

ATLEC

Assistive Technology Learning Through A Unified Curriculum

"Valorisation strategy"

WP number	WP7
WP title	Exploitation of results
Status	Final (31/12/2013)
Project start date	01/01/2012
Project duration	26 months
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For further information related to the ATLEC project please visit:
the project website (atlec-project.eu);
Facebook page (facebook.com/ATLECproject);
Twitter page (twitter.com/ATLEC_project/).

The ATLEC (Assistive Technology Learning Through A Unified Curriculum – 518229-LLP-1-2011-1-UK-LEONARDO-LMP) project has been partially funded under the Lifelong Learning program. This publication reflects the views only of the author(s), and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Acronyms / Vocabulary

ACRONYM	EXPLANATION
Gatekeepers	People or organizations that have the discretion to pass, filter or hold information relevant to others.
Outcomes	The likely or achieved short-term and medium-term effects of an intervention's outputs.
Outputs	The products, capital goods and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
Results of the project	Outputs and outcomes
Stakeholders	An individual or an organisation or a group of individuals or organisations have interest in a process or development

Glossary of Key Terms in Evaluation and Results Based Management. OECD, 2010.

<http://www.oecd.org/development/peerreviewsofdacmembers/2754804.pdf> Retrieved: 15/12/2012

Introduction

This document is the final version of the deliverable on the ATLEC valorisation strategy. Earlier versions have been prepared and discussed within the consortium at different points in the project implementation cycle: 31/07/2012, 31/12/2012 & 24/06/2013 to be precise. As such, this deliverable and the thinking process it reflects, have been a resource for the project over a longer period. It will continue to be so, as some of the expected results will mature in the months and years following the conclusion of the project.

The application text summarises the valorisation strategy as such: “The valorisation strategy will define a rigorous model of promotion and mainstreaming of the project’s results, including the identification of key exploitation targets (media, tools, and channels), stakeholder mapping and mainstreaming of final products. The exploitation activities will also target a potential future accreditation of the ATLEC curriculum.”

There is a clear difference between Dissemination (WP6) and Valorisation (WP7). Where WP6 is mainly about informing the target audience about the project and its results, WP7 is about ensuring that the results of the project are “picked up” by the partners and others and used and/or further developed, also beyond the duration of the project.

Thinking about valorisation early in the project lays the basis for the sustainability of the project beyond its formal end. Implementing a valorisation strategy right from the start of the project means increasing the quality and the exploitability of the outputs, as well as supporting higher outcomes.

In other words, valorisation is not a project activity that can be postponed until the end of the project. At the same time it is not an activity that can be planned at the start of the project or even before and rigorously executed. Project implementation, especially due to the involvement of the final beneficiaries in all stages of the project (which is, by the way, an important factor for success in any valorisation strategy!), requires **flexibility** in the implementation of the project, naturally within the boundaries of the predefined objectives, activities, resources and timeframe of the project. As a matter of fact it would be contradictory if a project did not build on, develop or incorporate additional resources that it encounters during its life span, especially if these are fundamental but not foreseen in the initial project design. A concrete example is **the ICT AT Competence framework** that did not exist in the minds of the consortium members before the project, but that the valorisation strategy has identified as being a key element for the curriculum design.

There are various studies and guidelines that support the development of a valorisation strategy and related action plans (see the end of this introduction for some further reading).

Generally speaking, project managers, in planning the process, should first identify what needs the project aims to respond to, then the expected results and who the beneficiaries of the results are likely to be. This stage basically involves a needs analysis, the results of which will ensure that valorisation is "built in" right from the start of the project – even if some valorisation activities cannot be implemented until results become available. It is important that the outcomes of these analyses not only inform the communication and dissemination strategy, but also impact on the design of the outputs (solutions), otherwise it would be a rather useless exercise.

WP7 during the project has provided guidance to the partners in their thinking about the lifetime of the outputs beyond the project. Concretely it has:

- supported the identification of stakeholders and assessed their needs;
- identified the gatekeepers and strategies to turn them into resources for the project;
- assessed the expected outcomes and how these could impact on the design of the solutions (read: outputs);
- assessed the exploitation potential of the outputs and the outcomes;
- defined concrete actions to implement the exploitation.

As such WP7, and in particular this deliverable, has provided guidance. The results and effects of the activities will be reported in the final project report.

For further reading:

- DG Education and Culture. Dissemination and exploitation of the results of our programmes (web site) http://ec.europa.eu/dgs/education_culture/valorisation/process_en.htm
- Anna-Kaarina Lindquist, Noema-CMI. Dissemination and valorisation strategy. Guide for project partners. New Chance project. http://www.pghht.com/nonformaledu/docs/educational_materials/NewChance%20Dissemination%20and%20Valorisation%20Strategy%20.pdf
- Herta ADAM (EC staff member). How to develop an excellent valorisation plan (PP presentation). http://ec.europa.eu/education/programmes/leonardo/new/valorisation/doc/workshop_en.pdf

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1. Rationale and objectives of the valorisation of ATLEC project outcomes

The lack of awareness and training in ICT-AT is an important barrier for people with disabilities to success in education and access to professional training courses and/or jobs. This is particularly true for ICT related learning and work, where developments happen quickly and the use of new technologies and related shifting paradigms **risk to widen the digital divide** between young people without and young people with disabilities.

The distinction in the use of technology for learning, employment and socialisation is more and more blurred due to the rapid diffusion of mobile and portable technologies that have new functionalities important for effective participation in all areas of life.

It is therefore of utmost importance that people with disabilities become aware of, and have access to, information and training resources related to ICT, and, where needed, specifically to ICT-AT solutions that provide them with access to the digital environment.

The ATLEC project is an opportunity to reach large groups of people with disabilities, in particular those between education and employment, but also those that are already employed and seek to proceed in their career or to change to more qualified work. The project also offers opportunities to disseminate awareness, knowledge and understanding among professionals and carers about the ICT-AT training needs of persons with disabilities and how new technologies can facilitate the development of active citizenship.

The valorisation strategy is aimed at making the outputs of this project as **useable** as possible in order for large groups of people with disabilities and carers to benefit. Useable in this case does not refer to mere “accessibility”, but also to “transferability”, “adaptability”, “availability”, etc.

The strategy distinguishes between **end users of AT** and **professional users of AT**, including teachers, training and educators. Carers, either formal or informal, are another group that has to be taken into account as their attitude and knowledge about the technological solutions identified with and for the individual, is essential for their daily use.

The strategy further identifies other **“stakeholders” and “gatekeepers”**. These are people or organisations that have to be informed or even “committed” to ATLEC and its project objectives, as their active or passive support is essential for reaching the project objectives. In particular, family members, carers, directors in education and human resource managers are important gatekeepers at a personal level. At community and societal levels, media and policymakers play an important role. They will therefore be included in the analysis.

2. Valorisation strategy

The valorisation strategy is based on a systematic analysis of what this project will produce and for whom these results are expected to be of relevance. In order to make sure that the results meet the target groups' needs, it is important to define aspects of the results that impact on their usability and to see how these could be incorporated in the design of innovative solutions.

2.1 Expected project results

It is important to keep in mind that the project will have both tangible and intangible results requiring different approaches for valorisation. Tangible results, also referred to as "outputs", such as a new tool, a document, a training package, a seminar, can be easily demonstrated with samples or pictures. Their use by others is associated to "transfer of innovation". But intangible results, also referred to as "outcomes", such as changes in attitude, the cultural awareness derived from a mobility project, or the upgrading of skills of individuals, may require the use of more subtle methods – interviews, perhaps, or analyses through questionnaires. Their actual occurrence is called "impact".

2.2 Project environment

Any project develops knowledge and obtains results in what we might call its "life space" or "environment". It sometimes might be sufficient to add a well-chosen lamp, to make the room look different, or to add a piece of furniture to make the room more functional. The valorisation plan should critically look at the project, as if from a different, higher viewpoint, in order to see its potential and to valorise those aspects that can make the difference with other projects and provide the added value we are looking for, or the solution that, until that moment, is not, or only partially, available.

This viewpoint is particularly relevant because, like any transnational project, ATLEC has to cope with cultural, educational, political and administrative differences between countries, or even regions. The simple translation of words like VET trainer, gatekeeper or *educatore informatico* reduces meaningful terms in meaningless constructs, that risk disqualifying intrinsically functional systems that address challenges that in essence are similar. Also the environments in which the partners operate are entirely different, ranging from formal education to community learning or AT service provision. It is a real challenge to make the outputs as such that they could function in different environments, thus obtaining similar outcomes even by applying different strategies

To facilitate this it is needed to develop a universal model to incorporate and describe our efforts that can function as a common framework of reference.

So how can we describe the challenges in a “universal language”? It could be said **that the project is interested in supporting people with activity limitations due to an impairment and/or to an unfriendly environment, to overcome these barriers or to reduce their impact by a more proficient use of technological assistive solutions.** These people do not act in isolation, but in demanding environments with other people (that facilitate or obstruct, depending on how well they interpret their role), such as carers, teachers, employers. These environments are embedded in an educational, employment or private life settings in a wider societal context ruled by norms and values determined by policy (and media).

How this universal model will exactly look in a specific situation, country or region, depends on many factors. What is important for the project is to identify in each situation:

- The end users of ICT-AT
- The carers
- The developers of situations, or facilitators of processes, e.g. trainers, teachers, educators, aiming at supporting the development from A to B
- The advisors or consultants: professional ICT-AT users
- The policy makers in VET, in Social inclusion, in Employment at local, regional, national and European level
- The media at local, regional, national and European level

Ecosystem based on person led process of personal development in case of disability

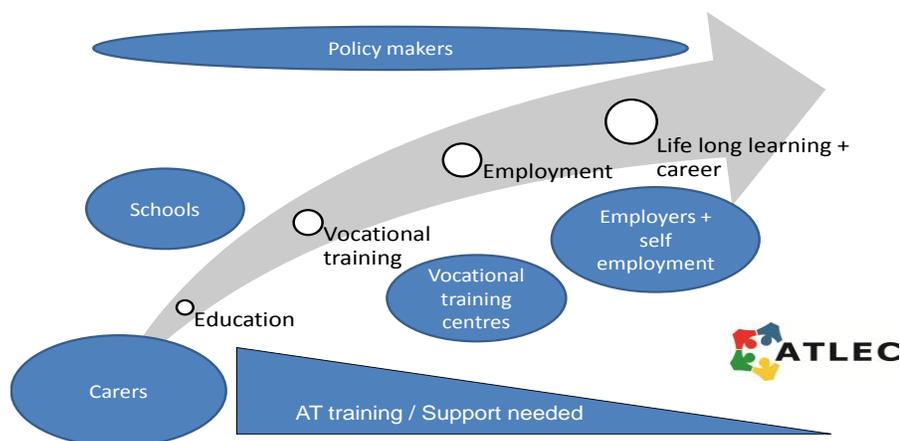


Figure 1 The “ecosystem” relevant to ATLEC

Being driven by interdependent relationships, the universal model can also be referred to as an “ecosystem” and be represented as in Figure 1.

The ATLEC project outputs should be able to function in this environment, responding to different needs and expectations.

This environment is far from “stable”. The ATLEC project is implemented at the crossroads between developments in 4 different professional and disciplinary fields. Education, Disability and social integration, Employment and ICT-AT. Within these fields there are stakeholders that might have an interest in the project and its outcomes and these are the most important assets for the valorisation plan.

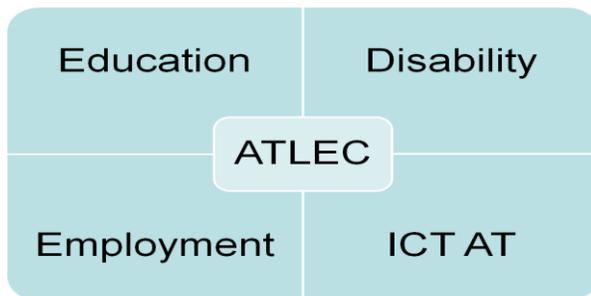


Figure 2 ATLEC fields of interest

In these fields there are also gatekeepers active; people or organisations whose attitudes towards the project are particularly relevant as they might facilitate or obstruct the dissemination and use of the project outcomes.

In order to impact on the gatekeepers and the stakeholders it is important to be aware that they are not just out there, waiting for us. It is not enough to identify them at the beginning of the project hoping that they will be happy to receive the project outputs and to turn into facilitators. The time has to be used to contact them, to inform them on the project, to capture their viewpoints and needs, and to make sure the products match these needs. As it is impossible to include the whole group of stakeholders in Europe, a selection has to be made. In order to get the widest possible representation the partners have been invited to construct such samples keeping in mind the following criteria:

- Representativeness: the person or organisation is representative for a category of stakeholders in the ecological system.
- Geographical spread: the person or organisation plays an important role in a certain area related network.

- Influence: some people or organisations have more influence than others.

It is important to assess the roles of stakeholders and gatekeepers and to capture their views. An attentive analysis regarding their needs related to the answers the project is able to provide, is important in order to lay the basis for a successful action plan. It is important to realise that stakeholders and gatekeepers can be aware or unaware about their needs.

2.3 Stakeholders, gatekeepers and their needs

In order to identify the stakeholders and the gatekeepers in this project and to assess their needs we conducted a survey among the consortium members. The questionnaire and the raw outcomes are reported in Annex 1. The questionnaire was completed by each partner organisation by the end of January 2013. The partners were requested to complete the grid “as a team”, following an internal discussion. The survey outcomes were thus informed by the organisations’ work experience, including by work done in the ATLEC project so far (e.g. advisory boards). In case people felt not sufficiently confident to answer the questions, they were invited to consult others, for example members of the stakeholding groups that had been identified.

The following tables summarise the overall outcomes. For a detailed reading of the results, please refer to Annex 1.

Table 1: Stakeholders and their needs

Stakeholders	Needs
Education	
Individuals with disabilities	To make ICT-AT solutions part of their daily life. To reduce dependency on others. To communicate with others. To access other learning opportunities through ICT-AT. To increase chances in the world of work. To gain in self-confidence, self-esteem and to promote engagement, interest, and motivation.
Teachers of teenagers and young adults with disabilities	To learn of the possibilities ICT-AT offers to their students. To boost the impact of learning programmes by making their teaching more inclusive and by integrating new technologies. To increase their digital skills and confidence levels in the use of ICT-AT. To provide additional training resources and opportunities for their students with disabilities.

Stakeholders	Needs
Special education institutes	<p>To improve the availability of flexible solutions for a wide range of students.</p> <p>To enhance inclusive education and have AT embedded in daily teaching practices.</p> <p>To understand and implement the teaching of basic ICT-AT skills and the related accommodation issues.</p> <p>To successfully deliver assistive technology services (e.g. how AT is integrated into existing systems, adapt existing educational forms or developing new related material).</p>
VET trainers	<p>Modules to integrate the teaching of the curriculum.</p> <p>Students having access to the curriculum by ICT-AT solutions.</p>
VET organisations	<p>Evaluation schemes of ICT-AT skills in the assessment of students. Base line performance indicators.</p> <p>To get a clearer picture about the connection between skills development in ICT-AT and access to digital content.</p> <p>To have a higher level of competence in ICT-AT training for students with disabilities.</p> <p>To be able to use existing resources in ICT-AT learning to integrate in their existing programmes.</p>
Certification and accreditation bodies	<p>Systematic descriptions of competence levels in ICT AT.</p>
ICT-AT educators	<p>Pedagogical approaches to ICT-AT competence development.</p> <p>To become familiarised with new ICT-AT tools (e.g. AT execution plan, self-assessment, etc) and to become informed in order to make successful AT decisions.</p> <p>To specify how successful the use of AT is (devices, tools, hardware, or software) in case it is already used by the trainees in accomplishing certain tasks.</p>
Representative organisations	<p>To develop a view on ICT-AT and of AT provision.</p>
Disability and social inclusion	
Parents	<p>To increase digital skills and skills in the use of ICT AT.</p> <p>To perceive their children as able agents.</p> <p>To provide adequate support to their children.</p> <p>To reduce dependency on parents by increasing their children’s levels of independence and confidence.</p>
Representative organisations	<p>Increasing participation and access to opportunities by ICT AT skills development.</p> <p>Increasing the social capital of persons with disabilities.</p> <p>To develop a view on ICT-AT and AT provision.</p>
Respite, day care	<p>Knowledge to support their clients in access to technology for their empowerment.</p>

Stakeholders	Needs
providers	Awareness of the role of technology in the transition from day centres to (sheltered) employment.
Support organisations	To increase their ability to support their beneficiaries. To thereby further meet their mission statements, core values and objectives. To increase their digital skills and increase confidence levels in the use of IT.
Local Authorities/ Funders/ Policy Influencers	To increase the employment potential of people with disabilities, thereby reducing dependency on benefits and grant support To inform training, disability and employment strategies
Employment	
Policy makers	Reaching higher employment levels among people with disabilities
Representative organisations	Supporting progress in professional outcomes and career opportunities. Actual employment chances and opportunities can be enhanced by improving the knowledge of the job seekers with what exists for them to support them in the workplace.
Job centres	Opportunities to qualify the workforce and ease transition into employment.
Employers, local businesses	Employers / supporting adult to be aware of how ICT-AT fits into the work placement / environment. Staff with a minimum level of ICT skills.
Sheltered workshops	To increase the number and the quality of their products by inserting ICT-AT in their daily production lines' routine. To allow workers to change positions effortlessly, depending on the workshops' needs and the products' demand. To introduce new product lines based on ICT-AT skills.
ICT AT	
Companies	Increasing demand for ICT-AT devices. Training packages to deliver with the products.

Table 2: Gatekeepers and their roles

Gatekeepers	Role	Strategies to turn them into resources
Education		
School directors and managers in VET	Inform, motivate and incentive the teachers.	To make them aware about their role as gatekeepers.
Teachers/trainers	They can facilitate, support or restrict and prevent the use of ICT AT in the	Teachers of SE have to become extensively familiarised with

	<p>classroom. Lack of confidence in their own digital skills may restrict the support they can give.</p> <p>They are the ones educating and building on a child’s character and skills. They are probably the “channel” through which the children with disabilities get in touch with the ICT-AT tools for the first time.</p>	<p>the available AT tools in order to introduce them to their pupils/students with disabilities. Courses to increase their digital skills ATLEC to increase their ICT AT awareness, in terms of the potential for benefitting and empowering their students. Providing them with tools to design ICT-AT learning programmes</p>
Disability and social inclusion		
Parents	<p>To liaise with and take advice from professionals as necessary e.g. teachers, speech and language therapists, occupational therapists etc. when deciding about care and educational plans.</p> <p>To have full responsibility in caring for the young person and providing them with support and opportunities in all aspects of their lives.</p> <p>To take responsibility in empowering the young person and helping them to raise their levels of self-confidence, self-esteem and independence skills.</p> <p>To support the young person with decision making and problem solving when using their ICT-AT device.</p> <p>To support the young person selecting/purchasing/ obtaining their ICT AT device through the appropriate channels.</p> <p>They can facilitate, support or restrict and prevent the use of ICT AT in the home Lack of confidence in their own digital skills may restrict the support they can give Parents are primary carers and will decide about access to educational</p>	<p>Parents should be made aware of the role of ICT-AT for the development of different skills for their children and how these impact on employment opportunities. We could present case histories to show the impact of early ICT-AT intervention and learning.</p>

	opportunities for their children.	
Professional carers / support workers / personal assistants	<p>To have responsibility for looking after the learner / client in the home / Day Care Centre or Residential establishment / home.</p> <p>To assist the young person / learner with personal care skills, eating and drinking and to support them with daily activities such as cooking, shopping, form filling.</p> <p>To provide the learner / client with a safe environment when accessing a wide range of ICT AT devices / equipment.</p> <p>To provide the learner / client with a wide range of appropriate opportunities including access to ICT AT and considering the boundaries of the institution in which they live or work.</p> <p>They can facilitate, support or restrict and prevent the use of ICT AT in the home</p> <p>Lack of confidence in their own digital skills may restrict the support they can give</p>	<p>To be aware of / understand their role when working with the learner / client using ICT AT</p> <p>To utilise the care workers</p> <p>They should be made aware of the role of ICT-AT for the development of different skills for their beneficiaries and how these impact on employment opportunities.</p>
Peers	They might act as “role-models” or peer supporters for others.	<p>To make them aware of the impact that their example may have on others.</p> <p>Offer them learning opportunities to become mentors.</p>
Educators, teachers, tutors	<p>To know each learner as an individual in order to comprehend his / her unique needs, learning style, social and cultural background, interests and to demonstrate skills in the use of ICT AT.</p> <p>To be aware of the school’s ICT policy and Curriculum guidance.</p> <p>To include ICT AT in planning and in a wide range of cross-curricular activities.</p> <p>To have the skills to adapt and adopt new practices when using ICT AT.</p> <p>To have the necessary skills to deliver training at the appropriate levels and</p>	To make them aware of their role and responsibilities when working with the learner using ICT AT

	<p>with creativity when teaching ICT AT</p> <p>To share ICT AT skills with others.</p> <p>To be aware of assessment in the use of ICT AT.</p> <p>To know where to access relevant training, training materials, software and ICT AT devices and equipment.</p>	
<p>Professionals: Physiotherapists, Occupational therapists, Speech and language therapists</p>	<p>To assess and provide support in order for individual learners to be able to access their ICT-AT.</p> <p>To provide purposeful/adapted activities or interventions to achieve functional outcomes to increase, develop, maintain or restore the highest possible level of independence when using ICT-AT devices.</p> <p>To assess and support the learner with selecting personalised ICT-AT solutions.</p> <p>To support the learner with using the personalised ICT-AT solution.</p>	<p>Making them aware of the opportunities offered by ICT-AT and to train them as many don't receive any AT training in their initial education.</p>
<p>Representative disability organisations</p>	<p>Provide information and support to parents and people with disabilities. Well accepted opinion leaders.</p>	<p>Reaching students through their mediation. Recognising their role.</p>
<p>Local Authorities (Funders)</p>	<p>Funding restrictions may prevent people with disabilities in their area from receiving the ICT AT they need or would benefit from.</p> <p>Policy makers hold the keys to the public state funding of the assistive equipment required by citizens with disabilities.</p>	<p>They should be made aware of the positive economic and wellbeing benefits of more people with disabilities gaining employment, reducing dependence on benefits and social care by increased independent living skills.</p>
Employment		
<p>Employment mediators and job coaches</p>	<p>May valorise ICT-AT skills or motivate job seekers to search for training opportunities</p>	<p>Providing them with realistic information.</p>
<p>HR managers</p>	<p>May sustain a market for skilled ICT AT users (pretend competences), provide people opportunities and value people for what they are worth.</p>	<p>Providing them with realistic information.</p>
ICT AT		
<p>AT centres</p>	<p>Provide information to their clients and collaborate in the design and</p>	<p>Designing solutions that can be included in their service paths.</p>

	implementation of ICT-AT enhanced life projects	
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2.4. Impact on design

Analysing these results, it was possible to predict some factors that might have facilitated the use of the project results by the various stakeholders. Table 3 provides an overview of the expected project outputs, the audiences we can expect to be interested in this output and the strategies to facilitate their uptake thus contributing to the realising of the expected outcomes of the project.

A major element that has determined the strategies was the awareness that for many reasons this project could not pretend to address all the challenges alone. There are too many variables in the “ecosystem” and too restricted resources to be able to address the wider variety of learning needs of the wider variety of people with disabilities using a wider variety of technologies. Other variables are language, educational systems, diffusion of technology and socio-political systems that have been put in place to facilitate full employment of people with disabilities.

It seemed therefore necessary that the project made choices and/or concentrated on the development of methodological and technological innovation, thus setting a standard for an “open system” for which learning programmes and learning materials can be designed on an “as needed basis”, or on the basis of any other criteria, for example “level” or “type of disability”. This would create the possibility for other training providers to adopt the methodology and to design their own materials in a flexible and integrated way.

Table 3: Expected project outputs, audiences and factors to facilitate uptake

Expected project outputs	Audiences	Strategies to facilitate uptake
Survey on ICT-AT training	Policy makers in VET, Associations of people with disabilities, media organisations	Condensed. Presence of a summary and recommendations.
Curriculum	Trainers/teachers/educators Learners with disabilities	Adaptability Flexibility Possibility for personalisation and self directed learning. Informed by training needs analysis. Up to date Part of wider digital environment Possibility for accreditation and certification Creative Commons license framework to facilitate future modifications/adaptations

Expected project outputs	Audiences	Strategies to facilitate uptake
Training materials	Learners with disabilities	Practical Hands-on Informed by training needs
Handbook	Trainers/teachers/educators	Clear method Applicable in a wider range of professional contexts: from schoolteachers and VET trainers to ICT-AT educators.
Online training course	VET trainers, Policymakers in VET, VET organisations and federations, people with disabilities, employment centres	Free access to interested parties Availability of course material as SCORM packages Dissemination to stakeholders via personal invitation
Mobile training platform	VET trainers, Policymakers in VET, VET organisations and federations, employers, people with disabilities, employment centres	Availability (free) via Google play Availability of future integration possibility with public web services (e.g. EASTIN) Multi modality (mobile and tablet)
Profile ICT-AT trainer	VET trainers, Policymakers in VET, VET organisations and federations	Aim at providing an "open profile", e.g. the profile defined as a set of competences.

On the basis of this analysis it became clear that we needed a framework of ICT-AT competence, in order to facilitate post project professional users of the ATLEC curriculum to adapt curriculum elements to their needs or eventually to design new ones.

3. Exploitation of the results of ATLEC

Exploitation is strictly related to valorisation, although it goes a step further. Exploitation is related to real use or potential real use by other people, distinct from the consortium members. Exploitation is related to “creating impact” and contributing to the realisation of the objectives.

3.1. Expected outcomes and the conditions for their realisation

The expected outcomes of ATLEC are strictly related to the project objectives. For the ATLEC project these are rather wide:

- To increase the participation of people with disabilities in lifelong learning
- To support the development of innovative ICT based content, services, pedagogies
- To raise awareness of ICT AT
- To provide adequate learning support to both learners and trainers
- To impact on the possibilities of people with disabilities to be trained as ICT-AT trainers

The outputs are resources that have to be available in order to reach the outcomes. In other words: by producing and delivering a curriculum, a handbook, courseware, a delivery platform (mobile and online), etc. we aim at reaching the desired outcomes. Whether the project is successful or not will depend on the likelihood that the outputs meet the existing needs and are actually used inside and outside the consortium. These outputs are available at <http://atlec-project.eu/download/>.

Beside the availability of high quality outputs there are other conditions that have to be met to reach the expected results, as well as assumptions.

The following table lists the expected outcomes of the project and identifies conditions necessary for their realisation and the assumptions taken for granted. Where possible the project should support the development of these conditions to be in place and they should be taken into account in designing exploitation strategies.

Table 4. Expected outcomes of the ATLEC project, conditions and assumptions

OBJECTIVES (expected outcomes)	Conditions	Assumptions
To increase the participation of people with disabilities in lifelong learning	People with disabilities have the skills to access digital content and are enabled in a digital environment. ICT-AT is considered a facilitator. The outputs of the project are transferred to the community of possible users/adaptors.	People with disabilities are interested in learning. Life long learning is open and accessible to people with disabilities.
To support the development of innovative ICT based content, services, pedagogies	Skills are available within the consortium to be innovative. The state of the art is assessed properly.	Innovation is needed. There are organisations able to implement innovation.
To raise awareness of ICT AT	The target audience is well defined. The dissemination channels are open and regularly fed. Convincing content is available.	The target audience is interested.
To provide adequate learning support to both learners and trainers	The learning objectives are well defined. "Support" is defined and strategies are defined.	Learners and trainers are in contact with the project.
To impact on the possibilities of people with disabilities to be trained as ICT-AT trainers	There is a good overview of the job perspectives and requirements. There is a clear profile of an ICT AT trainer. Organisations beyond the partnership are informed and willing to collaborate.	Directing people with disabilities to an ICT AT trainer role is an intrinsically positive action.

3.2. Different levels of impact

Impact in this project is defined as the number of people and organisations that are interested in the project results and aim to use them to increase or improve their training and support

activities. Whether this will actually happen is something that cannot be measured within the time span of the project. In WP7 it has only been possible to try to create the conditions for this to happen.

Assuming that the outcomes are available and accessible, we can distinguish different levels of “use”:

- Students or educational organisations access **the existing content and make use of it** for their learning or teaching without modifying or adding content.
- Educational organisations or AT expert organisations can **use the project outcomes and build further on them**. For example by adding additional curricula of different topics or by adding learning levels. This is especially made possible since the training material will be made available under the Creative Commons license framework ([Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/)). As such, they can use the core content and the framework in which it is delivered but “enrich” the system with their personal experience and expertise. From the point of view of possible impact this is an important element as it would show that the project has led to innovation. The group of “innovators” is potentially smaller than the “users”. To strengthen the sustainability of the outcomes, the project should find ways to accommodate the contribution of these innovators, even if it occurs outside the project. In this respect, ATLEC has ensured by the adopting of the Creative Commons licence model that an IPR agreement is in place that also allows for contribution and future extension by third parties.

Following statement will be included in every publicly available outcome of the project:



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- A potentially very important level of impact is **multiplication**. It might occur that organisations do not directly use the project outcomes, but create conditions for a more widespread use, for example by incorporating the project outcomes in existing training schemes, certification programmes or information services. An example could be including the ATLEC learning programmes in the EASTIN information portal, or EASTIN extending the mobile learning application of ATLEC with its own web services. In this respect, in the context of M-CARE project, both the University of Athens and PhoenixKM or working on extending the ATLEC mobile application to also host training material for care takers of people with disabilities.

Thus individuals or organisations can be “users”, “innovators” or “multipliers” of the project outputs. It has to be expected that the groups are not equal in size, as innovation requires additional expertise and multiplication requires existing or new infrastructures.

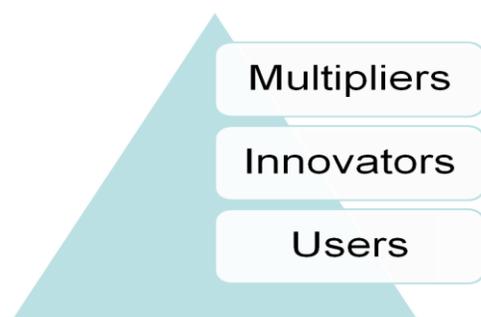


Figure 4. Various groups of potential users of the outputs

3.3. Assessing the exploitation potential

In order to assess the exploitation potential of the ATLEC outputs and outcomes and to design strategies and activities for exploitation, a survey has been conducted among the consortium members. The partners have been requested to respond to some questions regarding their assessment of the exploitation potential of the results of the project and to motivate their rating. The raw data are reported on in Annex 2.

Overall the consortium members assess the exploitation potential of the outputs and outcomes as rather high. The handbook and the training materials in particular are valued positively and considered of interest for teachers and VET trainers. For AT professionals and specialised trainers the competence framework is indicated as a valuable resource. Teachers and trainers in schools and VET are considered to be the main potential users of the outputs. The job profile for ICT-AT trainer is considered of interest for employers and employment agencies.

The outcomes, especially those related to the ICT-AT competence development among end users and the innovation in methods are rated positively. The expected outcome related to the higher employability of the end users is not evident to all partners, but this might have to do with the target groups that have been involved in the pilots.

3.4. Strategies and activities for exploitation

In the same survey the partners have also been asked to elaborate on strategies for the exploitation of the project outputs and outcomes and to list activities to be implemented in the final stage of the project and in the months immediately following the project. The raw data are reported in Annex 2.

All partners list a mix of exploitation strategies (mainstreaming in own organisation, further training and pilots, dissemination, media coverage, impact on standards, etc.,) and channels, ranging from own and others' web sites, to presentations in conferences and workshops. A wide range of key organisations/networks are listed as being targets: the AAATE, the ENTELIS network, the ICALT Conference, ITAG, the Italian network of Independent AT Centres, NEEC, TES, NICER, MENCAP, l'ARCHE, EASPD, EVBB, EPR.

3.5. Major exploitation events

3.5.1. Concluded

- YES I CAN!: Brussels, 4 December 2013. This was the closing event of the ViPi and ATLEC projects, and attracted over 80 core stakeholders, gatekeepers and policy makers from Europe and beyond. ATLEC outputs were presented in a global framework of policies for the benefit of people with disabilities, supporting their full inclusion. For this reason also, this was organised in the week that was linked to the European Day of People with Disabilities and its policy event that also took place in Brussels. A full coverage of the event is available via following links:
 - [pictures](#)
 - [videos](#)
 - [presentations](#)

3.5.2. Planned

- Zero Project Conference: Vienna, 28.02.2014. AIAS will participate in the Zero project Conference in Vienna, organised by the World Future Council and the Essel Foundation in the UN Headquarters.
- EXPOSANITA': Bologna, 21-24.05.2014. AIAS will have an institutional booth at the main Italian Fair on AT. The ATLEC outcomes will be disseminated through the stand.
- AAATE workshop on Education in AT and technology in care: Heerlen (NL), 22/23.05.2014. AIAS will participate in the workshop and distribute the materials produced in the project.
- July 7-10, 2014: The 14th IEEE International Conference on Advanced Learning Technologies - ICALT2014 Advanced Technologies for Supporting Open Access to Formal and Informal Learning Athens, Greece. Paper: "Providing assistive ICT learning for people with disabilities through a personalised mobile application" submitted and under review.
- 25-29 August 2014: CAVA 2014, Sixth International Conference of Accessible and Adaptive Virtual Learning Environments, Cordoba, Colombia:

- 25: Presentation at local forum in Cartagena with local government and universities on work performed in ATLEC project, and relevance for local implementation/usage.
- 26: Participation in expert Panel with the government in Monteria.
- 27-29: presentation ATLEC outcomes at the CAVA event, and also at the local government.
- ENTELIS seminar: Bologna, 27.11.2014. AIAS will host the first ENTELIS seminar on ICT AT skills development of persons with disabilities. The ATLEC outcomes will be presented.
- Biannual AAATE conference: Budapest, 10-13/09/2015. AIAS will present the ICT AT competence framework in a conference paper.
- September 2014: T-EST final project event, Izmir (Turkey): dissemination of project outcomes and leaflets, etc.
- UK (OFS) – ITAG 2014
- Full page advert in NASEN magazine in March and May 2014. Increased readership of magazine predicted due to the upcoming NASEN conference. (OFS)
- 9-10 October 2014: 8th European Conference on Games Based Learning, Berlin, Germany: presentation ATLEC outcomes.
- 16 – 17 October 2014: ITAG14: Interactive Technologies and Games - Education, Health and Disability, The Council House, Nottingham: presentation ATLEC outcomes and demonstration at dedicated booth.

3.6. Impact on other projects

ATLEC outcomes will be disseminated towards and through the ENTELIS project (LLL, 2013, KA3-ICT, Network), whose project leader is part of the ATLEC consortium. The ENTELIS consortium aims at developing a sustainable network on ICT-AT skills development for persons with disabilities. The consortium includes EASPD, EVBB and AAATE as its core partners, together with European and extra European key players. The project will take the ATLEC outputs and outcomes and place them in a wider framework. As a project incubator the network will take the work on the ICT-AT framework further and discuss certification schemes.

ATLEC mobile application forms the basis for the M-CARE (<http://mcare-project.eu/>) project, and will be further extended to host services to support the training of carers of people with disabilities. At the same time, material of ATLEC will also be relevant to these carers.

4. Conclusions

This deliverable reflects the thinking that has been developed in the project concerning the added value that the consortium was creating compared to the existing materials for ICT AT training of persons with disabilities. The choice to make this is continuous process in the project has led to excellent results. First of all because the outputs have improved by thinking about their usability beyond the horizon of the project. But also because at an early stage the partners have started to think about whom they were actually writing and designing for. The fact that results will be presented at major conferences and have indirectly led to the start of a new network on ICT-AT skills development and the creation of a mobile care training application, are just two examples of the success of this valorisation and exploitation strategy.

ANNEX 1 Results of a survey concerning the stakeholders and gatekeepers of the ATLEC project

1. Who are, according to your organisation, the stakeholders of this project, what are their needs (related to ICT-AT training) and could you rank them according to what you feel is the benefit they will gain from the project (most potential benefit, highest ranked)? Please also specify how confident you feel about your response (5 = highest level of confidence, 1 = lowest level of confidence) and with how many representatives of these groups you have been in contact. To respond to these questions, please complete the following table:

Oak Field School & Sports College				
<i>Ranks (highest benefit)</i>	<i>Stakeholder group</i>	<i>In which area (education, disability, employment, ICT-AT) do they operate and what are their needs related to ICT-AT training?</i>	<i>Level of confidence.</i>	<i>How many of these stakeholders have you been in contact with?</i>
1	Learners in Nottingham City Special Schools, Colleges, Day Care Centres, Respite and Care provisions Past learners e.g. NICER group	Education- Schools and Colleges <ul style="list-style-type: none"> A range of schools and colleges – needs vary depending on the institution Oak Field School & Sports College caters for a wide range of learners with cognitive and physical disabilities and medical conditions. Most students will need support in learning how to use their ICT AT and to understand its primary function Learners may need to be aware that the device has the potential to malfunction and will need support to perform basic adjustments / repairs 	5	100 plus
2	Local businesses e.g. supermarkets, shops, amenities, hair salons, greengrocers, printing company, East Midlands Airport, Box and labelling company	Working environments / employment <ul style="list-style-type: none"> Employment levels of post 18 students is very low and work experience opportunities often require high levels of adult support from staff, carers etc. Use of ICT AT could strongly support people with physical disabilities in the work place environment Employers / supporting adult to be aware of how ICT AT fits into the work placement / environment People with cognitive difficulties need to ensure that they have a baseline of skills before applying this to a work place environment e.g. learning to use other pieces of ICT AT in the work place environment 	5	50 plus

		<ul style="list-style-type: none"> The learners will need to be given time to process information such as instructions/prompts when using their ICT AT device 		
3	Learners / clients	<p>Respite / Day Care provisions</p> <ul style="list-style-type: none"> Some learners access a work experience / work placement from the respite / day care centre and will require appropriate levels of support in order for them to access ICT AT in that environment Communication will require appropriate levels of adult support with ICT AT. Day Care provisions are often lacking in ICT AT equipment and staff that are trained in the use of ICT AT Most staff need training in the use of specific ICT AT devices in order to support learners effectively 	5	200 plus
Phoenix				
<i>Ranks (highest benefit)</i>	<i>Stakeholder group</i>	<i>In which area (education, disability, employment, ICT-AT) do they operate and what are their needs related to ICT-AT training?</i>	<i>Level of confidence.</i>	<i>How many stakeholders have you been in contact with?</i>
1	Local end-user representative organisations	<p>Education To be able to offer a complete view on ICT-based AT, as well as the dimension of AT provision in their own country/region that is often unknown.</p> <p>Employment Talks have indicated that even those that are employed need more expertise in using certain interfaces, e.g. the use of touchscreens. So the synergy with ICT training will also be crucial, if they are to use AT properly.</p> <p>Actual employment chances and opportunities can be enhanced by improving job seekers' knowledge of what AT exists for them that would support them in the workplace. At the moment, this knowledge is not available and this prevents people from applying for jobs as they are afraid of the reaction of the employers.</p> <p>ICT-AT Both ViPi and ATLEC outcomes will be made available to these organisations. Initial contacts and presentations to them raised a significant interest in having access to the training materials and integrating them into current training practices. This interest was also expressed by both</p>	4/5	20+ throughout Flanders, and with an expected take-up after the finalisation of the piloting, especially because of the CC license approach by the project for the training material and the limited resources available to these organisations.

		organisations that work with socially disadvantaged people, and those that work with older people who are looking for a job and need ICT initiation lessons and training in core basic ICT skills.		
2	Local jobcentres	<p>Training These centres are looking for training that addresses a wide range of topics, from which they can choose in a modular fashion. The combination of offline/online/mobile training is of particular interest to them to ensure interest from trainees.</p> <p>Employment Both the knowledge of ICT and ICT-based AT is crucial in the employability of people with disabilities. This is one of the core barriers that the jobcentres currently face.</p>	5	7 (all Flemish ones), while personal meetings took place with the local jobcentre for West Flanders.
3	Labour agencies (VDAB)	<p>Training and employability Training in ICT-based AT and especially also in understanding the AT world is major element in preparing people with disabilities for higher education and also for employability.</p>	4	+100: all were contacted by us, and they are also working in cooperation with jobcentres, one per province.
4	Inclusive education schools	<p>Training and employability Training in ICT-based AT and especially also in understanding the AT world is major element in preparing people with disabilities for higher education and also for employability.</p>	4	+100: We were given the core contacts of every special or inclusive education school in Belgium by the ministry of education.
Greenhat Interactive				
<i>Ranks (highest benefit)</i>	<i>Stakeholder group</i>	<i>In which area (education, disability, employment, ICT-AT) do they operate and what are their needs related to ICT-AT training?</i>	<i>Level of confidence.</i>	<i>How many stakeholders have you been in contact with?</i>

1	End Users	Disability: <ul style="list-style-type: none"> To learn how to use their ICT AT to its full potential for self-empowerment, self-esteem and self-actualisation. To increase their digital skills and confidence levels in the use of ICT AT To improve their quality of life, widen social circles and broaden horizons To increase their potential for employment To learn to mentor and support others in the use of ICT AT To reduce dependency on parents by increasing their children’s levels of independence and confidence 	4	2 user groups of 8 + 6 individuals - 22
2	Teachers/ Trainers	Education: <ul style="list-style-type: none"> To increase their own skills in the use and potential of ICT AT To learn of the possibilities ICT AT offers to their students To increase their digital skills and confidence levels in the use of ICT AT To provide additional training resources 	4	138
3	AT Providers/ Private training providers(usually combined)	ICT- AT <ul style="list-style-type: none"> To benefit from greater awareness of the potential of ICT AT To increase sales accordingly To benefit from the unified curriculum being offered to supplement their own training 	3	36
4	Parents	Disability <ul style="list-style-type: none"> To increase their digital skills and skills in the use of ICT AT To enable them to provide greater support to their children To reduce dependency on parents by increasing their children’s levels of independence and confidence 	3	3 (parents reached by Oak Field School & Sports College in UK)
5	Support Organisations	Disability <ul style="list-style-type: none"> To increase their ability to support their beneficiaries To thereby further meet their mission statements, core values and objectives To increase their digital skills and increase confidence levels in the use of IT 	3	17
6	Employers	Employment <ul style="list-style-type: none"> To facilitate the employment of people with disabilities To facilitate a skilled workforce 	3	11
7	Local Authorities/ Funders/ Policy Influencers	Education, employment and disability <ul style="list-style-type: none"> To increase the employment potential of people with disabilities, thereby reducing dependency on benefits and grant support To inform training, disability and employment strategies 	3	4

AIAS Bologna				
<i>Ranks (highest benefit)</i>	<i>Stakeholder group</i>	<i>In which area (education, disability, employment, ICT-AT) do they operate and what are their needs related to ICT-AT training?</i>	<i>Level of confidence.</i>	<i>How many stakeholders have you been in contact with?</i>
1	End users	In all areas Their needs are related to effective use of ICT AT equipment in order to be able to access digital content in various areas of life. Needs are further related to mastering new mobile platform technologies for communication and gaming.	5	150 yearly.
2	Special needs teachers	Education Methods and tools to structure their work and to develop individualised learning programmes for their students.	5	30 yearly
3	ICT AT providers	Disability, ICT-AT AT Centres or AT providers feel the need to more systematically support their clients in the selection and use of appropriate ICT AT solutions.	5	20 yearly
4	VET providers	Education To get a clearer picture about the connection between skills development in ICT-AT and access to digital content. To have a higher level of competence in ICT AT training for students with disabilities. To be able to use existing resources in ICT AT learning to integrate in their existing programmes.	4	3 VET trainers in advisory board, 2 within our network.
Disability Now				
<i>Ranks (highest benefit)</i>	<i>Stakeholder group</i>	<i>In which area (education, disability, employment, ICT-AT) do they operate and what are their needs related to ICT-AT training?</i>	<i>Level of confidence.</i>	<i>How many stakeholders have you been in contact with?</i>
1	Sheltered workshops	Employment To increase the number and the quality of their products by incorporating AT-ICT in their daily production lines' routine. To allow workers to change positions effortlessly, depending on the workshops' needs and the products' demand.	3	2 Sheltered workshops in Athens ("Margarita", "Lighthouse for the

		To introduce new product lines based on AT-ICT skills.		Blind")
2	AT ICT SMEs	<p>ICT-AT To design programs that meet a wider range of needs. To include universal access features that present content in alternative ways, with multiple control options. To create products with enhanced "built-in" options.</p>	2	2 ICT-AT providers in Greece
3	SE trainers	<p>Education To concentrate on the acquisition and cultivation of AT-ICT dexterities, creativity and sensitivity of the trainees. To enhance inclusive education and have AT embedded in daily teaching practices. To understand and implement the teaching of basic AT-ICT skills and the related accommodation issues. To use AT-ICT skills in order to improve professional effectiveness (e.g. in planning, record keeping, making teaching resources, troubleshooting common problems, etc.). To successfully deliver assistive technology services (e.g. how AT is integrated into existing systems, adapt existing educational forms or developing new related material).</p>	4	Over 200 SE specialists through DN's database and online community forum.
4	AT trainers	<p>Education To become familiarised with new AT tools (e.g. AT execution plan, self-assessment, etc) and become informed in order to make successful AT decisions. To acquire hands-on experience by role-playing in implementing accessible teaching practices. To decide on the tasks that they want their students to do and identify what each student can do (reflecting the level of his/her skills/abilities). To specify how successful the use of AT is (devices, tools, hardware, or software) in case it is already used by the trainees in accomplishing certain tasks.</p>	5	4 AT trainers in Greece & Cyprus
5	People with disabilities	<p>Disability To make AT ICT tools part of their daily life and to be able to customise their equipment (or just identify their own needs and have them adjusted by others).</p>	5	Over 2.000 people with disabilities via DN's multiple dissemination

		<p>To communicate with others, navigate, and gain employment opportunities. To regain their self-confidence, self-esteem and to promote engagement, interest, and motivation. To identify the AT tools that suit their needs best and modify/adjust them to their own specific needs. To facilitate their learning and vocational training. To acquire basic ICT-AT skills and improve their employability potential. To become prepared for the workplace; being flexible and able to present and analyse data, use adjusted presentation software/hardware, complete demanding tasks, etc.</p>		channels.
University of Athens				
<i>Ranks (highest benefit)</i>	<i>Stakeholder group</i>	<i>In which area (education, disability, employment, ICT-AT) do they operate and what are their needs related to ICT-AT training?</i>	<i>Level of confidence.</i>	<i>How many of these stakeholders have you been in contact with?</i>
1	AT trainers / Teachers of SE	<p>Education</p> <ul style="list-style-type: none"> Reliable information in an easy to use form Help in order to create a methodology of ICT- AT training 	4	2 (Teachers of SE in Greek Schools)
2	People with Disabilities	<p>Disability</p> <ul style="list-style-type: none"> Reliable training on ICT AT in an easy to use/understand form Recommendations, tutorials, good practices from other users. Help identifying the tools necessary for their daily life and especially in relation to employment. 	5	10 physically (during mobile application pilots) & our university students through the university's accessibility unit
3	Parents	<p>Disability</p> <ul style="list-style-type: none"> To improve their skills in the use of ICT AT Training to better support the PwD in their family 	5	5 physically (piloting / advisory board meetings)
4	ICT AT providers	<p>ICT - AT</p> <ul style="list-style-type: none"> To reach a wider audience To demonstrate the use of their AT solutions through an accessible platform. 	4	2

5	Employers	Employment <ul style="list-style-type: none">• Information on how to support employers in their work environment• Learn about new ICT-AT solutions that could be useful for their staff	3	1
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2. Who are, according to your organisation, the gatekeepers of ICT-AT training to people with disabilities, what do we know about their role and why they are gatekeepers? What strategies could be designed to turn them into resources for the project? To respond to these questions, please complete the following table:

Oak Field School & Sports College			
<i>Gatekeepers</i>	<i>Describe why they are gatekeepers and what their role is.</i>	<i>Suggest strategies to turn them into resources.</i>	<i>How can they be reached? Through which communication channel (e.g. specialised press, emails, etc.)? What type of messages (e.g. convince them of the need for training, provide examples of training materials, present success stories etc.)?</i>
Parents / Carers	<ul style="list-style-type: none"> To have full responsibility in caring for the young person and should provide them with support and opportunities in all aspects of their lives To take responsibility in empowering the young person and helping them to raise their levels of self-confidence, self-esteem and independence skills To support the young person with decision making and problem solving when using their ICT AT device To support the young person selecting/purchasing/obtaining their ICT AT device through the appropriate channels To liaise with and take advice from other professionals as necessary e.g. teachers, speech and language therapists, occupational therapists etc when selecting/setting up the ICT AT device 	<ul style="list-style-type: none"> To be aware of/understand how to support the young person most effectively in the use of their ICT AT To access training in the use of ICT AT in order to ensure effective use of the device e.g. setting up the device and basic repairs To develop personal ICT AT skills in order to support the young person To become a trainer in using ICT AT To provide the correct spaces and environments to use the ICT AT device 	Training opportunities through multi-agency provision e.g. SLT, OT Parent meetings Newsletters Other parents/carers Face to face Letters home Home/School diaries Social events / family activity days After school clubs Teacher to liaise with parents/carers to discuss best practice with ICT AT device e.g. switches were suggested and purchased by the parent for the learner to use at home – switch manuals Telephone calls
Care Workers / Key Workers / Link workers	<ul style="list-style-type: none"> To have responsibility for looking after the learner/client in the home/Day Care Centre or Residential establishment/home To assist the young person/learner with personal care skills, eating and drinking and to support them with daily activities such as cooking, shopping, form filling 	<ul style="list-style-type: none"> To be aware of/understand their role when working with the learner/client using ICT AT To utilise the care workers personal ICT skills to help support the young person/learner and advise the parent/carer in the use of their ICT/AT 	Training opportunities provided by the employer Learning from others e.g. parents/carers/colleagues Internet Emails Face to face contact Magazines

	<ul style="list-style-type: none"> To provide the learner/client with a safe environment and when accessing a wide range of ICT AT devices/equipment To provide the learner/client with a wide range of appropriate opportunities including access to ICT AT and considering the boundaries of the institution in which they live or work 	<ul style="list-style-type: none"> To follow instructions from their line managers in order to support the learner in the use of ICT AT To access training in the use of ICT AT in order to ensure effective use of the device e.g. setting up the device, basic repairs To develop personal ICT AT skills To become a trainer in using ICT AT To be able to set up/provide the correct spaces and environments in order to use the ICT AT device To demonstrate transference skills to the young person/learner/parent/carer etc. 	Telephone calls
Teachers, Tutors and Support Staff	<ul style="list-style-type: none"> To know each learner as an individual in order to comprehend his/her unique needs, learning style, social and cultural background, interests and to demonstrate skills in the use of ICT AT To be aware of the school's ICT policy and Curriculum guidance To include ICT AT in planning and in a wide range of cross curricular activities To have the skills to adapt and adopt new practices when using ICT AT To have the necessary skills to deliver training at the appropriate levels and with creativity when teaching ICT AT To share ICT AT skills with others To be aware of assessment in the use of ICT AT To know where to access relevant training, training materials, software and ICT AT devices and equipment 	<ul style="list-style-type: none"> To be aware of/understand their role when working with the learner using ICT AT To utilise/share personal ICT skills to help support the learner and advise the parent/carer in the use of their ICT/AT To follow instructions from their line managers in order to support the learner in the use of ICT AT To access training in the use of ICT AT in order to ensure effective use of the device e.g. setting up the device, basic repairs To develop personal ICT AT skills To become a trainer in using ICT AT To be able to set up/provide the correct spaces and environments in order to use the ICT AT device To demonstrate transference skills to the learner/colleague/parent/carer etc. 	Training packages/materials e.g. ATLEC Emails Internet Sharing knowledge and understanding in the use of ICT AT with colleagues, multiagency workers and staff in other educational establishments Magazines/Journals/leaflets Teaching forums Social networking School networking Resource networking e.g. searching for online training/ICT AT ideas and activities Meetings Telephone calls Research
Physiotherapist	<ul style="list-style-type: none"> To assess and provide physical support in order for individual learners to be able to access their ICT AT (e.g. following an illness, accident or disability) 	<ul style="list-style-type: none"> To share ideas in order for the learner to access ICT AT To train parents/carers/other professionals in helping the learners 	Training Courses Emails Internet Sharing knowledge and

		<p>with physical exercises/postural care in order for them to access the ICT AT device easily</p> <ul style="list-style-type: none"> • To problem solve in order for the learner to have the best/maximum access to the ICT AT device • To support with positioning in order for the learner to access the ICT AT device • To work in an advisory capacity with positioning to ensure that the learner has maximum access to ICT AT 	<p>understanding about the importance of physical access to ICT AT with colleagues and multiagency workers Magazines/Journals/leaflets Meetings Telephone calls National Health magazines/forums/contacts etc. Multi-discipline collaboration Research</p>
Occupational Therapist	<ul style="list-style-type: none"> • To provide purposeful /adapted activities or interventions to achieve functional outcomes to increase/develop, maintain or restore the highest possible level of independence when using ICT AT devices • To assess and provide the learner with physical supports/aids in order for them to access the ICT AT device as easily and effectively as possible (according to individual need) 	<ul style="list-style-type: none"> • To share ideas in order for the learner to access ICT AT • To train parents/carers/other professionals in helping the learners to put on or to have supports/aids put on by a familiar person in order to help them to access the ICT AT device easily • To support the learner in setting up the ICT AT device in a range of situations and environments (ergonomics) • To offer support in the use of ICT AT in the work place environment and in other establishments in which the learner resides/accesses/attends • To work in an advisory capacity with positioning/assessing the learner who may require physical supports/aids to ensure that they have maximum access to ICT AT • To problem solve in order for the learner to have the best/maximum access to the ICT AT device 	<p>Training Courses Emails Internet Sharing knowledge and understanding about the importance of physical access to ICT AT with colleagues and multiagency workers Magazines/Journals/leaflets Meetings Telephone calls National Health magazines/forums/contacts etc. Multi-discipline collaboration Research</p>
Speech and Language Therapists	<ul style="list-style-type: none"> • To assess and support the learner with selecting personalised ICT AT communication device • To support the learner with using the personalised ICT AT communication 	<ul style="list-style-type: none"> • To share ideas in order for the learner to access ICT AT • To train parents/carers/other professionals in helping the learners to access the ICT AT device and use 	<p>Training Courses Emails Internet Sharing knowledge and understanding about the importance</p>

	<p>device</p> <ul style="list-style-type: none"> To set up the communication device appropriately e.g. using relevant software etc. To support with the development of communication e.g. verbal, signs, gestures, symbols, ICT AT devices etc. 	<p>it appropriately</p> <ul style="list-style-type: none"> To problem solve in order for the learner to have the best/maximum access to the ICT AT device To have the skills to train learners/learner support to use, maintain and adjust and repair basic malfunctions of the ICT AT device To support the learner, parent, carer, support worker etc. by providing them with relevant and up to date training in the use of the ICT AT device To support the learner, parent, carer, support worker etc. in how to access and use the ICT AT device effectively To work in an advisory capacity in ensuring that the learner has maximum access to ICT AT 	<p>of physical access to ICT AT with colleagues and multiagency workers</p> <p>Magazines/Journals/leaflets</p> <p>Meetings</p> <p>Telephone calls</p> <p>National Health magazines/forums/contacts etc.</p> <p>Multi-discipline collaboration</p> <p>Research/reading materials</p>
Phoenix			
<i>Gatekeepers</i>	<i>Describe why they are gatekeepers and what their role is.</i>	<i>Suggest strategies to turn them into resources.</i>	<i>How can they be reached?</i>
Parents	Parents are primary carers and will decide about access to educational opportunities for their children.	Parents should be aware of the role of ICT-AT for the development of different skills for their children and how these impact on employment opportunities. We could present case histories to show the impact of early ICT AT intervention and learning.	Articles in the specialised press for parents' organisations with case histories.
End-user organisations	"Nothing for them without them" is the adage for many people with disabilities, and this is still relevant today where initiatives that are not "carried" by the end-users and their organisations are also not successful in the end.	A meet and greet day with various organisations to introduce the project outcomes and the usable material will be organised in Flanders. In addition, the application will be demonstrated and provided to all those that are interested.	We maintain a broad and up-to-date mailing list with all relevant and representative organisations in Flanders, as well as Brussels and Wallonia, and inform them regularly on initiatives. Invitation to the ATLEC launch event

			in Brussels at the end of 2013.
Teachers	Teachers can introduce ICT-based AT training at a much more prominent place in their lessons, integrating it with existing training materials, and demonstrating to both the pupils with and without disabilities what the benefits are for achieving an inclusive society.	Some examples or case studies could provide the incentive to other schools to take onboard these good practices. School headteachers will also have to be convinced, while policy makers associated with the ministry of educations should also be informed.	Articles in specialised press towards teachers, such as the magazine "Klasse" in Flanders. See http://www.klasse.be/ . Videos that introduce good practices to be made available. Invitation of teacher organisations at ATLEC launch event in Brussels at the end of 2013.
Greenhat Interactive			
<i>Gatekeepers</i>	<i>Describe why they are gatekeepers and what their role is.</i>	<i>Suggest strategies to turn them into resources.</i>	<i>How can they be reached?</i>
Parents	Parents are primary carers and will decide about access to educational opportunities for their children.	Parents should be aware of the role of ICT-AT for the development of different skills for their children and how these impact on employment opportunities. We could present case histories to show the impact of early ICT AT intervention and learning.	Articles in the specialised press for parents' organisations with case histories. Through parent groups in schools Via the media Via support organisations
Teachers/Trainers	They can facilitate, support or restrict and prevent the use of ICT AT in the classroom Lack of confidence in their own digital skills may restrict the support they can give	Courses to increase their digital skills ATLEC to increase their ICT AT awareness, in terms of the potential for benefitting and empowering their students	Focus groups Training groups for continuous professional development Educational conferences and workshops Media and direct marketing

Support Workers/ Personal Assistants	They can facilitate, support or restrict and prevent the use of ICT AT in the home Lack of confidence in their own digital skills may restrict the support they can give	They should be made aware of the role of ICT-AT for the development of different skills for their beneficiaries and how these impact on employment opportunities.	Present piloting reports of both skills improvements and positive soft outcomes and social impact Media and direct marketing
Local Authorities (Funders)	Funding restrictions may prevent people with disabilities in their area from receiving the ICT AT they need or would benefit from	They should be made aware of the positive economic and wellbeing benefits of more people with disabilities gaining employment, reducing dependence on benefits and social care by increased independent living skills	Present piloting reports of both skills and positive soft outcomes and social impact Conferences and workshops Media and direct marketing
AIAS Bologna onlus			
<i>Gatekeepers</i>	<i>Describe why they are gatekeepers and what their role is.</i>	<i>Suggest strategies to turn them into resources.</i>	<i>How can they be reached?</i>
Parents	Parents are primary carers and will decide about access to educational opportunities for their children.	Parents should be aware of the role of ICT-AT for the development of different skills for their children and how these impact on employment opportunities. We could present case histories to show the impact of early ICT AT intervention and learning.	Articles in the specialised press for parents' organisations with case histories.
Teachers/Trainers	Teachers might not be sufficiently aware or trained themselves to support their pupils with disabilities in developing their full potential through ICT-AT.	Including them in the training. Providing specialist support services to them.	Training courses, University initial education courses. Advice services.
Support Workers/Personal Assistants	Often ICT AT equipment requires set up in an environment, or the person has to be prepared in order to be able to use the equipment. If carers are not motivated, not trained or underestimate the importance of the technology for those they assist, they will be a barrier to ICT-AT use.	Including them in the training. Impacting on their basic education.	Training courses. Impacting on the ECC standard of basic learning outcomes in social care.

Local Authorities (Funders)	They have budgets to support the purchase of equipment and the training of the end users and the professional users.	Providing them with correct information and evidence of outcomes in ICT-AT	The realisation of studies re the impact of AT on social costs. Positive case histories. Meetings involving end users and policy makers.
Disability Now			
<i>Gatekeepers</i>	<i>Describe why they are gatekeepers and what their role is.</i>	<i>Suggest strategies to turn them into resources.</i>	<i>How can they be reached?</i>
Example: Parents	Parents are primary carers and will decide about access to educational opportunities for their children.	Parents should be aware of the role of ICT-AT for the development of different skills for their children and how these impact on employment opportunities. We could present case histories to show the impact of early ICT AT intervention and learning.	Articles in the specialised press for parents' organisations with case histories.
Policy makers	Policy makers hold the keys to the public state funding of the aiding equipment of citizens with disabilities.	AT-ICT have to be widely accessible to all people with disabilities. Policy makers should be aware of the ICT-AT potential regarding the productivity of people with disabilities and the overall impact on the financial policies of social security, social care and employability.	Over 30 policy makers in central/national and local level via dedicated newsletter and personal contact via emails/phone; convincing about the cost effectiveness of the use of AT-ICT tools.
Teachers of SE	They are the ones educating and building on a child's character and skills. They are probably the "channel" through which the children with disabilities get in touch with the AT-ICT tools for the first time.	Teachers of SE have to get extensively familiarized with the available AT tools in order to introduce them to their pupils/students with disabilities. They should present successful case studies of people with disabilities who have enjoyed successful careers assisted by using various AT-ICT tools; for example, there are employment opportunities like ICT technicians, call centre operators, web designers, photographers, teachers, but also factory workers, storekeepers, etc.	Over 100 via personal contact (email/phone); providing relevant AT-ICT examples on learning procedures.

Peers with disabilities	They are the role-models for younger people or for people who acquired their disability as adults.	Peers have to facilitate the trainees in the use of AT-ICT tools by performing (in front of them) various tasks with the use of their own individualised AT equipment. Explain the aspect of the professional effectiveness that comes with the use of AT. They should adjust their peer consultancy based on the trainee’s level (access, foundation, intermediate, advanced). Identify the AT tools that best correspond to the specific needs of each user; consult and test them together.	Over 50 people with disabilities that act as peers for many younger or recently injured/diagnosed trainees. Personal contact via email/phone and via DN’s online forum and Facebook page (over 8,600 fans).
University of Athens			
<i>Gatekeepers</i>	<i>Describe why they are gatekeepers and what their role is.</i>	<i>Suggest strategies to turn them into resources.</i>	<i>How can they be reached?</i>
Parents	Parents are primary carers and will decide about access to educational opportunities for their children.	Parents should be aware of the role of ICT-AT for the development of different skills for their children and how these impact on employment opportunities. We could present case histories to show the impact of early ICT AT intervention and learning.	Articles in the specialised press for parents organisations with case histories.
SE Teachers / Trainers	Responsible for empowering people with disabilities by providing them with information on ICT AT that address their needs.	Getting them involved in training and informative events in order to increase their ICT AT awareness. Provide easy to use material, such as the mobile application, that can assist them in supporting their students.	Articles in the specialised press, training events/seminars, provision of training material
Policy makers	Their role is crucial as it is closely connected to funding. Furthermore they are able to disseminate the results of their project through their channels.	Getting them involved in national cooperation activities, such as the Advisory Board, in surveys. Providing reliable information	Advisory board meetings, provision of training material

		concerning ICT AT training.	
Carers / personal assistants	Along with parents, they are supporting people with disabilities in their daily life. They need to be motivated to learn about ICT AT and better support the person they are assisting.	Getting them involved in training and informative events in order to increase their ICT AT awareness. Provide easy to use material, such as the mobile application, that can assist them in supporting the person they're assisting.	Articles in the specialised press, training events/seminars, provision of training material

ANNEX 2 Results of a survey concerning the exploitation of the ATLEC project outputs and outcomes

Partner: Oak Field School & Sports College

Expected project outputs, audiences and factors to facilitate uptake

Project outputs (Transfer of innovation)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Survey on ICT-AT training	Schools Colleges Specialist Colleges Adult Training Centres Day Centres Universities Advisory board members	5 5 5 2 2 4 4	Schools, Colleges, Specialist Colleges - have access to ICT AT and students that use them. Advisory Board Members, Universities – interested and involved in the use of ICT AT. Adult Training Centres and Day Centres – lack of funding, training, resources and antipathy towards technology.	Face to face E mail Telephone conversations Advisory Board	N/A
ICT AT competence framework	ICT AT Trainers such as: Parents Carers Teachers AT providers FE practitioners	3 3 4 4 4	Parents, Carers – relevant source of information to increase understanding of the learning levels. Teachers, AT Providers, FE Practitioners – used to inform lesson planning, teaching strategies and target setting.	Word of mouth Networking Professional Contacts Conferences Dissemination contacts Advisory Board	ITAG North of England Conference NICER (Nottingham International Consortium for Educational Research) Group ATLEC final conference – Brussels Schools and Colleges Training Centres

Curriculum	ICT AT Trainers such as: Parents Carers Teachers AT providers FE practitioners	2 2 4 4 4	Parents, Carers – Is it an accessible and realistic document to read? Teachers, AT providers, FE Practitioners – used to inform lesson planning, teaching strategies and target setting. The structure of the curriculum shows opportunities for progression for different levels of ability for people with both cognitive and physical disabilities.	Word of mouth Networking Professional Contacts Conferences Dissemination contacts Telephone calls Advisory Board	ITAG North of England Conference NICER (Nottingham International Consortium for Educational Research) Group ATLEC final conference – Brussels Schools and Colleges Training Centres
Training materials	ICT AT Trainers such as: Parents Carers Teachers AT providers FE practitioners	3 3 4 4 4	Parents, carers – informs and improves understanding of how the learner is being taught and possible activities to implement away from the learning environment. Teachers, AT Providers, FE Practitioners - the content can be used to engage and help students to learn and meet individual and differentiated learning objectives.	Word of mouth Networking Professional Contacts Conferences Dissemination contacts Advisory Board	ITAG North of England Conference NICER (Nottingham International Consortium for Educational Research) Group ATLEC final conference – Brussels Schools and Colleges Training Centres
Handbook	ICT AT Trainers such as: Parents Carers Teachers AT providers FE practitioners Employers	5 5 5 5 5	Parents, carers, teachers, AT providers, FE practitioners, Employers - provides clear guidance on the ATLEC project and all aspects of the curriculum.	Word of mouth Networking Professional Contacts Conferences Dissemination contacts Advisory Board	ITAG North of England Conference NICER (Nottingham International Consortium for Educational Research) Group ATLEC final conference – Brussels Schools and Colleges

					Training Centres
Online training course	ICT AT Trainers such as: Learners Parents Carers Teachers AT providers FE practitioners	4 3 3 4 4 3	People with disabilities – this is a method of accessing training in ICT AT. Opportunities for developing practical skills and competences. Parents, carers – it can also be a more accessible method of supporting the individual with disabilities to access training away from the learning environment. AT Providers, Teachers - provides a different method of teaching and learning. Has the potential to help engage and motivate students in their learning through the use of ICT AT as this can be <i>motivating</i> for many.	Project website Word of mouth Conferences Dissemination contacts Advisory Board	ITAG North of England Conference NICER (Nottingham International Consortium for Educational Research) Group ATLEC final conference – Brussels Schools and Colleges Training Centres
Mobile training platform	ICT AT Trainers such as: Learners Parents Carers Teachers AT providers FE practitioners	5 3 3 4 4 4	Information on the platform provides learners, parents, carers, teachers, AT providers, FE practitioners with all relevant training materials.	Project website Word of mouth Conferences Dissemination contacts Advisory Board	ITAG North of England Conference NICER (Nottingham International Consortium for Educational Research) Group ATLEC final conference – Brussels Schools and Colleges Training Centres
Profile ICT-AT trainer	Employers Employment agencies	4 4 4	Employers Employment agencies - Job profile to inform prospective employers and employment agencies about job roles and responsibilities	Transitions Meetings Interviews Telephone conversations Face to face Advisory Board	ITAG North of England Conference NICER (Nottingham International Consortium for Educational Research) Group ATLEC final conference – Brussels

			- it is a useful and comprehensive document.		Schools and Colleges Training Centres
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Results (impact)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Evidence of ICT AT competence development through pilots	Teachers/trainers FE/Specialist colleges AT networks Accreditation bodies	5 5 5 5	The CASPA results clearly demonstrate whether there has been any improvement in skills levels following the piloting process	Dissemination of piloting report	Conference exhibition stand at NEEC, TES and face to face meetings with networks
Increased understanding of the importance of ICT AT competence	End Users Teachers/trainers Employers	3 5 3	End users need to know what ICT AT competences are expected of them. Teachers/trainers need to know what competencies are required in order to implement effective teaching and learning. Employers need to know what ICT AT competencies are held by people with disabilities in order to effectively match the person with a job profile.	Dissemination of piloting report	Schools' careers fair events, transition advisors, CPD events, conference exhibitions, face to face networking.
Increased methodological evidence of ICT AT skills development	Teachers/trainers FE/Specialist colleges AT networks Accreditation bodies	5	CASPA Individual evaluation forms completed after each session Case Studies	Dissemination of CASPA, Individual evaluation forms completed after each session, Case Studies and piloting report	Conference exhibition stand at NEEC, TES and face to face meetings with networks
Increased	Schools	3-4	Difficulty with persuading	CASPA assessment	Email campaign, exhibition

capacity to address ICT AT training in organisations	Colleges		school/colleges who were originally part of our stakeholder group to continue due to internal pressures and time limitations. In the UK schools, colleges and universities already have in-house training in this area, however evidence demonstrated through CASPA and case studies may ameliorate this.	undertaken at first and last piloting sessions Piloting report	stands as above
Increased access to employment of project participants with disabilities following ATLEC courses	Job centres Employment agencies Supported employment providers People with disabilities Work experience placements	3	ATLEC is not an accredited course Job market is extremely competitive in current economic climate	Dissemination of job profile if/when endorsed by EQAVET Dissemination of online course/handbook	Email campaign, exhibitions, face to face, telephone calls
Lessons learned. Please specify:----- --	Unified curriculum not appropriate for heterogeneous groups or countries with disparate practise levels and access to resources and training in the field– addressed by competence framework methodology.				
Other exploitable result ?					

Partner: GHI

Project outputs (Transfer of innovation)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Survey on ICT-AT training	Schools Colleges Specialist Colleges Adult Training Centres Day Centres Universities Advisory board members Social Enterprises and Voluntary Organisations Disability Organisations	5 5 5 2 2 4 4 4 4	Schools, Colleges, Specialist Colleges - have access to ICT AT and students that use them. Advisory Board Members, Universities – interested and involved in the use of ICT AT. Adult Training Centres, Day Centres, social enterprises, voluntary and disability organisations – lack of funding, training, resources and antipathy towards technology.	Face to face E mail Telephone conversations Advisory Board Personal networking with different organisations	N/A
ICT AT competence framework	ICT AT Trainers such as: Parents Carers Teachers AT providers FE practitioners Disability Organisations	3 3 4 4 4 4	Parents, Carers – relevant source of information to increase understanding of the learning levels. Teachers, AT Providers, FE Practitioners – used to inform lesson planning, teaching strategies and target setting. Disability Organisations – is it an accessible document that can be used within a less formal education	Word of mouth Professional Contacts Conferences Dissemination contacts Advisory Board Personal networking with different organisations	ITAG 2012, 2013, 2014 TES Resource Show ATLEC final conference – Brussels Schools and Colleges Training Centres NATSPEC TES Special Needs Exhibition London L’Arche Jubilee conference Upload to TES Connect online resource database, available to all UK teachers, trainers Email shot of deliverable to all on

			setting?		GHI stakeholder database FAST database and report to UK government
Curriculum	ICT AT Trainers such as: Parents Carers Teachers AT providers FE practitioners Disability Organisations	2 2 4 4 4 4	Parents, Carers – Is it an accessible and realistic document to read? Teachers, AT providers, FE Practitioners – used to inform lesson planning, teaching strategies and target setting. The structure of the curriculum shows opportunities for progression for different levels of ability for people with both cognitive and physical disabilities. Disability Organisations – is it an accessible document that can be used within a less formal education setting? FAST - monitor and report on AT research and projects directly to UK government	Word of mouth Professional Contacts Conferences Dissemination contacts Telephone calls Advisory Board Personal networking with different organisations	ITAG 2013 Mencap events L’Arche events ATLEC final conference – Brussels Schools and Colleges NATSPEC Training Centres TES Resource Show ATLEC final conference – Brussels Schools and Colleges Training Centres TES Special Needs Exhibition London L’Arche Jubilee conference FAST (Foundation For Assistive Technology) database and report to UK government
Training materials	ICT AT Trainers such as: Parents Carers Teachers AT providers FE practitioners Disability Organisations	3 3 4 4 4 4	Parents, carers – informs and improves understanding of how the learner is being taught and possible activities to implement away from the learning environment. Teachers, AT Providers,	Word of mouth Professional Contacts Conferences Dissemination contacts Advisory Board Personal networking with different	ITAG Mencap events L’Arche events ATLEC final conference – Brussels Schools and Colleges Training Centres

			<p>FE Practitioners - the content can be used to engage and help students to learn and meet individual and differentiated learning objectives.</p> <p>Disability Organisations – is it an accessible document that can be used within a less formal education setting?</p>	<p>organisations</p> <p>Personal networking with different organisations</p>	
Handbook	<p>ICT AT Trainers such as:</p> <p>Parents</p> <p>Carers</p> <p>Teachers</p> <p>AT providers</p> <p>FE practitioners</p> <p>Employers</p> <p>Disability Organisations</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>4</p> <p>4</p>	<p>Parents, carers, teachers, AT providers, FE practitioners, Employers - provides clear guidance on the ATLEC project and all aspects of the curriculum.</p> <p>Disability Organisations – is it an accessible document that can be used within a less formal education setting?</p>	<p>Word of mouth</p> <p>Professional Contacts</p> <p>Conferences</p> <p>Dissemination contacts</p> <p>Advisory Board</p> <p>Personal networking with different organisations</p>	<p>ITAG</p> <p>Mencap events</p> <p>L’Arche events</p> <p>ATLEC final conference – Brussels</p> <p>Schools and Colleges</p> <p>Training Centres</p> <p>TES Resource Show</p> <p>ATLEC final conference – Brussels</p> <p>Schools and Colleges</p> <p>Training Centres</p> <p>TES Special Needs Exhibition</p> <p>London</p> <p>L’Arche Jubilee conference</p> <p>FAST database and report to UK government</p>
Online training course	<p>ICT AT Trainers such as:</p> <p>Learners</p> <p>Parents</p> <p>Carers</p> <p>Teachers</p> <p>AT providers</p> <p>FE practitioners</p> <p>Disability Organisations</p>	<p>4</p> <p>3</p> <p>3</p> <p>4</p> <p>4</p> <p>3</p> <p>4</p>	<p>People with disabilities – this is a method of accessing training in ICT AT.</p> <p>Opportunities for developing practical skills and competences.</p> <p>Parents, carers – it can also be a more accessible method of supporting the</p>	<p>Project website</p> <p>Word of mouth</p> <p>Conferences</p> <p>Dissemination contacts</p> <p>Advisory Board</p> <p>Personal networking with different organisations</p>	<p>ITAG</p> <p>Mencap events</p> <p>L’Arche events</p> <p>ATLEC final conference – Brussels</p> <p>Schools and Colleges</p> <p>Training Centres</p> <p>Email shot to all on stakeholder database</p> <p>TES Special Needs Exhibition,</p>

			<p>individual with disabilities to access training away from the learning environment.</p> <p>AT Providers, Teachers - provides a different method of teaching and learning. Has the potential to help engage and motivate students in their learning through the use of ICT AT as this can be <i>motivating</i> for many.</p> <p>Disability Organisations – is it an accessible resource that can be used within a less formal education setting?</p>		London, 2014
Mobile training platform	<p>ICT AT Trainers such as:</p> <ul style="list-style-type: none"> Learners Parents Carers Teachers AT providers FE practitioners Disability Organisations 	<p>5</p> <p>3</p> <p>3</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>	<p>Information on the platform provides learners, parents, carers, teachers, AT providers, FE practitioners and different organisations with all relevant training materials.</p>	<p>Project website</p> <p>Word of mouth</p> <p>Conferences</p> <p>Dissemination contacts</p> <p>Advisory Board</p> <p>Personal networking with different organisations</p>	<p>ITAG</p> <p>Mencap events</p> <p>L’Arche events</p> <p>ATLEC final conference – Brussels</p> <p>Schools and Colleges</p> <p>Training Centres</p>
Profile ICT-AT trainer	<ul style="list-style-type: none"> Employers Employment agencies Disability Organisations 	<p>4</p> <p>4</p> <p>4</p>	<p>Employers</p> <p>Employment agencies - Job profile to inform prospective employers and employment agencies about job roles and responsibilities – it is a useful and comprehensive document.</p> <p>Disability Organisations – a</p>	<p>Transitions Meetings</p> <p>Interviews</p> <p>Telephone conversations</p> <p>Face to face</p> <p>Advisory Board</p> <p>Personal networking with different organisations</p>	<p>ITAG</p> <p>Mencap employment events</p> <p>L’Arche events</p> <p>ATLEC final conference – Brussels</p> <p>Schools and Colleges</p> <p>Training Centres</p> <p>FAST</p>

			very useful document for their clients who are seeking employment	Email Social media	
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Results (impact)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Evidence of ICT AT competence development through pilots	Teachers/trainers FE/Specialist colleges AT networks Accreditation bodies	5 5 5 5	The CASPA results clearly demonstrate whether there has been any improvement in skills levels following the piloting process	Dissemination of piloting report	Conference exhibition stand at TES Resources show, London 2014 and face to face meetings with networks Presentations at ITAG Leaflet distribution and exhibition demonstrations at ITAG and L’Arche conferences Email shot with signposting to piloting report on website via final leaflet
Increased understanding of the importance of ICT AT competence	End Users Teachers/trainers Employers Disability Organisations	3 5 3	End users need to know what ICT AT competences are expected of them. Teachers/trainers need to know what competencies are required in order to implement effective teaching and learning. Employers need to know what ICT AT competencies are held by people with disabilities in order to effectively match the person with a job profile.	Dissemination of piloting report	Schools’ careers fair events, transition advisors, CPD events, conference exhibitions, disability organisations’ events relating to ICT AT and employment, face to face networking. TES Connect learning resource database - keywords in special needs areas signpost to curriculum available to all special needs teachers/trainers Email shot with signposting to piloting report on website via final leaflet
Increased methodologic	Teachers/trainers FE/Specialist colleges	5	CASPA Individual evaluation forms	Dissemination of CASPA,	Conference exhibition stand at TES Resources show and face to

al evidence of ICT AT skills development	AT networks Accreditation bodies		completed after each session Case Studies	Individual evaluation forms completed after each session, Case Studies and piloting report	face meetings with networks
Increased capacity to address ICT AT training in organisations	Schools Colleges Disability Organisations	3-4 4 3	Difficulty with persuading school/colleges who were originally part of our stakeholder group to continue due to internal pressures and time limitations. In the UK schools, colleges and universities already have in-house training in this area, however evidence demonstrated through CASPA and case studies may ameliorate this.	CASPA assessment undertaken at first and last piloting sessions Piloting report	Email campaign, exhibition stands as above
Increased access to employment of project participants with disabilities following ATLEC courses	Job centres Employment agencies Supported employment providers People with disabilities Work experience placements	3 3 3 3 3	ATLEC is not an accredited course Job market is extremely competitive in current economic climate	Dissemination of job profile if/when endorsed by EQAVET Dissemination of online course/handbook	Email campaign, exhibitions, face to face, telephone calls
Lessons learned. Please specify: -----	A completely unified curriculum is not workable across heterogeneous groups and countries with disparate practice levels and access to resources and training in the field– this has been successfully in the project by the creation and implementation of a competence framework methodology.				
Other exploitable result ?					

Partner: Disability NOW (Greece)

Expected project outputs, audiences and factors to facilitate uptake

Project outputs (Transfer of innovation)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Survey on ICT-AT training	Special education experts, VET centres, public/private education sector.	4	To be used on presentations targeting education experts.	DN is an active member of many national special education advisory boards.	ICALT 2014 conference, Technology Supported Education for people with Disabilities, 7-10 July in Athens
ICT AT competence framework	ICT trainers, end-users, AT tutors.	4	To be used as a means for detailed understanding.	Available online (project website and disabled.gr) both in Greek and English and via mailing to stakeholders.	Distributed by end of project to all related stakeholders (via DN's newsletter).
Curriculum	ATLEC piloters, online users interested in ICT-AT, end-user organisations, VET training, ICT tutors and academic researchers.	5	It will be the core outcome of the project and the outline of all the deliverables.	Available online (project website and disabled.gr) both in Greek and English, via direct personal contacts and relevant newsletters sent out to over 20.000 Greek recipients.	Distributed by end of project to all related stakeholders via: newsletters, unofficial meetings and official ICT conferences.
Training materials	People with disabilities (beginners or advanced level ICT-AT users), VET centres, ICT educators.	5	Rich content in multilingual formats (local versions).	Available online (project website and disabled.gr) and via mailing to stakeholders.	Distributed by end of project to all related stakeholders.
Handbook	Pilot sessions participants and people with disabilities interested in ICT-AT guidance. Sector of VET training, ICT trainers	3	Valuable content for ICT-AT professionals/tutors.	Available online (project website and disabled.gr) and via mailing to stakeholders.	Presented at DN's AT meetings in Athens.

	and teachers, end-user organisations				
Online training course	All users interested in ICT-AT, VET training.	5	Rich content in multilingual versions.	Available online (project website and disabled.gr) and via mailing to stakeholders.	Presented at disability-related ICT conferences in Athens.
Mobile training platform	People with disabilities who are able to use mobile phones and tablets, personal carers, ICT tutors & VET bodies.	5	Individualised educational & training content with customised layout/functions.	Available via the project website and Google Play.	Distributed by end of project to all related stakeholders and focus groups, together with its launch via Google Play. Presented at disability-related ICT conferences in Athens.
Profile ICT-AT trainer	People with disabilities interested in becoming ICT trainers, VET centres.	3	To be used as a means for in-depth understanding.	Available on atlec-project.eu and via newsletters to focus groups.	Presented at disability-related ICT conferences in Athens.

Results (impact)	Audiences	Exploitability (PI. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Evidence of ICT AT competence development through pilots	Piloters with disabilities, VET/SE trainers/centres, Public administration professionals, HR departments.	5	For keeping track on the project's outcomes via pilots and deliver solid evidence for stakeholders and users interested in the direct impact.	Available via atlec-project.eu and via DN's newsletter to critical stakeholders.	By end of project to all DN's mailing lists. ICALT 2014 conference, Technology Supported Education for People with Disabilities, 7-10 July in Athens.
Increased understanding of importance ICT AT competence	Piloters with disabilities, carers and family members, EU disability networks, sheltered workshops.	4	Solid proofs on project's outcomes while contacting stakeholders and users interested in ICT AT.	Availability via project's website and disabled.gr.	Distributed by end of project to related focus groups; presented at disability-related ICT conferences in Athens.
Increased methodological evidence of ICT AT skills	Piloters with disabilities, educational managers, public administration	3	Solid proofs on project's outcomes while contacting stakeholders and users interested in	Available on atlec-project.eu and via DN's newsletters to focus groups; and direct	Distributed by end of project to related focus groups; presented at disability-related ICT conferences in Athens.

development	professionals, HR departments, training organisations.		ICT AT.	physical meetings.	
Increased capacity to address ICT AT training in organisations	Associations of/for people with disabilities, AT trainers/ICT specialists, VET/SE trainer/centres.	4	Evidence of project’s impact on training centres’ curriculums related to disability and ICT AT awareness.	Availability via project’s website and disabled.gr; adhoc assessment of ICT AT needs during physical meetings at training organisations.	Distributed by end of project to ICT AT stakeholders; presented at disability-related ICT conferences in Athens.
Increased access to employment of project participants with disabilities following ATLEC courses	Public administration professionals, HR departments, training organisations, Universities/Colleges, sheltered workshops, AT ICT SMEs, EU VET associations.	4	It is the core of the project’s impact when referring to relevant stakeholders directly connected to employment of people with disabilities.	Available on atlec-project.eu and via newsletters to focus groups; and direct physical meetings.	Distributed by end of project to related focus groups; presented at disability-related ICT conferences in Athens.
Lessons learned. Please specify: --- ----	-	-	-	-	-
Other exploitable result ?	-	-	-	-	-

Partner: AIAS Bologna onlus

Expected project results, audiences and factors (strategies and activities) to facilitate uptake

Project outputs (Transfer of innovation)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Survey on ICT-AT training	Policymakers ICT-AT research community	3	The document provides an interesting overview of the state of the art in the various countries.		

ICT AT competence framework	Education and training providers; AT Centres; Research community	5	The framework is innovative and responds to a need to start to systematically describe competence development in this field.	Development of further projects to valorise this output of ATLEC. Bringing this to the innovators and multipliers.	Presentation at AAATE conference and other AT community events. Publication in scientific reviews.
Curriculum	Learners with disabilities; Training providers.	3	The curriculum is innovative as it brings together ICT AT knowledge and skills and soft skills in a single learning programme.	Inviting colleagues to comment, add and personalise the learning on the needs of the learner.	Publish it on the web site
Training materials	Learners with and without disabilities. World of Education World of work	5	The course presents a comprehensive overview of the state of the art in ICT-AT solutions, their use and implementation paths.	To highlight the use of the course content as a reader to support any formal and informal learning in ICT-AT for a wider audience.	Distribution in courses, making of a small booklet and publication on the web site.
Handbook	ICT-AT trainers; World of education	5	The handbook provides a good overview of the issues at stake and links this with a competence framework. It further provides the curriculum as an example of how the training could be delivered.	Highlighting the use of the handbook to “get started”.	Publication via the web site.
Online training course	ICT AT trainers	2			
Mobile training platform	End users; AT centres; Schools.	4	The infrastructure of the app is there. It would be necessary to have a toolkit to make the infrastructure functional to the single user environment.	Further development within the AT Centre as a tool for the follow up and guidance of the learners.	

Profile ICT-AT trainer	Universities; Teacher training colleges Training of special needs teachers	5	There is a good overview of the competences needed to be able to support learners with disabilities in make effective use of their ICT-AT		
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Results (impact)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Evidence of ICT AT competence development through pilots	Pilot participants	3	Results have been evident but are related to the pilot participants. Nevertheless they can have an important role in motivating others.	Inclusion of some of them in the Living Lab on innovation and as trainers themselves	Workshop conducted by one of the learners targeting University students (Faculty of Education). Including pilot participants in the research team of AIAS.
Increased understanding of importance ICT AT competence	Teachers, families, end users of ICT-AT, local authorities, policy makers	5	Overall the project has highlighted the need to invest more time and resources in the training of end users of ICT-AT.	Showing evidence.	Meetings with policymakers and decision makers in health, education and social institutions. Meetings with local politicians.
Increased methodological evidence of ICT AT skills development	AT Centres, Universities, Associations representing end users, Educational institutes	4	The ICT AT competence framework in the handbook is a piece of work that might impact on the way ICT AT training is perceived.	Dissemination of the handbook with the target audience.	Mailing to members of the Italiana Network of AT Centres, publications in journals.
Increased capacity to address ICT AT training in organisations	AT centres, service providers, universities	4	The ICT AT competence frameworks is a first step towards the definition of a standard in ICT AT skills development. It allows organisations in contact with end users to define	Dissemination among the target audience.	Mailing to Italian network of AT Centres. Articles in the newsletter of the European Association of Service Providers to persons with disabilities. Conference paper at AAATE conference.

			learning programmes		
Increased access to employment of project participants with disabilities following ATLEC courses		2	No evidence collected		
Lessons learned. Please specify: --- ----					
Other exploitable result ?					

Partner: PhoenixKM

Expected project outputs, audiences and factors to facilitate uptake

Project outputs (Transfer of innovation)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Survey on ICT-AT training	Policy makers	3	This will be used towards local policy makers whenever we present on ICT and ICT based AT training	We are participating in advisory boards and attend many policy meetings.	CAVA 2014, last week of August 2014, presentation in Cordoba, Colombia.
ICT AT competence framework	Sector of VET training, ICT trainers and teachers, end-user organisations	5	This is an easy to use tool to provide insight.	Will be made available via the project website and via mailing to relevant parties	Will be done end of February to all related target groups via PhoenixKM mailing lists. Also presented at forthcoming meetings in Belgium and at CAVA 2014.

Curriculum	Sector of VET training, ICT trainers and teachers, end-user organisations	5	This is an easy to use tool to have an overview of what the project delivers.	Will be made available via the project website and via mailing to relevant parties	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium.
Training materials	Sector of VET training, ICT trainers and teachers, end-user organisations	4	The content is quite complete, and also local versions have been created.	Will be made available via the project website and via mailing to relevant parties	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium.
Handbook	Sector of VET training, ICT trainers and teachers, end-user organisations, end-users	4	The content offers guidance to trainers and teachers, and is inherent to the curriculum and the training materials.	Will be made available via the project website and via mailing to relevant parties	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium.
Online training course	Sector of VET training, ICT trainers and teachers, end-user organisations, end-users	4	The content is quite complete, and also local versions have been created.	Will be made available via the project website and via mailing to relevant parties	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium.
Mobile training platform	Sector of VET training, ICT trainers and teachers, end-user organisations, end-users	5	The advantage is that the content can be customised to the needs of the users, and can be used as a training tool.	Will be made available via the project website and Google Play.	Will be done end of February to all related target groups via PhoenixKM mailing list and launch via Google Play. Also presented at forthcoming meetings in Belgium and at CAVA 2014.
Profile ICT-AT trainer	Sector of VET training, ICT trainers and teachers, end-user organisations	4	This is an easy to use tool to provide insight.	Will be made available via the project website and via mailing to relevant parties	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium.

Results (impact)	Audiences	Exploitability (Pl. rate: 1=low –	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings,
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		5=high)			conference presentations, etc.)
Evidence of ICT AT competence development through pilots	Sector of VET training, ICT trainers and teachers, end-user organisations, end-users	5	Direct evidence which is required when approaching (especially) policy makers and other gatekeepers.	Will be made available via the project website and via mailing to relevant parties, as well as direct contacts.	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium, and CAVA 2014.
Increased understanding of importance ICT AT competence	Sector of VET training, ICT trainers and teachers, end-user organisations, end-users	5	Direct evidence which is required when approaching (especially) policy makers and other gatekeepers.	Will be made available via the project website and via mailing to relevant parties, as well as direct contacts.	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium, and CAVA 2014.
Increased methodological evidence of ICT AT skills development	Sector of VET training, ICT trainers and teachers, end-user organisations, end-users	5	Direct evidence which is required when approaching (especially) policy makers and other gatekeepers.	Will be made available via the project website and via mailing to relevant parties, as well as direct contacts.	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium, and CAVA 2014.
Increased capacity to address ICT AT training in organisations	Sector of VET training, ICT trainers and teachers, end-user organisations, end-users	5	Direct evidence which is required when approaching (especially) policy makers and other gatekeepers.	Will be made available via the project website and via mailing to relevant parties, as well as direct contacts.	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium, and CAVA 2014.
Increased access to employment of project participants with disabilities following ATLEC courses	Policy makers, sector of VET training, ICT trainers and teachers, end-user organisations, end-users	5	Direct evidence which is required when approaching (especially) policy makers and other gatekeepers.	Will be made available via the project website and via mailing to relevant parties, as well as direct contacts.	Will be done end of February to all related target groups via PhoenixKM mailing list. Also presented at forthcoming meetings in Belgium, and CAVA 2014.
Lessons learned. Please specify: --- ----					

Other exploitable result you would like to highlight. Please specify: -- ----					
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Partner: University of Athens

Expected project outputs, audiences and factors to facilitate uptake

Project outputs (Transfer of innovation)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Survey on ICT-AT training	End-users Trainers Carers VET centres Policy makers Researchers	5	Provides useful information on end user requirements about the training they would like to receive. Very useful for designing / developing interactive technology solutions for PwD.	Incorporating findings into the design of the mobile application. / Research	ICALT 2014 conference, Technology Supported Education for people with Disabilities, 7-10 July in Athens. Paper: "Providing assistive ICT learning for people with disabilities through a personalised mobile application" submitted and under review
ICT AT competence framework	ICT AT trainers / SE trainers End-users	4	Helpful in better understanding competence levels and creating a ICT AT teaching methodology	Disseminating to relevant stakeholders	Online dissemination channels
Curriculum	Trainers Carers VET centres Policy makers Researchers	5	Helpful in creating a training methodology	Disseminating through the university's channels	Physical and online dissemination channels
Training materials	End-users VET centres ICT educators	5	Easy to use multilingual material through various platforms	Available online/ mobile application	Physical and online dissemination channels
Handbook	Pilot sessions	2	Guidance on the ATLEC	Available online	Physical dissemination in training

	participants and people with disabilities interested in ICT-AT guidance		curriculum		activities
Online training course	ICT AT trainers / SE trainers End-users	5	Easy to use multilingual material	Available online	Online dissemination channels, presentation in conferences
Mobile training platform	End-users Trainers Carers VET centres Policy makers	5	Personalised guidance in finding multilingual ICT AT training information.	Available online (project website and UoA website) and Google Play.	Distribution to all related stakeholders. Available online for free. Presentation in ITAG 2013 and ICALT 2014 (Technology Supported Education for People with Disabilities, 7-10 July in Athens) conferences
Profile ICT-AT trainer	VET centres	3	Provides information on competences needed to be able to support learners with disabilities	Available online	Distribution to all related stakeholders

Results (impact)	Audiences	Exploitability (Pl. rate: 1=low – 5=high)	Motivation (the Why of your rating?)	Strategy (How?)	Activities (Planning of concrete events: presentations, mailings, conference presentations, etc.)
Evidence of ICT AT competence development through pilots	Piloters	5	Helpful for assessing the project results. Valuable feedback for improving training material.	Available via the project website	Presentation in ICALT 2014 conference (Technology Supported Education for People with Disabilities, 7-10 July in Athens) Paper: "Providing assistive ICT learning for people with disabilities through a personalised mobile application" submitted and under review.
Increased understanding of importance ICT	End-users Trainers Carers	4	Valuable for assessing the project results and approaching relevant	Available via the project website	Presentation in ICALT 2014 conference (Technology Supported Education for People with

AT competence	VET centres Policy makers		stakeholders.		Disabilities, 7-10 July in Athens) Paper: "Providing assistive ICT learning for people with disabilities through a personalised mobile application" submitted and under review. Publications in journals
Increased methodological evidence of ICT AT skills development	End-users Trainers Carers VET centres Policy makers Researchers	3	Valuable for assessing the project results and approaching relevant stakeholders.	Available via the project website	Presentation in ICALT 2014 conference (Technology Supported Education for People with Disabilities, 7-10 July in Athens) Paper: "Providing assistive ICT learning for people with disabilities through a personalised mobile application" submitted and under review. Publications in journals
Increased capacity to address ICT AT training in organisations	End-users Trainers Carers VET centres	4	Valuable for assessing the project results and approaching relevant stakeholders.	Available via the project website	Presentation in University of Athens lectures.
Increased access to employment of project participants with disabilities following ATLEC courses	Policy makers HR responsables VET centres Researchers	4	Valuable for assessing the project results and approaching relevant stakeholders.	Available via the project website	Presentation in ICALT 2014 conference (Technology Supported Education for People with Disabilities, 7-10 July in Athens) Paper: "Providing assistive ICT learning for people with disabilities through a personalised mobile application" submitted and under review. Publications in journals
Lessons learned. Please specify: --- ----	-	-	-	-	-
Other exploitable result ?	-	-	-	-	-