Social Return on Investment Tech Savvy Seniors NSW CALD

Telstra Corporation Limited and New South Wales Department of Family and Community Services

May 2018

EY was engaged by Telstra Corporation Limited (Telstra) and the NSW Department of Family and Community Services (FACS) to evaluate the social impact created by the Tech Savvy Seniors NSW CALD program using the Social Return on Investment (SROI) methodology. This summary report presents the findings of the SROI evaluation undertaken and the social value derived as a result of the TSS NSW CALD training sessions conducted from July 2016 to June 2017.

Overall, EY's evaluation returned an SROI of 1:3.61 considering total investment and value created in this one year period. This highlights that the TSS NSW CALD program is a highly effective program to support senior CALD citizens increase their digital literacy and reflects the importance of digital literacy in today's economy.

Please note that all secondary literature references and detail of the modelling approach and assumptions are included in the full SROI report.

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Context to digital inclusion and older Australians

Digital inclusion can be defined as having access to information and communication technologies (ICTs), and digital services. Access to physical hardware alone is insufficient, and having the necessary skills, confidence and capabilities is also necessary to have "effective access". Fundamentally, digital inclusion is about social and economic participation and bridging the digital divide so that all Australians can make full use of digital technologies to enhance their quality of life and wellbeing.

Digital platforms and technologies are transforming the way we carry out our daily lives at an exponential pace. While older Australians are increasingly embracing the digital world, the digital literacy of older Australians is below parity with the Australian population as a whole. Findings from the 2017 Australian Digital Inclusion Index show that people aged 65+ are Australia's least digitally included aged group. The importance of improving the digital literacy (and ability) of older Australians has been recognised by the Government for a number of years to maximise the benefits of the digital economy for the community.

Tech Savvy Seniors NSW CALD program

The TSS NSW CALD program aims to increase the digital literacy, skills and confidence of Culturally and Linguistically Diverse (CALD) older Australians. The TSS NSW CALD program is supported by Telstra and the NSW Department of Family and Community Services along with the State Library of NSW with the objective of reducing the digital divide for digitally excluded CALD older Australians living in New South Wales. Currently, the CALD programs exist primarily in the metropolitan areas of Sydney. The program is primarily aimed at CALD seniors with no previous computer experience or who have limited skills and are seeking to develop their confidence and skills in technology.

The TSS NSW CALD program delivers free digital skills training using personalised face-to-face in-class group training sessions, mixed media 'self-teach' learning resources, language guides and other trainer guides. The bilingual trainers employed by the Ethnic Communities Council of NSW have amended initial Telstra training materials to be culturally and linguistically appropriate for the 9 languages other than English taught. The CALD training programs delivered in New South Wales between July 2016 and June 2017 were administered through grants to the State Library of New South Wales (SL NSW) from Telstra and NSW Department of FACS. SL NSW employed bilingual educators through the Ethnic Communities Council of New South Wales (ECC NSW).

Scope of evaluation

The objective of this research was to determine the socio-economic value of the TSS NSW CALD program between July 2016 and June 2017 and gather insights to inform future programs. An evaluative SROI seeks to assess how much social value has been created retrospectively based on outcomes that have already taken place.

This SROI builds on the previous SROI study (for the period January 2013 – June 2014) prepared by the University of Melbourne. For the purposes of this SROI, which focuses specifically on CALD participants, we revisited the previous outcomes identified and updated the Theory of Change and other valuation considerations to reflect an updated outcomes based evaluation framework.

Mapping and evidencing outcomes

From July 2016 to June 2017, 31 library branches across New South Wales delivered 263 CALD training sessions to 2,052 CALD participants. This is an estimated 506 unique participants who attended an average of 4 sessions per course.

To assess the effectiveness of TSS NSW CALD program over this one year period, EY developed an outcomes-based evaluation framework to test and evidence its impact on the cohort of participants from July 2016 to June 2017. This was achieved via a number of key steps:

➢ EY facilitated focus groups to identify material stakeholders, outcomes experienced, external factors, and their relevant importance.
➢ Along with secondary literature, this helped to inform a unique Theory of Change for the TSS NSW CALD program, which identified material outcomes to test further.
➢ Six material outcomes were identified and a measurement framework was developed to quantitatively measure the impact against these.

These steps taken to map and evidence outcomes are detailed further on the following pages.

Mapping and evidencing outcomes

a) Identifying stakeholders and establishing materiality

Based on the principle of materiality, the main beneficiaries of the TSS NSW CALD program were deemed to be the TSS NSW CALD course participants. A list of stakeholders associated with the TSS NSW CALD program were generated and reviewed against materiality criteria including: the stakeholder relevance in relation to the TSS NSW CALD program aims of the intervention, needs of the stakeholders and likelihood to occur in light of the external environment and social norms.

Stakeholder group	Description
TSS CALD Participants	The direct program participants are the primary beneficiaries who receive the majority of the outcomes. Through the focus groups, the participants expressed the benefits that have emerged as a result of the TSS NSW CALD program. Key outcomes include increased independence connected to increased knowledge and skills, increased self-esteem, increased ability to pursue hobbies and interests. The extent to which these outcomes were achieved is different due to different barriers and cultural backgrounds unique to each participant. One key variable we noted was English levels. CALD participants The extent to which CALD participants experience each outcome differs significantly based on their level of English proficiency. Notably, the barriers to entry for these participants are significantly greater. Fundamentally, cultural and language barriers prevent participants from not only understanding and learning basic digital technology skills, but also prevent ongoing access to online information and services, which are largely English-based content. Many participants noted the need for greater English skills before they would feel comfortable to increase their use of digital technology beyond basic purposes such as accessing information and hobbies online.
TSS CALD trainers and local library staff	The trainers and library staff involved with the TSS NSW CALD program noted they highly value the programs and experience personal benefits working with older citizens in their community. These include a sense of fulfilment and purpose in their work. Such benefits are however of lesser relevance to the fundamental purpose and aim of TSS NSW CALD program. For these reasons they are not the focus of this report.
Families of TSS Participants	Many participants noted that improving their digital skills has enabled them to have greater social connection with their families and friends who live far away via social media and email. It has reduced the burden on close family and friends as participants become more independent with daily activities such as catching public transport, looking up recipes and keeping up to date with news and events. The flow-on benefits for the families of participants were considered to be less significant than direct participants' benefits. As such, families were not engaged for this evaluation.
Wider community	Some participants acknowledged that greater digital skills has enabled them to be more involved in the community through social media and keeping up to date with events via online websites, and have had greater access to job websites. Greater involvement from older residents means communities are stronger, better connected and more resilient. However, this outcome was not seen as significant enough to measure the benefits of more engaged senior citizens in the community.
Government	In the long term, the Government will benefit from having a more digitally literate elderly community in Australia, in particular for the growing number from Culturally and Linguistically Diverse backgrounds. Not only will it improve the social objectives of connectivity and inclusion, but will also create savings through increased uptake of online government services and broader participation in the modern digital economy.

(Table 1) Stakeholder materiality

b) Engaging stakeholders

A stakeholder engagement plan was developed to understand the best approach to consulting with each of the stakeholder groups.

Table 3 below outlines the summary of stakeholder engagement undertaken.

| Stakeholder group	Variable characteristics of sample	Method of engagement	Number engaged
TSS participants	Gender Library location (geography) Age Language	Face to face focus groups	2 focus group session (15 participants)
TSS trainers and local library staff	TSS NSW CALD trainers from ECC NSW	Phone interviews	5 interviews

(Table 2) Stakeholder engagement coverage

In addition to the two participant focus groups held at Bankstown Library and Rockdale Library, EY also conducted 5 interviews with the TSS NSW CALD trainers, employed by the Ethnic Communities Council of NSW. These bilingual trainers each ran sessions across libraries participating in the TSS NSW CALD program. The trainers had an intimate understanding of participants' levels of confidence before and after the training sessions, their level of English proficiency, and were able to share their observations of program inputs and activities through their firsthand knowledge working with participants over a 12 month period.

The 5 trainers were picked to understand the experiences of the four major language groups participating in the TSS NSW CALD program: Cantonese, Mandarin, Greek and Arabic. EY also sought the support from the ECC NSW trainers to undertake the follow-up survey telephone interviews (n=48), to augment the qualitative findings and thereby refine the program logic model that underpins the SROI evaluation. The ECC NSW trainers did not interview any of the participants who had been involved in their training to prevent bias.

c) Theory of Change

The Theory of Change for the TSS NSW CALD program was developed based on the stakeholder engagement described above and a review of existing research into digital inclusion for older citizens in Australia.
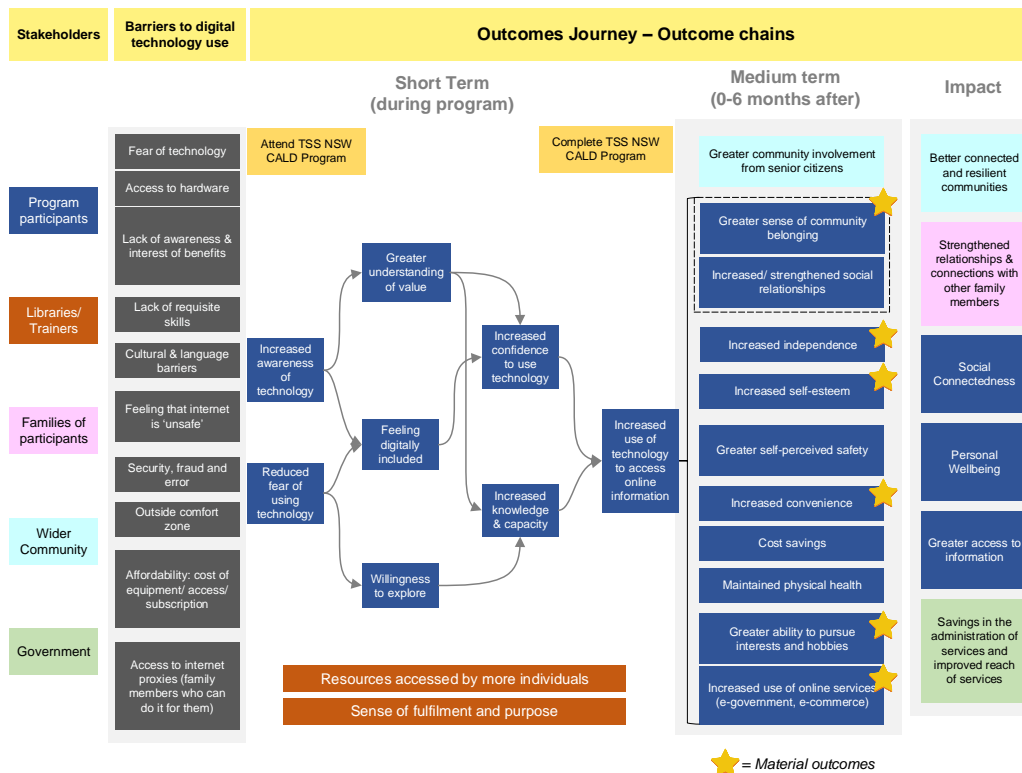
(Figure 1) Theory of Change

TOC stages and material outcomes of the TSS NSW CALD program

Six key causal stages were identified for participants who have undertaken the Tech Savvy Seniors NSW CALD program. It is important to recognise that each participant held different levels of skills and knowledge around digital technology prior to the course, which has impacted the extent to which these outcomes are realised.

Increased independence

The Tech Savvy Seniors NSW CALD program supported participants to gain fundamental knowledge and skills required to gain independence in using digital technology. *"I basically don't know how to use the computer before the course. Now I can start to do some little things e.g. Google, social media etc. although still basic"* (Parramatta Library program participant). *"I didn't know anything, I was a total beginner and I wanted to understand why technology is important"* (Rockdale Library program participant). *"[The course] has given me a really good [understanding] of all its uses"* (Rockdale Library program participant).

Many participants also noted the importance of reducing the fear they felt towards digital technology, and felt they had received minimal (if any) support from their family and friends to gain the necessary confidence and skills. *"My son is too busy, he goes through things too quickly and I can't keep up…or he does it for me and I don't learn"* (Bankstown Library participant). The sessions not only built confidence in the participants to try new things, but also increased their awareness of the possibilities of using digital technology and their interest in using the internet for a range of new applications. *"I was taught tips to give me more confidence"* (Parramatta Library participant).

Increased use of online services (government and business)

With increased skills and knowledge, participants acknowledged that they were more confident to access information online and, to a lesser degree, use online services for banking and Government services. *"I almost have no knowledge about the computer. After the course, I can search internet by myself"* (Castle Hill Library participant). Others said, *"I use the phone to look up the bus or train timetable…saves a lot of time and now I don't miss them"* (Bankstown Library program participant). *"I can go online before the course, but the course taught me more, so now I can do a lot more via internet"* (Kogarah Library participant).

However, for some participants they still had fear of using online services was and felt it was too challenging and that they required more skills to be able to do this confidently. *"I still worried about how to safely do internet banking"* (Kogarah Library participant). *"I think it is unsafe to use online banking etc."* (Bankstown Library participant).

Enhanced social connectedness

Once the participants are comfortable accessing information online, one of the key outcomes experienced was enhanced social connectedness with family, friends and the local community. This was especially noted by those participants completely new to using online technology. For these participants, many noted that they now use email frequently, and also have started to explore social media outlets such as WeChat and Skype. *"I communicate with family and friends more often now"* (Parramatta Library participant). *"I am very happy to have a lot of friends to communicate now"* (Parramatta Library participant).

For many CALD participants, their family and friends live overseas, making social media an important connector. *"Being able to speak with family and friends overseas using Skype has been amazing...I can see what my grandchildren are doing almost every day"* (Rockdale Library participant). *"My daughter recently had a baby and I can see her photos everyday"* (Bankstown Library participant).

In addition, many participants also enjoyed the social interaction with members of the community during the TSS NSW CALD sessions. They noted it was great to meet more members of their language community and many have stayed in touch outside the program. In addition, many have also increased their visits to the local libraries and started to participate in other programs on offer. There is a strong desire for English classes and follow-up TSS NSW CALD sessions.

Greater ability to pursue hobbies and interests

With the skills and knowledge to access online information, participants also highlighted the joys of exploring and pursuing their interests and hobbies online. For many participants, they felt this was one of the biggest factors that they felt had improved their daily lives as it opened up access to activities that they had never previously been able to do in their own language in Australia.

For example, looking up language content on YouTube was a common activity noted that had brought a lot of joy to participants' lives. *"I enjoyed very much after I discovered YouTube during the course"* (Kogarah Library Participant). Another participant noted *"I can watch videos via YouTube almost everyday"* (Castle Hill Library).

Some participants also expressed the excitement at being able to look up recipes online for dishes they had forgotten how to cook. *"I like looking up cooking methods"* (Strathfield Library participant). *"I like to look up recipes"* (Rockdale Library participant).

Increased self-esteem

For participants that have felt the benefits of increased access to online information and services, they started to express feelings of self-esteem as a result of being able to do things online by themselves. In particular, they feel a sense of achievement by not having to ask for help from family or friends for as many technical questions. A key success factor of the course was also the support of the bilingual educators. "There is big need to learn about technology particularly with our kids so busy and reluctant to help us. Such programs are very useful and important and the facilitator with their assistance and support" (Bankstown Library participant). "I almost have no knowledge about the computer. After the course, I can search internet by myself" (Castle Hill Library participant). However, it must be noted that a number of participants expressed concern over the lack of practice and memory loss since undertaking the course and would love to attend more follow-up sessions. "There is improvement however a little bit yes but need more training. Two or three sessions are not sufficient particularly for elderly people" (Rockdale Library participant).

Increased convenience

Once basic skills had improved, a key outcome experienced by participants was increased convenience and time savings as a result of accessing information online or using online services. Participants said, "I use internet to search bus/train timetables, it is so easy and convenient" (Kogarah Library program participant). Others said "For example, if I wanted to search some health information, I can now easily get online." (Castle Hill library participant). "I can find information I needed online which saved lots of time" (Hurstville Library participant). It also supported job hunting for a few participants who found traditional methods in the local papers difficult and time consuming. *"I found a job online...much quicker than looking in the paper"* (Bankstown Library program participant).

Unintended or negative outcomes

Despite the affirmative feedback and sentiments shared by the participants and trainers, there were a handful of comments that indicated some participants felt technology was daunting once they understood the basics better. Although they left with a better grasp of using basic technology to access the internet and/or to use their smart phones, they also felt their fears that technology was complicated were justified.
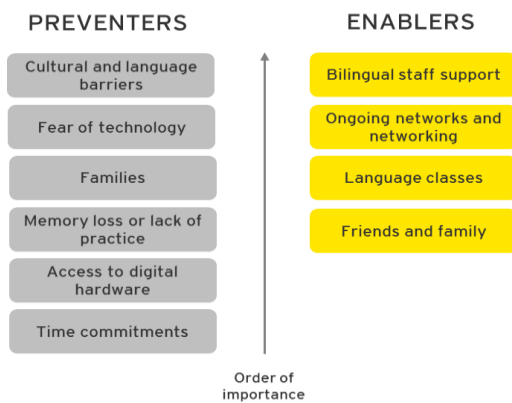
Preventers and enablers

As no program exists in a vacuum, it is important to understand the role that the TSS NSW CALD program plays in relation to other factors which may influence outcomes. A number of other factors were identified which either play a preventing or enabling role in the success of the TSS NSW CALD program.

The stakeholder engagement focus groups and the ensuing process to develop the TOC brought in to focus the following factors that were raised and critically ranked by the participants of the focus groups. The following factors are useful consideration for future program development and enhancement opportunities.

The overall findings are summarised in order of importance below and further explained in greater detail.

(Figure 2) TSS NSW CALD program preventers and enablers

Preventers

Preventer 1: *Cultural and language barriers*
Management or mitigation actions: All the participants of the TSS NSW CALD program are from CALD backgrounds. The TSS NSW CALD program employs educators through the Ethnic Communities' Council of NSW skilled in the required languages to teach the program and understand the cultural needs of their group. The delivery of the program, including the program material provided, is available in multiple languages. The low levels of English proficiency continue to hinder participants' ability to progress their skills after the course, many noting the desire to improve their English skills further.

Preventer 2: *Fear of technology*
Management or mitigation actions: Many participants noted that their lack of understanding of technology instilled fear in them to use digital devices in case of doing something wrong. This program is designed to teach basic skills and educate participants on how to use technology usefully and safely. Participants are also grouped amongst other complete beginners giving them permission not to know and feel safe asking basic questions.

Preventer 3: *Families*
Management or mitigation actions: Participants noted that their families are often impatient, too busy and too inconsiderate of the time needed to support elderly family members to learn how to use ICTs. In some cases, they do it for them, instead of teaching them how to do it themselves. This program provides the opportunity for one-on-one support from the bilingual trainers throughout the course to encourage participants' learning.

Preventer 4: *Memory loss or lack of practice*
Management or mitigation actions: Participants are given the training material to take home, however they often noted that they easily forget the skills they have learnt and required more follow-up training to ensure they have a safe opportunity to practice their new skills and ingrain them into daily life.

Preventer 5: *Access to digital hardware*
Management or mitigation actions: Some participants do not own any digital device (smartphone, tablet or computer). As such, their ability to use technology is limited. The program supplies the participants with the relevant technical device during the session to learn on.

Preventer 6: *Time commitments*
Management or mitigation actions: Some participants do not attend all the TSS NSW CALD program sessions due to family, health or other commitments. This limits their ability to engage with the full program material. Trainers ensure they review and go back to any material in previous workshops that has not been well-understood, however note this can take large amounts of time.

Enablers

Enabler 1: *Bilingual staff support*
Maximisation action: As a core part of the program, the ECC NSW educators understand the cultural and language barriers for many participants to using digital technology, and have developed the basic training materials in Languages Other Than English to adapt to cultural and community nuances. The trainers form the fundamental core to the success of the program and the support provided to the participants. Many have continued to communicate with participants via WeChat or text message after each session to ensure they are up to date with follow-up sessions and any new opportunities at the local libraries. Many programs often also have one or two other support staff in the sessions to provide extra one-on-one support with technical or language difficulties.

Enabler 2: *Ongoing networks and networking*
Maximisation action: Many trainers stay in touch with the participants once the program has finished to inform them of more training or opportunities available to learn about language or ICTs. This was noted as extremely important (by both the participants themselves and the trainers) to ensure the outcomes experienced were supported after the program as much as possible. Some trainers noted they are still in contact with participants today via phone and social media forums such as WeChat, which is a great example of the success of the course.

Enabler 3: *Language classes*
Maximisation action: Libraries are very aware of the language needs of TSS NSW CALD participants (and the wider community), and offer language classes. Some participants noted they are going to these classes so that they can better use the internet, and are keen to participate in further TSS NSW CALD programs.

Enabler 4: Friends and Family
Maximisation action: Participants are encouraged to practice using technology such as social media with friends and family in Australia and overseas to ensure they are able to ingrain the practices in daily life.

Case studies

A range of insightful case studies on the enriching nature of the program were captured during the stakeholder engagement process from both participants and trainers. These not only supported the development of the Theory of Change, but also allowed for a deeper understanding of how the program has impacted participants' lives.

TSS NSW CALD Participant (Bankstown Library), **on the social benefits of the program.**

For a Bankstown Library student, he found the course extremely valuable for a range of social benefits. Firstly, coming to the classes and meeting members of the local community were a benefit in themselves.

"It is good coming to classes, to meet other people in the community…we come to library together now. Helen is very good to speak with".

In addition, he has found it valuable to be able to interact with family members overseas.

"I communicate much more with family and friends in China now".

The new skills have also given him the confidence and ability to find interesting things online, and even helped to find a job.

"I am able to find lots of information I am interested in".

"I found a job online…much quicker than looking in the paper".

TSS NSW Participant from Parramatta Library (Mandarin), **on the impact of the program.**

A Mandarin student from the Parramatta Library program has gained a lot more skills and confidence from the bilingual support provided by the TSS CALD program.

"I had tried other courses, but I found this course matched my needs most".

Prior to the course, she was fearful of technology and unsure how to use it in her daily life.

"Before I was not sure how to using internet, now I am much more confident to use different ways to find information on the internet".

It has allowed her to enjoy more independence and activities at home.

"When I am home alone, it is so helpful to have internet like Google and YouTube".

TSS NSW CALD Participant (Kogarah Library), **on the effectiveness of the program.**

For a Kogarah Library student, the TSS NSW CALD program has increased her use of digital technology significantly.

Prior to the course, she rarely used a phone or tablet, however she feels that her basic level of confidence has really improved.

"I feel more confident using technologies and willing to learn new things from family and friends".

She now uses it regularly to pursue interests and hobbies online like looking up recipes and watching dramas in Mandarin.

However, she also recognises that there is still much to learn and wishes to pursue more courses.

"I would love to come for more sessions".

NSW CALD Trainer (Mandarin) **on the challenges faced by TSS NSW CALD Participants**

Helen is a Cantonese and Mandarin educator from the Ethnic Communities Council of NSW, who ran the TSS NSW CALD training sessions at over 8 libraries around metropolitan NSW.

Many of her students came to the class with a fear of technology, but a strong desire to learn for themselves more about technology. They felt their desire to learn was hampered at home, as their kids did not wish to teach them and had no patience to do so. Interestingly, compared with Mandarin participants who Helen felt enjoyed the social components of the course more, Cantonese students had a much stronger work ethic to simply learn.

Helen noted that most students had no interest in computers, and preferred to learn about iPads and tablets. Of note, Helen highlighted the challenges of the English keyboard on the computer as they don't know how to type, whereas tablets especially give them the ability to hand write or change to a different language keyboard or use visual images.

Helen felt the program gave them an increased sense of independence as they gained skills to access online information. She noted strong uptake of reading newspapers, watching movies and looking up pictures in language. They loved being able to pursue interests they had not been able to in language. In addition, joining the social media platform *WeChat* was easy to use and increased their social connections.

Her students also felt that they felt they were able to look up useful tips to help with daily life, which translated to increased convenience in their lives (i.e. public transport).

Importantly, after the sessions she noted that students felt empowered and experienced greater self-esteem as they began to teach their friends who hadn't undertaken the course.

d) Evidencing outcomes

In order to evidence the incidence and magnitude of outcomes identified through the stakeholder engagement phase, data was collected by the ECC NSW trainers via a survey over the phone with participants. This was supported with secondary research.

First, TSS participants were asked 8 preliminary background questions to understand key demographic factors and prior technology use. The results are outlined below.
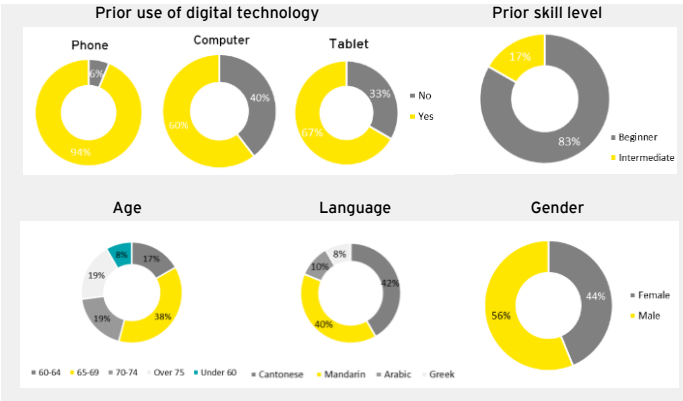

(Figure 3) Breakdown of background information

Material outcomes and magnitude of change

Based on stakeholder engagement, literature reviews and the TSS NSW CALD program logic, the following final six material outcomes for TSS NSW CALD participants were identified:

➢ Increased social connectedness
➢ Increased independence
➢ Increased self-esteem
➢ Increased convenience
➢ Greater ability to pursue interests and hobbies
➢ Increased use of online services (mainly Government and business services)

Based on the overall change evidenced across the six material outcomes, the TSS NSW CALD program improved the digital literacy and digital inclusion of 506 older Australians in New South Wales from July 2016–June 2017. Significant positive improvements in the lives of the two cohorts of participants (Complete Beginners and Beginner-Intermediates) were recorded across all six material outcomes as seen below.
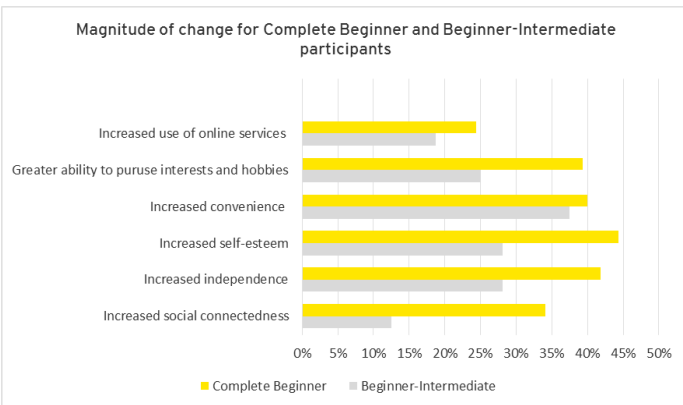
(Figure 4) Material outcomes and magnitude of change for participant cohorts

Application of learning

Respondents were asked to select from a range of information types that they have accessed online. The results are indicated in the figure below.
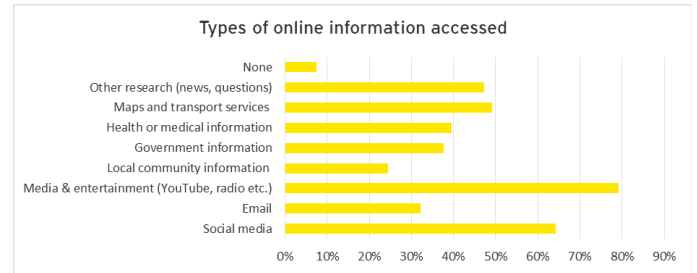
(Figure 5) Types of online information accessed

As shown above, the most popular types of information accessed are media & entertainment (79%) and social media (64%). Other services and information are also accessed by many participants such as health, transport, government information. Interestingly, email is used significantly less for CALD participants.

In determining the likely benefits of using online services, data was also gathered on the types of online services being utilised by participants following the course. Participants were again asked to select all online services which they regularly accessed. The results are shown in the figure below.
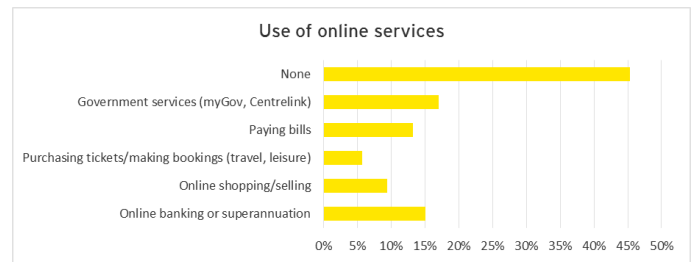

(Figure 6) Use of online services

Our findings showed that a large portion of CALD participants (45%) do not use any online services. The biggest change in online service use relates to the use of Government services (17%), online banking (15%) and paying bills (13%). This highlights the barriers still present for many CALD participants to apply their increased knowledge of accessing online information to then use online services, which is a key outcome the Government would like to address to ensure digital inclusion.

Frequency of digital technology use

As a result of the positive outcomes experienced by participants, overall use of phones, computers and tablets increased for participants after the program outlined below.
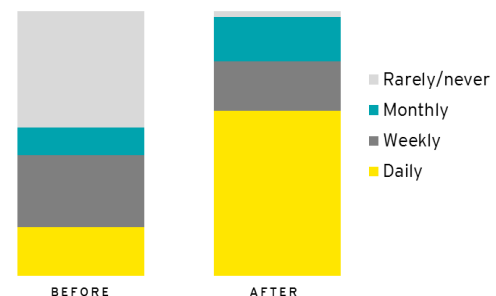
(Figure 7) Frequency of digital technology use before and after

Social Return on Investment

The quantitative results from the research show that from a return on investment perspective, the TSS NSW CALD program is a highly effective and successful program to enhance digital literacy in Culturally and Linguistically Diverse older Australians, providing over three times the social returns for each equivalent dollar of value invested. Overall, the TSS NSW CALD program has returned $3.61 for each dollar invested during the 12 month period between July 2016 and June 2017.

Investment	Social Return on Investment ratio
$ 1	$ 3.61

(Table 3) TSS NSW CALD SROI ratio

The strong ratio achieved through a relatively simple program reflects the importance of digital literacy in today's economy. Even small improvements in ability and confidence to use online technology has opened up a range of wellbeing benefits for these CALD senior citizens.

Outcome conclusions and key insights

The Tech Savvy Seniors NSW CALD program delivered between July 2016 and June 2017 has been effective in achieving its aim of bridging the digital divide for thousands of Culturally and Linguistically Diverse older Australians by delivering free or low cost digital skills training.

The following key outcome conclusions were drawn from the study:

➢ The main barrier to using digital technology for CALD participants is their level of English proficiency. Fundamentally, cultural and language barriers prevent participants from not only understanding and learning basic digital technology skills, but also prevent ongoing access to online information and services, which are largely English language-based content. Many participants noted the need for greater English language proficiency before they would feel comfortable to increase their use of digital technology beyond basic purposes such as accessing information and pursuing hobbies online. Beyond the language barrier, key barriers also include fear, lack of knowledge and skills and lack of support from family or friends.

➢ Our research shows that the more novice the participant, the more likely they are to benefit from learning sessions such as these. Complete Beginners derived move per-capita value from the TSS NSW CALD program, experiencing a higher percentage of change across the six material outcomes, compared to the Beginner-Intermediate participants. Beginners also attributed more of the change they experienced due to the program.

➢ Participants associated a positive change across all six material outcomes, with the most profound improvements for the outcomes increased convenience, increased self-esteem and increased independence and increased social connectedness.

➢ Our findings suggest the most valuable saving relates to convenience and saved time from accessing information without going through libraries, transport stations and other services offices. This time saving is likely to become even more profound as the trend towards digitisation continues and the role of information communication technologies becomes even more critical to modern life.

➢ Beyond the relief of practical burdens, indirect wellbeing value was also created through improvements in individual's ability to keep up with family, friends and community. Increased independence and correlated improvements in individual's sense of self-esteem for participating in the digital space are important benefits of the TSS program. Being part of the digital age has a profound impact on feelings of empowerment and participation in society today.

➢ Findings shows that CALD participants' uptake of using online services such as Government services and online banking is still significantly lower than English speaking senior citizens. Many expressed a fear for using online services, and noted the challenge of English as a second language.

➢ Overall, the TSS NSW CALD program has been run in an extremely professional yet personalised manner with combined support from the State Library of NSW and the Ethnic Communities Council of NSW. The support from ECC NSW to provide committed bilingual trainers has been a key benefit to ensure consistency and continuity from program to program, with each educator providing training in up to 8 library branches. This cross-collaboration effort in NSW has been highly effective in translating learnings and feedback from each course, and educators have found the knowledge sharing and teaching process to be highly engaging.

Improvements to the TSS NSW CALD program

A range of key recommendations have also been highlighted based on insights from stakeholders (participants and trainers) interviewed during the evaluation process. This feedback provided could further enhance the outcomes experienced, increase participation rates, improve effectiveness of program delivery and finally enhance the value of the program. The following key insights on program design and delivery were recorded in the context of maximising future value from the TSS NSW CALD program.

➢ **Course content and course design**: Some participants felt that the courses were too short and lacked adequate time to allow for participants to pick up the skills required. Some participants felt that there was a lot of information provided, with inadequate time to comprehend each element. These participants felt this hindered their ability to embed the technical skills learnt into their daily lives. Moreover, many participants noted that there were varying levels of technical ability and language proficiency in their courses. As such, beginner participants often felt the more advanced participants were not allowing them enough to time to learn and practice the basic skills. Trainers also found it difficult to manage courses that had participants with varying levels of technical skills and language levels. They found that beginners often wanted much more one-on-one support that was not possible. Some participants also noted the challenges with having both android and apple products in the classes. As the user interfaces for these operating systems is completely different, it made it hard for some participants to follow along and understand how to do certain tasks.

➢ **Additional sessions:** TSS NSW CALD programs have been extremely successful. However, many participants expressed the desire to attend additional follow-up sessions and language classes in order to further improve their digital skills. In particular, they would like these to be specifically designed for following up and practicing the skills they have learnt so far, as they find that poor memory and lack of practice has often made them forget much of what they learnt initially. For those participants keen to do another course, many expressed that they cannot find out the relevant information from their local library. Often, the local libraries were unsure of when/if/how many future TSS NSW CALD sessions would be run. As noted in out sensitivity analysis, reducing the drop-off will considerably increase the overall value of the program.

➢ **Evaluation process:** Most participants and trainers alike found the evaluation forms time consuming to fill in. Many trainers noted that have online forms that could be filled in via tablet would be a great way to capture the data while also providing an extra digital training component of the course. This would also support greater online tracking of unique participants, which currently is not done. Tracking is only done per attendance per session, rather than per participant across multiple sessions. Finally, it could be a valuable process to track longitudinal trends in ICT use by senior citizens.

➢ **Cost of delivery:** Most participants noted this was the only free program designed for CALD seniors. While some of the participants have also attended other tech training programs, most noted that they had not found any other free training courses. Nor had they found any free programs designed specifically for CALD seniors. As such, these programs are seen as extremely valuable to the participants and are very much appreciated. Many participants noted that they continue to value and use the resources provided during and after the course, and continue to stay in touch with the trainers.