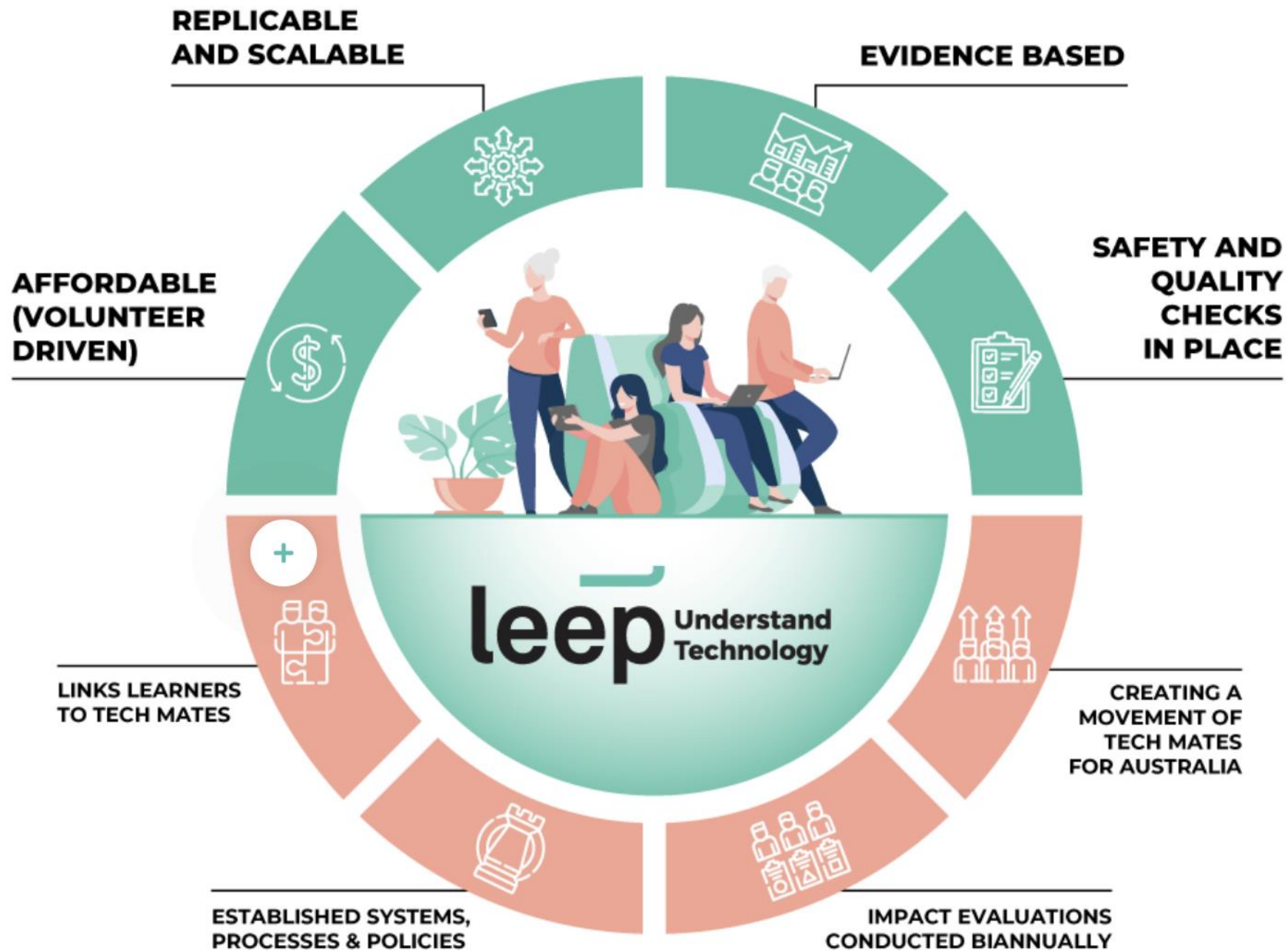


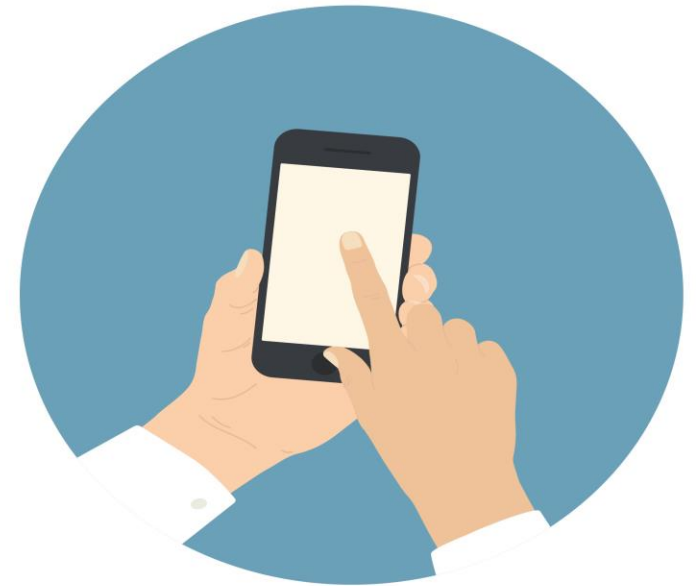
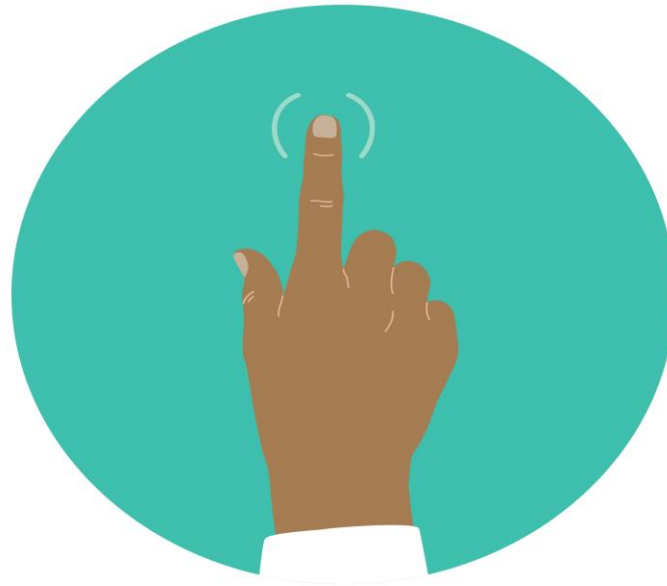
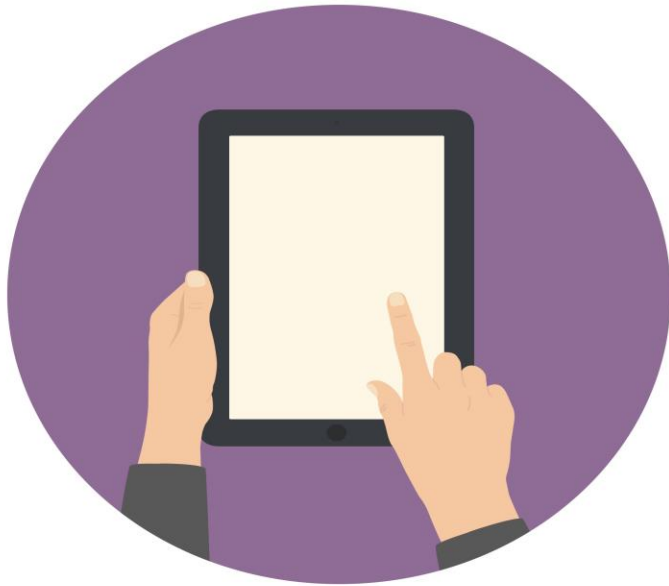


We operate programs that support people to build their digital skills and close the digital divide





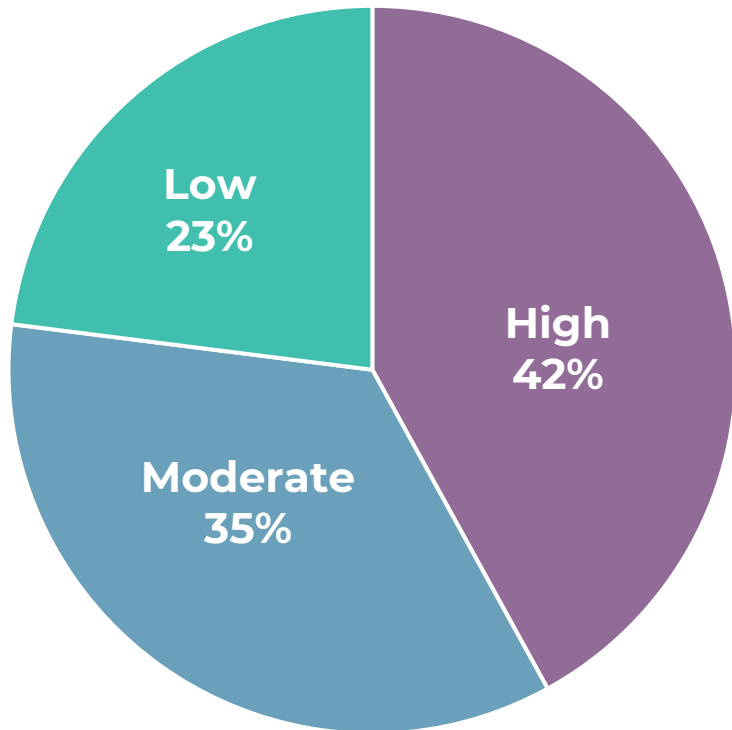
2.5 million Australians are not online



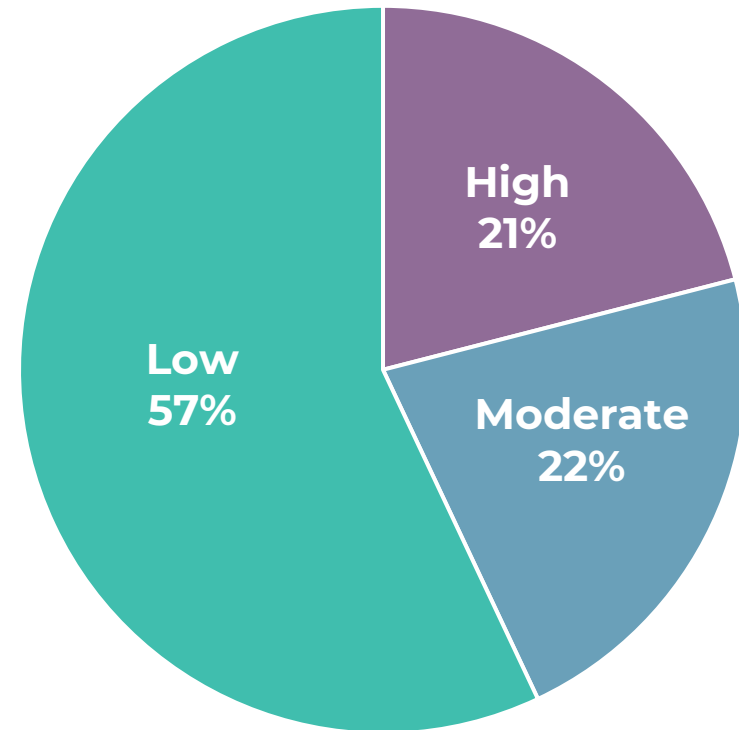
Source: Measuring Australia's Digital Divide The Australian Digital Inclusion Index 2017

Powered by Roy Morgan Research: RMIT University | Swinburne Institute for Social Research | Centre for Social Impact (Swinburne) | Telstra

50 – 69 Age Group

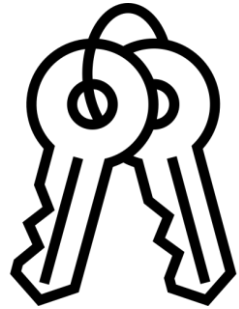


70+ Age Group



Source: Research Commissioned by the Office of the eSafety Commissioner, May to June 2017.
Respondents included 3602 adults aged 50 years and older in Australia.

Barriers to being online



Access

The availability and affordability of ICTs and the internet



Skills

The ability to use ICTs and the internet, also known as digital literacy



Motivation

The awareness of the benefits of being online



Trust

The knowledge of e-safety and e-security and feeling confident being online

Benefits to being online

Social connection	Continued education	Leisure activities
Greater access to health services	Greater access to public services	Overall wellbeing
Democratic participation	Money savings	Higher chance of employment



Email



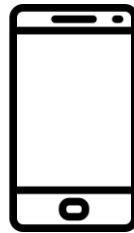
Texting and
calling



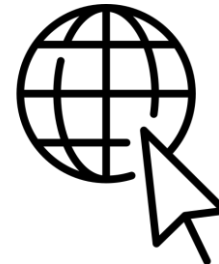
Managing
photos and files



Using
apps

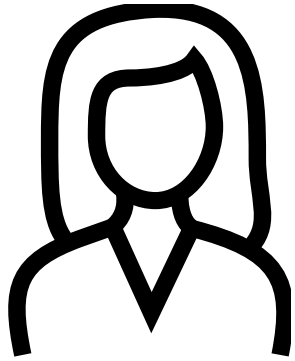


Getting to know
your device



Using the
internet

Online activities that will save you time and money



Seeking
Government
services



Online banking
and paying bills
online



Researching and
buying goods
online



**One-to-one
ratio**



**Tailored
support**



**Self-guided
learning**



Remote

OR



**Face-to-face
when safe**

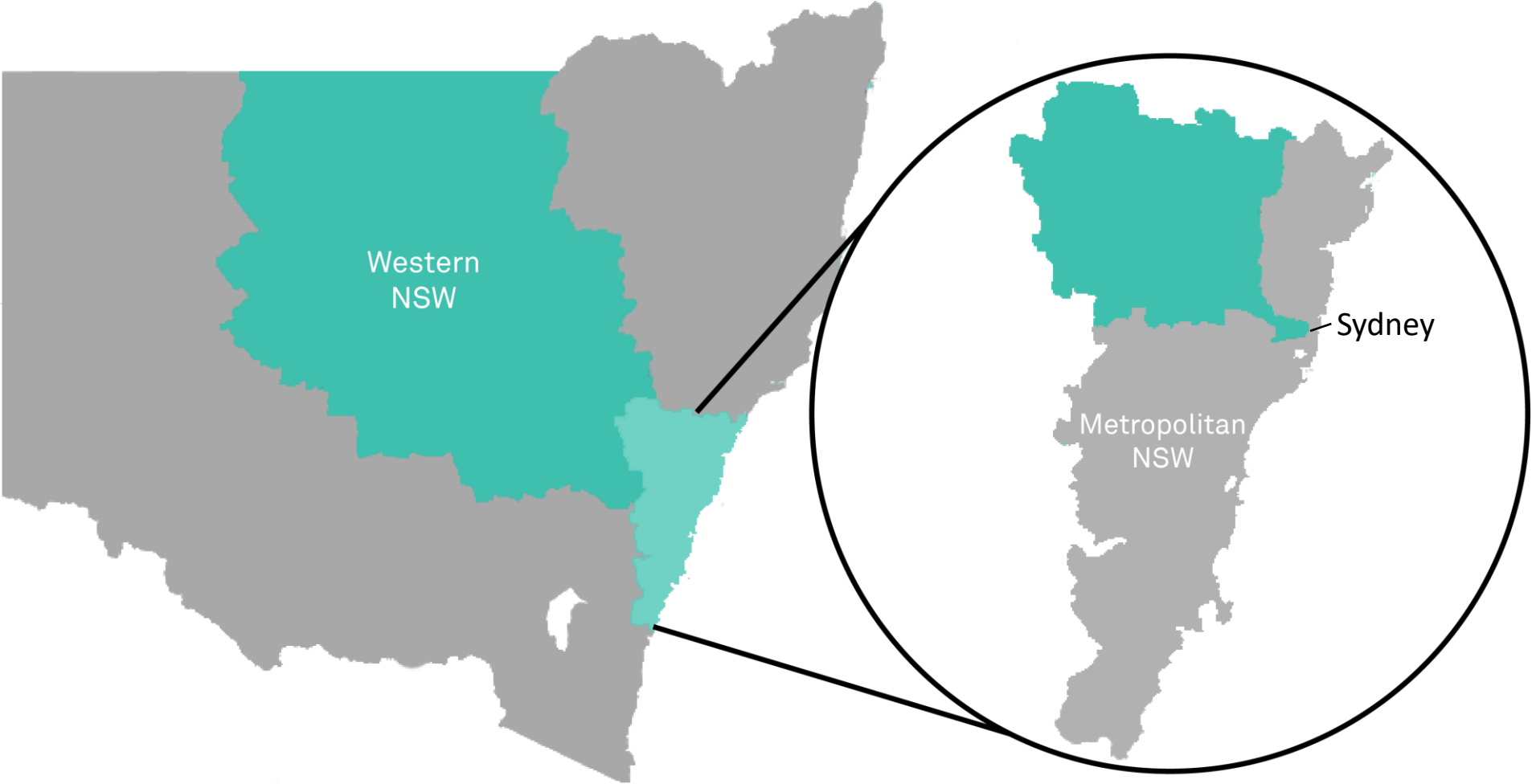


**Any
device**

72%
of over 50s
prefer
one-on-one
mentoring in
digital literacy

Source - Understanding Digital
Behaviours of Older Australians a
report for the eSafety Commissioner





Reaching potential Learners

Getting the word out there :

- ❖ **General publicity** in print, electronic and social media
- ❖ **Flyers** to targeted locations / organisations / events
- ❖ **Targeted publicity** in specific publications and locations (eg. Libraries and community information centres)
- ❖ **Building collaborations** with providers, service clubs and community organizations to establish partnerships
- ❖ Partner organizations “**spreading the word**”
- ❖ **Referral** to *Leep* can be undertaken by these organizations **on behalf on Learner** or the Learners can **self-refer**.

Recruiting Tech Mates

Getting the word out there :

- ❖ **General publicity** in print, electronic and social media
- ❖ Flyers to specific businesses, organizations and locations (eg. Libraries and community information centres)
- ❖ **Targeted publicity** in specific publications and locations, particularly; Volunteer focused publications and websites
- ❖ **Building collaborations** with service clubs and community organizations to encourage members to volunteer
- ❖ **Word of mouth** from current Tech mates to friend , colleagues and associates

New Learners

Contacted to ascertain/confirm:

- Location
- Specific device(s) – smartphone / tablet / laptop / desktop
- Learning needs – general use / messaging / emailing / f2f calls etc
- Mobility and other special needs
- Possible locations and times for delivery of support
- Possible support funding My Aged Care / CHSP

New Tech Mates

Contacted to ascertain/confirm:

- Location
- Specific device(s) – smartphone / tablet / laptop / desktop
- Particular skills – general use / messaging / emailing / f2f calls etc
- Mobility and other special needs
- Possible locations and times for delivery of support
- 2-part training provided
 - 1. Introduction
 - 2. Procedural /Induction
- Police Check and Fit2 Work processes completed
- access to ongoing learning and development

Implementation

- New Learners are paired with a **Tech Mates** whose skills and attributes best match the need of the specific Learner
- Sometimes the setting is in a **HUB** that hosts the sessions 9, eg. an aged care/community facility with possible more than one Tech Mate
- Often, the setting is a library or coffee shop and operates on a 1-to-1 basis.
- When sessions are completed, they are **logged on the database** that facilitates reporting to funding bodies
- **Tech Mates** schedule further sessions as required.

What does the future hold for *Leep*?

- A **new name** !
- Further **recalibration** of our delivery model to adapt to the evolving variable impacts of lockdowns and increased social isolation
- Developing our funding models to broaden the range of potential **sources of income**
- Seeking further funding that allows for the **provision of devices** to specific groups of Learners (eg. smartphones / tablets)
- **Enthusiasm** and **positivity** from a **dedicated staff**

Thank you – before questions

- You as delegates to the webinar
- Your Side for organizing the webinar and inviting me to present
- Lauranne for the introduction
- Aby for the technical support