should be at least one network or representative organisation representing persons with disabilities brought into the alliance (e.g. The European Platform for Self-Advocates).

A further testimony to the strength of the partnership is there willingness to collaborate on future funding applications and project initiatives in the new funding period.

6. Contribution to EU Policies

The W2ID project is aligned with various policies in the field of learning and education, ICT and inclusion for all. The Project makes significant contributions to EU policies and is aligned with key strategies in the field of learning and education, ICT and inclusion for all.

The project supports ICT inclusion and economic access, the lack of which still acts to stifle progress and achievements of the target group. It accords with the overall EU strategy to identify and remove various barriers preventing people (including those with intellectual disabilities of all ages) from achieving equality of opportunity and their full participation in all aspects of life.

The evidence of active engagement amongst people with ID has acted to reinforce the important contribution made by such people towards the delivery of a specific objective of the LLP, namely, to increase levels of participation in learning.

In awarding the project its status under the auspices of the Lifelong Learning Programme's (LLP) transversal programme, partners share a conviction to deliver ICT for learning that appropriately addresses the key issues facing an important disadvantaged group, i.e. those with intellectual disabilities. It affords the partners the opportunity to meet the aspirations of this group by pursuing new ways of supporting pedagogical innovation, building accessible learning environments for people and embedding this practice in education and training systems relevant for people with ID.

The project also concords with the drive to modernise services and provide e-learning that is accessible to all. W2ID contributes by nurturing hard and soft skills, spurring new levels of confidence from active learner participation and by particularly opening up new ICT and multi-media competencies.

Within its specialist focus, the project aligns with objectives of The Strategic Framework for European Cooperation in Education and Training (2009) and the EU 2020 Strategy: specifically,

- making lifelong learning and mobility a reality
- improving the quality and efficiency of education and training
- promoting equity, social cohesion and active citizenship
- enhancing creativity and innovation

It also supports the case for a 'European area for lifelong learning' by delivering a European platform of e-learning materials and support for practitioners alongside the target user group. Furthermore, the exploitation of Web 2.0 tools to satisfy the needs of learners with special needs also strengthens its ability to help improve the capacity of VET systems for this excluded cohort.

W2ID project helps to strengthen intercultural understanding and dialogue and reinforces the aspirations to strengthen the European identity. It does this by forging a committed and sustainable alliance of partners going forward; a shared product and brand in the Klikin package and by actively disseminating and promoting the outcomes of the project to a European wide audience.