

Digital Inclusion Grant 2 (Invite) 2021/21

2020/21 Final term report

Application No. DI000052020_21 From Mr Laurence Zwimpfer

Form Submitted 13 Jan 2023, 2:17pm NZDT

Instructions

InternetNZ is proud to have supported your initiative. The questions below are to help us understand the triumphs and challenges you have faced.

We want to celebrate your successes and understand the obstacles you have encountered so far. This will help us all to learn what we could do better in the future.

This report form will be placed on our website for transparency.

Please complete and submit this form no later than the date stipulated in your funding agreement. Should you be unable to meet the deadline, contact us to arrange an alternative date, by emailing funding@internetnz.net.nz. You may not be eligible to apply for further grants from InternetNZ if this is not submitted. The completion of this form should be overseen by someone with an intimate knowledge of the funded initiative.

Final project report

*** indicates a required field**

For your convenience, you will find some information for this section has prepopulated from previous forms you have completed.

Please amend any details as needed to ensure we have the most accurate information.

Initiative title *

Understanding digital resilience amongst people most at risk of digital exclusion

Provide a short summary of the work that was completed as part of this initiative.

*

The purpose of this research was to examine the 'stickiness' of selected digital inclusion initiatives, including Skinny Jump, Equitable Digital Access for Students (EDAS) and Stepping UP. We are interested in understanding longer term impacts of short-term digital inclusion interventions. Online surveys were sent to over 8000 individuals who signed up for Skinny Jump in 2020 and 800 participants in Stepping UP classes. In addition, over 30 interviews were carried out with individual participants. Covid-19 lockdowns prevented the planned focus groups with teachers from schools with students in the MOE-supported EDAS programme.

Describe the "who, what, where and when" of your initiative.

Is this initiative complete? *

Yes No

If your initiative is still in progress, select "no."

Start Date

16/04/2021

Must be a date.

Finish Date

31/12/2022

Must be a date.

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When do you anticipate that your initiative will be completed?

31/12/2023

Must be a date.

Leave blank if this is an ongoing initiative or if the finish date is unknown.

Are there any areas where you need further support to complete this initiative?

We had originally expected to complete this project by 31 March 2022, but this was subsequently extended to 31 December 2022. While the data collection phase has been mostly completed we are relying on our research partner to analyse this data and publish the results. This is work they have scheduled for 2023. We are not seeking further financial support at this stage. Our goal is for robust results to be reported through academic papers and conferences and this has only been partly achieved.

What are the outcomes of this initiative? *

Skinny Jump, Stepping UP, and the Student Internet Access all enabled individuals and whanau to better access the internet. Skinny Jump and modems by providing direct access, Stepping UP by assisting people to gain skills OR confidence to interact digitally. They are part of a network that supports engagement, but the onus is on the individual for Skinny Jump and Stepping UP to be connected enough with external groups to learn about the opportunities.

Digital Literacy outcomes were evident in the interviews with Stepping UP and students.

(1) Children and teens acquired digital skills for the future (investment). (2) Older adults are often solving a specific technology or digital problem. This is leading them to seek "Just-in-time" (drop ins and help desk) and "just-in-case" (classes and resources like Stepping UP). This is resource intensive for libraries and other organisations working with older adults. (3) Digital recreational literacy, older adults are using classes and other social activities for engagement and to ensure their digital skills are up to date. They also gain confidence in their existing skills.

Consider the changes resulting from your initiative or describe major achievements in terms of benefits for participants and/or others.

Who did you work with to make this initiative happen? *

We partnered with the Digital Participation Lab at Victoria University of Wellington for carrying out the research and for preparing independent reports.

For example, staff, volunteers, other organisations or support that has helped make this happen.

What did you or your team/organisation learn as a result of doing this initiative? *

This research has opened the discussion on medium and long-term outcomes but further research is needed in this area. These initiatives do not lend themselves to categorisation or simplified metrics; the outcomes are often specific to individuals but illustrate that digital inclusion involves multiple communities, challenges, and solutions. The researchers found it challenging to engage programme participants in the research, even though the people approached had all given explicit approvals for follow up contacts. There was a distinct lack of trust, with participants often questioning the researchers about the project. This does suggest the need for alternative approaches in getting robust feedback from people in digitally disadvantaged communities.

Describe what made this initiative work well and/or what was challenging, think about what would be useful to others working towards similar goals.

How will you share the outcomes and lessons from this initiative? *

With this rich data set, our research partner is just starting to share and publish their

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findings within the academic community. For example, Chikomba, A., Goulding, A., Sanderson, L., Sylvester, A., and Campbell-Meier, J. (2023). Methods and (Lack of) Theory in Digital Inclusion, Digital Divide, and Digital Equity Research on Older Adults. Proceedings of the 56th Hawaii International Conference on System Sciences.

The VUW team is continuing to explore themes of digital resilience, digital equity, and digital literacy and have several papers that they are drafting from the data.

The full reports will be shared online (as will interim reporting). Participants will receive a link to reports as well.

What channels/mediums will be used so that this initiative can inform future projects.

Which population group/s were affected by this project or program? *

Social and economic status > Economically disadvantaged people

Please choose only the group/s that were at the very core of this project/program.

Share any supporting documents you feel appropriate, that will help us to better understand your initiative.

For example your evaluation plan, theory of change, survey results or feedback, annual report, summary to the board or any visual or audio representations of your work.

Upload files:

Filename: Methods and (lack of) Theory in Digital Inclusion.pdf

File size: 328.5 kB

Upload files:

No files have been uploaded

Upload files:

No files have been uploaded

Provide additional details:

Let us know if anything you have shared is confidential or can be used to promote this work. Remember this report form will be placed on our website for transparency.

What (if anything) have you changed in your approach and practices? Explain why this was necessary?

Trust is key to researching groups that are at risk of exclusion. However, we found that many people just want to get on with life and did not want to discuss anything that has happened since 2020. They are doing their best to forget it. The methodologies for both Stepping UP and the Student Internet Access project were changed.

Stepping UP

Despite the 800 emails sent, five interviews were conducted. Researchers were contacted by multiple potential participants who:

- 1) did not trust the email and wanted to learn more about the project;
- 2) did not recall what Stepping UP or the specific course was and wanted to clarify;
- 3) were interested in participating, however, did not respond to set a date or did not answer the phone for the interview at the appointed time; or
- 4) were interested but were out of the country and an interview could not be conducted

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through telephone, and time differences.

The Stepping UP participants were wary of researchers, there is a psychological basis for increased vulnerability - being trusting - and older adults are warned about trusting emails from a variety of sources. This, combined with incomplete data collected by Stepping UP partners (e.g. contact information was an email developed by the organisation), individual information practices online, and the impact of time, participants were often not able to recall participating in the classes. 2020 was a reactive year, and people were just submitting enough information. Limited data practices were not limited to partner organisations, but a response to pandemic workloads.

The experiences of the Stepping UP participants was so varied that a follow up survey was not possible for a larger group. To reiterate an above comment, these initiatives do not lend themselves to categorisation or simplified metrics, the outcomes are often specific to individuals but illustrate that digital inclusion involves multiple communities, challenges, and solutions.

Student Internet Access (EDAS)

A change of method was required due to the impact Covid-19 had on schools. With many schools moving to hybrid models, making it difficult to schedule an online focus group with teachers. We were also conscious of the pressure that teachers were under, working in both online and face-to-face environments. The result was reactive course scheduling that relied on individual teachers and families crafting ad-hoc solutions.

Although the researchers thought they had good work around for teacher focus groups (no lists of who got a modem), the covid outbreaks and rolling closures meant that teachers had neither the time nor the "headspace" to reflect on their experiences. While families have been willing to share their experiences, to develop trust with the groups we ended up relying on personal networks and connections.

There are opportunities to embed within Stepping UP as well as opportunities to strengthen ties with iwi and hapu who participated in the research. In addition, many of the contacts within communities that the researchers did contact were unable to participate or mediate connections with communities at risk.

Reflect on who and how you set out to help, and whether this shifted. We may use this information to help inform others undertaking similar work.

Financial report

*** indicates a required field**

Project income and 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
InternetNZ Grant	Philanthropic grants	Confirmed *	\$50,000.00	

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VUW	In-kind support	Confirmed	\$50,000.00	

Expenditure description	Expenditure type	Expenditure amount (\$)	Notes
Research Assistants	Salaries and wages	\$27,723.00	
DIAA Management	Project and production	\$2,500.00	
Research Supervision	Project and production	\$50,000.00	In Kind

Income and Expenditure Totals

Total income amount	Total expenditure amount	Income - expenditure
\$100,000.00	\$80,223.00	\$19,777.00
This number/amount is calculated.	This number/amount is calculated.	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:

While we have accurate information for direct project costs, we do not have details of costs incurred as part of our research partner's in-kind contribution. However, we believe the original estimate of their support is very conservative. The Research team includes at least five people who have contributed to the collection and analysis of data as well as the publication of research findings. Their commitment to continue with this support during 2023 is testament to their support for this initiative. We expect the balance of funds to be expended during the next twelve months with ongoing support from external research contractors.

Feedback

You are almost at the end of your final report. Before submitting, 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

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

Provide us with any feedback you have from learning about evaluation.

We'd love to hear how you found the input provided by Standard of Proof ie. whether the evaluation toolkit was useful, how this learning impacted your organisation/initiative delivery.

InternetNZ is a membership organisation. Would you be interested in hearing more about becoming a member?

Yes please No thanks I am already a member