

Project Report

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Project Title

Stepping Out to Grow Stepping UP

This question is read only.

Please provide a short summary of the work that was completed as part of this project / research *

Hutt City Libraries has offered Stepping UP computer classes since 2012 for Lower Hutt residents with little or no computer experience. In its first year, there were 193 participant registrations across 3 libraries.

Over the years, the demand grew and the number of venues grew to 5 libraries in Lower Hutt. It was noted that despite the uptake of Stepping UP classes by the residents, and the resulting increase in people who were more digitally literate, the need and demand showed little sign of abating. In order to meet the growing demand, our Stepping UP classes were often taught at about double the capacity of occupancy (i.e., class size), which was not ideal nor beneficial to many who attended. All of our Stepping UP classes were taught by experienced external teachers on contract who were able to accommodate the higher numbers.

Although our initial target group when the programme was first started in 2012 was the older persons (because they are not digital natives), we began seeing demand from different sections of our community, including new migrants, the deaf / hearing impaired, people with disabilities and special needs, and non-digitally-literate adults returning to work or needing digital skills to remain employed.

Because of this demand, our regular funding was not meeting the demand for Stepping UP classes. Thus, we applied for InternetNZ funding to support the expansion of the delivery of Stepping UP classes in Lower Hutt to meet the increase in demand for digital education by paying for tutors (in order to increase capacity), and to train library staff to become tutors (in order to increase capability and sustainability).

When we applied for InternetNZ funding, we noted that there were 1204 participant registrations for the previous calendar year. This past calendar year, with the InternetNZ funding received, there were 1302 participant registrations in our Stepping UP programmes, across 7 libraries.

As part of this funded project, we offered Stepping UP classes at 2 additional sites: Petone Library (from May 2019) and Eastbourne Library (from August 2019). These were in addition to our regular Stepping UP sites: War Memorial Library, and community libraries in Naenae, Taita, Stokes Valley and Wainuiomata. The additional classes at Petone Library were taught weekly during term time by paid external teachers with considerable experience and training.

Also as part of the InternetNZ funded project, we trained existing library staff towards becoming Stepping UP facilitators. This component of the funded project involved identifying staff who were interested in teaching; were digitally-savvy, and from across the system (i.e. from different libraries or who were able to work across different library sites). This was to ensure we had motivated and interested staff who did not have the extra hurdle of having to learn content, and to encourage better site coverage (i.e., not all future facilitators were at one site).

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Upskilling and training the selected library staff involved getting our staff to learn the content / teaching materials of the Stepping UP classes, sit in classes, observe classes, take notes, meet with existing Stepping UP tutors to discuss the classes and what was observed, team teaching with an experienced tutor or another teacher trainee, being observed / evaluated, and receiving feedback from students. During the project, the additional monthly + classes at Eastbourne Library was taught by a staff member who was training to become a facilitator.

Describe the 'who, what, where, when and why' of your initiative

Timing

Is your project / research complete? *

Yes No

If your initiative is still in progress, pick 'no'

Start Date

01/03/2019

Must be a date.

Finish Date

31/01/2020

Must be a date.

Milestones

What have been the major steps / stages (i.e. milestones) involved in delivering your initiative to date?

Milestone	Description
Planning Stage	<p>During the planning stage, we identified 2 library sites: Petone and Eastbourne Libraries. After speaking with the community, library staff, and tutors, we selected dates, times and topics that suited the community. We organised equipment and resources. We also approached and identified staff who were (1) interested in teaching, (2) were digitally-savvy, and (3) across the system (or able to work across different library sites). We identified 6 staff members.</p> <p>We also decided that we would ask participants to complete the DIAA evaluation form at the end of each session, and that we would look for 70% satisfaction rates. We would also ask the staff to engage in self-evaluation during the project and to undertake a debrief session at the end of the project.</p>

Implementation	Stepping UP was delivered at 2 sites in addition to our regular 5 sites. Participants were able to register successfully and attend classes.
Training	<p>We have been training 6 of our team to be able to teach a few of the Stepping UP classes.</p> <p>Organising training has been difficult due to scheduling, and we have had to sometimes split the group rather than train en masse. Training has included getting our staff to sit in, observe classes, take notes, and meet with existing Stepping UP tutors to discuss the classes and what was observed.</p> <p>As part of their training, these 6 staff members have also had the opportunity to teach a Stepping UP class or two, either to a small class or on a one-on-one basis, depending on the library site, and the students.</p>
Evaluation & Debrief	<p>During the project, we asked participants to complete the DIAA evaluation form at the end of each session, and that we would look for 70% satisfaction rates.</p> <p>We have asked the staff to engage in self-evaluation during the project. At the end of the project, the staff took part in a debrief session.</p>
e.g. planning; major activities; evaluation	

Outcomes

What outcomes were generated as a result of this project / research?

Outcomes are the changes that have occurred for the beneficiaries of your initiative. Generally outcomes can be framed as an increase or decrease in one or more of the following:

- Skills, knowledge, confidence, aspiration, motivation, (these are generally **immediate** or short-term outcomes)
- Actions, behaviour, change in policy (these are generally **intermediate** or medium-term outcomes)
- Social, financial, environmental, physical conditions (these are generally **long-term** outcomes)

Immediate outcomes occur directly following an activity (e.g. within 1 month); intermediate outcomes are those that fall between the immediate and long-term (e.g. between 1 month and 2 years); and long-term outcomes are those we expect to see years later (e.g. 2, 5, 10 or 50 years after the activity).

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We also want to learn more about how you tracked the outcomes of your initiative - what you measured and how.

If you need more help understanding what outcomes are, read the help sheets at www.ourcommunity.com.au/evaluation

List your initiative's outcomes and attached information in the following table. Leave blank any fields that do not apply to your project.

Outcome	Were these outcomes anticipated?	Timeframe	Indicator	Verification Method
Equitable access	Anticipated	Immediate	We ran the project for free at two libraries (in addition to our existing 5 sites). This allowed us to offer free digital literacy classes in different communities across the entire city.	Timetable; registration lists
Equitable access	Anticipated	Immediate	At the classes, we promoted ways of accessing the internet for free or for a small, affordable cost. We had an uptake in families signing up for a Spark JUMP modem so that they had internet access at their home.	Spark JUMP enrolment records
Digital literacy skills development	Anticipated	Immediate	Participants gained digital literacy skills they could use immediately. In the last term of the project, 95% of the participants who completed the evaluation survey said that the content of the class would be useful in their daily life.	DIAA survey results

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Increased confidence	Anticipated	Immediate	Participants became confident about their growing digital literacy skills and were motivated to learn more. During the last term of the project, 95% of the participants said that they felt more confident about using new technologies in their daily life. Verbal feedback from our participants indicated that the Stepping UP classes were helping build confidence.	DIAA survey results
Further skills development	Anticipated	Intermediate	Participants became confident about their growing digital literacy skills and were motivated to learn more. During the last term of the project, 93% of the participants said that they were keen to sign up for another Stepping UP class.	DIAA survey results
Staff with increased confidence in their facilitation skills	Anticipated	Intermediate	Staff have developed facilitation skills and are more confident about teaching Stepping UP classes.	Debrief meeting
Sustainable group of Stepping UP teachers	Anticipated	Long-term	We will continue to support and develop staff towards becoming competent and successful Stepping UP facilitators.	Number of Stepping UP facilitators; participant satisfaction; number of classes offered

Trust	Anticipated	Intermediate	Our participants learn to be internet safe and savvy. They have gained and will continue to develop skills to be aware of scams and cyberbullying, and to be media literate. During the last term of the project, 93% of the participants said that they had a better understanding of computers and the internet.	DIAA survey
Outcomes are the changes that you believe were generated or influenced by your initiative. See information above.	Choose from the list	Choose from the list (see description above)	What you used to measure this outcome - e.g. 'change in teenage pregnancy rates from x to y'	e.g. survey; interviews; focus groups

What (if anything) did you change in your approach and practices as your project research proceeded, and why? *

The training of staff was more complex than anticipated. Although our staff did not need to learn the Stepping UP content, they did need to learn and practice facilitation skills, and this needed to be done while carrying out their regular duties. Also, developing facilitation skills takes time and knowing content knowledge did not automatically make one a great facilitator. Facilitation skills and content knowledge are two separate aspects of teaching. Thus, We realised we needed more time to train staff and that our goal of becoming sustainable would take longer than expected.

We also realised that the logistics of training staff was also complex. Organising training was difficult due to scheduling and staff rosters, and as a result, training was often split rather than having training en masse. This meant everyone was at different stages.

We may use this information to help inform others undertaking similar work

What did you learn as a result of undertaking this project/program? *

Our learnings include the following:

-- When identifying the two additional library sites, we learned more about our communities (i.e, increased the depth of our knowledge). For example, we learned that many of the areas near Petone Library are considered areas of high deprivation. The area Petone Library covers includes the Esplanade and the Gracefield - Seaview areas. The social deprivation index score for the Esplanade is 1019, and for Gracefield - Seaview - Waiwhetu area is 1027. They are ranked in the top 10 areas of high deprivation in Lower Hutt City. (<https://profile.idnz.co.nz/hutt/deprivation-index>). The mesh block areas directly around the library has social deprivation index scores of 1029 to 1082. In Petone there are also several

huge pockets of extremely high deprivation. For example, mesh block 2029400 has social deprivation index score of 1429 and adjoining mesh blocks have social deprivation index scores ranging from 1201 to 1320. These numbers are similar to the areas found in Naenae, Taita, Stokes Valley and Wainuiomata.

-- We learned that we cannot make assumptions about digital inclusion. Digital isolation can happen in what appear to be affluent areas. For example, Eastbourne Library has a high number of senior citizens in the area, many of whom aren't digitally literate and feel digitally excluded. Eastbourne is our fastest growing community of seniors, and many of them have explained that although Eastbourne is a low deprivation area, many of them are on fixed incomes and costs of becoming digitally literate (i.e., programme fees and transport) are prohibitive.

-- Teaching people digital literacy skills can be quite complex. Our staff trainees had the opportunity to teach a few Stepping UP classes either in small groups or on a one-on-one basis. Despite having a good background in digital literacy (i.e., content), and having experience working extensively with the public (i.e., people skills and basic teaching skills), some of our staff found teaching Stepping UP challenging. We learned that we need to provide extra training to develop specialised facilitation skills, especially with regards to presenting to participants of different levels or different back grounds, participants whose first language may not be English, participants who may not be literate, and participants who have limited education.

-- Contracting out and paying external teachers is an easy solution. These teachers may come with considerable experience and training and as a result can hit the ground running. Recruiting external teachers comes with a higher cost than utilising internal staff.

-- The training of staff was more complex than expected. From a logistics point of view, organising training was difficult due to scheduling, and as a result, the group was split rather than training en masse. This meant everyone was at different stages.

We are particularly interested in lessons that may help others undertaking similar work. Think about what you learned about your inputs (money, skills, personnel, time - too much; too little; about right?); your assumptions (were they 100% right, only partly right, or were the results a complete surprise?); and the context of the project/program (timing; targeted beneficiaries; geographic settings - were they right; wrong; about right?)

How will you share your learnings from this project/research? *

We shared our learnings internally via a debrief meeting of the trainees.

On an informal basis, two of the staff members attended the Digital Inclusion Research Forum and shared their experiences with peers there.

We will look at developing a conference paper on staff development.

What mediums were used to share the learnings? Have you reached the audience you expected?

We'd love to see some visual and audio representations of your work. Please share below.

Upload files:

No files have been uploaded

and/or

Provide web link:

Must be a URL

and/or

Provide additional details:

Please include captions, if relevant

Can we use your media content in our own communications?

Yes No Please contact us first
 e.g. in our annual report

Financial Report

*** indicates a required field**

Project Income & Expenditure

Please provide details of any project income (funds received) and project expenditure (funds spent) to date.

Use the 'Notes' column to provide any additional information you think we should be aware of.

Income Description	Income Type	Confirmed Funding?	Income Amount (\$)	Notes
Hutt City Council - Libraries funding for facilities	Other Income *	Confirmed *	\$2,050.00	41 classes x 2 hours per class x \$25 per hour for facilities.
DIAA - intellectual property - use of Stepping UP course materials	Other Income	Confirmed	\$4,510.00	estimated value
Internet NZ Funding Contribution for tutors	Philanthropic Grants	Confirmed	\$4,920.00	41 classes x \$120 per class (i.e., \$105 per class plus transport).
Internet NZ Funding Contribution for training tutors	Philanthropic Grants	Confirmed	\$1,800.00	15 x 2 hour sessions by existing tutors to train new tutors. The rate is \$120 per 2-hour session (i.e., \$105 per session plus transport)

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Expenditure Description	Expenditure Type	Expenditure Amount (\$)	Notes
Tutor Fees	Salaries and Wages *	\$5,103.48	40 hours of teaching. Variance is due to tutoring or charging mileage and the mileage amount being more than anticipated.
Stepping UP Licensing / Intellectual Property	Other Expenditure	\$4,510.00	in-kind contribution
Tutor Training Fees	Salaries and Wages	\$1,680.00	14 hours 2 hour sessions by existing tutors to train new tutors. The rate is \$120 per 2-hour session (i.e., \$105 per session plus transport)
Facilities Hireage	Overheads	\$2,000.00	1 classes x 2 hours per class x \$25 per hour for facilities.

Income and Expenditure Totals

Total Income Amount	Total Expenditure Amount	Income - Expenditure
\$13,280.00 This number/amount is calculated.	\$13,293.48 This number/amount is calculated.	-\$13.48 This number/amount is calculated.

Have you experienced any issues with your intended project budget to date? If so, please explain reasons for any major variances or for providing incomplete information:

Certification and Feedback

Feedback

You are now nearing the end of this form. Before you review your application and click the **SUBMIT** button please take a few moments to provide some feedback. (If you would rather provide anonymous feedback, please go to **{ Grantmakers: provide a link to an anonymous survey or delete this sentence }**)

Please indicate how you found the acquittal process:

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Very easy Easy Neutral Difficult Very Difficult

How many minutes in total did it take you to complete this form?

150

Estimate in minutes (i.e. 1 hour = 60 minutes)

Please provide us with your suggestions about any improvements and/or additions to this form that you think we need to consider: