

## Instructions for Grantees

This form is designed to help us understand the challenges, triumphs and insights you experienced and gained while running your funded project/program. Please be frank - while we absolutely want to know about and celebrate your successes, it's just important to us that we understand what did not work so well. This will help us to learn what we and others could do differently next time.

You must complete and submit this form no later than the date stipulated in your funding agreement. However, should you not be able to meet the deadline please contact Gertrud to arrange an alternative date. If you fail to do so you may not be eligible to apply for further grants from **InternetNZ**.

The completion of this form should be overseen by someone with an intimate knowledge of the funded project/program.

## Mid-project Report

### **Project Title**

Stepping Out to Grow Stepping UP

This question is read only.

### **Amount of funding granted from InternetNZ?**

\$6,720.00

Must be a dollar amount.

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

Our regular Stepping UP sites include: War Memorial Library (because it's central )and libraries in Naenae, Taita, Stokes Valley and Wainuiomata (because they are low socio-economic / high deprivation areas).

As part of this project, we have offered Stepping UP classes at 2 additional sites: Petone Library (from May) and Eastbourne Library (from August). The reasons why we chose these libraries are as follows:

-- Petone Library was chosen because of feedback from the community and because of the areas of high deprivation in the area. 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.

-- Eastbourne Library was chosen because of customer feedback and because of the high number of senior citizens in the area, many of who aren't digitally literate and feel digitally excluded. Eastbourne is also 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

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fixed incomes and costs of becoming digitally literate (i.e., programme fees and transport) are prohibitive.

The sessions at Petone Library are weekly and the sessions at Eastbourne Library are monthly. The sessions at Eastbourne Library will move to being fortnightly, and eventually weekly.

During the planning stage we 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 have been training 6 of our team to be able to teach a few of the Stepping UP classes. 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.

As part of their training, these 6 staff members have had the opportunity to teach a Stepping UP class or two, either to a small class or one-on-one, depending on the library site, and the students. From this, it is evident that we need to not only organise more training with the tutors; but, also to have sessions on facilitation, 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.

Two of the staff members will be attending the Digital Inclusion Research Forum so that they can learn more about digital inclusion issues in New Zealand. One of our digital team will be attending NetHui and will report back to the team.

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

### **When do you anticipate that your project will be completed?**

31/01/2020

Must be a date.

### **Milestones**

#### **What have been the major achievements/steps (i.e. milestones) involved in delivering your project to date?**

**Milestone**

**Description**

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<p>Planning Stage</p>	<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>
<p>Implementation</p>	<p>Stepping UP was delivered at 2 sites in addition to our regular 5 sites. Participants were able to register successfully and attend classes.</p>
<p>Training</p>	<p>We have been training 6 of our team to be able to teach a few of the Stepping UP classes. 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 one-on-one, depending on the library site, and the students.</p>
<p>Evaluation</p>	<p>As part of the training process, we 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. Although participants were invited to complete evaluation forms, the results of the feedback hasn't been collated nor received yet.</p> <p>We have asked the staff to engage in self-evaluation during the project and to undertake a debrief session at the end of the project.</p>

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e.g. planning; major activities; evaluation	

### What findings have you made so far?

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. 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), 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.

### What (if anything) did you change in your approach and practices as your project/program/initiative proceeded, and why?

We will be looking at ways to improve facilitation skills because facilitating digital literacy classes is very complex. Methods will include group discussions with staff being training, with existing tutors where possible; directed reading; and, training session with both existing tutors and possibly someone who can teach facilitation skills.

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

## 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.

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

<b>Income Description</b>	<b>Income Type</b>	<b>Confirmed Funding?</b>	<b>Income Amount (\$)</b>	<b>Notes</b>
Hutt City Council - Libraries funding for facilities	In-kind support *	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	In-kind support	Confirmed	\$4,510.00	estimated value. We have received the teaching resources.
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). Please note that we are already committed to running 180 classes of Stepping UP out of our budget. The requested amount is just for the project to extend our offerings and to train tutors.
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)

<b>Expenditure Description</b>	<b>Expenditure Type</b>	<b>Expenditure Amount (\$)</b>	<b>Notes</b>
Tutor Fees	Salaries and Wages *	\$3,480.00	
Stepping UP Licensing / Intellectual Property	Other Expenditure	\$4,510.00	
Facilities Hireage	Overheads	\$1,450.00	

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Tutor Training	Salaries and Wages	\$630.00	

### Income and Expenditure Totals

<b>Total Income Amount</b>	<b>Total Expenditure Amount</b>	<b>Income - Expenditure</b>
\$13,280.00 This number/amount is calculated.	\$10,070.00 This number/amount is calculated.	\$3,210.00 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:**

We are on schedule for expenditure. We will be spending the remainder of the budget in Term 4.

### Certification and Feedback

#### Feedback

You are almost at the end of our application process. Before **Submitting** your application, please take a few moments to provide some feedback.

**Please indicate how you found the acquittal process:**

Very easy  Easy  Neutral  Difficult  Very Difficult

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

120

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:**

I wondered if my responses were repetitive due to the nature of the form. I felt like I was repeating myself?