

## Instructions

Kia ora. The questions below are to help InternetNZ understand the triumphs and challenges you have faced to date in your mahi we have supported.

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 differently next time.

This 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](mailto: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 mahi.

## 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.

### **Project title \***

Evaluation of the digital skill needs of displaced workers to facilitate success in an internet-mediated world

### **Provide a short summary of the work that was completed as part of this project / research. \***

We thank InternetNZ for their generous grant for this work. This grant helped us to understand the breadth and width of the digital skill gaps, challenges, and opportunities in Auckland. Our research aimed to work with training institutions and trainees to facilitate improved training programs. In doing this we applied for and were granted ethics approval from the University of Auckland. The COVID related lockdowns in 2020, 2021 and in the first half of 2022 delayed the data collection process as the digital skills training programs were suspended or being operated online mode. We understood the frustration and limitations of all the providers in this time, and began to reach out to organisations when restrictions were relaxed. However, this restrictions encouraged us to reached out to wide range of training groups working in Auckland for the digital skill development of elderly, women, and young adults of Māori, Pacifica, immigrant, and refugee origin, resulting in our research team interviewing either formally or informally 11 programme directors, managers and coordinators, 4 content designers, 11 Trainers and 4 library trainers and 16 Trainees. Alongside these interviews we observed 2 training sessions. These observations and interviews have given us the data from which our findings and outcomes are based. We are extremely grateful for the extended period time to complete the research granted to us by InternetNZ.

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

### **Is your mahi for this project complete? \***

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Yes  No

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

**Start Date**

01/02/2021

Must be a date.

**Finish Date**

15/12/2022

Must be a date.

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

Must be a date.

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

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

We have worked with a number of groups and organisations. We feel that we have been able to survey the current state of digital training but, as yet have been unable to provide resources to these groups from our findings. Various groups have indicated their interest to collaboration further with us for course design given our teaching and research experience. These groups majorly focused on senior citizens, Pacifica teen and general users. We hope that further support to enable us to create and co-create resources for these groups and individuals would help to accelerate the progress for digital citizens of Aotearoa.

If we are able to continue our work, we would aim to strengthen the training environments that we observed. We now have a clear understanding of existing gaps in the current skills and training provision, and we are in a position to assist with the improvement the current methods and training materials. If we are able to continue to work on these materials with groups we would envisage the cocreation of course materials that are culturally sensitive. While cognisant of the necessity to respect cultural differences, we suggest that this may provide significant savings for the creation and continuous maintenance of content which is sensitive to the culture fit of different groups in society. We also see a need for training of new and existing facilitators as new applications and systems emerge in this very dynamic field.

**What are the outcomes of this project? \***

From our outcomes we have identified some interesting foundational and strategic actions points for the digital skill development in Auckland. Our stakeholder conversations are continuing, our research tools, observation protocols, survey instruments and interview protocols are all ready to be implemented. In this project we have observed and produced the following outcomes:

- a. a comprehensive understanding of the current programmes offered for the digital skill development of elderly, women, and young adults of Māori, Pacifica, immigrant, and refugee origin.
- b. A comprehensive understanding of skills gaps, functional gaps and operational gaps which are not addressed by the current programmes.
- c. A comprehensive understanding of the skill requirements specifically for the digital skill development of elderly, women, Māori, Pacifica, immigrant groups.
- d. Preliminary recommendations for participating organisations arising from the above.

Describe major achievements or outcomes of the project in terms of benefits for participants and/or others.

**Who have you worked with to make this project happen?**

In this project we approached and arranged interviews with a wide range of communities, in order to get a clear overview of the training community. We have worked with the following 7 not for profit organisations. Digital Inclusion Alliance Aotearoa (DIAA), The 20/20 Trust, 360 Trust and its affiliated organisations interviewing a total of 48 individuals at different organisational levels. The target communities for each of these organisations is: Senior citizens, immigrants, refugees and the Pacifica community. In addition we also approached and engaged with local authority organisations including: Auckland Council Libraries and the Southern Initiative (TSI) whose focus was on senior citizens, , immigrants, refugees, women, children, as well as young adults at high schools.

For example, staff, volunteers, other organisations or support that has been instrumental in this mahi.

**Describe any changes from the original proposal and the reason the changes were required.**

We have not changed our approaches or practice to the original research proposal. Initially, we planned to work with one agency only for practicality. As described above the impact of COVID-19 caused us to widen our research engagement as it became apparent that one agency was not going to provide enough depth for our study. We are proud to report that we have engaged with a wide cross-section of organisations. We reached out to seven different organisations and were able to talk to their leadership, content designers, coordinators, trainers, and trainees. This has given us an opportunity to gather a much deeper and wider understand the digital skills landscape from various perspectives.

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

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

We were able to achieve our goals of our research – “to understand and identify the width and depth” of digital skills landscape in specifically in Auckland and generally in Aotearoa.

We studied digital skills programs of seven different government and not-for-profit organisations. These programs were offered to people of different age groups, ethnicity, and digital skill sets (as noted above)

We identify the uniqueness and similarities of different program, which is consider as a strength as the digital skill gaps prevail in Auckland despite assumption of digital literacy and digital readiness of citizens. This gap was evident before Covid as well but during Covid, this gap became more visible and unavoidable. Individuals were unable to access basic facilities like health care, social support, deliveries of contactless groceries, education, communication with friends and families. At the same time, various initiatives emerged to provide digital access to families without digital devices and internet connections. However, digital access is one aspect of the challenge. The other main challenge is digital literacy and digital skills improvement. Many citizens lack basic digital skills to access digital services and even don't know what they are seeking and where to ask for help.

**1. Teaching strategies**

We observed that are significant efforts to offer basic target oriented digital literacy skills i.e., online banking, online shopping, public travelling management, communication apps, social media platforms etc. These courses are well in need to address the needs of elderly citizens who feel pariah due to sudden shift of social and life survival services from physical to online. They need to learn and, in most cases, re-learn the usage of online applications to access their finances, health services and to main communication with their health support, family, friends, spiritual support (church, temples, gurdwara, mosques etc.) and community.

Our second group of respondents, the workers (cleaners, manual labour, and drivers) with minimal tech knowledge showed interest in courses like Google drive, Google sheets, Google doc and presentation tools to support their day-to-day work operations. Trainers reported

that this group seek knowledge for tech and numerical skills to maintain budget sheets, PC maintenance and trouble shooting skills, resume and profile building, free online education, and job search. However, the current course wear only covers the basic use of Google drive.

Our third group of respondents, the home staying adults, especially women and caregivers showed were taking courses to support the tech needs of their families. The respondents shared heart touching experiences as, during the lockdown, there was only one device available at home, mostly without internet or limited access to the Internet for a family of 5 or more during this time. It becomes very difficult for families to stay connected and access Social Services, online shopping for grocery delivery and health services. Many of our respondents were mothers who started taking these courses to assist their families and have an additional device at home. Another major objective of these mothers was to assist their children who were home-schooled due to covid lockdown.

The courses offered by our participating organisations helped mothers and caregivers to maintain basic needs like managing monthly budgets, connecting zoom classes, online banking, health services and online grocery shopping.

However, these adults shared a need for digital skills suitable to become part of the main workforce. Some of the digital skills requested by the respondents were freelancing work opportunities, video creation and editing, use of social media for monetised content creation, and skill development to join emerging workplaces that seek advanced tech skills along with the fundamental work skillset.

A few adults and especially women, also ask for training to start small-level businesses with help of technology. For example, home-cooked food, handicraft etc., businesses mediated by social media.

Our researchers suggested to the trainees that some of these training can be found online and in vocational training institutes. The respondents shared that it is rather difficult for them to participate in formal courses as they have elderly or young children to look after. Regarding online courses, they need guidance about the authenticity, validity and impact of the courses.

Our last group of respondents were immigrants and refugees. They suffer from accessibility and require skills to become effective digital citizens of New Zealand. Apart from the common digital skill obstacles, this group reported English and technical language as barriers to their digital skill learning. Demographics of the people interviewed.

We have a few recommendations:

From our research and discussions we have noted the following recommendations:

1. The existing digital skills courses required to be continued to bridge the digital skill gaps.
2. A central organisation to suggest and maintain the core of digital skills related curriculum in New Zealand.
  - a. There is a need of unifying the courses ware contents as we observed duplication of efforts to extend. This will save resources in terms of expertise, human resources, fundings and spaces.
  - b. There is a need of trainer's trainings on national level to support the efficient transition to the emerging tech trends. It can be achieved by sharing evidence-based research findings, courses, setting bi-annual tech training themes etc.
3. There is need to advance level pathway digital skills courses as most of the trainees seek advance level of guidance yet unable to get enrol into the more time demanding courses.
4. There is need of short courses for the skilled workers currently us of workforce to become small business owners and freelancers to have alternative earning sources to support their families and NZ economy at large.

Describe some areas for improvement and/or reasons for success and/or challenges. How will the things you learnt inform future projects?

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

This research will be shared with the organisations and trainers. Our conversations so far with the leadership of these organisations has been quite engaging. We intend to reconnect with our organisations after completing our in depth data analysis. We have shared our initial findings and ad hoc suggestions. DIAA, TSI and Auckland Libraries have indicated their willingness to be involved for future research and evidence based content creation partnerships.

What channels/mediums were used?

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

Age groups > Adults (people aged 18+) > People aged 50-64

Age groups > Adults (people aged 18+) > People aged 65-84

Age groups > Adults (people aged 18+) > People aged 85+

Social and economic status > Economically disadvantaged people

Social and economic status > Immigrants and migrants

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

**Did you reach the audience you intended? \***

Yes, We have engaged with a range of training organisations, primarily engaging with seniors, immigrants, lower-level workers and refugees. We note that we primarily engaged with women. Within the 16 individuals interviewed as trainees we have noted the following demographics 10 were female and 4 male, with ethnicities ranging from Māori, Pacifica and Indian sub content. Of the participants who chose to tell us of their employment approximately 50% were in employment. In addition we have also engaged with The Southern Initiative to begin to think of how our work can inform their work with youth.

Reflect on who you set out to help, and whether this changed at all through the course of the project.

**What has the feedback been to date? \***

The feedback so far has been very positive. Practitioners and participants were all happy to give their time. We noticed that all the directors, coordinators and trainers were enthusiastic to engage with us, and are awaiting our more detailed analysis.

Most participant were helpful with our research, however, participants fell into 2 categories, firstly there were genuine trainees who wanted to learn and help their families and whanau. Secondly those who were engaging in training for an altera motive, to purchase or acquire a chrome book for a reduced fee or no fee.

Consider whether you have permission before quoting any specific piece of feedback.

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

**Upload files:**

*No files have been uploaded*

and/or

**Provide web link:**

Must be a URL

and/or

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**Provide additional details:**

At this point we do not have any visualisations to share, We hope that these will occur as we further analyse the data.

Our preliminary analysis shows insight into the real need and also the real dedication of organisers and tutors, who go above and beyond their assigned roles to help and care for vulnerable people. Our discussions with trainers attest to the distressing and emotional nature of their work.

Please include captions, if relevant

**Can we use your media content in our communications? \***

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

**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.

<b>Income Description</b>	<b>Income type</b>	<b>Confirmed funding?</b>	<b>Income amount (\$)</b>	<b>Notes</b>
InternetNZ grant	Philanthropic grants	Confirmed *	\$20,000.00	This is a grant from Internet NZ

<b>Expenditure description</b>	<b>Expenditure type</b>	<b>Expenditure amount (\$)</b>	<b>Notes</b>
Travel and Conferences	Other expenditure	\$235.00	
Koha and other people related costs	Administrative and infrastructure	\$1,332.00	
Salary related costs	Administrative and infrastructure	\$557.00	
Salary costs	Salaries and wages	\$17,876.00	

## Income and Expenditure Totals

<b>Total income amount</b>	<b>Total expenditure amount</b>	<b>Income - expenditure</b>
\$20,000.00	\$20,000.00	\$0.00
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:**

A number of changes were made, these were due to the inability to travel due to COVID-19. Please note that these are interim accounts, the University of Auckland will provide finalised accounts in the new year.

## 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

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 we might consider:**

No improvements needed. We are extremely grateful for the support that InternetNZ has provided for us. We hope to continue to work with you in the future.

**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