



Computers in Homes
Rorohiko i roto ngā Kāinga

Computers in Homes Half-year Report

JANUARY 2017

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Computers in Homes is an initiative of the 20/20 Trust. The programme receives support from the Ministry of Education as well as numerous business and community partners.

Website: www.computersinhomes.org.nz

The 20/20 Trust is a registered charitable Trust, established in 1996.

Website: www.2020.org.nz

Front cover: Zara Neill, and her children, with her ICDL certificate; another step towards growing the skills and confidence to help her move into office work.

A new approach for Computers in Homes

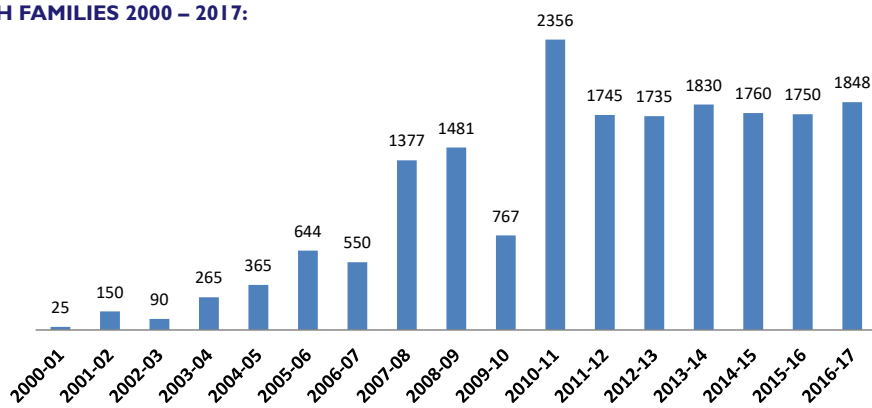
Sixteen years ago when the first families graduated from a *Computers in Homes* programme, the 20/20 Trust set out on a mission to help connect every family with school-aged children to the internet and provide parents and whānau with basic digital skills. The first programme at Cannons Creek school in Porirua supported 25 families. By June 2017, nearly 19,000 families will have participated.

The expansion and longevity of the programme is largely due to the long-term financial support of successive governments and the commitment of government agencies, especially the Ministry of Education, as well as a national network of partners who deliver the programme to their local communities.

With current resourcing the programme supports around 1600 families each year, including 100 recently-arrived refugee families. Census 2013 revealed that 62,000 families with school-aged children did not have access to internet in their homes. We estimate that as at the end of 2016 there were still around 40,000 households with school-aged children not connected. We think a new approach is required.

The component elements of *Computers in Homes* build on the four pillars of digital inclusion – motivation, access, skills and trust – and this is partly why the programme has been so successful.

CIH FAMILIES 2000 – 2017:

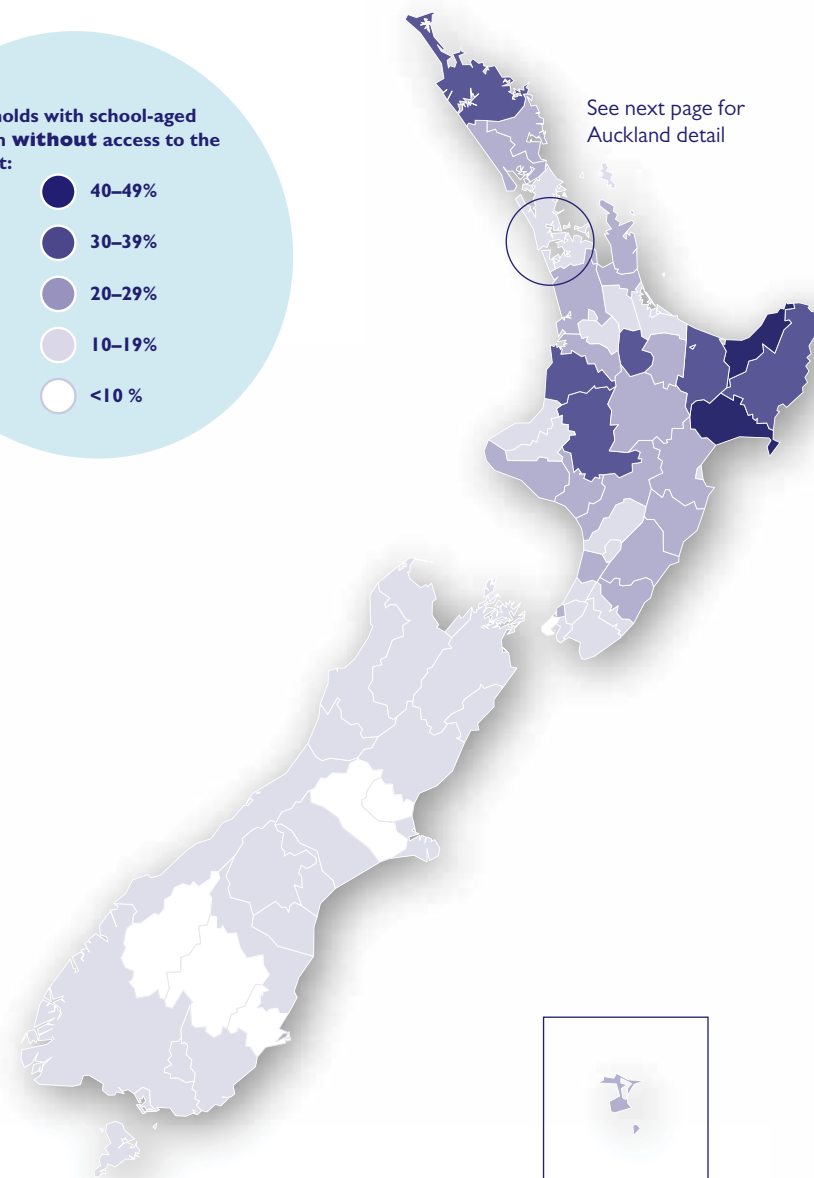
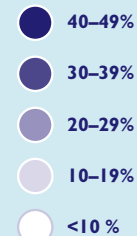


Computers in Homes is built on the assumption that parents want the best for their children and by giving them (the parents) some basic digital skills and tools, they are better able to support their children's learning. But we continue to discover much wider outcomes and benefits for families and their communities.

This half-year report focuses on outcomes. *Computers in Homes* has supported 838 families during the first half of the 2016/17 funding year (July to December 2016). We survey a random sample of parents after 12 months to find out what difference the programme has made to their lives and that of their children. Around 30% of families report that their children are now performing above average at school. The Ministry of Education also surveys principals of participating schools; in 2016, 86% principals acknowledged that the programme contributes 'a lot' or 'quite a lot' to families becoming more engaged with their children's education.

We also ask families to comment on any changes in their own lives. During the year, 26% reported that they had secured a job or gained a promotion and 30% reported that at least one other adult in the same household had also secured a job or a promotion. The 'success' stories in this report from programme participants underline just how much the programme has contributed to their digital confidence and engagement with their communities.

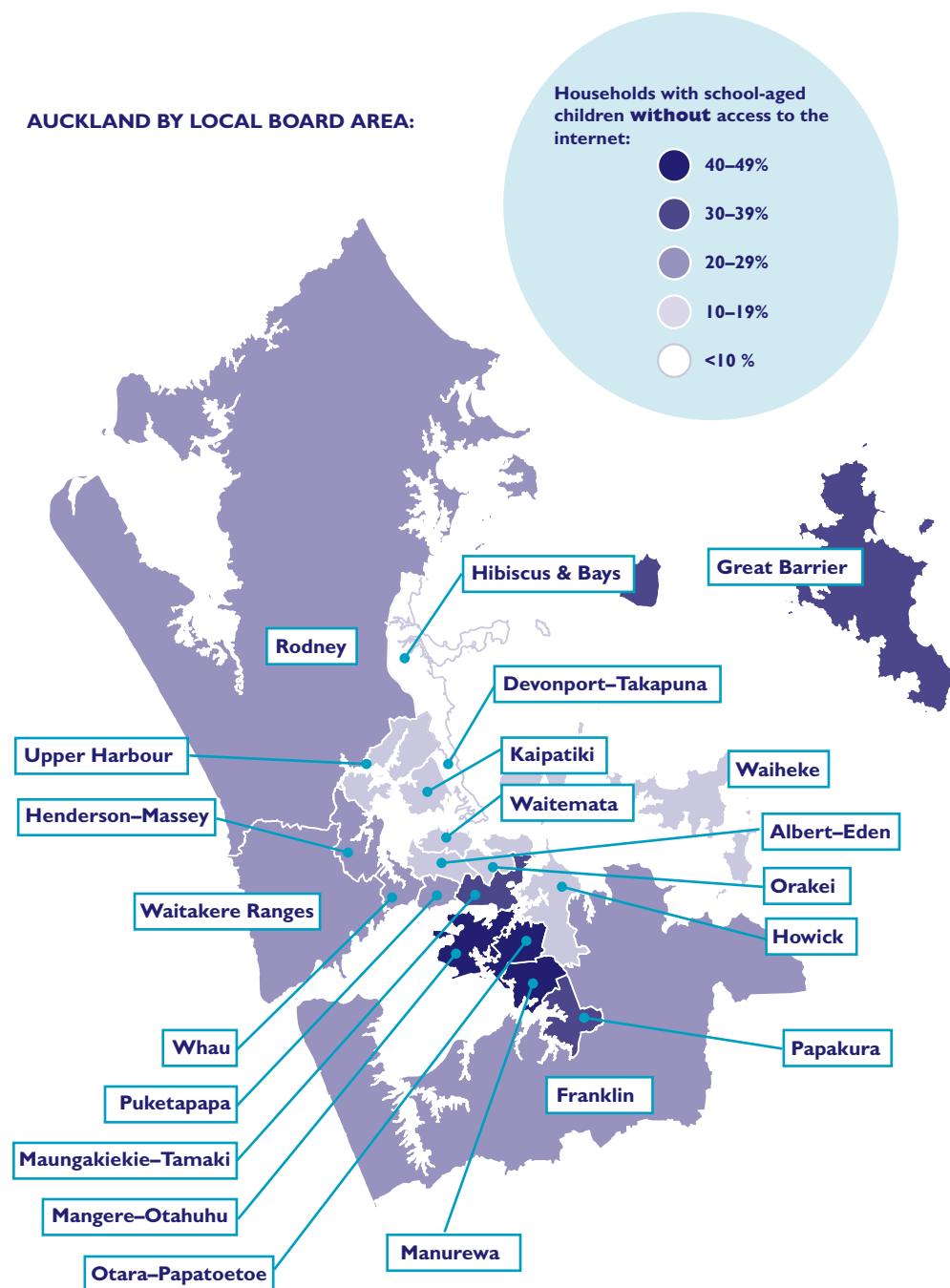
Households with school-aged children **without** access to the internet:



CHATHAM ISLAND

Source: Statistics New Zealand 2014

AUCKLAND BY LOCAL BOARD AREA:



Source: Statistics New Zealand 2014



Sue West, Auckland Area Manager for the 20/20 Trust, with Victor Gonzales - the first Computers in Homes family to receive a Spark Jump connection.

There is also evidence that families are using their computers and internet connections to transact with government online, supporting the Government's Better Public Services Result 10 target. Around 70% of *Computers in Homes* families transacted online with Work and Income as well as with Inland Revenue during the year.

A welcome development during the last six months has been the launch by the Spark Foundation of Spark Jump, a pre-pay internet service that enables families with school-aged children to obtain internet access for \$15 a month; while data is capped at 30GB, families do have the choice to top up their accounts whenever they like. This service is currently restricted to 4G mobile phone coverage areas, but is already reaching many of the low income communities supported by *Computers in Homes*. Families who struggle to sustain a monthly internet account are welcoming this choice.

The other recent development is the impact of competition amongst internet service providers for internet packages. During the last 6 months, 56% of all CiH families already had an internet connection bundled with their telephone line (compared with 38% in 2015-16 and 33% the year before).

This is one reason to rethink the internet connectivity component of *Computers in Homes* – much more targeted assistance can be provided to the families who are hardest to reach and are unable to benefit from commercial developments. We continue to support local community wireless internet services using the local school as a hub.

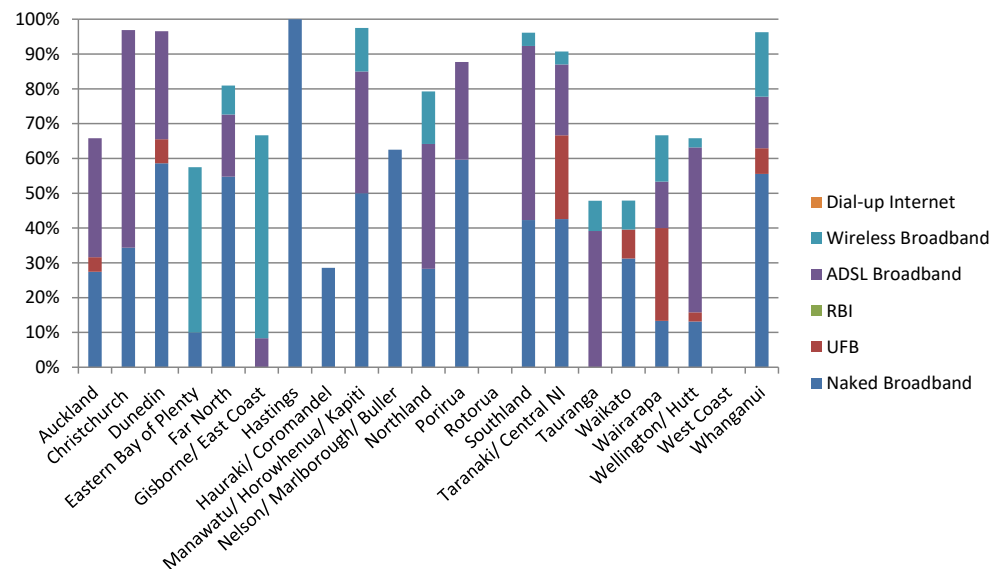
For the last 12 months we have also implemented a more flexible approach in terms of the range of equipment being offered to families. We now

included refurbished laptops as well as desktops, and also Chromebooks for families in schools with BYOD policies. We have received positive feedback from parents who have welcomed the opportunity to have access to, and learn more about, the devices used by their children at school. This has had a direct (positive) impact on the CiH technical support budget, so while we still offer families 12-months support, the type of support now required is more about insurance and warranties than physical maintenance and software management.

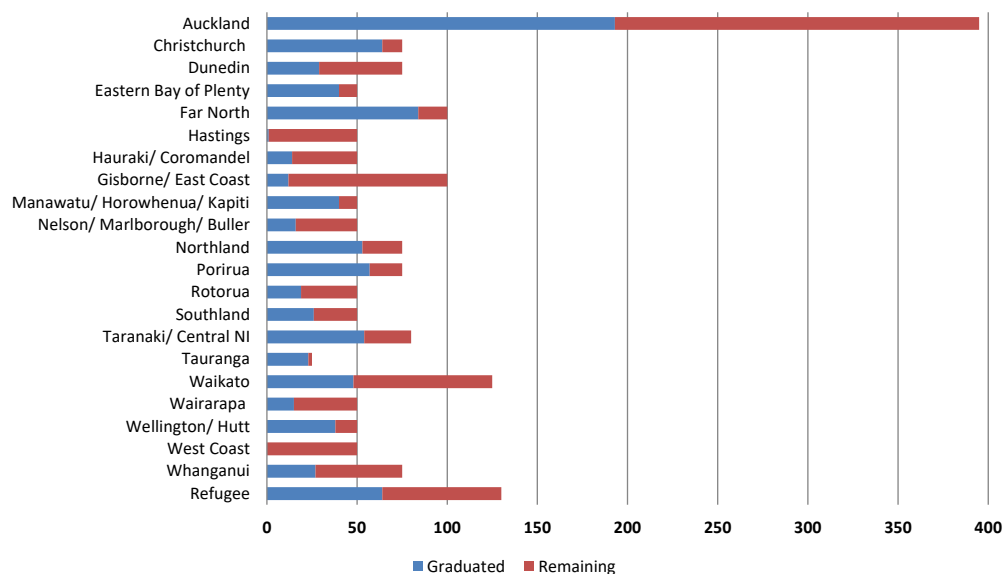
We have also been developing a more flexible training module, by aligning with other education initiatives. A good example has been our partnership with the Te Awakairangi Access Trust in Lower Hutt to support students and their families on a Summer Learning Journey programme over the 2016–17 school holidays. The objective is to encourage students to continue reading and writing over the school holidays by blogging and responding to feedback from international mentors. Our part has been to help parents obtain access to a suitable digital device (a Chromebook in this case) and an internet connection, as well as to provide basic digital literacy training.

Another good example is the Digi Māmā programme in Tairāwhiti. This uses the core elements of *Computers in Homes* – training, digital devices, internet connectivity and support – but is being delivered by Tairāwhiti REAP to address the specific health needs of young Gisborne and East Coast mothers. We have appreciated the funding support of Hauora Tairāwhiti and the Eastland Community Trust to pilot a new integrated approach for addressing digital exclusion challenges.

TYPE OF CONNECTION BY REGION:



NUMBER OF PARTICIPANTS GRADUATED (31 DECEMBER 2016):



A third example is our partnership with Public Libraries New Zealand and the rapid expansion of Stepping UP digital training modules in libraries. By the end of 2016, the number of participating libraries and community centres had increased by 75%, with nearly 80 partners now delivering the programme or planning to do so in 2017.

These models signal how we view our digital literacy programmes developing in the future –

integrated with other learning, health, community and job readiness programmes – delivered by a national network of partner organisations.

We welcomed three new partners specifically to support *Computers in Homes* in 2016/17 – Ngā Pūmanawa e Waru in Rotorua, Tairāwhiti REAP in Gisborne and Te Taiwhenua o Heretaunga in Hastings.

STEPPING UP SUCCESS STORY

There's something special about our Stepping UP Programme. To pinpoint 'what' is difficult as there seems to be a myriad of reasons why it's working so well, but perhaps the most obvious reason is that it's filling a gap in community education that is not found elsewhere.

With no set fees and no set hours of compulsory attendance, Stepping UP allows people the freedom to focus on the subject(s) of interest to them. Participants choose what they want to learn, how often they would like to attend and then do so in the friendly environment of a public library.

And it's working. Feedback from our online survey is wonderful, along with emails sent by individuals who "just had to let you know" how much they enjoyed their session.

"Dear Sue, before Paul arrived, we discussed the loss of face (and worse) getting technical advice from grandchildren. Paul and his wisely chosen assistant were brilliant. With humour, good naturedness, and top knowledge, Paul once again elevated everyone's technical self-esteem, confidence and iPhone literacy. His assistant answered individual questions with patience and without a whiff of frustration. Paul is seriously user-friendly. He is much appreciated. Well done Library team!" said Trudy from Masterton.

Whilst there are plenty of online videos and forums, there's nothing quite like having a trainer on hand when you're feeling confused. Being able to clarify your thoughts straight away aids the comprehension process, and learning how to use a particular software application in two hours has to be time well spent.

"To Darren and team. Thank you very much for helping me with my computer lessons. I enjoyed learning plus I'm very thankful to you all for what I learned from the computer courses. Now I can email and talk with Skype to my family and my son. Have a good day. Love and Blessings" said Titia from Paraparaumu.

Stepping UP is appealing to people from all walks of life and age groups. From people who just want to refresh their prior knowledge, to others who are tired of not knowing how to use a computer and decide 'now's the time'. With fourteen new libraries coming on board during the first half of 2017, there will be a significant rise in access to our programme, and that can only mean good things for our community digital literacy and fluency.



Brendan Healy enjoying his Digital Photos session at Blenheim District Library in September 2016.

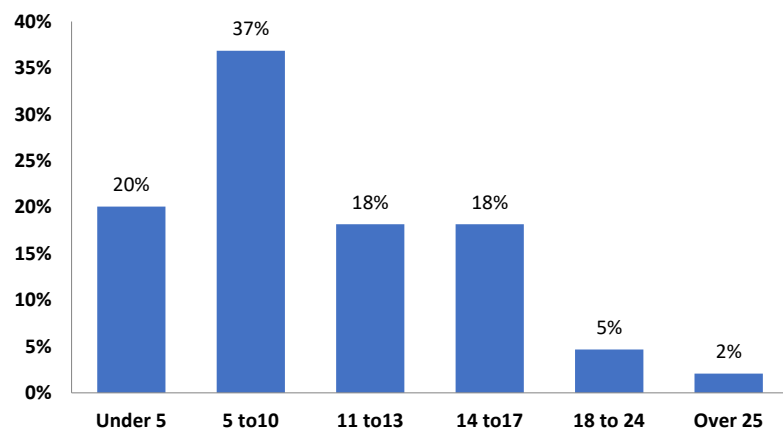
Research Outcomes

In 2016, we modified our approach to the *Computers in Homes* survey research. As of June 1, 2016 a random sample (no longer the whole cohort) of graduating families complete follow-up surveys at 12 months and 18 months post-graduation (n=200). We have put procedures in place to get a high response rate from this random sample so that our reported outcomes better represent the experiences of all groups participating in the programme. Many CiH families are transient, changing contact details several times over a year. This approach, where coordinators have only a handful of families to keep contact with over 18 months, makes the task of following up on participants over time workable.

From June 1 to December 31, 2016 there were 53 responses from our random sample to the redesigned 12-month follow-up survey that now includes questions about more current internet use issues. Between January 1 and December 31, 2016 the original follow-up survey was completed by 241 families who had graduated before we made changes to the research approach. Some outcomes from both groups are reported below.

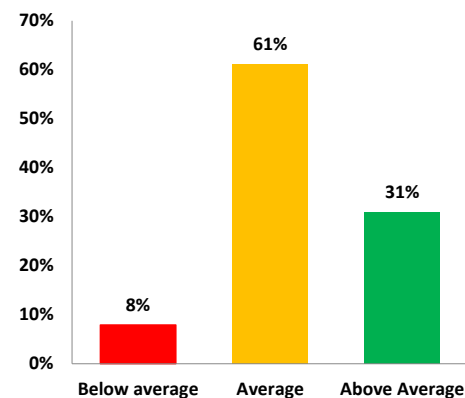
In this report, we present participant responses to a number of questions in diverging stacked bar charts where positive and negative values are aligned around the neutral category or the midpoint of the scale. Positive responses are stacked to the right and negative to the left. This allows the reader to more easily interpret relationships between responses.

AGE OF CHILDREN IN CIH FAMILIES:

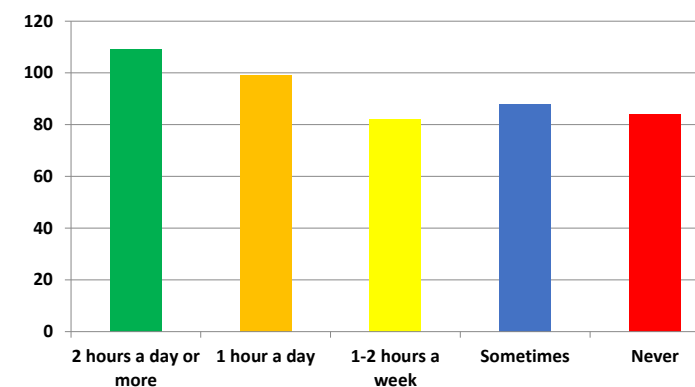


On average, there are 3 children under the age of 18 living in *Computers in Homes* households. Many households have only one child at home while others have 5, 6, 7 or 8 children living at home needing to share the family computer. The largest group of children (37%) are of primary school age, 36% are between 11–17 and 20% are preschoolers. Parents tell us they are happy with their children's performance at school, performing average (61%) or above average (31%) as gauged from their communications with the school. We ask parents about their children's use of the home computer for learning and school projects. Frequency of use varies from family to family with 25% reporting that their children spend 2 hours a day or more on research for homework. On the other hand, 20% report their children never use the computer for school projects but these may be households with very young children.

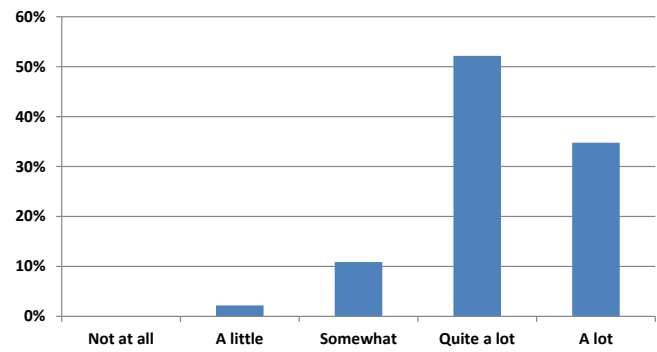
HOW ARE CHILDREN PERFORMING AT SCHOOL?



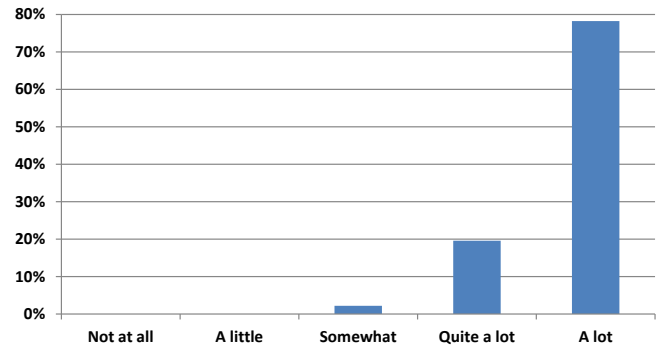
CHILDREN'S USE OF INTERNET FOR HOMEWORK & RESEARCH PROJECTS:



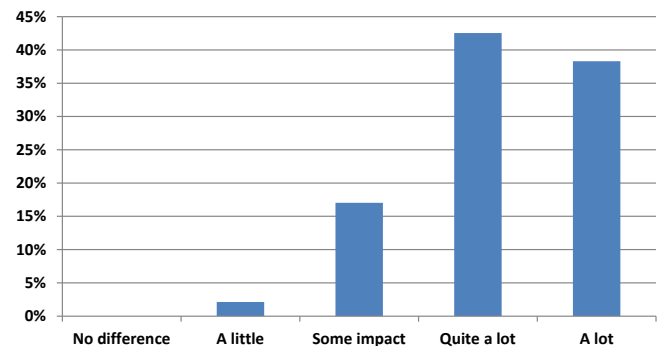
FAMILY ENGAGEMENT WITH CHILD'S EDUCATION:



HOW HELPFUL TO HAVE INTERNET IN STUDENTS' HOMES:



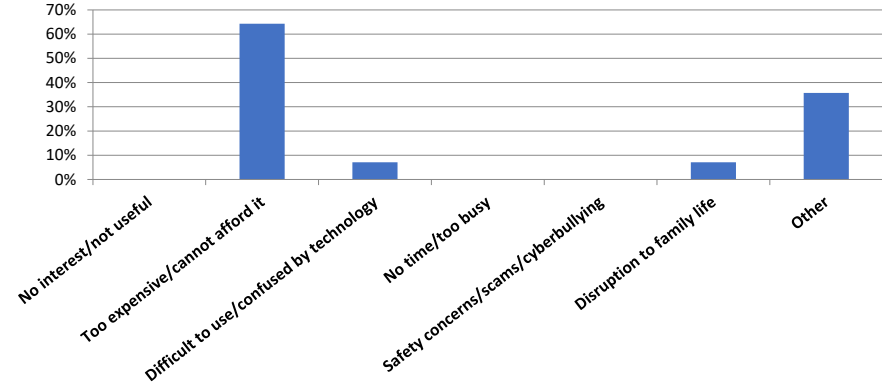
IMPACT OF HOME INTERNET ON STUDENTS' LEARNING:



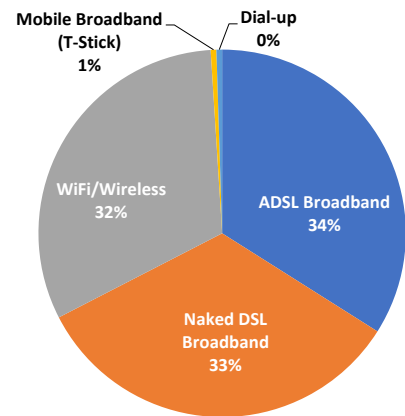
The Ministry of Education surveyed school principals' experiences in 2016 of the impact of *Computers in Homes* on their families. More than 50% (n=47) reported that the programme contributed quite a lot to families becoming more engaged in their child's education and a further 35% reported that CiH contributed a lot to parent engagement. All principals find it helpful to have families with internet connections in their homes with just under 80% saying it helps the school a lot. All principals report that having a computer with internet access at home makes some impact on student learning, 80% reporting major effects.

Most families (86%) who took up an internet connection at the time of graduation still had internet in their homes 12 months later. Those who disconnected said they could no longer afford it or reported that they had moved house and were unsure how to go about getting a new connection. There is evidence that CiH family members access the internet outside the family home, 60% reporting they frequently go to a relative's or friend's house to use the internet. It may be that those who no longer have a home connection do access the internet when visiting a friend or relative, the local library (24% of all respondents) or have access at work (24%). The type of broadband internet connection is almost equally split between ADSL, Naked DSL and Wireless.

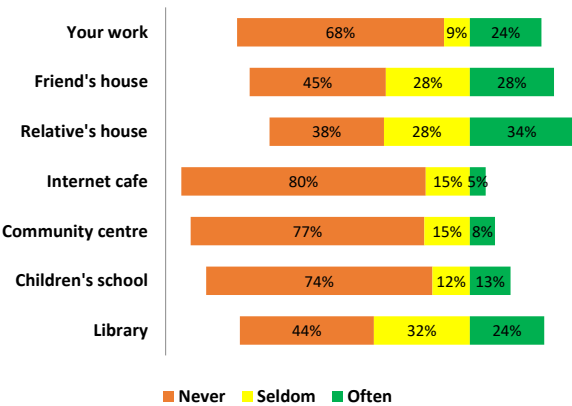
WHY DISCONNECT HOME INTERNET?



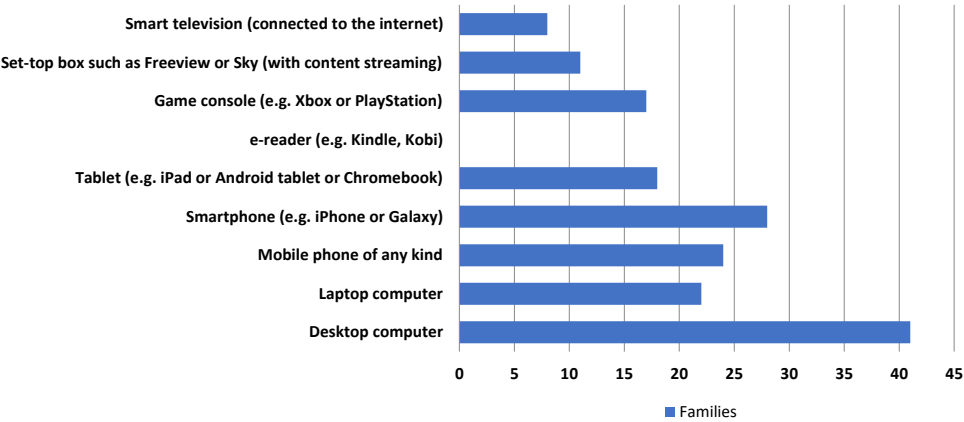
TYPE OF INTERNET CONNECTION:



USE OF INTERNET OUTSIDE HOME:

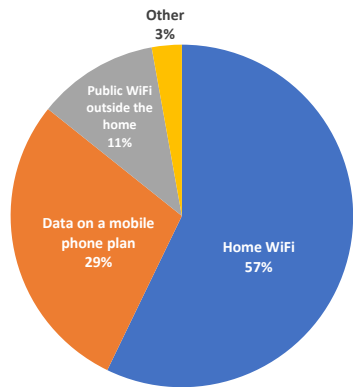


SMART DEVICES IN THE HOME:

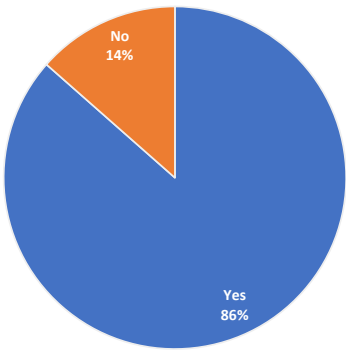


The sample survey (n=53) asks about internet-capable devices in the family home; at 12 months after graduation, 77% of families had at that time a desktop computer, 53% a smartphone, 42% a laptop, 34% a tablet, 21% Sky or Freeview and 15% a smart television. Most families (88%) with a Smartphone connected to the internet through the home WiFi but 44% had data on their phone plan and a further 18% used public WiFi outside the home. Those families with a smartphone or tablet (n= 45) spend on average at least one or two hours daily using the internet through such a device, 32% report spending more than 3 hours each day.

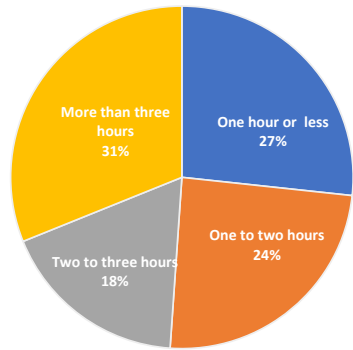
SMART PHONE WIFI CONNECTION TYPE:



USE OF HANDHELD DEVICES:



HANDHELD DEVICES USE EACH DAY:

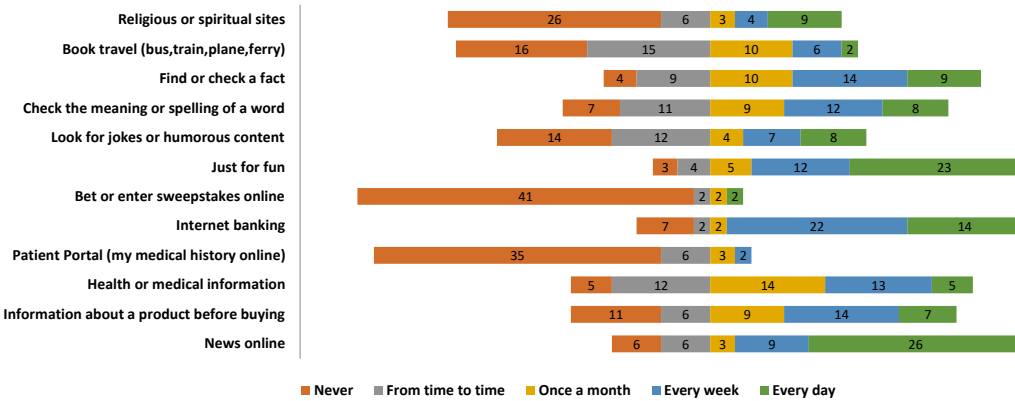


The most frequent daily uses of the internet for our sample survey participants (n=53) are looking for news online (50% of sample survey participants), to pass the time and have fun when bored or lonely (50% do this every day).

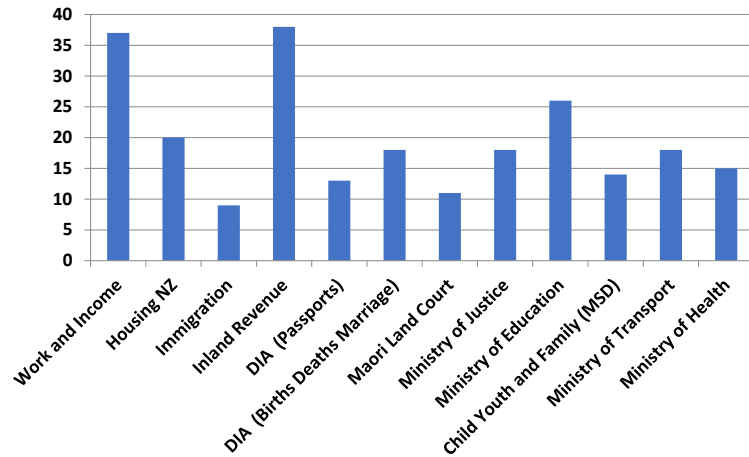
On a weekly basis, the most frequent use of the internet is to do internet banking (46%). The least popular activities are betting online (87% have never done this), looking at medical history online (76% have never done this) and looking at religious or spiritual sites (54% have never done this).

Participants do use government websites and in particular have looked for information on the Work and Income website in the last year (74%), on the Inland Revenue website (79%) and on the Ministry of Education website (58%).

USE OF THE INTERNET:



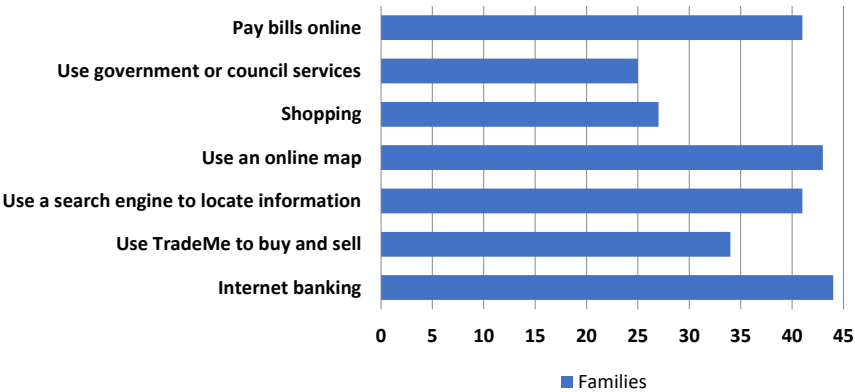
USE OF INTERNET FOR SEARCHING GOVERNMENT WEBSITES:



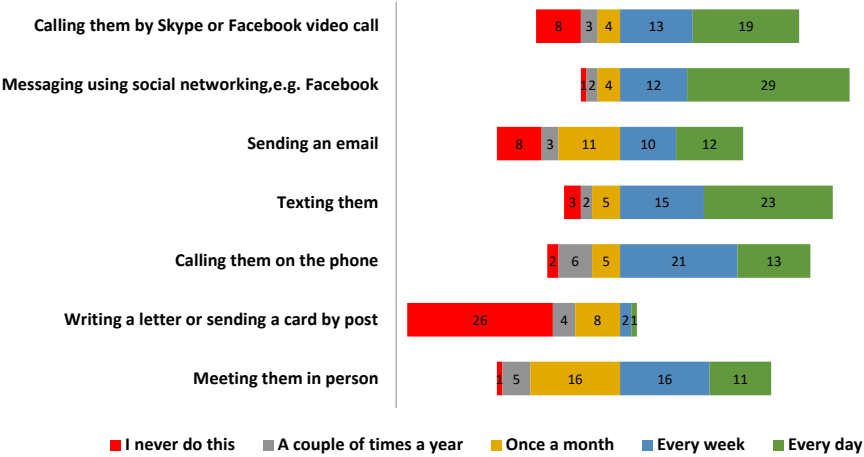
The everyday life activities that participants rate as most useful for their families to do online are paying bills online, internet banking, using a search engine to locate information and using an online map. Shopping and using government services are given a neutral rating. Participants use their mobiles or the internet to keep in touch with family and whānau who do not live with them, 60% message them through a social networking site every day, 48% text them daily and 40% call daily through the internet using Skype or Facebook. Some families still make person-to-person phone calls (27% do this daily) and 44% would send a personal email on average each week.

The social networking site used most often by sample survey families (n=53) is Facebook (90%). Only a handful of parents reported using You Tube or Snapchat more often than Facebook.

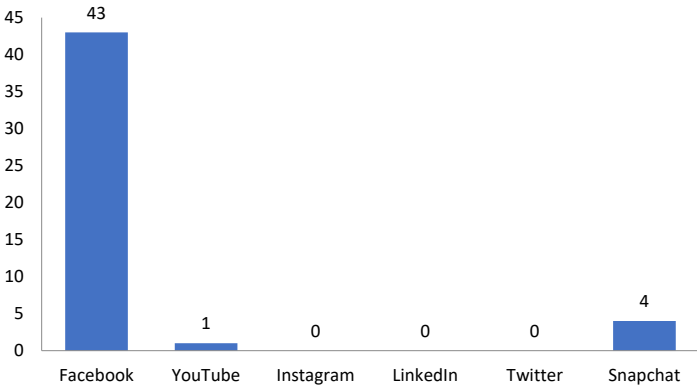
USEFULNESS OF INTERNET IN EVERYDAY LIFE:



KEEPING IN TOUCH WITH FAMILY:



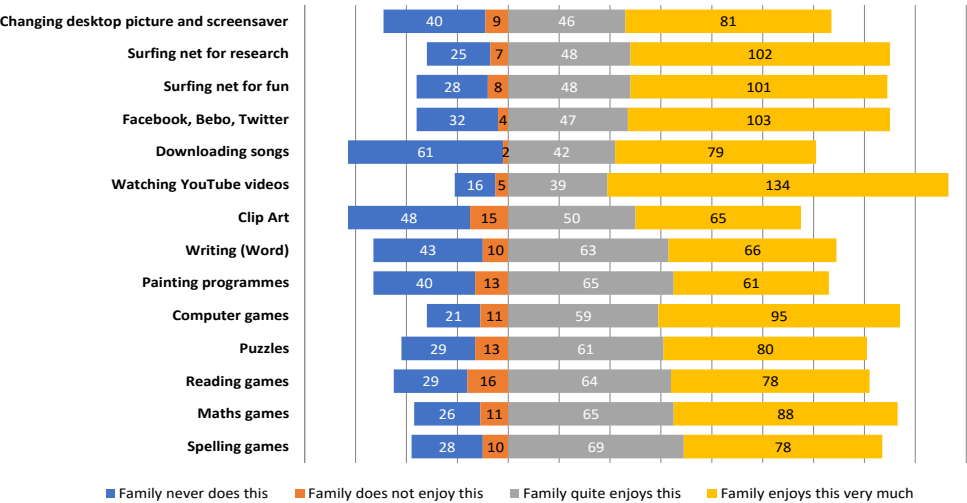
SOCIAL NETWORKING SITES:



Responses from the randomly selected families for the longitudinal study, do not differ much from the pattern of answers from the whole population of participants to similar questions. Respondents (n=241) to the question in the original survey about most frequent daily uses of the internet visited social networking sites such as Facebook (60%) went online just for fun (46%), viewed YouTube videos (44%), and read news online (39%).

The family activities that parents most enjoy doing with their children on the internet are watching YouTube videos (70% of families enjoy this very much), visiting social networking sites (56% rate this very highly) and surfing the net for fun (55%) and for research (55%).

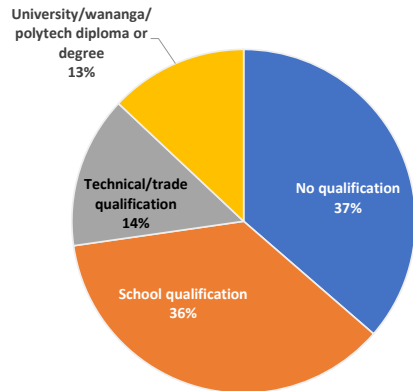
FAMILY ACTIVITIES ENJOYED ON HOME COMPUTER:



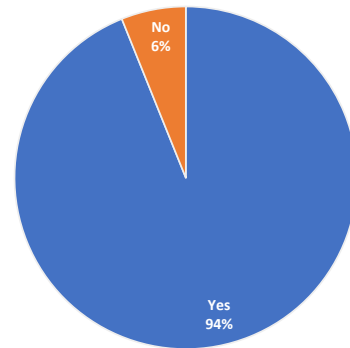
Most participants have not gone beyond high school with their education as indicated by the fact that 37% have no academic qualification at all and another 36% have a school qualification as their highest academic achievement.

Almost all (94%) say the programme helped them with their further education and training. It was extremely helpful to have a computer at home (80%), the internet at home (55%) and it helped them gain confidence as a learner (50%).

HIGHEST QUALIFICATION:



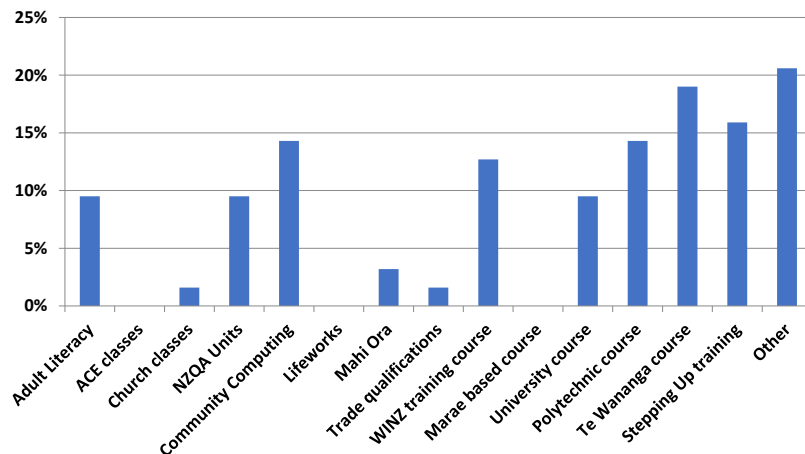
HAVE NEW SKILLS HELPED WITH FURTHER TRAINING?



Since graduating from *Computers in Homes*, 30% of these 241 participants have gone on to enroll in further education or training. The largest number (19%) enrolled at a Wananga, followed by 16% in Stepping UP classes, 14% each in Polytechnic or Community Computing courses and 13% in WINZ training courses. Popular topics are computing or ICT-related classes, work skill courses and adult literacy classes.

Their preferred mode of learning is face-to-face (82%), while 27% are studying online.

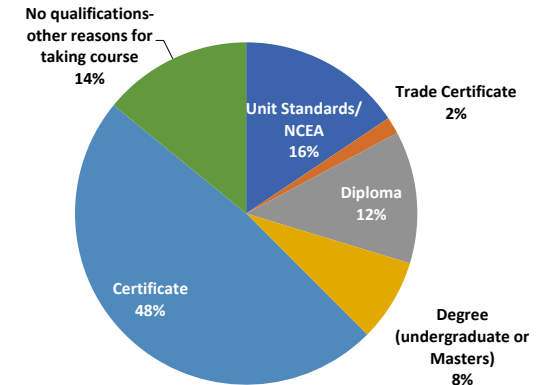
FURTHER TRAINING (BY TYPE):



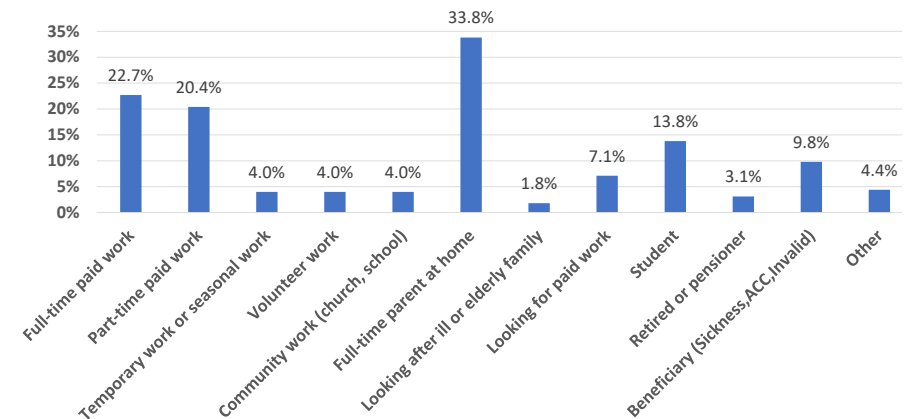
Given that so many participants came into *Computers in Homes* with no formal academic qualifications, it follows that they are seeking to gain either a certificate (48%) or NZQA unit standards (16%), in some cases as a first step toward higher qualifications. A further 14% are not currently seeking a qualification but just seeking opportunities to do more learning.

Most participants identify themselves as full-time parents at home (34%), while 20% are in part-time work, 23% in full-time work, 4% doing volunteer work, and 7% are actively looking for work. A further 10% are beneficiaries.

QUALIFICATION THAT CAN BE GAINED:

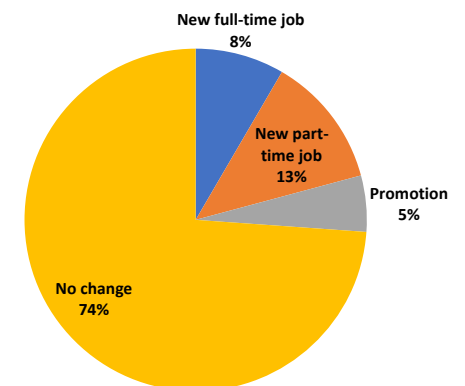


TYPE OF WORK:

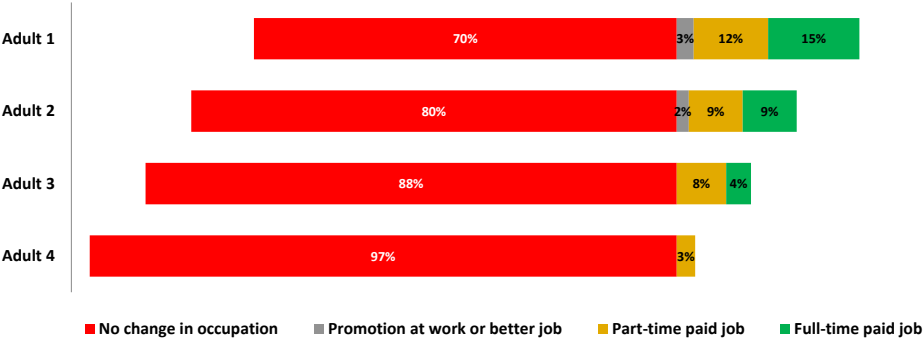


FOUND A NEW JOB OR BEEN PROMOTED SINCE GRADUATION:

In 2016, 69 of the 225 adults who answered this question said they had gained a new job (8.5% full-time and 12.5% part-time) or been promoted (5%) in the year following their CIH graduation.



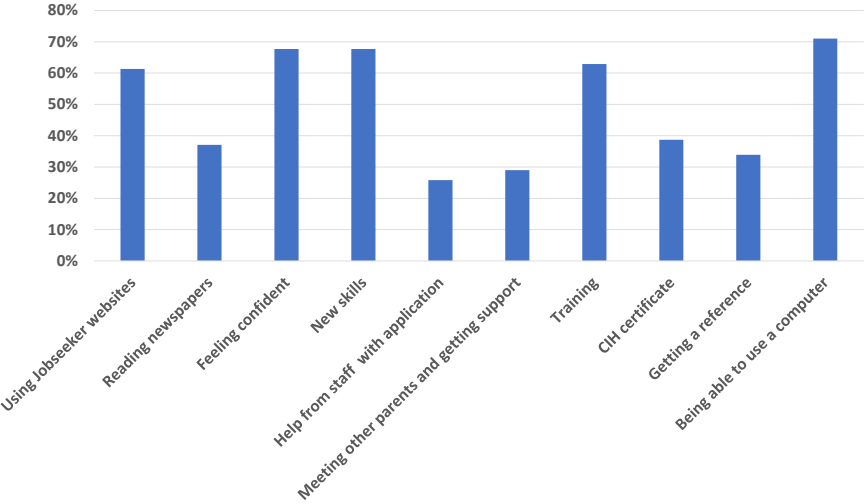
HAVE OTHER FAMILY MEMBERS BENEFITED?



Participants also report that other adult family members living in the household with the computer and internet had also changed their employment status over the last 12 months. Of the 181 responses to the question about changes in the employment status of – as a minimum – one other adult in the family home, 15% reported at least one other adult had gained a new full-time job, 12% a new part-time job and 3% promotion in current job. In some households as many as 3 or 4 adult family members have got a part-time or full-time job over the last year.

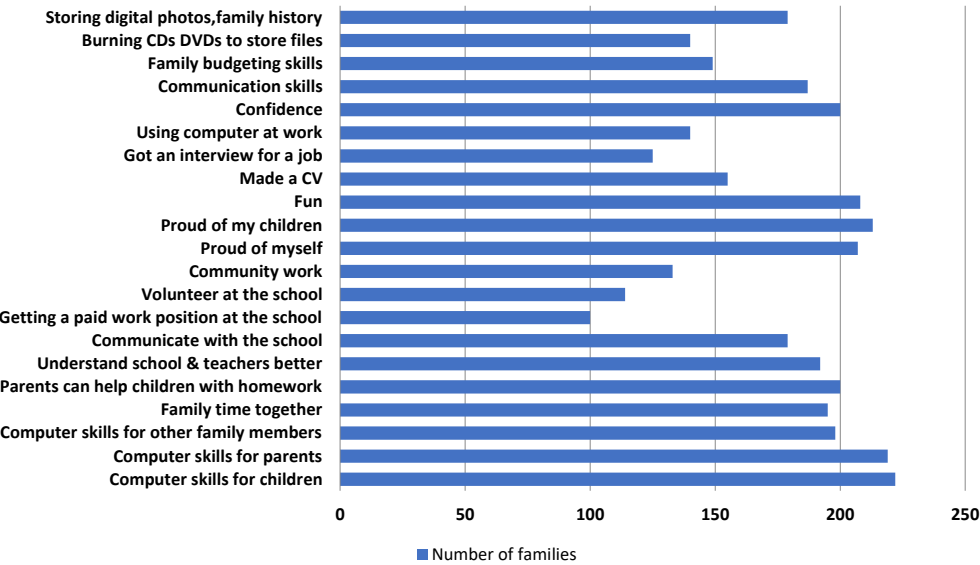
Being able to use a computer was the most helpful component of the *Computers in Homes* programme in terms of gaining employment (71%), but gaining new skills (68%), feeling confident (68%), learning how to use Jobseeker websites (68%) and training (63%) were also highly rated.

HOW COMPUTER SKILLS HELPED IN FINDING EMPLOYMENT:



Participants report that their family has gained both learning and social benefits from participating in the programme. They identify the most important benefit is feeling proud of their children (81%). They rate highly the benefits of the computer skills acquired by the adults (68%) and the children (72%), skills that will help them in a world where more and more transactions are going online. Most specifically they value new skills learned to edit and store family photos, archives and family history (59%). They have also benefited by the skills parents have learned to help their children with their homework (64%), understanding school and teachers better (51%) and better communication with the children's schools (54%). The most important social benefits for adults in the programme are gaining confidence (60%), communication skills (53%) and feeling proud of their achievements (64%).

BENEFITS COMPUTERS IN HOMES HAS GIVEN THE FAMILY:



Auckland

DECEMBER 2016 UPDATE

395 families to be supported (2016–17); as at 31 December 2016 **179** families (45%) graduated. Broadband internet connections provided to **139** families (78%).

Before I graduated from Computers in Homes I had been off work for approximately two years. I was not in a good space; I had lost my mojo (motivation) and was a little bit lost. One of the mothers at my son's school said that she had just completed the CiH course and she highly recommended me to do it.



Linda speaking at her graduation

SUCCESS STORY

I said to her I usually use the library computer if I need to print anything out. My friend advised me that once you complete the course you receive a free computer or laptop. Well that definitely got my attention. Okay tell me more I replied. You had to do a certain amount of hours and a tutor would be available to guide you along. There were small groups of six and alternative days to complete the tasks. What impressed me was the fact that we were all on the same level of understanding and we were all determined to get a free computer.

I did not expect a wonderful graduation with a lovely certificate plus a free computer at the end of the course.

We also had to complete a Powerpoint presentation to everyone that was present at the graduation. Some of the presentations were awesome; they showed that we actually listened to the tutor and put what we learnt into practice. That was pretty cool. I am a lot more confident on the computer now. However my son Sefa who is seven years old still knows more than me - ha! We all use the computer; we have individual desktops with our own passwords. Of course I know Sefa's password. My husband uses the internet for Trademe and Facebook. I use the computer for mostly everything. Sefa uses the computer for educational games that are fun and can hold his attention span.

Lastly, I used the internet to find me a job as a Financial Mentor and I also used the CiH certificate at the job interview because the question they asked was what have you been doing for the past two years? I was able to tell them that I was in the Computers in Homes course and I completed and received a certificate for it. I started work on the 5th December 2016 and I thoroughly enjoy it.

Thank you Computers in Homes for your support, working in schools and the community to provide a better lifestyle for my family and myself.

See ya

Linda

Christchurch

DECEMBER 2016 UPDATE

75 families to be supported (2016–17); as at 31 December 2016 **64** families (85%) graduated. Broadband internet connections provided to **62** families (97%).

Ria Jeffcoat's journey with Computers in Homes started early in 2015. She shares her inspiring success story.



In 2015 Ria was unemployed. She attended at CiH class, and then stepped up to become a CiH tutor. She has since completed ICDL modules and become an ICDL accredited tester, as well as working in two jobs.

SUCCESS STORY

I was a regular visitor to Te Puna Oranga in Linwood where I was receiving counselling and support for my depression and post-traumatic stress disorder. I had been off work for several months post-injury, and although my computer skills have always been above average, I had no recent certificates. When I found out about the Computers in Homes Programme being run at Te Puna Oranga, I was apprehensive, thinking there are other people more deserving than me for this space. As it turned out there was still a space on the course for me so I grabbed it with both hands.

Once class began, I found I had a natural instinct to help my fellow students. My Tutor, Sylvia Smyth, expressed her gratitude and commended me on my approach and compassion. For the rest of the term, I breezed through my own learning and had a positive impact on the learning of my classmates. It was a huge achievement for me to graduate and I felt I had achieved so much both with computing and my life in general.

When I was approached by Sue Davidson from Computers in Homes about my thoughts of becoming a trainer I couldn't believe it! From a young age I knew that I wanted to help people in some capacity & through the classes I have taught over the last 2 years I have certainly achieved this. I went from being very shy, self-conscious, self-doubting and unable to work to being strong, confident, motivating and working two jobs!

Through Computers in Homes, my own learning is continuing as I am working through the ICDL programme, gaining further qualifications and becoming an accredited tester. Computers in Homes is funded by the Ministry of Education and focuses on making computers and the internet accessible for low income families. I love what I do for Computers in Homes. The growth and sense of achievement that I see in my students at graduations is incredibly rewarding and I hope that I can continue to be involved with Computers in Homes, nurturing our futures for quite some time. Success is a dream that just one person has to believe in.

Coromandel/Hauraki/Thames

DECEMBER 2016 UPDATE

50 families to be supported (2016–17); as at 31 December 2016 14 families (28%) graduated. Broadband internet connections provided to 4 families (29%).



Friday 2 December 2016 was a proud day for Computers in Homes families at Thames South Primary School.

SUCCESS STORY

This was a first for many whānau who had never received a certificate of any kind. The graduation was held during school assembly and the smiles of the tamariki, parents and grandparents said it all. Such a proud moment for everyone. The graduation finished off with a rousing waiata by the whole school.

The last *Computers in Homes* programme in the Coromandel was held in 2012 when 12 families graduated at Coromandel Area School. Rebecca South was the CiH tutor for the course and recalls the sheer enjoyment of being able to support first-time computer users. *Computers in Homes* provided an opportunity for parents and whānau to build their confidence in using digital technologies. She recalls one family who declared during training that they would never use the computer at home but then discovered Facebook and stayed up all night!



Computers in Homes training at Coromandel Area School in 2012. Rebecca South (tutor) and parents Carmen Desai, Tuinga Heke and Vinka Renata.

Dunedin

DECEMBER 2016 UPDATE

75 families to be supported (2016–17); as at 31 December 2016 29 families (39%) graduated. Broadband internet connections provided to 29 families (100%).

Colin lives in the semi-remote area of Harwood on the Otago Peninsula. He has children that attend the local school at Portobello. He has continually tried to achieve an internet connection for his children at home.



Family celebrates newer & faster internet: Colin Kitchingham and family now able to get a reasonable upgrade from Dial Up in Portobello, Dunedin.

SUCCESS STORY

Although he only lives 2.4 kilometres from the school, which has a UFB connection under the government scheme to get all schools connected, he was still using a dial up connection, as broadband offers were limited.

So when the school advertised for the *Computers in Homes* class that was starting in March 2016 he thought it would be his chance to get some up-to-date hardware, and crossed his fingers that he might be able to get a good reliable working internet connection.

He worked closely with the local CiH coordinator and the school Principal to get this. It surprised everyone to find out that no supplier could be found to offer even an ADSL connection. Cabling was only supplied to the end of his road and there was no chance of it being extended any time soon.

We tried to get wireless internet to him but no line of sight could be achieved. The school then offered a hotspot connection through the school but once again there was no line of sight. Armed with new found confidence after attending the *Computers in Home* course, Colin managed to find a small local wireless provider.

Finally it was agreed with *Computers in Homes* for them to arrange the installation of hardware needed and agreement to pay the monthly fee for the first 12 months. Within weeks of graduating in July his connection went live and finally he had the thing he wanted most for his children – an up to date internet connection with a reasonable speed.

In his own words: "Our search for a broadband provider has been one step at a time - first, through the *Computers in Homes* network, then discussing a signal from the school, then finding a local company that were able to provide a connection for us. The support from *Computers in Homes* to trial a new provider has been the icing on the cake for us. We are grateful for the flexibility that has allowed us to be part of a broadband deal that has enabled our kids to do school work online, and our household to be connected to a new world of opportunity!"

Eastern Bay of Plenty

DECEMBER 2016 UPDATE

50 families to be supported (2016–17); as at 31 December 2016
40 families (80%) graduated.
Broadband internet connections provided to 19 families (48%).

Debbie Broadmore is a Mum with two teenage children living in Whakatane. She volunteers at the Whakatane SPCA Op Shop and is very enthusiastic when it comes to helping out in the community.



"A mama on the move" Debbie Broadmore started with a very limited knowledge (watching her children browse the internet with their phones) but now creates digital signage for the Op-shop she volunteers at.

A MOTHER'S SUCCESS STORY

The thought of even beginning the *Computers in Homes* programme was terrifying to her. Debbie believed her very limited knowledge of computers would be a barrier to learning and participating within the learning environment. Before joining the *Computers in Homes* class, Debbie's mind was racing with thoughts of being a hindrance to the learning group, and that this type of learning was well out of reach for her. She had never been in a classroom learning environment as an adult, let alone in a class with a group of 10 people of all ages, with different levels of knowledge and needs. However, Debbie had a little knowledge of the digital world her teenage children lived in, and she knew it was important to have a computer and internet access available at home for them. Her children were regular visitors to the local library to access their digital resources.

In her world of volunteering, Debbie had not yet recognised that digital skills would help her to be more efficient and valuable in her work. According to Debbie, life after the programme has taken an exciting turn. The family is now in more regular contact with other members living afar; her children are continuously accessing the internet for homework and social media. For herself, Debbie is now able to create digital signs instead of hand written pricing for work. She can now utilise the internet to locate goods, whereas in the past she would have used the phone. She sources goods that are available by donation on local websites and social media. Debbie now utilises a "do it yourself" website that helps her create the fancy signage in her workplace. Her confidence and abilities to achieve in life and complete tasks that were once deemed impossible have certainly put a smile on her dial.

Far North

DECEMBER 2016 UPDATE

100 families to be supported (2016–17); as at 31 December 2016
84 families (84%) graduated.
Broadband internet connections provided to 69 families (82%).

My name is Tania Sneddon. I am a solo mother of two children, living in Ahipara, just west of Kaitaia.

SUCCESS STORY

In December 2014 I enrolled on a Computer in Homes course, which I found in my daughter's school newsletter. They had a huge intake at that time, so I missed out on Term One, but was able to attend classes in Term Two (2015).

I thoroughly enjoyed the course, we had a fun class and I feel I gained a huge amount of computer knowledge. As I took the only night class available, I would walk my tutor, (Deb Cloete) who was absolutely fabulous, to her car after class. I graduated on 26 June 2015 along with approx. 40 other people and took my new computer and all its bits home. I felt this was quite an accomplishment!



Budgeting Services? No problem!
Tania in her office doing the job she loves! She can now enjoy a Christmas without stress and so can her clients thanks to her budgeting skills.

It is nearly a year later, my children have used the computer for so many things – music, games, research for school projects, creating things like pictures, cards and even invitations. My daughter is very good at creating slide shows and both children love online shopping (when Mum has money on the debit card). For me, well, I started out slowly. First I created a new e-mail address and started receiving, then sending e-mails (sometimes with attachments). Then I got on to internet banking and now I am currently studying 'Introductory Budgeting' on-line, which involves receiving e-mails, downloading information, using Microsoft Word, researching data and sending e-mails with attachments plus other things like scanning, storing, retrieving and re-sending information.

I finished my studies and received a 98% pass on my final assessment approximately mid to late July 2016. I then started voluntary work at Kaitaia Family Budgeting Service and at the end of July I was offered a full-time position as a budgeting officer with Kaitaia Family Budgeting Service commencing on the 08 August 2016. Honestly, it all happened so fast – it was a bit overwhelming to begin with. I think the greatest feeling was going to Work & Income to sign off the benefit, what an awesome moment!

I was literally thrown in the deep end and just tried to embrace that. Within my first week I had some very hard cases to deal with and had to learn very quickly to leave work at the office every afternoon. I felt like I had made the right choice for work as I got into the flow of things and the feeling of reward when you've helped a whānau deal with their debts. I love my community and do feel like I am helping, one whānau at a time. Now when I go to Work & Income, I go as an advocate for my clients and that is a great feeling as well. I've now been here for 5 months and still look forward to going to work everyday.

Things are not such a financial struggle now and my children and I are looking forward to a fabulous Christmas. Thank you Computers in Homes for making this all possible for me!

Tania Sneddon at Te Ahu Kaitaia

Gisborne/East Coast

DECEMBER 2016 UPDATE

100 families to be supported (2016–17); as at 31 December 2016
12 families (12%) graduated.
 Broadband internet connections provided to **8** families (67%).

Digi Māmā is the name given by Tairāwhiti REAP to an exciting partnership between 20/20 Trust, Eastland Community Trust (ECT) and Hauora Tairāwhiti.

SUCCESS STORY

This joint funded pilot aims to help young mums in low income and rural communities use digital skills to tackle everyday challenges.

Hauora Tairāwhiti is currently supporting up to 700 children (140 per birth year) in the age range from 9 months to 5 years through the E Tipu E Rea Services Programme. They believe helping Māmās with digital literacy will be of great assistance to their them and their tamariki.

Te Whare Whai Hua is currently supporting 17 teenage mums in their Teen Parent Unit at Lytton High School and many of them are also participating.

Māmās will go through a *Computers in Homes* programme with local contracted provider, Tairāwhiti REAP. This programme will have a different learning twist, as the digital literacy aspect will be taught while looking at solving a personalised issue that the Māmās face.

Tairāwhiti REAP's training sessions will focus on problem-solving their issues using the different types of computer software and accessing the relevant online environments available. The skills needed on how to access different government and local agencies for information, help and general assistance will be a big part of their learning journey.



A DiGi Māmā training session.

Engaging with these agencies will help them gain insight, information and collaboration to assist with everyday issues that they face as Māmās of young children. These could be varied, such as health, education, housing and budgetary skills.

At the conclusion of training participants will present their projects to relevant agencies, explaining their issue using digital media and how they believe their problem or issue could be resolved collaboratively. Gisborne Mayor Meng Foon will be one who participants present their findings to.

Tairāwhiti REAP has a number of other programmes that can be offered to Digi Māmās and their whānau, post CiH. These programmes will assist wider learning objectives for the whole whānau.

One such programme is Engaging Priority Families, which supports families with tamariki aged 4–6. The objective is to ensure that tamariki are able to transition into school despite their isolation or non-engagement with early childhood centres or kohanga.

We look forward to seeing the outcomes of this pilot programme.

Manawatu/Horowhenua/Kapiti

DECEMBER 2016 UPDATE

50 families to be supported (2015–16); as at 31 December 2016
40 families (80%) graduated.
 Broadband internet connections provided to **40** families (100%).

Linda joined the *Computers in Homes* programme at Otaki College in February 2015. At that stage, she had a son at college and felt that although he was very competent and confident in using the computer, she wanted to upskill and support his learning.

SUCCESS STORY

Linda was working part-time at a store which sold second hand goods and knew that although she loved the work, it was not a sustainable income for her and she wanted to be able to find something that was.

"I loved the class. I was really nervous in the beginning as I felt like I didn't know much about computers, but Rachel the trainer was a great support and by the time we got to the third or fourth class I was feeling more confident."

After completing the programme in May 2015, Linda found out about a position at the Paraparaumu Transfer Station taking care of the shop. She rang to find out more and said she was told to apply online. "I had never applied for a job online before and all I did was ask for the website to find the application information, I uploaded my CV and here I am today".

Linda has transformed the local transfer station shop. What once was a very over cluttered building is now spacious and very clean. She has enlisted the help her family to support her in her new role by volunteering their time and she brings vibrancy to the place that wasn't there before.

"To be honest doing that 20 week course and getting the internet on at home has made a huge difference to my quality of life and that of my children."

Linda was the first person in the class to ask for follow up classes. Unfortunately the Stepping UP programme had not yet started at Otaki library but we look forward to that being a possibility in the near future.

Ka pai Linda, you are an inspiration to us all.



Just doing my bit. Linda Winterburn runs the Paraparaumu Transfer Station Shop after getting the job with the help of the CiH programme held in Otaki 2014–15 year.

Nelson/Marlborough/Buller

DECEMBER 2016 UPDATE

50 families to be supported (2016–17); as at 31 December 2016
16 families (32%) graduated.
 Broadband internet connections provided to **10** families (63%).

Zara Neill, mother of three children, recently completed a Computers in Homes programme. She tells us how it has opened up a new direction for work opportunities.

SUCCESS STORY

My friend Marie told me about the programme and that she had registered for it, and when I read about it more I thought it would help me to upskill myself so I registered too. I was keen to learn everything – what the kids can and can't do, learn a lot about security and how to block children from certain sites and using the computer certain times of the day.

After completing the learning of the basic digital steps I was able to try the online Kiwi Skills programme. I really enjoyed it and I got a lot more knowledge of our software, viruses, and my children's safety on the computer. I was also doing another programme to complete my Level 1 NCEA and learning how to use the Excel programme helped me know how to make the graphs I needed and I felt more confident to complete a Level 1 Computer paper as well. I hope to continue onto NCEA Level 2, but I have an interview for an office job next week. Before the course I wouldn't have thought of going into office work, but the computer just sparked my interest – I found it easy and it just kind of clicked.

Now we have the computer at home we are using it heaps. I made my son's birthday invitations on it and have made posters. I use emails a lot and Facebook and You Tube. I have been offered Publisher and that would be great. We would be able to create more poster and cards and invitations and then print them.

I have got us a printer now and am getting pretty good at scanning. I have been having some fun with the photo pic viewer and trying black and white photos.

My son has some health issues and the internet has been great to research information. It has also helped me to keep in touch with medical appointments for my children and for sharing information between different agencies.

The favourite things to do on the computer for my three children are YouTube and online games – Kizi is one of my sons' favourite. The children are a bit young for homework sites yet but when they are in Year 5 and 6 they will use them more. I have the school newsletter emailed to me now and enjoy going into the school site to look at the kids' blog pages. I get to see what they have been up to in class.

Before coming on the course I had only done a few things on the computer and the course brought me up to speed. I found out it was something I am good at and got me interested to learn more. I'm not afraid to dig around on other devices now to choose better settings and to sort out problems. I am more confident I can learn new stuff and I wouldn't have felt confident I had the skills needed to apply for this office job before attending the training course. Thanks for the opportunity to attend the training – I enjoy computers far more than I thought.



Zara Neill, with her children, and her ICDL Certificate. Another step towards growing the skills and confidence to help her move into office work.

Northland

DECEMBER 2016 UPDATE

76 families to be supported (2016–17); as at 31 December 2016
53 families (69%) graduated.
 Broadband internet connections provided to **50** families (94%).

In 2009 Ross Tipene participated in the first ever Computers in Homes programme in Northland, piloted by Manaia View School. "It provided an opportunity for my whānau to gain access to a computer and to learn basic computer skills" says Ross, who was studying to become a primary school teacher at the time.

SUCCESS STORY

He thoroughly enjoyed the CiH experience saying "whānau atmosphere and learning at your own pace" contributed a lot to his enjoyment, along with "it providing whānau with an opportunity to learn and come away with computer competence, the bonus was having your own computer after completing the course." Ross says he found having his computer "invaluable during my study and aided my learning hugely."

Fast forward to 2015 and Ross appears again. This time Te Kura Kaupapa Māori o Te Rawhiti Roa was hosting CiH. In need of a suitable trainer, Ross (by then a qualified teacher) was contracted in the role and went on to create a truly personalised training experience for his CiH class. "I thoroughly enjoyed working with whānau to upskill their own computer skills and giving those with no computer skills more confidence in using a computer".

He felt he was able to identify with his families as he'd 'been there and done that' years prior and remembered that feeling of uncertainty around computers.



CiH Trainer, Ross Tipene, at a Computers in Homes graduation.

"The programme helps open up a new platform of learning and entertainment for whānau" he says. And of his own journey, "obviously gaining more knowledge from my own computer experiences along the way has helped."

Now in 2017, Ross Tipene is an extremely busy man. Whilst he teaches part-time and is on two Boards of Trustees, he also contracts to Taitokerau Education Trust as their Whānau Liaison Officer for their BYOD Equity Initiative. Strategic partners, 20/20 Trust and Taitokerau Education Trust share a common vision for Te Tai Tokerau: "Having the CiH network base along with the other experiences and the role as a parent has helped me to manage and fulfil my role with Taitokerau Education Trust" he says.

"There is always a need for programmes such as CiH to help support whānau and communities as the digital world has now become part of society. To use digital technology efficiently and effectively we need to have these programmes to constantly upskill whānau communities. The digital world can change in a heartbeat so whānau need to be able to keep up with the many changes".

When asked for three words to describe *Computers in Homes*, Ross felt "whanaungatanga, enjoyment and problem solving" were most apt, although cheekily admitted that that was actually four!

Porirua

DECEMBER 2016 UPDATE

75 families to be supported (2016–17); as at 31 December 2016
57 families (76%) graduated.
 Broadband internet connections provided to **31** families (54%).

My name is Vailogoua Futi, a mother of four kids, who migrated from Samoa in May 2016. It is a great pleasure to express my gratitude to the great support from this Computer Course to the families who are just starting to live in New Zealand like my family.

SUCCESS STORY

When we just arrived in New Zealand in May this year, I found out that it was really hard for me and my kids to re-settle and to begin a new life here. We stayed with my sister and her family in McKillop Street for three months before we found our own house to move to. We are now staying at Cornwall Crescent, Cannons Creek as we moved there in August. Everything was settled after two weeks since we moved except for one thing which is a computer with internet to help with my kids' homework.

I felt so sorry for my three kids who are attending Windley School in Years 3, 7 and 8 because I knew that it was hard for them to catch up with the New Zealand system as every child has to use a computer but they didn't have any experience in computer literacy. Not only that but it was also frustrating because we don't have any computer or internet at home to help them to catch up.

In the first week of October, I was so glad when I received a newsletter in the mail about the Computers in Homes Course. I couldn't wait to contact the office and I was told to come to the RSA in McKillop Street to enrol and then to start the following week.

I started this Computer Course on the 19th October 2016. I was feeling a bit nervous and unconfident when



Left to right - Tim Davies-Colley (Executive Project Manager - e-Learning Porirua), Vailogoua Futi, Vail's daughter and Foundation Trustee Wendy Betteridge at e-Learning's Graduation 70 for Computers in Homes.

I just arrived and saw all these people like me already working on their own as I actually started in the second week of the Course. However, the lack of confidence that I had, slowly disappeared and I was feeling relaxed when I heard our Tutor, Tim's calm voice and friendly face trying to introduce everyone and everything to us. The way he taught us was so helpful and easy to understand about computer literacy and different programs.

Throughout the Computer Course, I became more confident and really enjoyed attending every week so that I wouldn't miss out on any new thing Tim and Peter taught and shared with us about Computer Programs.

This is the last week of this course and I have learnt a lot about computer literacy as well as a lot of new things which will be a great help to my kids especially my daughter who will attend Porirua College next Year. My kids are looking forward to learning a lot from their Mum when I finish this course so that I will share with them the knowledge and the skills that I've got, using the computer that I will pick up at the end of this course.

Lastly, I would like to express deep sense of thanks and gratitude to the e-Learning Team for your time and the great work that you have done. Thank you for sharing your knowledge and skills to us parents in order to support our families and our future generations. God Bless you all.

Rotorua

DECEMBER 2016 UPDATE

50 families to be supported (2016–17); as at 31 December 2016
17 families (34%) graduated.
 Broadband internet connections provided to **17** families (100%).

SUCCESS STORY

"Thank you for our computer. We all use it in our whānau and have benefited greatly. My children are now able to access games such as Star Fall and Reading Eggs. These apps have improved their speech and language ability and have helped them gain an understanding of numbers! These games also make learning fun! I also use it to access online material from stream (Massey University) and am doing really well with my studies. Thank you for our computer we all appreciate having it in our home."

Te Paea Pomare, Rotorua



Te Paea's children give Star Fall and Reading Eggs the thumbs up!

Southland

DECEMBER 2016 UPDATE

50 families to be supported (2016–17); as at 31 December 2016 26 families (52%) graduated. Broadband internet connections provided to 25 families (96%).

Cortez Terei's children attended Middle School in Invercargill; Cortez is a gentle quiet man who was an enthusiastic learner. He started the training with a limited knowledge base around technology, but was a sponge with everything he was taught in the 20 hours training.



Cortez has used his new digital skills to launch a hangi business.

SUCCESS STORY

He learnt numerous skills that helped him grow and flourish. He has now created his own business cooking Hangi for the good people of Invercargill. He takes orders for lunch and dinner, doing two cooks per day, every day, producing wholesome kiwi kai.

He would spend his spare time in class searching Trade Me for the tools to make a delicious hangi, and getting worthwhile business skills from our tutor, Nathan Iveson.

Nathan taught him about GST, business marketing, the many more of the essentials of building a small business. Cortez now has a Facebook page which he uses to create business opportunities and sell his beautiful hangi food, containing the most tender meat you have ever tasted, and an abundance of vegetables to die for.

He had the vision where he wanted to go with his business, and was helped enormously by his training, even getting tips from Nathan about how to launch a website, which is now operating. The link to the website is <http://www.hangisouthland.co.nz/>.

And all of this started when he enrolled in a *Computers in Homes* programme. All the searching on the internet was done on the computer he received when he graduated. The Facebook page and website are all run from the same computer.

Earlier this year in July, we celebrated Takitimu Primary School's graduation from their 10 weeks training. We purchased an authentic hot hangi from the man himself, and took it to Nightcaps for all the families to enjoy. It was heart-warming to see his success and to be able to inspire other *Computers In Homes* families with his story.

On reflection, the *Computers in Homes* programme and the inclusion of a computer at home has made a huge difference to Cortez's life. Now having the increased confidence, skills and tools to run a successful small business he is living a life that he had previously only dreamt of.

Taranaki/Central Nth Island

DECEMBER 2016 UPDATE

85 families to be supported (2016–17); as at 31 December 2016 54 families (64%) graduated. Broadband internet connections provided to 52 families (96%).

When Leonard Pihema first came to *Computers in Homes*, he'd been out of work for several months.

SUCCESS STORY

Leonard is a builder by trade, but contract work had dried up and his job searching was not yielding any results.

He decided to take a year off and take some computer courses, a totally different direction, with another kind of skill. But on a tight budget and two young kids to look after, and without a computer or the internet at home, Leonard's options were limited.

Then he saw a poster for *Computers in Homes* at Central Plateau REAP, signed up for the course, and graduated in December 2015. Leonard admits that he knew very little, if anything, about how to use a computer before the course, but his tutor said Leonard was like a sponge, soaking up everything he could during the eight weeks of lessons.

Just recently, Leonard completed his ICDL certification, and finally got a job back in the building trade. When asked if having computer skills has enhanced his skills as a builder, he said, "Before, I would just do my job, and had nothing to do with computer stuff. Other people had to do that for me. Now, I know how to do the compliance stuff, and I go online to search out how to install products. It's great, and I enjoy it."

When asked how his kids use the computer (one is going to high school, and the 6 year old is at primary school), Leonard said, "My older boy just plays

games. That's all he does, just plays games. He goes online with his mates and they all play games!"

"But the younger one, my 6 year old, well, he used to have difficulty at school with reading, and especially spelling, but he went on YouTube and found some spelling videos, and he's taught himself how to spell!" Leonard is very proud of that.

Recently, Leonard came back to CP Reap to attend another CiH graduation. He had created a PowerPoint presentation in his ICDL class, so we asked him to show it to the new graduates. It was brilliant. When asked if he had obtained all the permissions to the images he used, he said that he first found the music, which was free ("I made sure it was free" said Leonard), and then he created the PowerPoint around it. He found most of the images for free, and got permissions for most of the others, he said.

Even though he'd spent hours on creating his PowerPoint presentation, he didn't think it was any good, and that nobody would like it, so was about to delete it when we asked him to present it at Graduation. That would have been unfortunate.



Leonard Pihema receiving his CiH graduation certificate from tutor, Lawrence Pook, at Central Plateau REAP.

Tauranga

DECEMBER 2016 UPDATE

25 families to be supported (2016–17); as at 31 December 2016 23 families (92%) graduated. Broadband internet connections provided to 11 families (48%).

Kia Ora,

I am a mother of 3 teen girls. I recently took part in a Computers in Homes programme at Green Park School in Tauranga.



Ash's daughters Brooklynn and Maddy, can now do their school projects at home.

SUCCESS STORY

Prior to this I was terrified of computers; I had never worked with one before and my girls kept telling me I needed to learn because this was the new age and everything was done with computers.

They wanted me to learn all about it so I would get one in the house to help with their school work.

I was even told by Work & Income that if I had a computer I wouldn't need to come in to their office all the time. This was often hard as I didn't own a vehicle and it was a mission to get to their office.

Given this opportunity I have wished I had done this sooner, having knowledge and a computer in our home has made my everyday life easier.

I am able to apply for assistance online through Work & Income as well as job search and apply for a job straight away.

My two daughters are now happier that they can do school projects without having to go to the library or a friend's place.

Our family has a new confidence now we have been given the tools to take part in this digital world.

Thanks Computers in Homes for this opportunity.

Ash Miller

Waikato

DECEMBER 2016 UPDATE

125 families to be supported (2016–17); as at 31 December 2016 48 families (38%) graduated. Broadband internet connections provided to 24 families (52%).

Leonie had never used a computer and when she saw the advertisement for Computers in Homes, hanging on the wall in Work and Income one visit to Ngaruawāhia, Leonie asked the person at the front desk 'Can anyone join?'



Leonie receives her graduation certificate from Web Access Waikato Chair, Shane Hobson and Waikato CiH coordinator, Pania Peta-Herewini, at Ngaruawāhia Community House.

SUCCESS STORY

Leonie who turned 60 this month, a mother of eight children and a Nan to 59 grandchildren and seven great grandchildren, has lived with her husband for the past ten years in the Tainui area of Hopuhopu.

Keen to give the computer course a 'go' she rang her son who attends Waikato University and invited him to be her support person. Her husband (her inspiration) had enrolled and was attending the Level 2 and 3 computer classes at Te Wānanga o Aotearoa in Te Rapa, Hamilton. He would come home and tell her about the course and what he had learnt and she decided that she wanted to learn as well.

Over the 24 hours teaching time offered at Ngaruawāhia Community House, Leonie would turn up to class at 8am even though class didn't start until 9.30am and would help set up the class so that she and another student could go over the information learnt the day before, or to go over an exercise in the workbook with the laptop before class started. Class would finish by 12.30 but students including Leonie would stay on until 3pm when her husband would pick her up.

Dedicated to learning as much as she could, by the time Leonie had graduated the course and while waiting for the internet to be connected, Leonie spent her time reading over the course book and would practice her skills on the laptop and when the internet was finally connected she mentioned that her proudest moment was being able to do internet banking on her own following the instructions in the book.

She is now moving on to practicing with Microsoft Office and would like to continue learning. She believes that everyone should do the course – "I am using my laptop every single day!"

Leonie is also keen to move onto the Stepping UP programme when this is offered in the Hamilton area.

"The tutors were awesome and I can't say enough about the programme, I am so glad I did it."

Wairarapa

DECEMBER 2016 UPDATE

50 families to be supported (2016–17); as at 31 December 2016 15 families (30%) graduated. Broadband internet connections provided to 10 families (67%).

Nadine works in customer services for Trust House in Masterton. This involves dealing with phone calls and processing applications for social housing in the region. Her work constantly involves using a computer. She says that her job could not be done without having good computer skills.



Nadine Shedlock - in her Customer Services role at Trust House – doing the job she loves, which she would not have received without her Computers In Homes participation.

SUCCESS STORY

Nadine graduated from the *Computers in Homes* course in 2013. She says that completing the programme gave her a great boost, as she had been out of employment for at least 10 years. She had done well on the CiH training and had also completed eleven Stepping UP Modules, which she says “refreshed my knowledge and brought me up to date with modern computers”.

Nadine had searched for a job in customer services for many years but without success, even undertaking a Small Business course with Te Wananga o Aotearoa so she could begin her own business.

Being out of work, Nadine did a lot of voluntary work and she was offered her current job when volunteering for Te Awhina, Cameron Community House. She had been working there voluntarily and also became a Board member. The new Chairperson offered her the customer services position, knowing that she had completed the *Computers in Homes* course and that she was a very competent computer user.

Nadine says that having the computer at home has been wonderful for her school age children, enabling them to keep up with what their classmates are doing.

She also says that working for a community organisation like Trust House is really good, and as she is a tenant of Trust House, gets to see both sides. They also let her fit the job around the needs of her children which is very important to her.

Wellington/Hutt

DECEMBER 2016 UPDATE

50 families to be supported (2016–17); as at 31 December 2016 38 families (76%) graduated. Broadband internet connections provided to 38 families (100%).

Here is a success story from a young mum who was encouraged to participate in the Walter Nash Training Centre programme. For her, *Computers in Homes* was more than a free computer course, it was a way for her to build her confidence and social circle. This is where the magic happens.



Jessie Harrison with her brother, sister and son - all enjoying being online.

SUCCESS STORY

I was asked to be on the programme from my Aunty. She saw the benefits of the programme and thought it would be ideal for me. I'm a young mum, but I also help out with my little brother and sister while my mum and dad are at work. Although I come from an era of using devices, this programme helped me build my self-esteem and my confidence to socialize with others.

I was very fortunate that the group I trained with took me under their wings and always made sure I got to class on time and had a ride home. When I took home my device, my whole family was excited. I remember coming home and wanting to use the laptop, only to find my little brother had hidden in his room with it. The laptop has been great because I like seeing my siblings use the device, even if it's only to watch YouTube.

When my mum saw the device, she started encouraging me to do job searching. She helped me with my CV and also helped me apply for jobs. I applied for many and am pleased to say that a few of my applications have been successful. For someone who is very shy, this has helped me become more independent. I would recommend this programme to everyone.

Thank you Computers in Homes.

Jessie Harrison

West Coast

DECEMBER 2016 UPDATE

50 families to be supported (2016–17); as at 31 December 2016
0 families (0%) graduated.
 Broadband internet connections provided to **0** families (0%).



Connor Harris enjoys accessing 'Reading Eggs'.

child the Internet will be his main source of contact with others and for him will be amazing."

Bringing internet to Bruce Bay and nearby communities has been a 12-month journey for WestREAP. Working with Te Runanga o Makaawhio, a Ngai Tahu hapu, the Department of Conservation and WiFi Connect over many months, a plan was developed and presented to InternetNZ for funding support. The application was successful but this was when the real physical challenges started – the West Coast weather!

There were unanticipated issues with weather conditions around the Karangarua Range during the time the mountaintop wireless repeaters were being installed. This impacted on the number of helicopter flights needed to get up and down the mountain. Men were trapped up there for some hours during one trip, they were forced to move on foot to an alternative landing point and had to come down without their tools and equipment after a 'white-out' prevented the helicopter from reaching them – conditions were such that they were unable to walk out. There were also two attempts to get a truckload of concrete prepared and brought to the base site which had to be dumped because they couldn't get it up the mountain. Weather conditions caused the initial installation team to travel back to their home base in the North Island and come back at a later date.

But that's not the end of the journey – just a step along the way. WestREAP will now be providing digital literacy training for Bruce Bay families to help them get the most out of their internet connections as well as pursuing more funding to expand the wireless internet networks to Haast as well as to Awatuna and Arahura.

SUCCESS STORY

On 28 January 2017, a feature story in the Greymouth Star "DIY WiFi", reported on the journey by WestREAP and the West Coast communities that they support to bring affordable broadband internet to Bruce Bay and other isolated "forgotten" communities. The service is being provided by WiFi Connect Limited, a community wireless internet provider, using low cost WiFi to connect families to the fibre network at Fox Glacier School.

Connor Harris has been a Te Kura student since August 2016 and is just one of the students benefitting from the new service. He has really enjoyed most of the learning opportunities that Te Kura offers but without a reliable and affordable internet connection, he has been missing out in some areas. His mother reports that the new WiFi connection to the school has been amazing for Connor; he has downloaded two of the learning programmes from Te Kura-Sunshine Online and Reading Eggs – which she says he is loving. With the previous satellite connection Connor couldn't use Reading Eggs at all and access to Sunshine Online was very limited. Cost of the satellite service was a major factor as it wasn't uncommon to get a bill exceeding \$280/month. "His teacher is also looking forward to the new internet connection, as he will be able to skype them and other students in his class around New Zealand and the world. As an isolated

Whanganui

DECEMBER 2016 UPDATE

75 families to be supported (2016–17); as at 31 December 2016
27 families (36%) graduated.
 Broadband internet connections provided to **26** families (96%).

One of the difficult and rewarding parts of being a *Computers in Homes* Coordinator are the families' stories of their lives. I have had the privilege of hearing several of our *Computers in Homes* families sharing with me their stories including those involving domestic violence.

BEYOND ADVERSITY – SUCCESS STORY

Some mums arrive at class very unconfident, shy and nervous, with very little confidence in themselves or anyone around them. Many of them think they are "dumb" because that is what they heard from school. So actually coming to a school to do a computer class is an incredible achievement to begin with.

Many people don't think about keeping themselves safe when using technology. For people experiencing domestic violence, keeping oneself safe on the internet and when using technology has a whole different level of importance. Many phones and applications on the phones use GPS. If they have Facebook with the GPS turned on it can give away their location, therefore making it extremely unsafe for them. People often get their Facebook and email hacked by ex-partners so it becomes really important to know how to change passwords and log yourself out of all other devices.

I want to share the story of K. I can't disclose her name for obvious reasons but she is happy that I share her story. Before she came to class she

really lacked confidence. She hated school and it taught her that she was dumb. She was moved to Whanganui by Women's Refuge and knew no one. She came to class because she thought it might help her boy. He had experienced significant trauma in his life and now had behavioural and mental health issues that meant he doesn't play well with other children and is very isolated. She used a bit of Facebook and occasionally used Google but that was it.

She had no clue as to how to keep herself safe online. Since doing the course she is now the "Google Queen". She now uses the computer every day. She has fallen in love with words and every day she finds a new word to learn. She would one day like to write. In her words "my self-knowledge is a lot better. I teach myself things online. I use the internet for practical things like fixing my freezer, managing my power bills and paying the bills. I feel much more confident in myself and once the court stuff is finished I want to keep on learning" Her ex hacked her Facebook page and she knew what to do and how to log herself out. Facebook is critical for her to keep in touch with family and friends who have no credit on their phone. She loves using the Google Drive and Google helps with everything from health to finding a bargain.

For her son the computer has been a godsend. He teaches himself things on YouTube and he just loves the computer. It makes him feel less isolated. It is his safe space. She has set up her home so she can keep an eye on what he is doing online and encourage him to do research and learn.

K's story is the story of many women in Aotearoa. It is a success story because it is the story of how small things like doing a *Computers in Homes* course can be the start of a long journey to a new life.

Refugee programme

DECEMBER 2016 UPDATE

130 families to be supported in 2016–17; as at 31 December 2016 **64** families (49%) graduated.

Juliana Gjo has become one of our regular interpreters and family liaison workers with our refugee programme at e-Learning Porirua. She has helped with four refugee families over the past year.



TOP: Interpreter Juliana Gjo (right) with Vietnamese refugees Giang Sung and A Poa Vang at the Refugee CiH graduation - Wellington June 2016

ABOVE: Juliana with her parents.

SUCCESS STORY

Two of these families have been Vietnamese refugees and two families were from Burma, now known as Myanmar. Juliana is married to a Vietnamese man and has learnt to speak Hmong (a language shared across Southern China, Thailand, Laos and Vietnam).

Juliana's story is particularly interesting, because she too was a refugee, from Burma. Her parents came with her and her two older brothers and an older sister to New Zealand in November 2008 and were settled in Porirua.

Her mother was one of the 'long-necks' (also known as giraffe women) with a brass coil around her neck to slowly give the appearance of stretching it (it actually compresses the clavicles and the rib cage). Since arriving in New Zealand her mother had the coil removed.

Juliana's parents both attended a *Computers in Homes* course with e-Learning Porirua a few months after arriving in New Zealand in 2009. Juliana recalls how great it was to have a computer to communicate with friends and family overseas and in other parts of New Zealand. She also remembers how useful it has been with helping her family with learning English and with other education. She and her siblings have all gone on to improve their English and engage with higher education. In fact Julianna has just completed and graduated from Whitireia Polytechnic with a Bachelor of IT degree.

We are so happy to have Juliana help with our refugee programme and specifically to assist us with teaching refugee *Computers in Homes* to new refugee families. It is wonderful to have Juliana as part of our team and to congratulate her on her success.



Stepping UP

Stepping UP provides free, community-based computer and internet training for adults.

All *Computers in Homes* families are encouraged to continue into Stepping UP modules (16% did so in 2016) but we collaborate with public libraries and other local providers to ensure that these digital training opportunities available to anyone in the communities we work in.

The programme modules (called digital steps) are designed to help anyone gain basic computer knowledge. The first 10 basic steps in the box cover the core skills of *Computers in Homes* training, while the other steps reflect the topics of most relevance to participants signing up to these classes. Some libraries have developed their own modules and many libraries share these new steps with other providers.

The results reported here are from the 2,409 modules completed in 2016 in 52 public libraries, community centres or schools.

Profiles of Stepping UP participants contrast with our CiH families. Learners are older (66% over the age of 50), predominantly NZ European (57%), only 23% have no educational qualifications while 17% have a tertiary qualification.

They are retired (31.5%) or beneficiaries (19%). They have a computer at home (63%) and a broadband internet connection in the home (61%). The computer may belong to another family member. In many cases there is no-one in the family competent or willing to teach them digital skills.

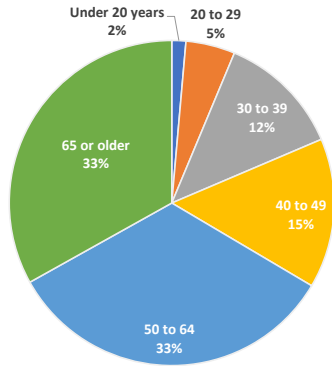
They value many aspects of the Stepping UP classes, in particular learning from a friendly instructor in a local venue and being mentored.

DIGITAL STEPS:

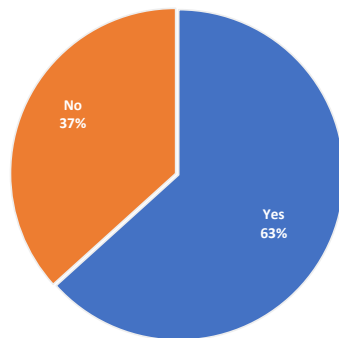
- DS1 Computer Basics
- DS2 WORD 1 (Text formatting)
- DS3 WORD 2 (Editing documents)
- DS4 Email (Setting up an email account)
- DS5 Email 2 (Using email)
- DS6 Google and the Internet
- DS7 Internet Security and Safety
- DS8 Introduction to Social Media
- DS9 Classroom e-Learning
- DS10 Slideshows
- DS11 TradeMe
- DS12 Employment 1 (Preparation)
- DS13 Employment 2 (Finding a job online)
- DS14 Introduction to Spreadsheets
- DS15 Home Finances
- DS16 Facebook
- DS17 Skype
- DS18 Digital Design
- DS19 Digital Photos
- DS20 YouTube
- DS21 Windows 8
- DS22 Intro to Chromebooks
- DS23 Intro to Tablets
- DS24 RealMe
- DS25 My Account
- DS26 Google Drive
- DS27 Pinterest
- DS28 Photo Editing Basics
- DS29 Ancestry – Library Edition
- DS30 Photo Books
- DS31 Spark Jump

Note: DS1-DS10 modules are included in the *Computers in Homes* curriculum

AGE:



DO YOU HAVE A COMPUTER AT HOME?



WHAT WAS IMPORTANT?

Friendly instructor

Having a mentor

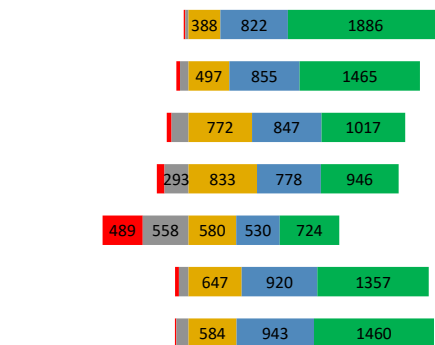
Flexible with lots of choice

Short programme

Make new friends

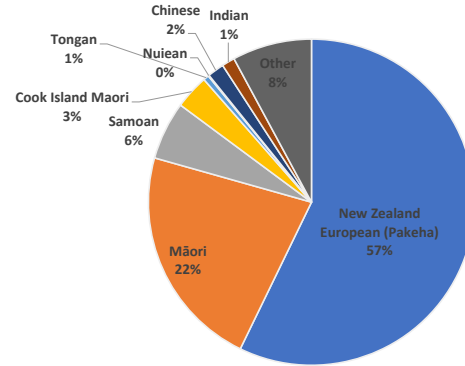
Small classes

Local venue

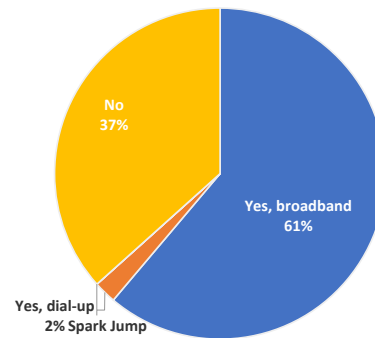


■ Not very ■ Somewhat ■ Important ■ Very ■ Extremely

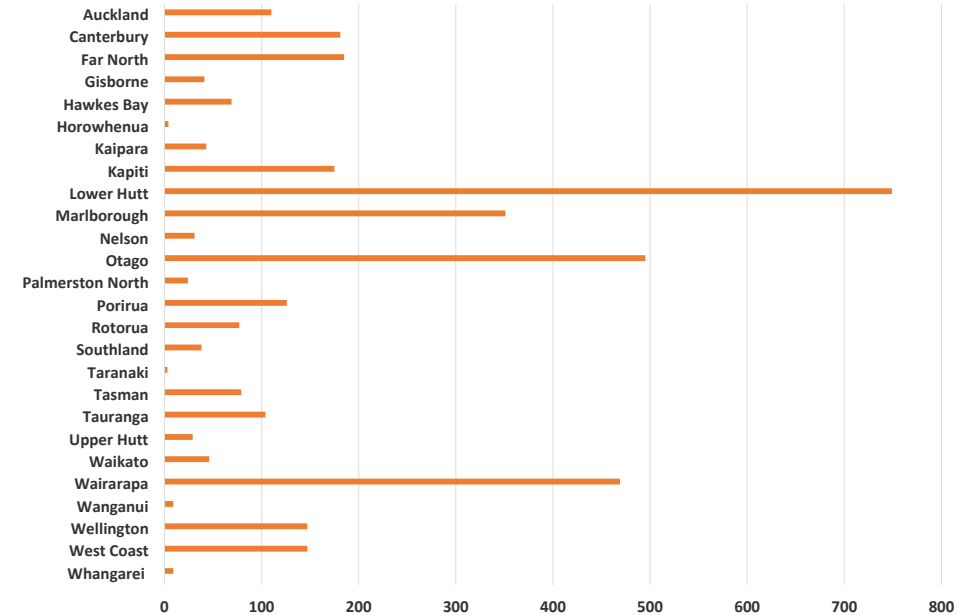
ETHNICITY:



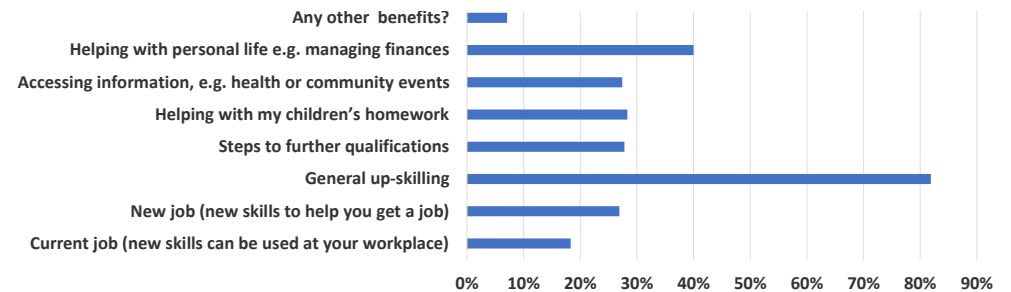
DO YOU HAVE AN INTERNET CONNECTION AT HOME?



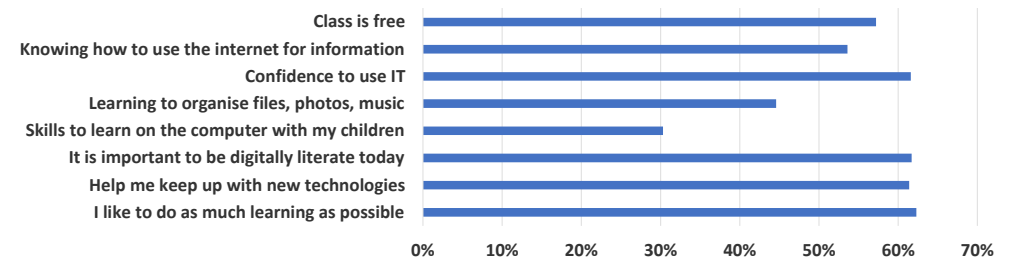
NUMBER OF PARTICIPANTS IN LIBRARY PROGRAMMES :



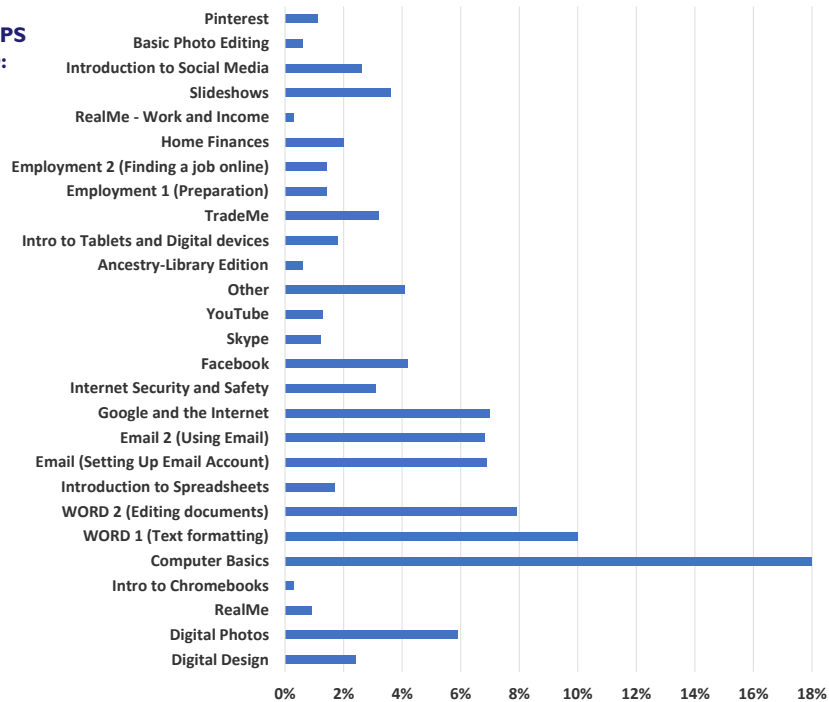
WHAT WERE THE BENEFITS OF STEPPING UP TRAINING?



WHY ARE YOU TAKING THIS DIGITAL STEP CLASS?



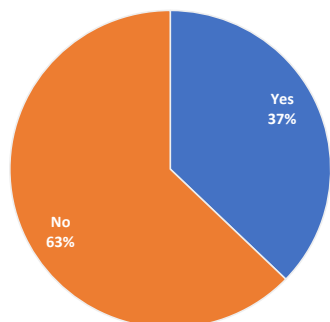
DIGITAL STEPS COMPLETED:



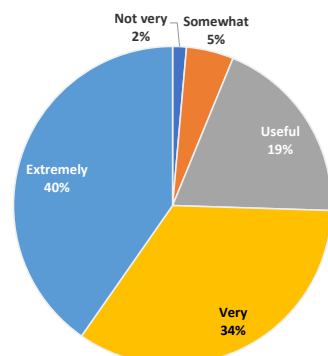
It is worth noting that the most popular course is Computer Basics which indicates most have very limited previous digital experience. Other popular courses are introductions to Word, Email and Google. A high number return to enrol in further modules. In the 2016 year, 63% indicated that this was not their first Digital Step.

All participants rate the usefulness of the Digital Step completed as useful (74% as extremely or very useful) and major benefits gained are general digital upskilling and learning how to use the internet to help with their personal everyday life. They are motivated to take the class as they are seeking confidence to use digital technologies, they understand it is important to be digitally literate, want to keep up with new technologies and are looking for new learning opportunities.

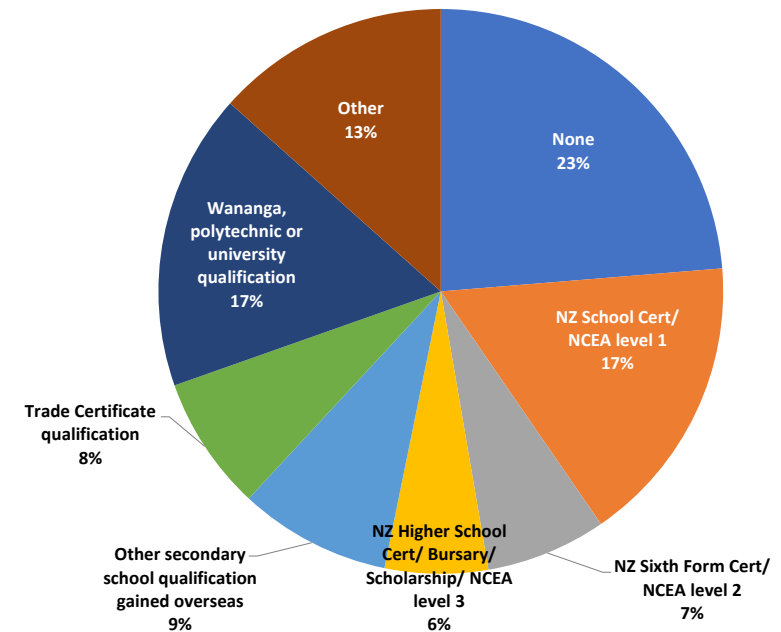
IS THIS THE FIRST DIGITAL STEP CLASS YOU HAVE ATTENDED?



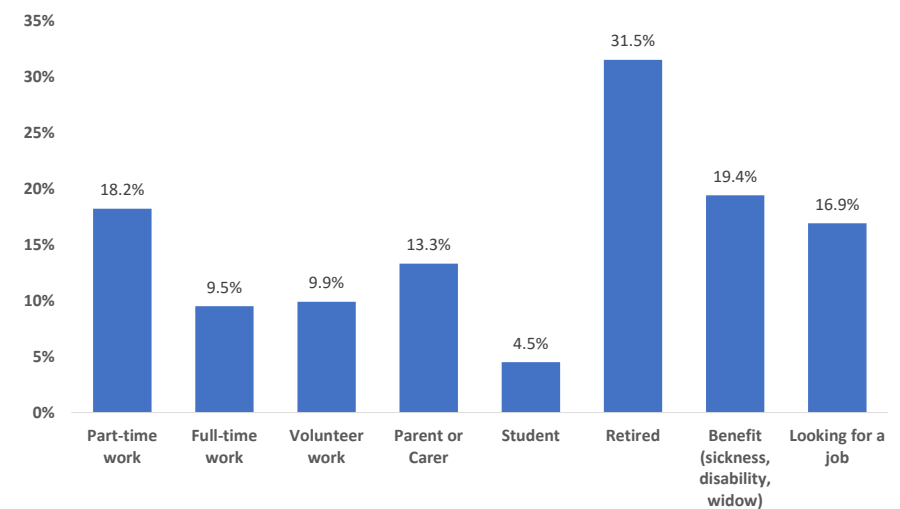
USEFULNESS OF DIGITAL STEP:



WHAT QUALIFICATION DO YOU HAVE?



WHAT IS YOUR EMPLOYMENT AT THE PRESENT TIME?



KiwiSkills Jobseeker

DECEMBER 2016 UPDATE

2407 registrations; **58** Delivery Partners; **36** Accredited Test Centres; **123** Accredited Testers.



LeeAnne has used her new ICDL skills to secure a job.

YEAR TWO KIWISKILLS TARGET MET

The Lottery Grants Board is supporting 7500 jobseekers develop work-ready digital skills over 3 years (2015-2017). Our year 2 goal was 2500. By the end of the year we had contracted 58 programme partners to deliver the KiwiSkills programme to nearly 3000 job seekers. This included schools helping senior students become job-ready and PTEs and community organisations providing work skills programmes. KiwiSkills can be delivered online or with work-books. Schools typically prefer the online approach. Many PTEs and community organisations support people with low literacy skills and prefer the workbook-based Digital Citizen programmes. Our Year 3 target is 3500; our delivery partners are already planning to support 2700, so we fully expect to achieve or even exceed this target.



Lottery Grants Board
Te Puna Tahua
LOTTO FUNDS FOR YOUR COMMUNITY

KiwiSkills
DIGITAL SKILLS FOR
JOBSEEKERS

When LeeAnne Baker was ready to return to work after seven years, she wanted to update her computer skills. She did not have the confidence to apply for a job so she made enquiries at Te Roroa Learning Assistance in Dargaville about updating her computer skills. After passing a basic level computer course, her tutors recommended that she undertook the KiwiSkills ICDL programme.

SUCCESS STORY

When she started the ICDL training, Leanne was ready to sit on her own and work through the modules which were clearly set out in groups. She also enjoyed working from home without any tutor assistance.

After she completed KiwiSkills Leanne was offered work experience at Te Roroa Learning Assistance which then turned into paid work as a receptionist, utilising all the skills she had learned. For example, Leanne started with the very basics of Excel spreadsheets which were a complete mystery to her. By doing the courses LeeAnne now feels confident in doing tasks she needs to do in her new job and at home. She now has a better understanding of how a computer works and is capable of a lot more things that she never knew or thought she could do.

LeeAnne highly recommends the KiwiSkills programme and says “without completing these awesome courses, I wouldn’t be in a job that I love with people that are kind, helpful and understanding of everything I do and still continue to do so.”



ICDL
New Zealand

Internet Connections – the invisible barrier

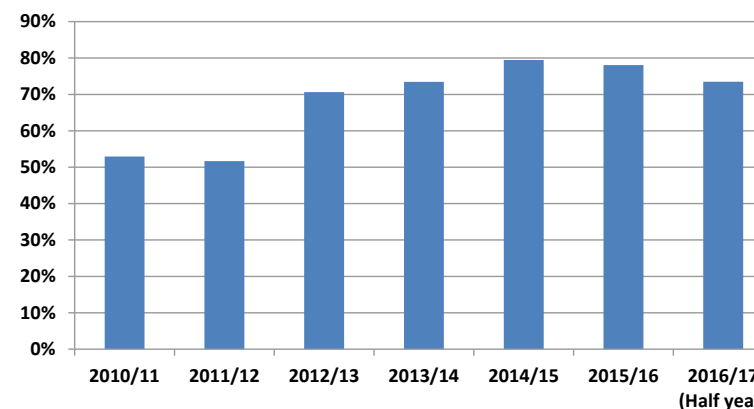
During the first half of 2016/17, 78% of all families participating in a *Computers in Homes* programme either had an internet connection in their homes at the time of graduation or were connected to the internet shortly thereafter. This is the same percentage as for the previous two years. While the CIH subsidy has remained the same – families still pay \$10 per week – the quality of the connection has increased dramatically and the data caps have been regularly increased to match average New Zealand household use. The package offered by our main internet partner, 2 degrees, with a 100GB data cap and unlimited YouTube remains one of the most competitive in the market.

So the question then is why do 22% of all *Computers in Homes* families say no to the internet component of the programme? The most common reasons given relate to uncertainty in the lives of the participants. During the last six months, 40% families said they are “not ready”, “undecided” or “living in temporary accommodation”. 12% had concerns about costs. Only 8% could not be connected because of “no service”. The remaining 40% had “other” reasons. This has been fairly consistent for the last five years, which suggests that these reasons are less about the internet itself but more to do with underlying human concerns, e.g. concerns about the implications of a 12-month contractual commitment and uncertainty about being able to honour that commitment.

Internet connection rates in some regions have been consistently lower than other regions, notably the Eastern Bay of Plenty, Tauranga, Waikato, Wairarapa and the West Coast.

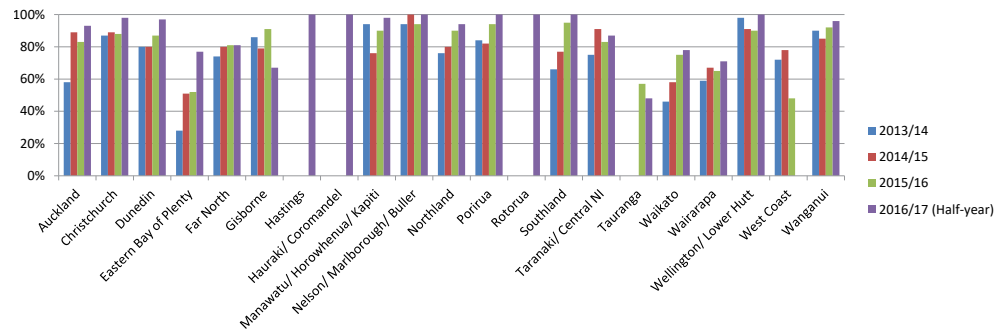
There has also been little substantive change in the type of internet connection; the slight increase in ADSL connections and the dip in naked DSL seems to reflect the success of commercial telecommunication companies in bundling the internet with other services. UFB connections continue to struggle to have much impact in the *Computers in Homes* markets, despite this remaining our first choices. Challenges in organising UFB connections when so many CiH families are in rental accommodation and installation timeframes are a definite deterrent. Wireless connections continue to meet a need, especially in rural communities where ultrafast fibre connections are still some years in the future.

INTERNET CONNECTIONS FOR FAMILIES AT TIME OF GRADUATION:



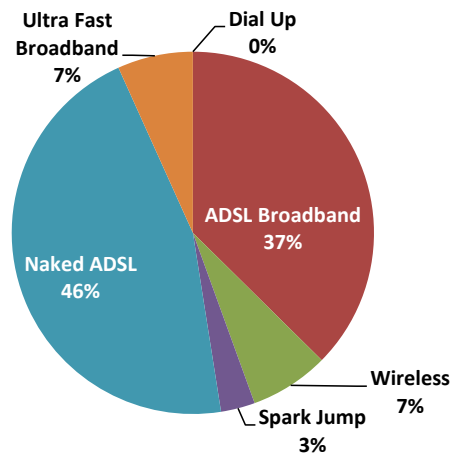
PERCENTAGE OF CIH FAMILIES WITH INTERNET (BY REGION):

The internet connection rate varies by region. The graph below illustrates the connection rate for each CIH region for the 6-month period from July – December 2016 compared with three previous 12-month periods.

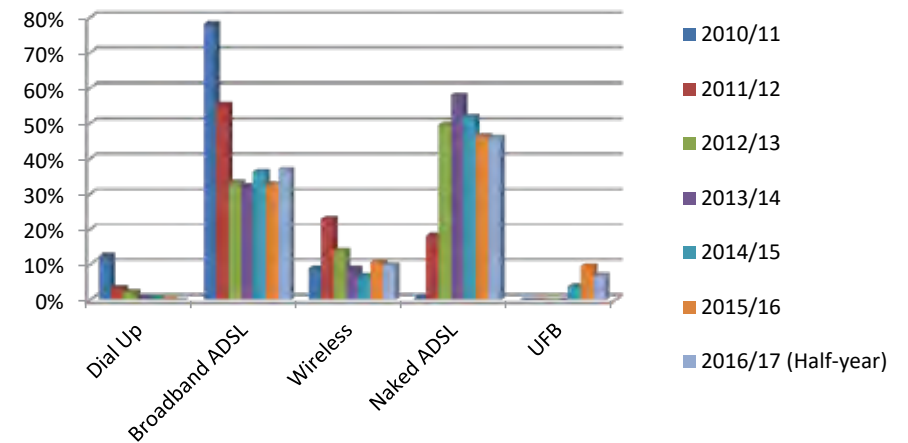


The new Spark Jump service, introduced in September 2016, is already having an impact. The combination of low entry cost (\$15 for 30GB), pre-pay and no term contracts makes this a particularly attractive option for many families in the communities we support. While this is constrained to 4G coverage areas, the performance rivals entry-level fibre services. But the ease of set up has to be one of the big advantages – no credit checks are necessary, there are no installation costs and it takes less than 10 minutes to set up an account and procure service. We expect Spark Jump to have an increasing impact and address some of the concerns and uncertainties that are preventing families from having an internet connection in their homes. By June 2017, we hope to be able to report that we have overcome the invisible 80% barrier and see a significant increase in the number of families connecting to and sustaining an internet connection.

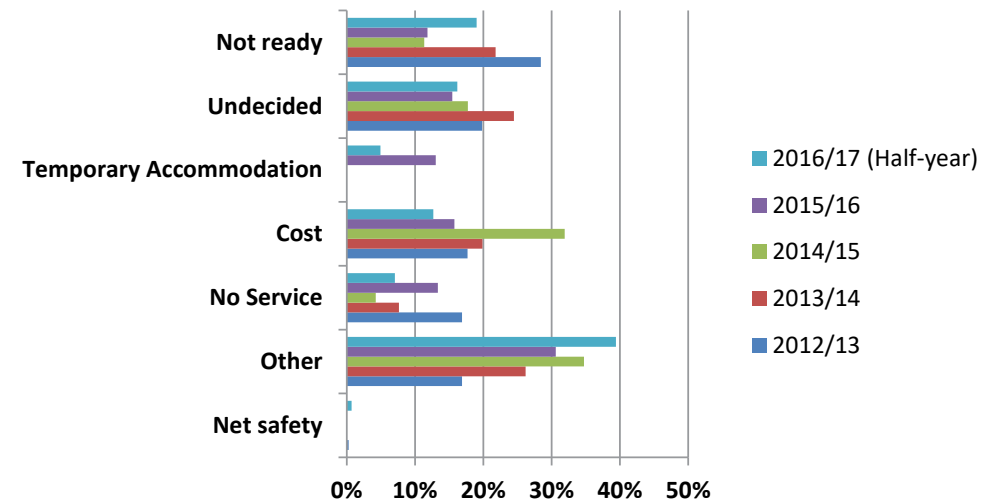
INTERNET CONNECTION (BY TYPE):



INTERNET CONNECTION TRENDS FOR FAMILIES AT GRADUATION (BY TYPE):



REASONS FOR NOT CONNECTING TO THE INTERNET:



Computers in Homes delivery partners

REGION	CIH COORDINATOR	REGIONAL PARTNER	2016 GOVERNANCE / MANAGEMENT
Auckland	Cara Sefuiva, Denise Proctor, Jo Hampton & Sue West	20/20 Trust	Sue West
Christchurch	Sue Davidson	20/20 Trust	Sue Davidson
Dunedin	Janine Moore	20/20 Trust	Sue Davidson
Eastern Bay of Plenty	El Alamein Tunui	Eastbay REAP	John Chemis
Far North	Emma Tracey	2020 Far North ICT Trust	John Windleborn
Gisborne/East Coast	Ivan Lomax	Tairawhiti REAP	Ani Pahuru-Huriwai
Hastings	Krishna Haerewa	Te Taiwhenua o Heretaunga	George Reedy
Manawatu/ Horowhenua/ Kapiti	Shona Te Huki	Manawatu/Horowhenua/Kapiti CiH Steering Committee	Cr Adrian Broad
Nelson/ Marlborough/ Buller	Denise Henley	Nelson/Marlborough/Buller Steering Committee	Tim Jackson
Northland	Sue Kini	20/20 Trust	Sue Kini
Porirua	Tim Davies-Colley	Porirua e-Learning Trust	Graham Kelly
Rotorua	Mercia-Dawn Yates	Nga Pumanawa e Waru	Leith Comer
Southland	Amanda Keen	Southern REAP	Dawn Brocks
Tauranga	Rosslyn Te Whero	20/20 Trust	Ivan Lomax
Taranaki/ Central North Island	Christina Turner	Taranaki e-Learning Trust	Karen Cave
Waikato	Leila Ryan/Pania Peta-Herewini	Web Access Waikato Trust	Shane Hobson
Wairarapa	Martha Manaena	Wairarapa REAP	Peter McNeur
Wellington/ Hutt	Briar Kopa	Wellington/Hutt CiH Steering Committee	Cr Gwen McDonald
West Coast	Cheryl Jackson	Westland REAP	Corrina Gestro-Best
Whanganui	Tania van der Vegte	Whanganui CiH Steering Committee	Sharon Duff
Refugee	Di Daniels/Shona Te Huki	Ministry of Education	Abdirizak Abdi
Stepping UP	Sue Kini	20/20 Trust	Sue Kini
KiwiSkills	June Robinson, Karin Elliott, Sarah Lee & Eleanor Dashfield	20/20 Trust	June Robinson

Acknowledgements

***Computers in Homes* is a successful programme, providing essential support for parents of school-aged children who have not previously had the opportunity to develop their computer and internet skills to a level where they are confident in helping their children use digital technologies for learning.**

The ongoing success of the programme relies on continuing government support and partnerships with local communities. The regional *Computers in Homes* coordinators, their local steering committees and our CiH delivery partners are absolutely critical in managing the roll out of the programme in their respective regions. The results achieved, as recorded in this report, are a tribute to their efforts and commitment to the programme.

Our thanks to all who have contributed during 2016, and to those who continue to do so.