SUMMARY REPORT

Evaluation of the Tech Savvy Seniors Program (NSW)
**Getting seniors online and connected:
the social value of Tech Savvy Seniors**

Roksolana Suchowerska, PhD candidate, School of Social & Political Sciences, University of Melbourne
Dr Jens O Zinn, Associate Professor, School of Social & Political Sciences, University of Melbourne
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IT'S HOW
WE CONNECT

NSW
GOVERNMENT

THE UNIVERSITY OF
MELBOURNE

FOREWORD

JOHN AJAKA MLC
NSW MINISTER FOR AGEING

The NSW Government, the private sector and the broader community all have a role in ensuring that the benefits provided by new technology are available to all.

Many seniors have not had the opportunity to learn how to use smart phones, tablets and computers. Technology offers great opportunities for older people to connect with family and friends, engage in paid work and volunteering, and gain access to information about activities and services. For people who reach retirement today without these skills there is a real risk they will miss out on actively engaging within their communities and with their loved ones.

The Tech Savvy Seniors program is a key step in the NSW Government's Ageing Strategy which includes enhancing digital inclusion by providing seniors with opportunities to learn and engage with new technology.

We are proud to release the findings of the independent evaluation of the Tech Savvy Seniors program and would like to thank Telstra for their continued partnership and contribution to the program's success.

TIM O'LEARY
CHIEF SUSTAINABILITY OFFICER, TELSTRA

Telstra's purpose is to create a brilliant connected future for everyone. We know that new communications technology presents wonderful opportunities for social inclusion and economic participation, and we want everyone, regardless of age, income, ability or location, to be able to safely and confidently connect and participate in the digital world. This goes to the heart of what we stand for.

Our partnership with the NSW Government to deliver the Tech Savvy Seniors program has helped us to reach senior Australians throughout the state, particularly in rural and remote areas, and support their digital literacy development. A connected life can transform the experience of ageing.

We are delighted with the findings of the independent evaluation. Its insights will inform the ongoing development of our digital literacy programs and our Tech Savvy Seniors partnership. We thank the NSW Government for their vision and ongoing work with Telstra to support digital inclusion.

TECH SAVVY SENIORS

A PUBLIC-PRIVATE PARTNERSHIP BETWEEN THE NSW GOVERNMENT AND TELSTRA

In many areas where both the government and the private sector operate, the prospect of improving services through public-private partnerships between industry and government holds great potential.

A public-private partnership is a term used to describe a government-sponsored initiative which involves the use of private sector resources to facilitate the provision of services to the public. Public-private partnerships have been used by government to deliver programs in a variety of sectors, including education, transport and health.

There are typically two key drivers for public-private partnerships. Firstly, the partnership enables the public sector to harness the expertise, efficiencies and networks that the private sector can bring to the delivery of services traditionally procured and delivered by the public sector.

Secondly, the partnership is structured so that the public sector body seeking to deliver a service can do so at a lower cost. Funding and resources are shared between the partners implementing the program. From the public sector's perspective, a public-private partnership offers economic benefits for financing the delivery of a public service.

The Tech Savvy Seniors program is a successful example of government and business working together to benefit the community.

The program is a highlight of the NSW Ageing Strategy and was established in July 2012 to address the technology needs of seniors. Helping older people to use technology makes a significant difference in their lives by helping them access information, stay connected with family and friends and remain active.

The program is currently delivered through a successful public-private partnership between the NSW Government and Telstra that offers free or low cost training for people aged over 60 to learn to use computers, smart phones, laptops and tablets at libraries and community colleges throughout the state.

The initial stages of the project, funded by the Department of Family and Community Services, delivered training at NSW Community Colleges through the Department of Education and Training.

In January 2013, Telstra became a partner in the program providing additional resources to develop a series of DVDs, new training content, promotional material and the establishment of a training program through libraries to reach seniors in rural and regional NSW. Partnering with the private sector allowed for a significant expansion of the program's coverage.

The success of the partnership owes much to its capacity to be flexible and evolve and adapt to the individual needs and characteristics of the project with each partner recognising and understanding the objectives and needs of the other. To this end, the role of 'champions' within the partner organisations is vital to the long-term sustainability of the project. Champions ensure a productive relationship by institutionalising the program and cultivating support at all levels of an organisation.

The NSW Government and Telstra will continue to deliver the Tech Savvy Seniors program in 2015 with a focus on seniors from culturally and linguistically diverse (CALD) communities.

ABOUT THIS REPORT

THE UNIVERSITY OF MELBOURNE

This summary report has been prepared by The University of Melbourne to inform the review of the Tech Savvy Seniors program in NSW. The report has been commissioned by Telstra on behalf of both project partners—NSW Department of Family and Community Services and Telstra.

As well as to inform the review of Tech Savvy Seniors, findings presented in the report can be used to further our understanding of the processes that affect digital literacy of seniors in Australia and the subsequent role of digital literacy training in addressing digital inequalities.

To obtain a copy of the full evaluation report, please visit:
www.ageing.nsw.gov.au/publications
or www.telstra.com.au/aboutus/community-environment/reports/#tab-social

To have a copy emailed to you please call:
1800 729 368

NSW SOCIAL RETURN ON INVESTMENT

For every $1 invested
in Tech Savvy Seniors to date,
$10.98 is returned
in social value

MEANING THAT:

More than $17million in social value
will be provided by Tech Savvy Seniors in NSW for
up to 3 years after
the commencement of the program

DISCLAIMER

SUMMARY REPORT - Evaluation of the Tech Savvy Seniors Program (NSW)
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EXECUTIVE SUMMARY

Over a period of 18 months, Tech Savvy Seniors has offered 17,000 training spots for seniors to increase their use of Information Communication Technology (ICT). A joint partnership between NSW Government and Telstra, Tech Savvy Seniors provides digital literacy training through a network of public libraries and community colleges in metropolitan and regional NSW, with the aim of delivering health, economic, social and community benefits.

IMPORTANCE OF DIGITAL INCLUSION

Digital inclusion helps citizens to be active and independent members of their immediate and broader communities. Digital inclusion facilitates access to information and services, and strengthens the social connections through which emotional and practical resources are shared.

DIGITAL LITERACY AMONG SENIORS IN AUSTRALIA

During the past five years, seniors across Australia have increased their frequency of internet use at about half the speed of younger age groups (ACMA 2014). Already behind in their frequency and breadth of internet use, the slower take up of ICTs is set to place seniors even further behind in the future.

KEY FINDINGS

- **Most seniors who participated in Tech Savvy Seniors are keen to integrate ICTs into their lifestyles but have lacked the support to do so—**before Tech Savvy Seniors, 3 in 5 trainees (60%) were confused by the ICTs available to them and 1 in 2 trainees (52%) felt they had not had opportunities to learn about ICTs. Nonetheless, 4 of 5 trainees (83%) liked and used ICTs before attending Tech Savvy Seniors, showing a willingness to adopt ICTs through lifelong learning.

- Tech Savvy Seniors has provided a genuine opportunity for seniors to improve their digital skills and literacy—**almost 9 in 10 trainees (88%) found their trainer to be helpful, the training resources to be clear and their tutorial to be at the right pace.** Trainees emphasised the importance of accessing teaching which was geared towards seniors, learning with peers and learning ICT fundamentals.

- **3 in 4 trainees (73%) found Tech Savvy Seniors helpful in increasing their use of the internet to stay connected with family and friends,** particularly in cases where family had moved away. By helping trainees stay connected with social networks, Tech Savvy Seniors has helped mitigate risks of social isolation which can lead to a deterioration of physical and mental health (COTA 2014).

- After attending Tech Savvy Seniors, **3 in 4 trainees (77%) increased their use of ICTs to access information for personal interest or to help in decision making involved in 'active ageing'**. By comparison, only **1 in 2 trainees (50%) increased their use of online services.** Trainees were significantly more likely to have found Tech Savvy Seniors helpful for accessing online information or services if they had used ICTs before Tech Savvy Seniors or had attended numerous tutorials. This emphasises the importance of time, practice and experience of using ICTs for building the skills, motivation and trust to access online information and services.

- **Almost 9 in 10 participants (88%) found Tech Savvy Seniors to be helpful in increasing their knowledge or confidence in operating an ICT device.**

Yet, improved confidence and knowledge subsided quickly if participants did not adopt ICTs into their lifestyles after training. Interviewees explained that their social networks provided crucial ongoing support for developing digital literacy.

In cases **where the pace of tutorials was too fast or too slow, trainees generally reported Tech Savvy Seniors to have been not helpful** in developing their digital skills and literacy. This highlights the importance of preparing trainers for mixed-group learning, ensuring trainers are adequately resourced and continuing to strive to customise tutorials to the unique needs of trainees.

PARTICIPANTS OF TECH SAVVY SENIORS

Approximately 1 in 5 program participants (20%) had not used computers, tablets or smartphones prior to Tech Savvy Seniors. Considered as *complete beginners* this cohort of participants found the program most challenging and emphasised the importance of an attentive trainer and repetition.

The remaining 4 of 5 participants (80%), who had some exposure to ICTs prior to Tech Savvy Seniors, generally found the program helpful in consolidating their knowledge of ICTs, broadening their understanding of ICT devices or functions, and increasing their confidence in their own digital literacy.

CONSIDERATIONS FOR POLICY AND PRACTICE

- Ensuring that trainers have sufficient support to meet the needs of all trainees in their tutorial is essential for the success of Tech Savvy Seniors: training providers may assess the digital skills of trainees before enrolling them into a tutorial; the number of trainees per tutorial could be decreased (particularly in beginner courses); or where appropriate, trainers could encourage peer-learning among trainees. These adjustments are likely to require increased resourcing.

- Trainees, particularly beginners, often expressed interest in continuing to attend Tech Savvy Seniors if the opportunity arose—they explained that repetition was useful for reinforcing what they had learnt. This may lead to more tutorials where trainees possess different levels of digital skills. Other strategies for reinforcing new skills may be promoted, including computer clubs and printed or online material.

- While many trainees recounted that learning to email, manage photographs and use social network sites had assisted them to connect with personal networks, fewer trainees found Tech Savvy Seniors to have helped in adopting ICTs in their community involvement (e.g. by teaching how to write administrative emails or save, amend and attach documents). Although the adoption of ICTs in community life is likely to be relevant to a small proportion of trainees, it is of large social value.

- The program is likely to have a more positive influence on the take up of online services if it increases awareness and trust of secure methods of online banking and shopping, compared with less secure methods which increase the risk of fraud.

SOCIAL RETURN ON INVESTMENT

This evaluation adopts a framework developed by The SROI Network (see Appendix 1), to understand the social and economic outcomes of Tech Savvy Seniors. For information on calculation of the social return on investment, please refer to the full evaluation report.

The impact of Tech Savvy Seniors has been monetised via financial proxies in order to provide an indication of the social return on investment in the program. **This evaluation finds that for every $1 invested in Tech Savvy Seniors, it yields approximately $10.98 in social value.**

CONCLUSION

The outcomes and impact of Tech Savvy Seniors present a compelling case for the continuation of Tech Savvy Seniors, which ideally takes into account this evaluation's 'considerations for policy and practice'.

ABOUT TECH SAVVY SENIORS

Tech Savvy Seniors commenced as a NSW Government initiative in 2012, by providing low cost or free training through a network of community colleges to help seniors (aged 60 years and over) learn how to use Information Communication Technology (ICT) such as computers, tablets and smartphones. The program aims to bridge the gap between seniors who use ICTs and seniors who do not, in order to deliver health, social and community benefits, particularly for older people living in regional areas of NSW.

In January 2013, Tech Savvy Seniors was extended through a joint venture between the NSW Government and Telstra, to provide seniors the opportunity to participate in up to 18 different 'hands-on' training modules offered by an extended network of Public Libraries and Community Colleges across NSW.

BETWEEN JANUARY 2013 - JUNE 2014

**64 public libraries &
36 community colleges**
helped administer Tech Savvy Seniors
by offering an estimated
17,000 training spots for seniors

An estimated
11,000 seniors have attended
from 1 to more than 12 training sessions as part of
Tech Savvy Seniors.
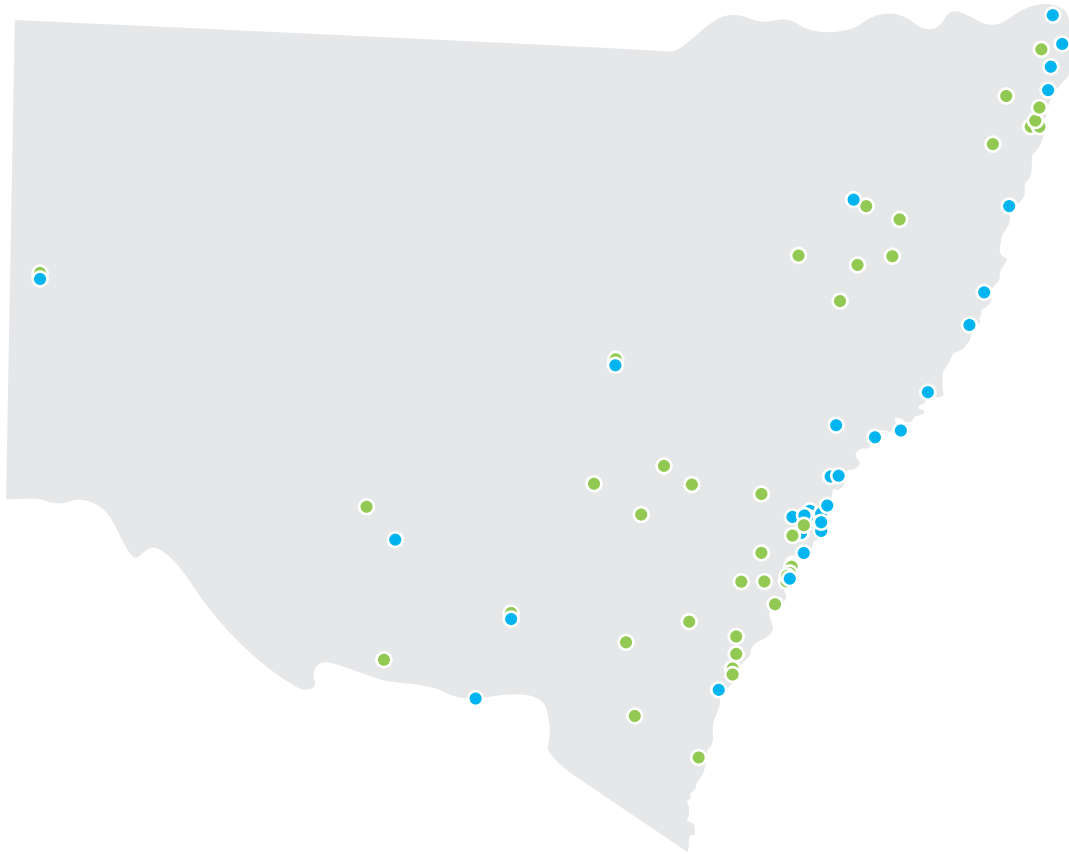
COMMUNITY COLLEGES

ACE Community Colleges
Albury Wodonga Community College
Ballina Region Community College
Byron Region Community College
Camden Haven Community College
Central Coast Community College
City East Community College
Coffs Coast Community College
Community College-Northern Inland
Eurobadalla Adult Education Centre
Forster Tuncurry Community College
Hornsby Ku-ring-gai Community College
Kiama Community College
Macarthur Community College
Macquarie Community College
Murwillumbah Community College
Nepean Community College
New England Community College
North West Community College
Northern Beaches Community College
Port Macquarie Community College
Riverina Community College
St George & Sutherland Community College
Singleton Community College
Sydney Community College
Taree Community College
The Parramatta College
Tomaree Community College
Tuggerah Lakes Kincumber Community College
Western College
Workers' Educational Association Hunter
Workers' Educational Association Illawarra
Workers' Educational Association Sydney
Western Riverina Community College

PUBLIC LIBRARIES

Bankstown City Library and Information Service
Bathurst Library
Bega Valley Shire Library
Berrigan Shire Library
Broken Hill City Library
Carrathool Shire Library
Central Northern Libraries: Tamworth, Gwydir, Liverpool Plains, Narrabri, Uralla and Walcha
Central West Libraries: Orange, Forbes & Cowra
Dubbo Branch Library
Goulburn Mulwaree Library Service
Griffith City Library
Gundagai Library
Kiama Library
Lithgow Library Learning Centre
Liverpool City Library
Monaro Regional Libraries: Cooma and Bombala
North Coast Institute of TAFE: Grafton, Maclean, Yamba & Iluka
Queanbeyan City Library
Richmond Upper Clarence Regional Library: Casino, Evans Head and Kyogle
Robertson CTC
Shoalhaven Libraries: Nowra, Milton, Sanctuary Point, Ulladulla
Wollondilly Library and Information Service
Wollongong City Library: Corrimal, Dapto, Thirroul, Warrawong and Wollongong City
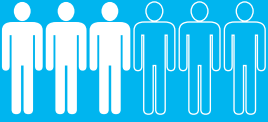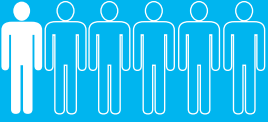
DIGITAL INCLUSION OF SENIOR AUSTRALIANS

In the past 5 years, seniors across Australia have increased their internet use at roughly half the speed of younger age groups (ACMA 2014). Already behind in their frequency and breadth of internet use, this is set to place seniors even further behind in the future.

Since 2008, Australians aged 65 and over have been least likely to increase their online participation. While 10 per cent of seniors have increased internet use to more than once a day, the 18-34 year old age group has seen an increase of 21-27 per cent in the number of people going online multiple times a day (ACMA 2014).

Likewise, senior Australians continue to conduct the fewest number of activities online—while they have increased their average number of online activities from 2.5 in 2008 to 3.5 in 2013, 18-34 year olds have seen an increase from 3.5 to 4.8 online activities during the same time period (ACMA 2014).

Digital inclusion is an important component of broader social inclusion because it helps citizens to be active and independent members of their immediate and broader communities. In contemporary Australia, digital inclusion enables access to information and services, and strengthens the social connections through which emotional and practical resources are shared.

INTERNET USAGE IN AUSTRALIA (ACMA 2014)

around half of 18-34 year olds

compared with 1 in 6 seniors

currently use the internet to conduct six or more types of online activities.

INEQUALITIES OF DIGITAL INCLUSION AMONG SENIOR AUSTRALIANS

While less is known about inequalities of internet use among senior Australians, factors such as gender, income and education trace varying levels and types of internet use across the Australian population.

- The ABS (2014) finds that higher income groups have a higher proportion of internet users than groups on lower incomes (with 97% of those earning $120,000 or more being internet users compared with 77% of those earning less than $40,000).

- Similarly, the higher a person's education attainment, the more likely they are to use the internet (ABS 2014).

ICT use among senior Australians is likely to be affected by their social networks (which usually provide support to access and use ICTs) and the senior's lifestyle. To better understand why some seniors are lagging behind in their use of ICTs, research needs to focus on the circumstances and dynamics that encourage seniors to create relevant and meaningful use of ICTs.

- The ABS (2014) finds that the proportion of men and women accessing the internet (across all age groups) is even, but that while older females are more likely to use the internet for functions such as social networking and games, older males are more likely to use the internet for functions such as bills, government services, education and music or movies.
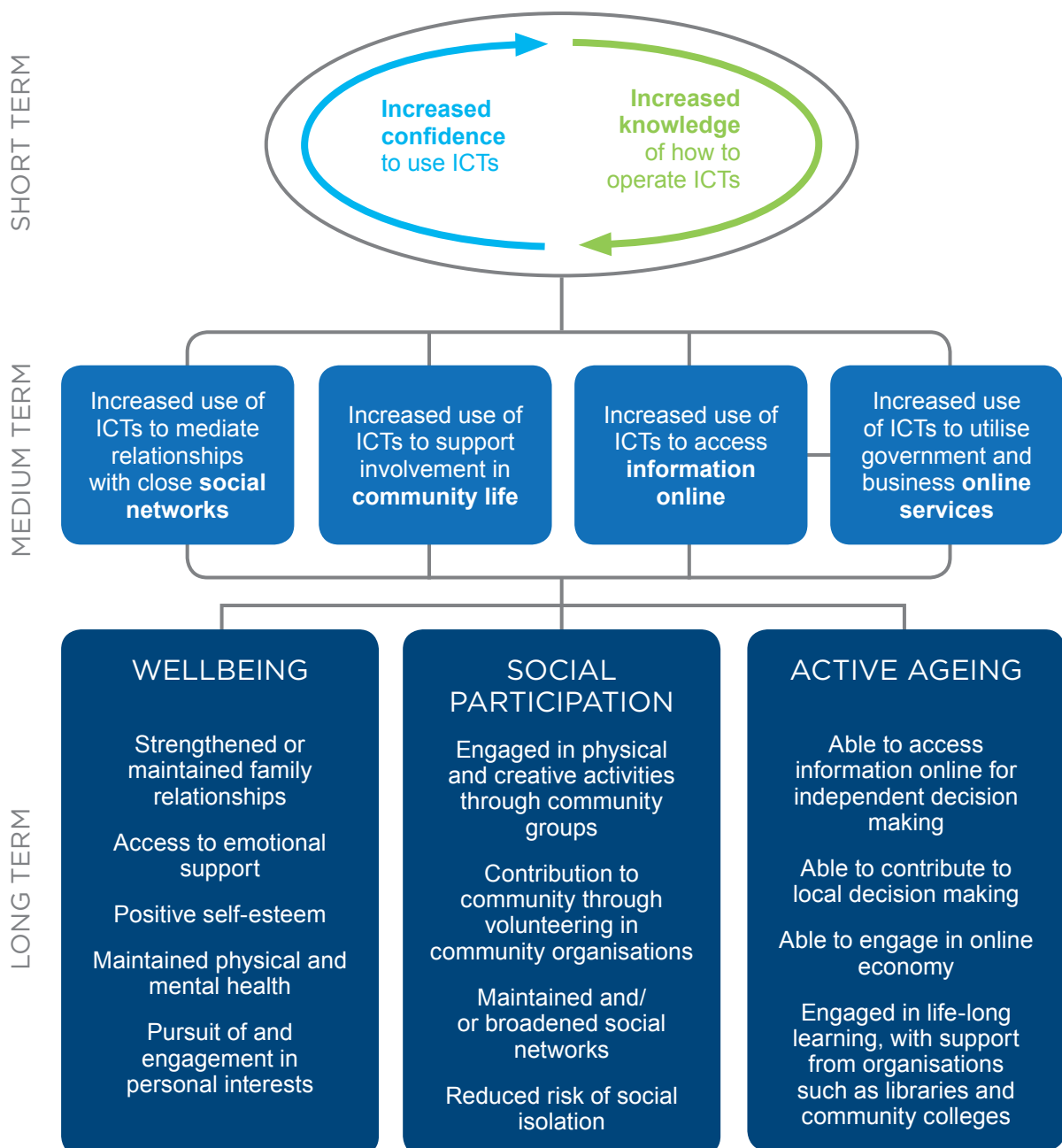
The findings raise questions about the different social circumstances and expectations that guide the use (or non-use) of ICTs among seniors, and how they might impact varying degrees of digital exclusion among seniors in the future.

WHAT OUTCOMES DOES TECH SAVVY SENIORS AIM TO ACHIEVE?

The following figure illustrates the short-, medium- and long-term outcomes that Tech Savvy Seniors aims to achieve for program participants and other stakeholders. The evaluation focuses on measuring the impact of Tech Savvy Seniors on achieving short- and medium-term outcomes.

Figure 2. Program logic of how Tech Savvy Seniors facilitates short, medium and long term outcomes *(Source: authors)*

SHORT TERM

Increased confidence to use ICTs

Increased knowledge of how to operate ICTs

MEDIUM TERM

Increased use of ICTs to mediate relationships with close **social networks**

Increased use of ICTs to support involvement in **community life**

Increased use of ICTs to access **information online**

Increased use of ICTs to utilise government and business **online services**

LONG TERM

WELLBEING

Strengthened or maintained family relationships

Access to emotional support

Positive self-esteem

Maintained physical and mental health

Pursuit of and engagement in personal interests

SOCIAL PARTICIPATION

Engaged in physical and creative activities through community groups

Contribution to community through volunteering in community organisations

Maintained and/ or broadened social networks

Reduced risk of social isolation

ACTIVE AGEING

Able to access information online for independent decision making

Able to contribute to local decision making

Able to engage in online economy

Engaged in life-long learning, with support from organisations such as libraries and community colleges

CALCULATING THE IMPACT OF TECH SAVVY SENIORS

Table 1 provides an indication of the social value generated from stakeholder investment in Tech Savvy Seniors, in terms of the six primary outcomes of the program. The six outcomes have been monetised separately for complete beginners and beginners-intermediate because of differences in how the two groups experienced the program. In line with SROI methods designed by The SROI Network (see Appendix 1), program outcomes have been adjusted to account for the estimated:

- incidence of outcome;
- proportion of outcomes that would have occurred without help from Tech Savvy Seniors;
- contribution that people and organisations outside of Tech Savvy Seniors made to the incidence of outcomes; and
- longevity of outcomes.

A sensitivity analysis has been conducted on the estimates that inform the calculation of the social impact of Tech Savvy Seniors. The analysis assesses the extent to which the social return on investment would change if estimates were to change.

The full SROI report, which can be accessed at www.ageing.nsw.gov.au/publications or www.telstra.com.au/aboutus/community-environment/reports/#tab-social, provides a detailed outline of how the SROI was calculated.

Table 1. Social return on investment in Tech Savvy Seniors after 1 year *(Source: authors)*

	Complete beginners	Beginners & Intermediate	Social value generated in first year
Increased **knowledge** of ICTs	$48,227	$198,692	**$246,919**
Increased **confidence** to use ICTs	$37,945	$148,743	**$186,688**
Connect with **family & friends**	$328,800	$1,487,431	**$1,816,231**
Support **community involvement**	$701,940	$3,499,469	**$4,201,409**
Access **information online**	$276,931	$1,718,102	**$1,995,033**
Utilise **online services**	$175,829	$3,749,825	**$3,925,654**
TOTAL	**$1,569,673**	**$10,802,262**	**$12,371,935**

Table 2. Social return on investment in Tech Savvy Seniors after 3 years *(Source: authors)*

	Complete beginners (20%)	Beginners & Intermediate (80%)	Total
Year 1 (NPV)	$1,569,673	$10,802,262	**$12,371,935**
Year 2 (NPV)	$459,183	$3,155,989	**$3,615,172**
Year 3 (NPV)	$137,573	$935,145	**$1,072,718**
Total social value over 3 years	**$2,166,429**	**$14,893,395**	**$17,059,824**
		SROI RATIO	**$10.98**

CASE STUDIES

These boxes describe the experience and benefit of attending Tech Savvy Seniors from the perspective of five trainees.

Joan (74) attended Tech Savvy Seniors because *"I have been left behind the door with all this—**I've never had a computer; I had no knowledge of computers and with grandchildren and great-grandchildren, I just wanted to learn."***

Joan tells that she is not highly educated, having left school at 15 to later marry her childhood sweetheart and bring up three children. Since losing her husband, Joan has pursued her interest in music and helps her daughter mind her three great-grandchildren every week.

Joan learnt how to use a computer and the internet during her six Tech Savvy Seniors tutorials. Since then, she has bought a desktop computer which she uses about once a week. She goes online to connect with family by reading emails and looking at photos of great-grandchildren. She also uses the internet in her broader social life, by looking up rehearsal dates for Sing Australia, searching for information about drumming, or session times at the cinema which she frequents with her friends.

"I know that there's a hell of a lot more I could be doing with my computer but for me at this stage, at this time right now, I'm just happy with—it's there and I can use it if I want to."

With her new confidence, Joan plans to upgrade her 'dinosaur mobile phone' to a new smartphone so that she can share photos with her family.

Lily (67) attended three Tech Savvy Seniors tutorials about emailing and social media. Lily is keen to improve her computer skills because *"technology is developing rapidly and it's very hard to keep up."*

Lily and her husband have moved to a regional area in their retirement. While her husband has picked up work in the horse racing industry, Lily is currently enrolled in a counselling course in Sydney. Lily handwrites her assignments because she finds it more enjoyable, but her *"ultimate aim is to submit the last couple of assignments via the internet"* and to perhaps complete her practical assessments via Skype rather than travel to Sydney.

Lily hasn't put everything she learnt at Tech Savvy Seniors into practice because she has weak internet reception on her property and because she would rather *"go for a walk, swim or read a book"*. Nonetheless, for Lily, Tech Savvy Seniors helped boost her confidence, made her less frightened of the computer, and encouraged her to keep learning in the future. She says, *"I hope that they keep going with those classes because they don't make you feel stupid and they seem to have a full house most of the time. I think it's a social event too."*

Trevor (64), who lives in Sydney, attended one Tech Savvy Seniors tutorial about tablets just as he retired from his job as a salesperson. He had been given a tablet at work, however had not used it before he retired. Instead, Trevor used his laptop and blackberry for emailing and reading reports. Trevor attended Tech Savvy Seniors with his wife to learn more about browsing the internet, using social media and Skype, and how to operate a tablet.

Trevor describes Tech Savvy Seniors as *"a good introduction, which you can later build on to learn more or less at your own pace."* He predicts that his take up of technology *"won't happen very quickly… it gets hard when for most of your life you do things a certain way, so to change (for us) is slow."*

Yet, since attending Tech Savvy Seniors, Trevor has used his tablet to plan a holiday for himself and his wife. He is also using the internet daily to connect with family in Melbourne and with his son who is travelling overseas. Tech Savvy Seniors introduced Trevor to Skype and Facebook—*"it's a new world… it was an eye-opener for me personally".*

Charlotte (59) has attended six Tech Savvy Seniors tutorials at her local library in regional NSW. Charlotte lives on her own, while her family and friends live in other towns or interstate. Before her tutorials, Charlotte was already using email and social networking sites to stay in touch with friends, to get involved in local activism, and to attend her Alcoholics Anonymous group on Skype.

Although Charlotte has received a fair amount of computer help from friends and sometimes local businesses, she has found Tech Savvy Seniors has made a 'huge difference' to her confidence—*"just having that little bit of extra knowledge."* As well as picking up computer tips, Charlotte enjoyed the social experience of Tech Savvy Seniors, because she was able to help explain the course material to her peers.

Brian (68) has recently completed four Tech Savvy Seniors tutorials at his local public library in central NSW. Previously a project manager on a building site, Brian did not use computers in his workplace. Yet, since retiring, Brian has become involved in the Country Show Movement which requires him to use a computer at home for correspondence.

Brian prefers not to ask his children for help because *"you might do something wrong and they say 'you should have known that' and all the rest of it"*. As a beginner, he finds it difficult to understand sales people in computer stores because he's *"not up to speed and [hasn't] got the foggiest idea what the sales person is talking about"*.

As a complete beginner, Brian found Tech Savvy Seniors to be challenging.

Since attending Tech Savvy Seniors, Brian readily receives emails from his children and country show colleagues. Yet his fear of the *"dreadful embarrassment"* of sending an email to the wrong person is holding him back from using the computer more frequently and broadly. Although he is generally nervous and anxious with computers, Brian notes how rewarding it is when you learn something new. He recounts: *"I was excited with myself yesterday because I learned how to use the calendar; I have entered my children's birthdays between now and the end of the year."*

MEASURING THE IMPACT OF TECH SAVVY SENIORS ON TRAINEES' USE OF ICTS

The evaluation used the following list of indicators to measure how Tech Savvy Seniors had helped trainees increase their confidence and use of ICTs.

These outcomes were identified in consultation with program participants (during qualitative interviews) and with reference to the strategic objectives of the project partners. By being stakeholder-informed, the Social Return on Investment considers outcomes that are valued by program beneficiaries as well as program administrators.

Table 3. Indicators of outcomes of Tech Savvy Seniors *(Source: authors)*

|	INDICATORS OF CHANGE
Increased **knowledge** of various ICT devices and functions	• Trainee feels able to explain how to use an ICT device or function to a friend who has little knowledge of ICTs
Increased **confidence** to use ICTs	• Trainee is willing to learn new things on their ICT device through trial and error • Trainee feels their use of ICTs is more simple • Trainee feels their use of ICTs is quicker • Trainee realised they knew more about technology than they thought they did • Trainee would like to learn more about ICTs in the future
Increased use of ICTs to stay connected with **family and friends**	• Trainee regularly uses email, Skype or social media to communicate with family or friends
Increased use of ICTs to support **community involvement**	• Trainee uses ICTs to support leadership, administrative or volunteering roles in community groups • Trainee uses ICTs to look for information about events or activities organised by one's community groups **Note:** this outcome was most relevant to trainees who were already involved in community groups

Increased use of ICTs to access **information online**	• Trainee uses the internet to access information about topics such as:
	  ❯ Health conditions
	  ❯ Travel (for leisure)
	  ❯ Local businesses
	  ❯ House renovations or alterations
	  ❯ Government policies, programs or services
	  ❯ Personal interest (including family history, hobbies, news, recipes, weather, ebooks)

Increased use of ICTs to access **government and business services online**	• Trainee uses the internet to access government and business services, such as:
	  ❯ myGov (a centralised login for online government services)
	  ❯ one's account or tools on Department of Social Services or Department of Human Services websites
	  ❯ Booking tickets for leisure events (e.g. concerts, seminars)
	  ❯ Booking airline or transport tickets for travel
	  ❯ Managing banking or superannuation online
	  ❯ Purchasing items online

ATTENDING TECH SAVVY SENIORS TUTORIALS

Most program participants attended Tech Savvy Seniors at their local public library or community college.

85% of survey respondents used their own mode of transport (e.g. car, walking, bicycle) and travelled for less than half an hour to training. 10% travelled for longer than half an hour (using own transport) and 5% took public transport. *(n=154)*

In most cases, Tech Savvy Seniors tutorials were led by one trainer. Survey respondents who attended Tech Savvy Seniors at their public library often reported that two instructors were present at their tutorial, particularly if trainers were regular library staff.
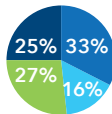
Program participants attended from 1 to more than 12 tutorials. A third (33%) of trainees attended 1 or 2 tutorials and approximately a quarter attended 5 or 6, or more than 7 tutorials.

Most participants found Tech Savvy Seniors to be a supportive and resourceful opportunity to improve their digital skills and literacy (refer Figure 3):

88% of participants found their trainer to be helpful, the training resources to be clear and the tutorial to be at the right pace.

Of these 88%:

1 in 2 respondents (50%) said they had not previously had opportunities to learn to use ICTs, and

3 of 5 respondents (60%) said they had been confused by the technology available to them.

Figure 3. Impressions of the tutorial, trainer and resources at Tech Savvy Seniors (n=1,495)

88%	
50%	
60%	
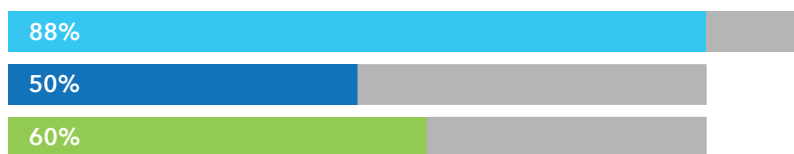
Of the 12% of trainees who expressed some dissatisfaction with Tech Savvy Seniors, about 3 in 5 participants (60%) said they liked and used technology before Tech Savvy Seniors but needed more practice. By comparison, of the 88% of trainees who had positive impressions of Tech Savvy Seniors, 4 in 5 participants (80%) said they liked and used technology before Tech Savvy Seniors but needed more practice. The difference is statistically significant.[1]

"The trainer was a bit average, but part of it was my fault because I was at a different level to people in the class."
- Female, intermediate

"I learn better if people show me and then once I get shown, then I'm really good with using the notes."
- Female, beginner

"Usually that type of training has a mix of people who have some, medium or lots of knowledge."
- Female, intermediate

Qualitative data, collected via interviews with program participants indicate that:

The **expertise of trainers** in managing the different skill level of trainees was critical to the positive experience of Tech Savvy Seniors tutorials.

Training booklets, which provided a step-by-step guide to what was being learnt in tutorials, were useful as a **supplementary teaching aide.** Interviewees described them as helpful reference material during their tutorial and particularly at home following tutorials.

While some trainees expressed frustration at the **pace of the tutorial** being either too slow or too fast, others saw this as an inevitable outcome of the nature of learning in a group environment, which could be harnessed to support peer learning and comradeship.

IMPACT OF TECH SAVVY SENIORS ON PARTICIPANTS':

CONFIDENCE TO USE INFORMATION COMMUNICATION TECHNOLOGY

> *"I don't know how to put it into words. I'm a bit more confident than I was. I was quite frightened— I wasn't confident enough to look into it earlier."*
>
> **- Female, beginner, metro**

> *"You get a fair bit of confidence if you go to Tech Savvy Seniors: you talk amongst yourselves or to the trainers and you feel a lot more confident."*
>
> **- Male, intermediate, regional**

Tech Savvy Seniors helped **trainees boost confidence in their own digital literacy**—this can be likened to a process of empowerment, through which trainees began to show greater motivation or initiative to maintain and develop their digital literacy.
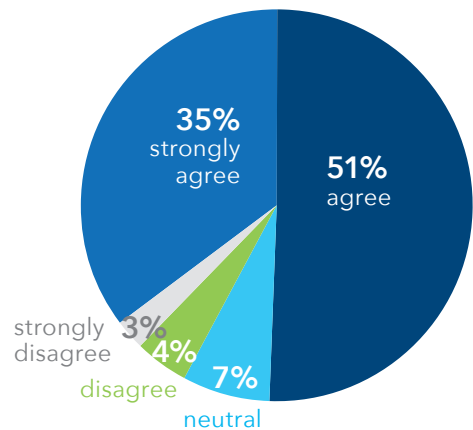
Tech Savvy Seniors helped **boost trainees' confidence through the teaching style and pace** (which was aimed at seniors), the learning environment (which allowed trainees to assist each other and relate to their peers) and the subject matter being taught (which covered the fundamentals of ICT devices and functions).

Interviewees reported that before Tech Savvy Seniors, they felt disheartened by their low level of digital literacy when family members, store owners or service providers assumed they had a higher level of digital literacy and understanding.

TECH SAVVY SENIORS HAS HELPED ME BOOST MY CONFIDENCE TO USE COMPUTERS, TABLETS OR SMARTPHONES

- Approximately 4 in 5 trainees (86%) felt that Tech Savvy Seniors had helped boost their confidence to use computers, tablets or smartphones.

- Interviewees indicated that where the pace of the tutorial was too fast or slow, or if there were no opportunities to practice on ICT devices during the tutorial, Tech Savvy Seniors did not increase their confidence or knowledge of ICTs.

- One's gender, age, previous occupation, location (city vs. regional) or prior use of ICTs did not significantly affect the likelihood of finding Tech Savvy Seniors helpful in boosting one's confidence.
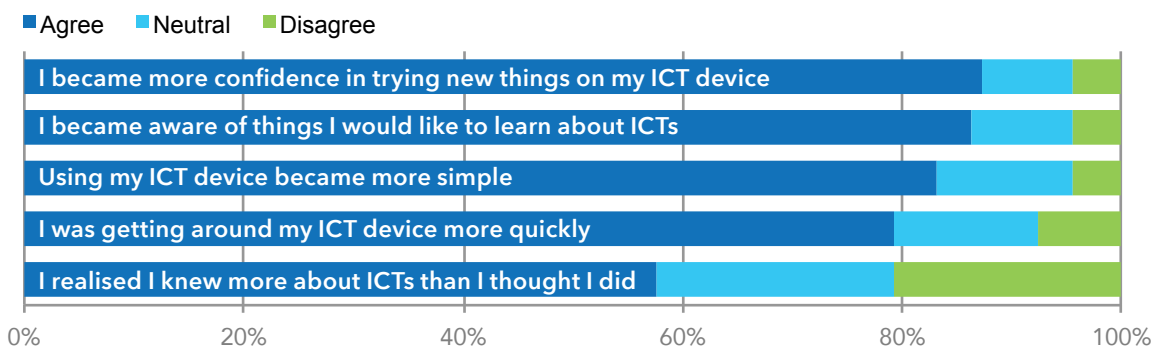
WHAT ARE THE PRACTICAL IMPLICATIONS OF CONFIDENCE TO USE ICTs?

Figure 4. Impact of TSS on participants' confidence to use computers, tablets or smartphones (n=154)

- 51% agree
- 35% strongly agree
- 7% neutral
- 4% disagree
- 3% strongly disagree

As illustrated in Figure 5, confidence holds implications for the long term impact of Tech Savvy Seniors, because confidence was expressed in relation to learning more about ICTs in the future – e.g. by engaging in 'trial and error' on their own or by setting goals for things they would like to learn in the future.

Figure 5. Nature of confidence for ICT use, gained by attending Tech Savvy Seniors (n=130)

■ Agree ■ Neutral ■ Disagree

- I became more confidence in trying new things on my ICT device
- I became aware of things I would like to learn about ICTs
- Using my ICT device became more simple
- I was getting around my ICT device more quickly
- I realised I knew more about ICTs than I thought I did

0%   20%   40%   60%   80%   100%

IMPACT OF TECH SAVVY SENIORS ON PARTICIPANTS':

KNOWLEDGE OF HOW TO OPERATE INFORMATION COMMUNICATION TECHNOLOGY

> *"I'd just been given a computer. I wanted to learn how to use it. Everyone tells you how wonderful the internet is and I thought, well, I better find out."*
>
> **- Female, beginner, metro**

Interviewees often recounted that they were motivated to attend Tech Savvy Seniors because **they wanted to learn more about how to operate particular ICT devices** – whether because they had recently acquired a device or were thinking about buying one.

Contemporary research into digital inclusion (e.g. Tsatsou 2013; Heeley and Damodaran 2009) emphasises the importance of not just assisting digitally excluded groups to access ICT devices, but also to facilitate the development of knowledge and skills to utilise the technology in meaningful ways.

TECH SAVVY SENIORS HAS HELPED ME UNDERSTAND HOW TO USE ONE SPECIFIC ICT DEVICE (i.e. computer, tablet or smartphone)

- Almost 9 in 10 trainees (88%) found Tech Savvy Seniors to be helpful in learning how to use one specific ICT device, such as a computer, tablet or smartphone.

- 8 in 10 trainees (80%) who attended between 1-3 tutorials found Tech Savvy Seniors to have helped in understanding how to use a specific ICT device. By comparison, 9 in 10 trainees (90%) who attended 4-8 tutorials shared this view. This difference is found to be statistically significant and indicates that trainees who attend a series of tutorials are more likely to improve their digital skills.

- One's gender, age, previous occupation, location (city vs. regional) or prior use of ICTs did not significantly affect the likelihood of finding Tech Savvy Seniors helpful in understanding how to use specific ICT devices.
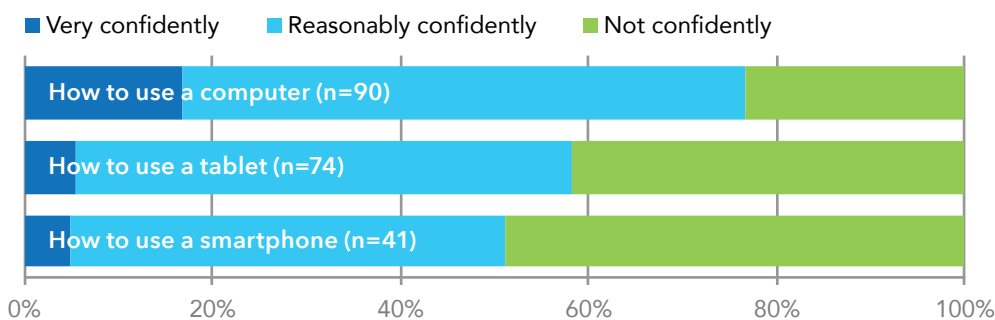
Figure 6. Impact of Tech Savvy Seniors on participants' (subjective) ability to use one specific ICT device (n=154)

56% agree
32% strongly agree
strongly disagree 2%
disagree 6%
neutral 4%
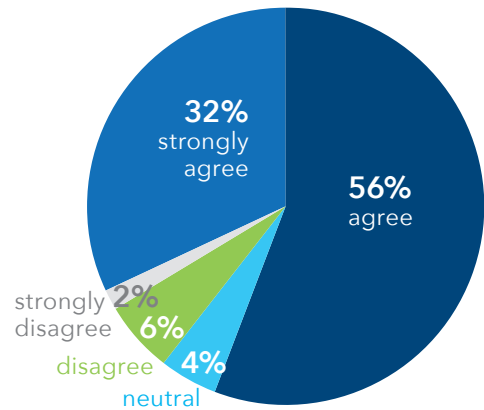
WHO FEELS CONFIDENT IN EXPLAINING HOW TO USE A COMPUTER, TABLET OR SMARTPHONE?

While 90% of respondents who reported they had used computers, tablets *and* smartphones prior to Tech Savvy Seniors felt very or reasonably confident in explaining how to use a computer to a friend, only 68% of complete beginners and beginners felt the same confidence.[2] This finding highlights the importance of time and practice in developing one's digital literacy. This trend was not traced in respondents' confidence levels to explain how to use a tablet or smartphone.

Figure 7. Respondents' levels of confidence in explaining how to use a computer, tablet or smartphone

- Very confidently
- Reasonably confidently
- Not confidently

How to use a computer (n=90)
How to use a tablet (n=74)
How to use a smartphone (n=41)

0%   20%   40%   60%   80%   100%

IMPACT OF TECH SAVVY SENIORS ON PARTICIPANTS' USE OF ICTS FOR:

FAMILY & SOCIAL NETWORKS

> *"I've got a son in London and a granddaughter in California. Occasionally I just send an email and get a reply… [to] know that the world is still turning and they're still in it."*
>
> **- Male, intermediate, regional**

> *"Now when I talk to the kids about [ICTs], I know what they're talking about and we can have a conversation"*
>
> **- Female, beginner, regional**

Most trainees have found Tech Savvy Seniors helpful in their use of the internet **to connect with family and friends**. Staying connected with family online was most commonly done to keep in touch with people who had moved away. This speaks to the importance of digital inclusion for mitigating the risk of social isolation.

The family is often considered the most basic social unit that connects individuals with the resources required for membership of society. In later stages of life, seniors begin to rely on family members in new ways, and adopt caring, financial and emotional support roles.

Greater awareness of ICTs also allowed some trainees to **'keep up' in conversations with younger family members** who often assumed a basic understanding of ICTs.

TECH SAVVY SENIORS HAS HELPED ME USE THE INTERNET TO STAY CONNECTED WITH FAMILY OR CLOSE FRIENDS

- 83% of respondents who found Tech Savvy Seniors helpful (for using ICTs to connect with family and friends) are currently using email, social media or Skype at least once a week to communicate with their social networks.

- Respondents from regional areas were more likely to use the internet to stay connected with people who had moved away. They were also more likely to report their children or grandchildren were living interstate and/or overseas.

- One's gender, location (city vs. regional) and prior use of ICTs did not significantly affect the likelihood of finding Tech Savvy Seniors helpful in this area.
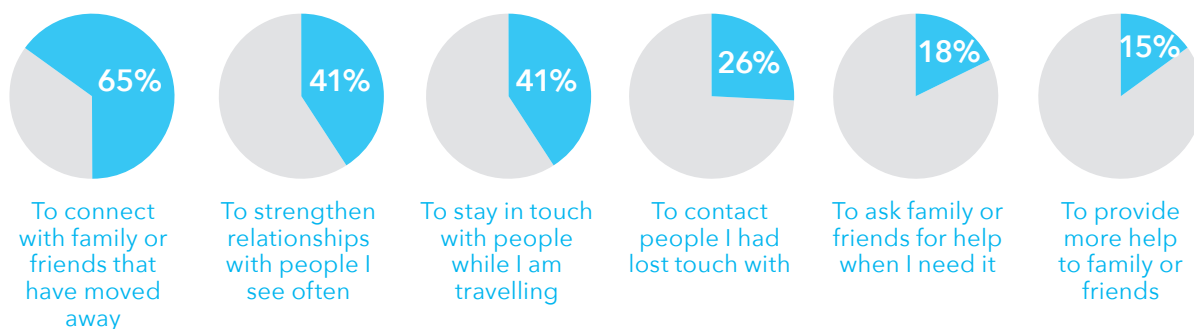
Figure 8. Impact of Tech Savvy Seniors on the use of ICTs to connect with family and close friends (n=152)

- 32% strongly agree
- 41% agree
- 11% neutral
- 11% disagree
- 5% strongly disagree
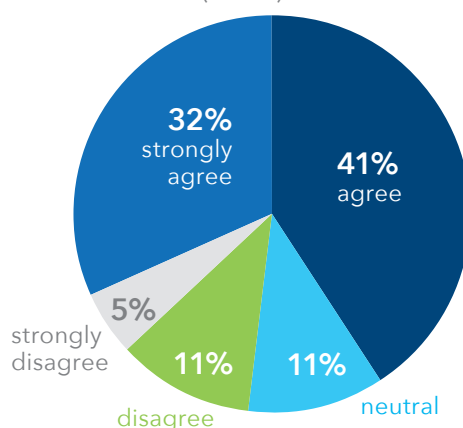
WHY MEDIATE SOCIAL NETWORKS ONLINE?

The following pie charts illustrate that respondents more commonly choose to use the internet to stay connected with family and close friends (regardless of how often) to facilitate the emotional goal of staying connected, rather than practical goals of asking for or providing help.

Figure 9. Reasons for using the internet to stay connected with family and friends (n=144)

65%	41%	41%	26%	18%	15%
To connect with family or friends that have moved away	To strengthen relationships with people I see often	To stay in touch with people while I am travelling	To contact people I had lost touch with	To ask family or friends for help when I need it	To provide more help to family or friends

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INVOLVEMENT IN COMMUNITY LIFE

> *"My friends are on the internet and some are and some aren't in our embroidery group and some are and some aren't at Probus. So if anything comes to town you talk, meet and pass information on."*
>
> **- Female, beginner, regional**

> *"I'm on the Retirement Village Committee, Darts Committee, Lawn Bowls Committee and I'm Sports President in the local Club. It didn't worry me when I wasn't using email, but now that I'm on it, committee members are sending me all this stuff."*
>
> **- Female, beginner, regional**

Whether trainees increased their use of ICTs around their community involvement generally depended on the nature of their organisations and the role they played in the organisation—e.g. trainees who regularly attended hobby groups were less likely to find ICTs relevant to their community involvement than a volunteer in a civic organisation.

Community groups play an important role in strengthening the social fabric of society. In later years, people often participate in civic groups to both pursue personal interests and replace the social interaction that previously occurred at work (NSW Ageing Strategy). Accordingly, almost one in three seniors in NSW are volunteers, and two in five seniors in NSW participate in sport and recreational activities (NSW Ageing Strategy).

TECH SAVVY SENIORS HAS HELPED ME USE THE INTERNET TO ASSIST IN MY INVOLVEMENT IN COMMUNITY GROUPS

- Almost 1 in 2 trainees (48%) found Tech Savvy Seniors helpful in supporting their community involvement.

- Respondents indicated that leadership, administrative or volunteering roles were most often held in civic, religious or charity groups, while participation in health and hobby groups was usually 'attendance' in nature. This gives an indication of the relevance of ICTs to different types of community groups.

Figure 10. Impact of Tech Savvy Seniors on the use of ICTs to support involvement in community groups (n=151)
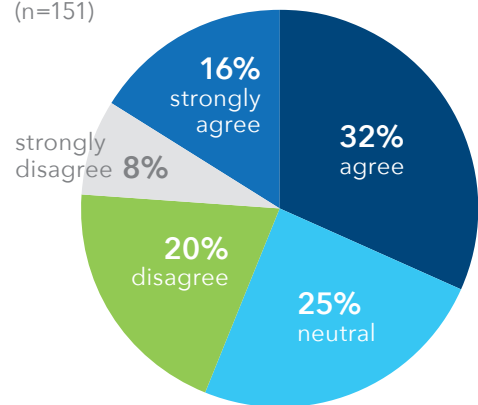

- 16% strongly agree
- 32% agree
- 25% neutral
- 20% disagree
- strongly disagree 8%

Figure 11. Changes to ICT use in leadership, administrative or volunteering roles in community groups (n=122)

26%

44%

About 1 in 4 respondents (26%) are involved in leadership, administrative or volunteering roles in at least one type of community organisation. Of these respondents, 44% reported that their use of ICTs became more efficient (n=8) or more frequent (n=5) following Tech Savvy Seniors.

Figure 12. Changes to ICT use in attendance of activities organised by program participants' community groups (n=139)

63%

50%

About 3 in 5 respondents (63%) attend activities or events in at least one type of community organisation – commonly fitness or hobby orientated groups. Of these respondents (63%), about 2 in 5 (40%) have found what they learnt at Tech Savvy Seniors helpful in using the internet to look for information about activities or to support their involvement, and about 1 in 10 (10%) reported they have used the internet to become involved in a new group.

IMPACT OF TECH SAVVY SENIORS ON PARTICIPANTS' USE OF ICTS FOR:

ACCESSING INFORMATION ONLINE

> *"I've had a lot of medical issues lately— I've looked up information about diabetes on the internet. I'd always go to the doctor; I look up information to further what he said."*
>
> **- Female, beginner, metro**

> *"We're putting in a watering system today…I looked up a few of the suppliers [online], you know, to get an idea of the cost of materials and things like that."*
>
> **- Male, intermediate, regional**

The evaluation found a widespread increase in the use of ICTs to access information online, following attendance of Tech Savvy Seniors. Program participants reported searching for information relating to personal interest such as recipes, family history, news media, ebooks, and images for craft projects.

Program participants also reported searching for information related to health, travel, home improvement and educational resources. These areas can be linked to the process of 'active ageing', in which seniors engage in independent decision making to support their lifestyles and manage the risks they are exposed to as they grow older.

TECH SAVVY SENIORS HAS HELPED ME USE THE INTERNET TO ACCESS INFORMATION ONLINE

- Respondents were more likely to have found Tech Savvy Seniors helpful in accessing information online if they had used computers, smartphones and tablets prior to Tech Savvy Seniors, if they had attended Tech Savvy Seniors in the first six months of the program, or if they had attended a greater number of tutorials.[3] This highlights the importance of time in developing the skills or motivation to utilise the internet to access information.

- Respondents who had not used a computer, tablet or smartphone prior Tech Savvy Seniors were significantly less likely to look up information about local businesses online or government websites.[4]

- One's gender, age, household type, prior occupation, location (city vs. regional) did not significantly affect the likelihood of finding Tech Savvy Seniors helpful in this area.
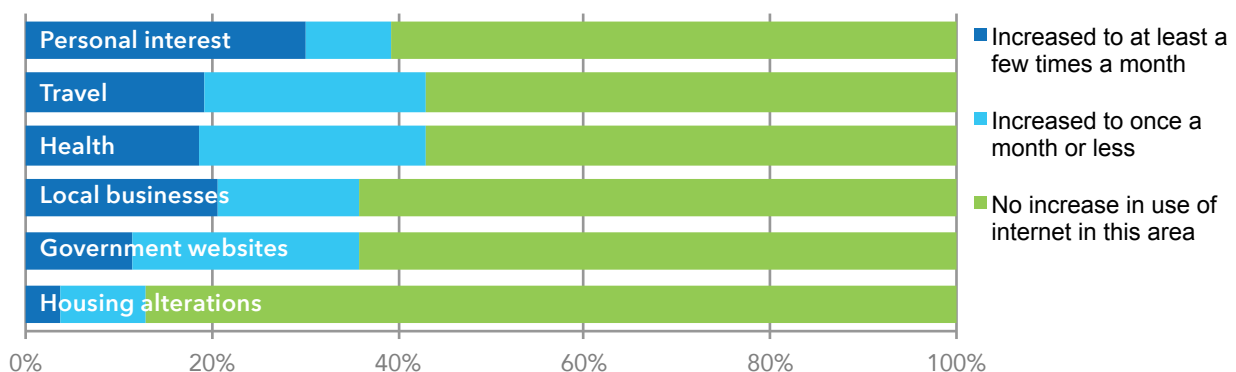
Figure 13. Impact of Tech Savvy Seniors on the use of ICTs to access information online (n=152)

- 43% agree
- 34% strongly agree
- 6% strongly disagree
- 12% disagree
- 5% neutral
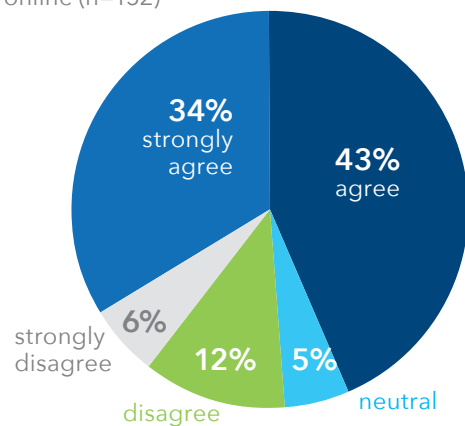
WHAT INFORMATION ARE TRAINEES ACCESSING ONLINE?

Figure 14 indicates how frequently trainees are using the internet to search for information on particular topics. The frequency of internet use per topic can be considered as proportional to the nature of the activity (i.e. one would typically look up personal interest more often than housing alterations).

Figure 14. Areas in which use of internet has increased, following Tech Savvy Seniors (n=140)

- Personal interest
- Travel
- Health
- Local businesses
- Government websites
- Housing alterations

- Increased to at least a few times a month
- Increased to once a month or less
- No increase in use of internet in this area

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ACCESSING SERVICES ONLINE

> "I'm not confident in doing internet banking. You just see it all the time, people are not sure who's hacking in. You see it all the time on the news"
>
> **- Male, beginner, regional**

> "I'm on a part pension with Centrelink and I know I'm supposed to get a password to access my details or to let them know about changes… that's something I haven't done yet."
>
> **- Female, beginner, metro**

Participants of Tech Savvy Seniors were more willing to access information online than to utilise online services such as banking, shopping and government services. Trainees' reason for **not utilising online services was often a lack of trust** in the security of online systems.

Although some trainees attended tutorials about cyber safety, the narrative of distrust in online services (particularly banking) was common among interviewees. This highlights the need for training to emphasise the differences between secure and insecure methods of transacting online.

Accessing online services is increasingly important, as Digital Economy policies reflect and encourage moves to increase economic transactions online.

TECH SAVVY SENIORS HAS HELPED ME USE THE INTERNET TO ACCESS SERVICES ONLINE

- 1 in 2 participants (50%) found Tech Savvy Seniors helpful in supporting their use of the internet to access online services.

- While almost 6 in 10 trainees (60%) who had used a computer, tablet or smartphone prior to Tech Savvy Seniors found their tutorial helpful for accessing services online, only 1 in 10 trainees (10%) who had not used ICTs prior training found their tutorial helpful for accessing services online. This difference is statistically significant.[5] As with accessing information online, this highlights the importance of time and practice in developing the skills, motivation and/or trust to utilise the internet to access online services.
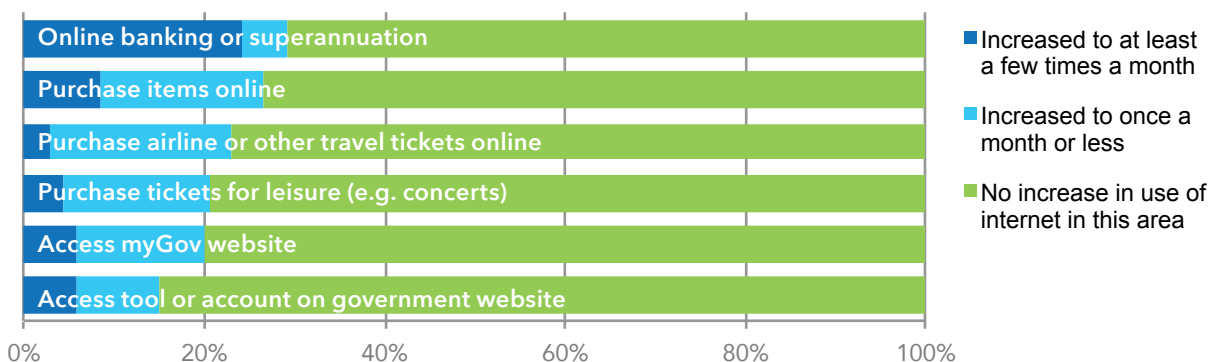
Figure 15. Impact of Tech Savvy Seniors on the use of ICTs to access services online (n=151)

- 20% strongly agree
- 30% agree
- 18% neutral
- 19% disagree
- 13% strongly disagree
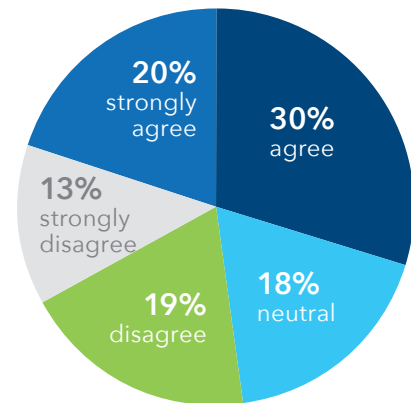
WHAT ONLINE SERVICES ARE TRAINEES UTILISING?

Figure 16 indicates how frequently trainees are using the internet to access different types of services online. Data presented by ACMA (2014) illustrates that seniors are behind in their utilisation of online banking, with 60% cent of people aged 65 or over conducting online banking, while over 90% of people aged 25-44 and over 70% of people aged 45-65 conduct online banking.

Figure 16. Breakdown of online services which program participants have increased accessing (n=140)

- Online banking or superannuation
- Purchase items online
- Purchase airline or other travel tickets online
- Purchase tickets for leisure (e.g. concerts)
- Access myGov website
- Access tool or account on government website

Legend:
- Increased to at least a few times a month
- Increased to once a month or less
- No increase in use of internet in this area

0% 20% 40% 60% 80% 100%

CONCLUSION

SUMMARY

The mix of qualitative and financial analysis, which has informed this evaluation, shows that Tech Savvy Seniors has been of benefit to a majority of seniors who participated in the program, as well as their immediate and broader community.

The outcomes and impact of Tech Savvy Seniors present a compelling case for the continuation of Tech Savvy Seniors, which ideally takes into account this evaluation's 'considerations for policy and practice'.

CONSIDERATIONS FOR POLICY AND PRACTICE

The following suggestions may improve digital literacy programs for seniors:

- Ensuring that trainers have sufficient support to meet the needs of all trainees in their tutorial is essential for the success of Tech Savvy Seniors, however adjustments are likely to require increased resourcing.

- Tutorials have been presented in terms of the ICT device or function being learnt (e.g. tablets or emailing) rather than the 'meaningful activity' that is being mediated (e.g. connecting with family or staying informed about your health). Emphasising, from the onset, the 'meaningful activity' alongside the ICT device and function may help motivate seniors to integrate ICTs into their lifestyles following tutorials.

- While many trainees were able to integrate ICTs into their family lives, adoption of ICTs into community involvement was less common. Although the use of ICT in community life is likely to be relevant to a small proportion of (more advanced) trainees, in this evaluation it is considered to be of large social value—trainers could highlight administrative uses of ICTs when relevant.

- The program is likely to have a more positive influence on the take up of online services if it increases awareness and trust of secure methods of online banking and shopping, compared with less secure methods which increase the risk of fraud.

KEY FINDINGS

This evaluation has revealed the following notable insights into outcomes of the Tech Savvy Seniors program:

- Tech Savvy Seniors has provided a genuine opportunity for seniors to improve their digital skills and literacy—**almost 9 in 10 trainees (88%) found their trainer to be helpful, the training resources to be clear and their tutorial to be at the right pace.** Trainees emphasised the importance of accessing teaching which was geared towards seniors, learning with peers and learning ICT fundamentals.

- **3 in 4 trainees (73%) found Tech Savvy Seniors helpful in increasing their use of the internet to stay connected with family and friends,** particularly in cases where family had moved away. By helping trainees stay connected with social networks, Tech Savvy Seniors has helped mitigate risks of social isolation which can lead to a deterioration of physical and mental health (COTA 2014).

- **Almost 9 in 10 participants (88%) found Tech Savvy Seniors to be helpful in increasing their knowledge or confidence in operating an ICT device.** In cases where the pace of tutorials was too fast or too slow, trainees generally reported Tech Savvy Seniors to have been not helpful in developing their digital skills and literacy.

- After attending Tech Savvy Seniors, **3 in 4 trainees (77%) increased their use of ICTs to access information for personal interest or to help in decision making involved in 'active ageing'**. By comparison, only **1 in 2 trainees (50%) increased their use of online services.** Trainees were significantly more likely to have found Tech Savvy Seniors helpful for accessing online information or services if they had used ICTs before Tech Savvy Seniors or had attended numerous tutorials. This finding emphasises the importance of time, practice and experience of using ICTs for building the skills, motivation and trust to access online information and services.

ABOUT THE AUTHORS

ROKSOLANA SUCHOWERSKA

PhD candidate
School of Social & Political Sciences
University of Melbourne

rsuc@student.unimelb.edu.au

Roksolana is researching the role that Australian companies play in facilitating the social inclusion of their existing or potential customers through sustainability programs. Roksolana has also worked as a Senior Policy Officer in the Australian Public Service.

DR JENS O ZINN

Associate Professor
School of Social & Political Sciences
University of Melbourne

jzinn@unimelb.edu.au

Dr Jens Zinn is a Professor in Sociology at the University of Melbourne. He is the Discipline Chair for Sociology, Social Theory and Social Policy and Director of the Social Science Research Hub. His research activities include studies on people's management of risk and uncertainty in the course of their life, social inequality, social policy and social change.

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APPENDIX 1

ABOUT EVALUATION DESIGN: SOCIAL RETURN ON INVESTMENT

DESIGN OF EVALUATION

The evaluation has been designed in line with the steps and principles of identifying, investigating and measuring social return on investment, as laid out by The SROI Network (based in United Kingdom).

The SROI Network's steps and principles create a framework for understanding the social, economic and environmental outcomes of a program or organisation. Importantly, the steps taken to understand the ratio of investment to return, is embedded in a mix of narrative, qualitative and financial measures (SROI Network 2012) which illustrate a 'theory of change'.

Although there are controversies regarding the usefulness of a cost-benefit approach to assessing intangible values, proponents suggest that it is important to quantify such intangible values (despite limitations) as an economic value is able to have more influence over policy and commercial interests (Arvidson *et al*. 2013).

SIX STAGES OF CALCULATING SOCIAL RETURN ON INVESTMENT

This evaluation of Tech Savvy Seniors (NSW) followed the SROI Network's six steps (outlined below) to identify, investigate and measure the impact of Tech Savvy Seniors in terms of social return on investment.

Figure 17. Six steps for calculating social return on investment *(Source: SROI Network 2012)*

SEVEN PRINCIPLES TO ADDRESS THE LIMITATIONS OF SOCIAL RETURN ON INVESTMENT

This evaluation of Tech Savvy Seniors (NSW) was guided by the following seven principles to mitigate the limitations of social return on investment methods of evaluation.

Figure 18. Seven principles to address the limitations of social return on investment *(Source: SROI Network 2012)*
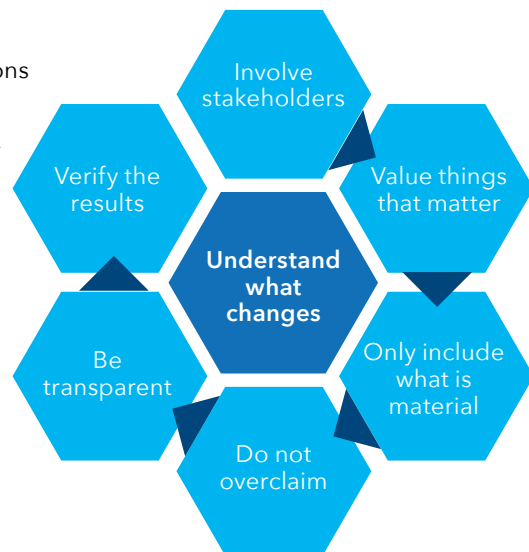
APPENDIX 2

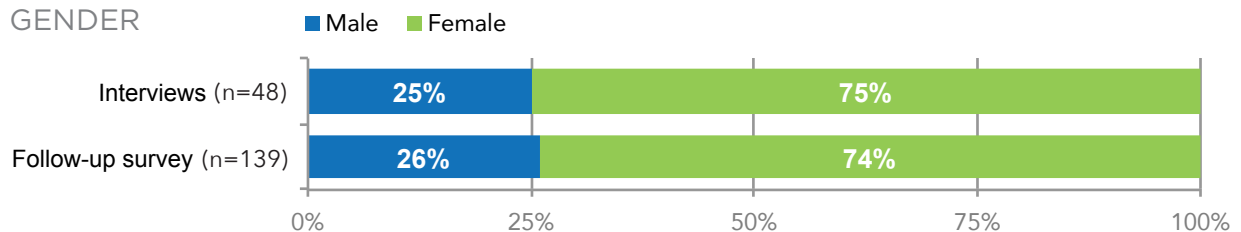## ABOUT THE DATA

DATA PROFILE

This evaluation is informed by three waves of data collection, as per the table below. For more information about the data please refer to the full report.

Method of data collection	Description	Aim	Number of responses	Response rate
Training evaluation forms	Hard copy, double-sided questionnaire	To gauge initial impressions of Tech Savvy Seniors	1,686	10-15%
Phone interviews	20 minute, semi-structured interviews	To investigate the outcomes of Tech Savvy Seniors, from the perspective of trainees.	48	NA
Follow up surveys	15-minute survey administered online, by phone or via mail out	To gather generalizable data that indicates the impact of Tech Savvy Seniors across six outcomes.	161	28%

PROFILE OF INTERVIEWEES & SURVEY RESPONDENTS

Figure 19. Profile of interviewees and survey respondents by gender, age, training provider, location and digital skills *(Source: authors)*

GENDER — ■ Male ■ Female

Interviews (n=48): Male 25%, Female 75%
Follow-up survey (n=139): Male 26%, Female 74%

AGE — ■ under 60 ■ 60-64 ■ 65-69 ■ 70-74 ■ 75-79 ■ 80+

Interviews (n=41): under 60, 60-64 7%, 65-69 22%, 70-74 29%, 75-79 24%, 80+ 12%
Follow-up survey (n=139): 60-64 13%, 65-69 24%, 70-74 22%, 75-79 21%, 80+ 19%

TRAINING PROVIDER

Legend: ■ Community College ■ Public Library ■ Both ■ Other

Category	Community College	Public Library	Both	Other
Training evaluation (n=1,630)	56%	44%		0%
Interviews (n=48)	35%	65%		0%
Follow-up survey (n=161)	35%	43%	4%	17%

(X-axis: 0%, 25%, 50%, 75%, 100%)

LOCATION

Legend: ■ Major City ■ Inner Regional ■ Outer Regional

Category	Major City	Inner Regional	Outer Regional
Training evaluation (n=1,600)	47%	45%	8%
Interviews (n=48)	38%	50%	13%
Follow-up survey (n=159)	38%	50%	13%

(X-axis: 0%, 25%, 50%, 75%, 100%)

DIGITAL SKILLS

Legend: ■ Complete beginner ■ Beginner-Intermediate

Category	Complete beginner	Beginner-Intermediate
Training evaluation (n=854)	19%	81%
Interviews (n=47)	23%	77%
Follow-up survey (n=140)	13%	87%

(X-axis: 0%, 25%, 50%, 75%, 100%)

FOOTNOTES

[1] χ^2(4, N=1330) = 40.80, p = .000

[2] χ^2(2, N=87) = 10.28, p = .006

[3] χ^2(1, N=140) = 8.63, p = .003; χ^2(2, N=147) = 6.29, p = .043; χ^2(2, N=146) = 6.02, p = .049 (respectively)

[4] χ^2(2, N=138) = 7.91, p = .019; χ^2(2, N=138) = 9.49, p = .009 (respectively)

[5] χ^2(4, N=140) = 19.61, p = .001

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