Community toolkit

This toolkit will help you plan a programme of sessions to help people get online.

CONNECTING CUMBRIA

BT

Community toolkit

What is digital inclusion?

The Internet has transformed how we work, keep in touch, find information and spend our leisure time, but there are still many who are not able to enjoy these opportunities.

Digital inclusion is about helping everyone to gain the skills and confidence to use the Internet, for example to search for jobs, shop more cheaply and stay in touch with family and friends.

At BT, we believe everyone should be able to benefit from communications and the Internet. These free downloadable resource learning materials provide learning activities that help beginners to get online, be safe, find information, services and support, keep in touch, save money and have fun.

Each activity builds specific skills step-by-step. There are several topics, each with levels of progression and a helper guide, and there's also a glossary to explain key words.

Who can use these materials in community settings?

The activities can support a wide range of people from across your community, including:

- Older people

- People who are unemployed

- People with a disability

- Young people (especially those who are not in education, employment or training (NEETs))

- Other hard-to-reach groups, including minority groups.

Community toolkit

	Topic	Beginner hand-outs			Helper guides
1.	Your set-up	1.1 Understanding your computer	1.2 Using your computer	1.3 Using your computer for photos	Helper guide: Your set-up
2.	Internet basics	2.1 Getting online	2.2 Staying safe online	2.3 Protecting your computer	Helper guide: Internet basics
3.	Everyday help	3.1 Finding information online	3.2 Finding a home to rent or buy	3.3 Searching for jobs	Helper guide: Everyday help
4.	Keeping in touch	4.1 Understanding email	4.2 Using social networks (Facebook, Twitter, forums)	4.3 Making calls on Skype	Helper guide: Keeping in touch
5.	Your family	5.1 Internet safety with children	5.2 Education and health	5.3 Genealogy	Helper guide: Your family
6.	Services and support	6.1 Finding out about benefits	6.2 Finding and using public services	6.3 Disability and the Internet	Helper guide: Services and support
7.	Media and entertainment	7.1 Reading the news	7.2 Games and online TV	7.3 Enjoying music	Helper guide: Media and entertainment
8.	Money and shopping	8.1 Online banking	8.2 Shopping and auctions	8.3 Saving and donating	Helper guide: Money and shopping

Community toolkit

Things to think about

The questions below show the main steps you should consider when planning, preparing for and delivering your Get IT Together sessions. Not all steps may be relevant. You may need to include further steps depending on your circumstances.

1 **What are the barriers to digital inclusion in our community?**
- Page 5 will help you identify needs, barriers and existing provision.

2 **What groups will we engage? What topics will we cover?**
- Pages 11 – 13 provide ideas for supporting older people, people who are unemployed, people with a disability, young people and hard-to-reach groups.

3 **What is the best location for our activities?**
- Page 6 will help you identify the right place.

4 **What partnerships could help to reach specific groups, promote sessions and deliver them?**
- Page 7 will help you identify organisations to work alongside.

5 **What are the costs? Who could help with funding?**
- Pages 7 and 8 will help you identify potential costs and sources of funding.

6 **How will we promote our sessions?**
- Page 8 provides ideas for promotion to reach the right people.

7 **What equipment will we need?**
- Page 9 includes a suggested equipment list and things to consider for specific needs.

8 **Who will deliver each session?**
- Page 9 will help you decide who should deliver the sessions.

9 **How can we evaluate our work and plan next steps?**
- Pages 14 and 15 will help you reflect on your sessions and look to the future.

Use the rest of this toolkit to help you at each step.
Adapt the planning checklist at the back of the toolkit.

Community toolkit

What are the reasons for digital exclusion?

'Digital exclusion' does not describe a single set of factors or circumstances. Every community will contain people who are digitally excluded. Some may be 'visible' while others may be 'invisible' and therefore harder to identify.
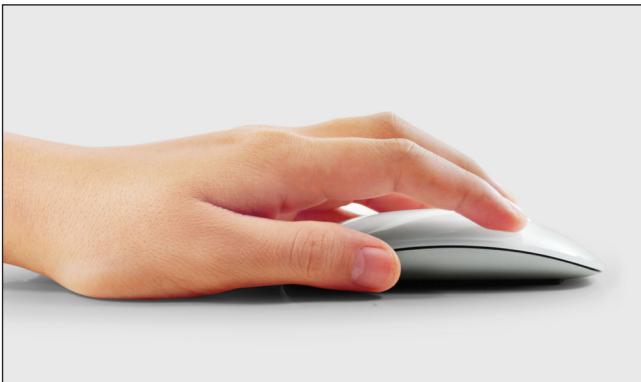
Reasons might include:

- Persistent absence from school
- Low educational attainment
- Mental or physical disability
- A lack of training
- A lack of awareness of local facilities or of what the Internet can offer
- Poverty, or the cost of IT equipment and broadband
- Language or cultural barriers, which may be uneven within a specific group (for example women may be more excluded than men in some groups)
- Lack of confidence with technology, or a fear of IT
- Misinformation or misunderstanding ('the Internet is dangerous')
- A lack of interest
- Mental health issues
- Location (eg far from community Internet facilities)
- Age
- A reluctance to 'lose face' and admit they need assistance.

No single factor is likely to fully account for exclusion. You can uncover these reasons by talking to the people whom you aim to help, and to other organisations or support agencies that work with them.

Community toolkit

Planning what to offer

As you plan your Get IT Together sessions, you will need to identify your aims and objectives.

These will also be important to other stakeholders, including potential delivery partners and funding bodies.

Think about:

- What group(s) are we aiming to engage and why?

- How many sessions will we run? Is this a short-term pilot or a long-term project?

- What are the barriers to digital inclusion for this group?

- What are their most urgent needs and how can digital inclusion address these?

- Which hand-outs could make a difference?

Be realistic about the scope of your Get IT Together project and match your ambitions to your resources.

Finding the right venue

A good venue will be:

- Easily accessible for the group you wish to target, for example, on foot, by public transport and by wheelchair

- Big enough for your group, with enough furniture and sockets

- Secure (for storing equipment) and quiet

- Insured to cover your equipment and activities

- Provide other facilities you may need, including toilets and perhaps also tea and coffee facilities.

Partnerships

> **A good broadband Internet connection is essential.**

Community toolkit

Working with a partner organisation may enhance your access to funding and publicity, fill a skills gap, provide access to the right venue or help you reach beginners in specific groups, including those hardest to reach.

Ideas might include:

- A local newspaper, to promote sessions and help communicate the benefits of taking part

- A community hall

- A school, college or library, where you can use their IT equipment

- A voluntary organisation that can help with administration or transporting beginners to your venue

- An organisation that already works with your target audience, for example the young and unemployed or a minority group

- An equipment supplier, IT support or training provider.

You may wish to establish a formal partnership with a written agreement. Obtain proper legal advice when creating your partnership agreement.

Costs and funding
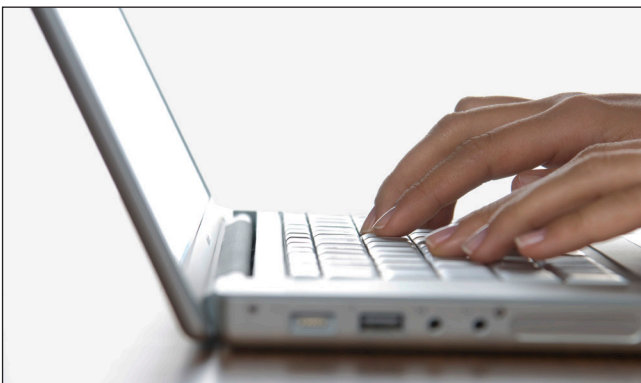
What costs should we consider?

The costs for your Get IT Together project will depend on your aims, objectives, audience and circumstances, but you may need to include:

- Equipment (see 'What equipment will I need?' for details)

- Internet access – you may need to contribute to your venue's broadband bill

- Insurance – make sure you have suitable insurance for your equipment, personnel and activities, and that your venue also has suitable insurance

- Transport – this could cover equipment, staff or volunteers, and even helping beginners get to the venue

- Staffing – this might include volunteer expenses, trainers and project management/ coordination

- Publicity – advertisements, posters, flyers

- Printing – of beginner's hand-outs and any work they create

- Venue hire

- IT support

- Refreshments

- Accessibility – transport for people with a disability

- Adaptation – equipment to help some beginners use a computer.

Community toolkit

How could we obtain funding?

Funding may mean money, or it could be 'in kind' in the form of equipment, support, time or a venue.

Sources of funding might include:

- Lottery funds
- Local community funds or charities
- Business sponsors
- Your local authority
- EU funding
- Funds for building employability or basic skills
- Local fundraising activities.

Every funding body has its own aims and objectives and will seek to fund projects that are a good match for these. Demonstrate this with your aims, objectives and plans, and your application is more likely to succeed.

Partnerships can demonstrate effective use of resources and a 'joined-up' approach to supporting specific groups, and your partner may open the door to funding that you could not obtain on your own.

Promotion

The right promotion will help ensure that the beginners you want to reach are aware of your Get IT Together project and how it might help them.

What will work for the beginners you want to help? Your promotional activities could include:

- A talk to explain your project
- Word of mouth
- Leaflets
- Notices in places your target group visits, such as a community centre or local shops
- News reports in your local media
- Advertisements.

Plan your promotional activity well in advance. Make sure all your promotional activities include the details people need, including how to respond and sign up for your sessions.

Community toolkit

What equipment will I need?

For you:

- Recent model laptop or desktop computer running Windows Vista or 7, linked to:
  - Data projector
  - Projector screen.

For beginners:

- Recent model laptop or desktop computer running Windows Vista or 7
- Networked access to a black and white and/ or colour printer, depending on your planned activities.

It's helpful for laptops to have an external mouse, so beginners don't need to rely on a trackpad. Large screens are often easier for beginners to use.

You may also need sufficient extension power cables and cable tidies.

For beginners with additional needs:

- Basic equipment as above, configured using the Microsoft Ease of Access Center in Windows
- Accessibility products suitable for their specific needs, such as a different desk, screen, mouse or keyboard.

These beginners may already be supported by organisations that can identify, source and fund the right accessibility adaptations for their needs.

> **All the computers you use will need networked or wireless Internet access via a reliable broadband connection.**

Who should deliver the sessions?

Get IT Together session leaders are referred to as 'helpers' for good reason and the right person will:

- Have the right skills and confidence for the group
- Be willing to learn and develop their own practice
- Be able to adapt their delivery
- Be friendly, sensitive, supporting and patient
- Be able to motivate beginners to learn and apply their skills
- Be reliable and committed to the project.

> **Ensure anyone working with vulnerable people has undergone all necessary checks before your project begins.**

This should include a Criminal Records Bureau (CRB) check. Only organisations registered with the CRB can submit applications for criminal records checks so your organisation will need to register or apply via an 'umbrella body' (see **http://www.businesslink.gov.uk/crb**).

Community toolkit

Involving BT Volunteers

Many BT people give their time to work as volunteers with causes they choose. To find out if a BT volunteer is available to help you, please contact education@bt.com providing the following information:

- The date and time of the event or sessions
- The location
- The name and contact number of the person organising the event or sessions.

Please also let us know if the volunteer will need to be CRB checked.

Identifying suitable volunteers can take some time so the more notice you can give us about your planned event/sessions, the greater the chance that we will be able to find someone who is able to help you.

Using the materials

You should already have a plan for which activity you will deliver in each session, identified from the needs of your beginners.

- Read the Introduction for Helpers for general ideas and tips for delivering successful sessions.
- The Helper Guide for each topic provides background notes on each session, safety advice and ideas for specific points to emphasise.
- The hand-outs provide the framework and activities for each session. They are for beginners and helpers to use together, or for beginners to use independently.

Be safe

Make sure you follow any guidelines for supporting equality and safety, including child protection or safeguarding issues.

Community toolkit

## Working with older people

Digital inclusion can help older people gain access to vital services, find local opportunities for socialising, keep in touch with distant family, and enjoy lifelong learning, hobbies and interests.

Their needs will vary greatly, for example, depending on their age, income, education and physical health. They may have limited access to computers, a perception that IT is not relevant to them, or a lack of confidence or skills.

Many organisations in your community act as a 'hub' for older people. These may be potential partners as well as venues.

When planning for this group, consider:

* Access issues due to disability or limited mobility

* Transportation: you may want to deliver sessions where this group 'already are' or involve local volunteer transport groups as partners

* Accessibility issues due to limited sight, hearing or limited mobility.
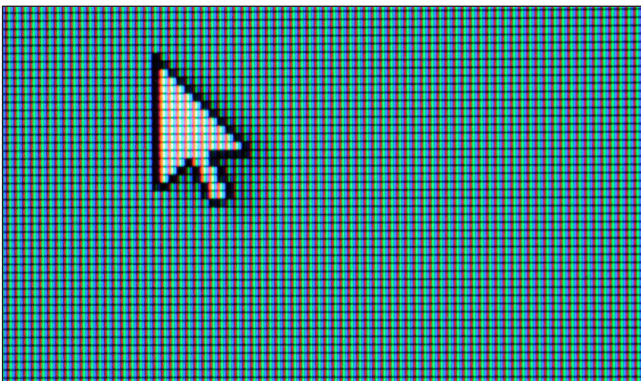
Working with people who are unemployed

People who are unemployed will include those recently made redundant as well as the long-term unemployed and will include people of all skill levels, ages and educational backgrounds. Key barriers to inclusion may include a lack of skills (especially literacy), access to computers and a lack of confidence when navigating through 'the system'.

Your local Jobcentre Plus may be the key partner in your community. Other support and self-help groups are likely to exist and could be potential partners. Your project should seek to complement this existing support.

Remember not to overlook how your Get IT Together project could help people who are unemployed to develop their learning skills, overall confidence and ability to use the Internet for socialising and hobbies. There are hand-outs that will also help them to access benefits, public services, accommodation and to better manage their money.

Community toolkit

Working with people who have a disability

This group includes people with a significant range of needs. When planning sessions you will need to include significant personalisation or accommodation and this may require small group numbers or even one-to-one tutoring.

Where possible though, an integrated approach open to anyone will make learning more inclusive, a positive experience for everyone and a chance to challenge stereotypes about disability.

Remember that while someone with a disability may wish to use the Internet to access specific help, support and benefits, all the hand-outs have potential relevance.

Partnerships will be key, partly because people who have a disability can sometimes be hidden members of your community. Your local authority may be able to provide details of funded and voluntary organisations that provide support.

Working with young people

Young people can include all those aged between 14 – 19 from any section of your community.

Get IT Together includes a specific guide for schools and colleges, but many young people may instead be in low skill employment or be classified as 'NEET': 'Not in Education, Employment or Training'. Your Get IT Together project can build their skills and confidence, help them enter the world of work or improve their career and earning prospects, as well as helping them to be safe online.

You may need to consider:

- Their wider social, economic and cultural backgrounds
- Their prior experience of learning, which may not be positive
- Hidden skill issues which they may seek to conceal
- A wish not to 'lose face' and admit they need help to get online
- Behaviour management during your sessions.

There will be many organisations in your community which support young people. These may be potential partners as well as venues, and could provide suitable helpers.

Community toolkit

Working with hard-to-reach groups

Hard-to-reach groups include all potential beginners who may be marginalised, disadvantaged, alienated or otherwise unwilling to engage with sources of support in our community.

This might include:

- Those for whom English is a second language or who do not speak English

- Some religions or cultural groups

- People experiencing poverty

- Black or minority ethnic (BME) groups

- Lone parents

- The homeless

- People who experience learning difficulties

- Lesbian, gay, bisexual or transgendered (LGBT) people.

Most hard-to-reach people have a unique mixture of multiple needs and there can be as much diversity within any one group as there might be across different groups.

Many hard-to-reach groups are already the focus of significant existing activity or provision. Seek to complement this work with your project. Consider training someone from within this group to act as helper. Be patient but also persistent: you may need to work harder to promote your sessions, fill seats and keep attendance up.

Community toolkit

Monitoring and evaluation

Monitoring and evaluation consist of asking 'How are we doing?' and 'What could we do better?'

- Monitoring is informal and day-to-day
- Evaluation is formal and periodic.

Funding bodies will expect to see evidence of both in your application, and each has an important contribution to make.

Things to consider:

- What do you want your monitoring and evaluation to do, for you and for beginners?
- Who will be involved, how, and how often?
- How will you include all beginners in your evaluation?
- What indicators will you use to show that you are on track or need to change your approach?
- How will you respond to any ongoing need for change?
- How will you act on the results of your evaluation at the end of the project?

Ideas for monitoring:

- Use a simple form to report any issues with the venue or equipment.
- Use the self-assessment ideas in the hand-outs.
- Observe sessions and agree a way to suggest improvements.
- Have a 'suggestions box' or email address for beginners' feedback.

Ideas for evaluation:

- Create a simple feedback form (or adapt the template at the back of this guide)
- Place a flip-board near the exit and let beginners provide feedback as they leave. Allow beginners to rate aspects of the project by:
  - Circling a 'happy', 'neutral' or 'sad' emoticon
  - Using a scale of 1 – 5
  - Answering 'yes' or 'no' to questions
  - Answering 'open-ended' questions, such as ideas for improvements

Consider gathering 'before and after' data. Show beginners their results as a way to reinforce their success. Ask if beginners would recommend a session, or the project, to others. This can also provide data to support fresh applications for funding. It's also relevant because of the proliferation of 'like' buttons on the Internet, which perform the same function.

Community toolkit

Next steps for your project

You may want to:

- Link your project's next steps to the next steps of your beginners, for example, delivering new activities or by helping them to use community IT facilities or to buy their own computer and broadband access

- Consider how you will seek ongoing funding and partnership support

- Learn from your monitoring and evaluation activities and adapt your plans and activities

- Adapt your project and use your equipment and skills to help a new group of beginners.

Course title: Get IT Together

Name: [   ]

Male ☐   Female ☐

Address, including postcode: [   ]

Home telephone number: [   ]

Mobile number: [   ]

email: [   ]

Age range

16 – 24 ☐   25 – 44 ☐   45 – 54 ☐   55 – 64 ☐   65+ ☐

Employment status

Employed ☐   Unemployed ☐   Looking for work ☐   Retired ☐

Which group best describes your ethnic background?

White ☐

Mixed ☐

Black/Black British ☐

Asian/Asian British ☐

Chinese ☐

Other ☐

What motivated you to come to today's taster session?

To keep up with your children ☐

Learn skills to help find a job ☐

Keep in touch with family and friends ☐

Personal hobby/interest/leisure ☐

Online shopping/finance ☐

Other ☐

Do you currently have a PC or laptop at home?

Yes ☐   No ☐

Do you currently have broadband at home?

Yes ☐   No ☐

- -

If you have answered No to the two questions above, within the next 12 months do you think you will:

Buy a computer or laptop   Yes ☐   No ☐   Maybe ☐

Get broadband at home   Yes ☐   No ☐   Maybe ☐

- -

If there is a computer and broadband at home, who are the main users?

Father ☐   Mother ☐   Children ☐   Other

- -

Before you came to this session, had you used the Internet in the last three months?

Yes ☐   No ☐

- -

How confident do you feel about using the Internet?

Very ☐   OK ☐   Slightly ☐   Not ☐

- -

What skills do you hope to learn?

- -

As a result of this session, how likely are you to come back for more?

Very ☐   Probably ☐   Possibly ☐   Not ☐

- -

As a result of this session, how likely are you to encourage a friend or family member to join an Internet / computer skills course?

Very ☐   Probably ☐   Possibly ☐   Not ☐

- -

We would like to be able to contact you after you have finished this course to find out what progress you have made. By giving us permission to contact you, we will only ask you questions about your use of computers and the Internet.

I give my permission.

Yes ☐   No ☐

Many thanks for filling in this survey.

Community toolkit

CONNECTING CUMBRIA | BT

Planning checklist

Use this checklist as a starting point. The key points for your Get IT Together project will depend on your organisation, the beginners you want to help, and your circumstances.

- ☐ We have identified a group for our Get IT Together project.
- ☐ We understand the barriers that currently exclude this group.
- ☐ We understand the most pressing needs that inclusion can address for this group.
- ☐ We have mapped existing provision in our community.
- ☐ We have liaised with other groups.
- ☐ We have identified potential partner organisations and which aspect of the project they can help with.
- ☐ A partnership agreement is in place with every partner.
- ☐ Together, we have drawn up detailed costs.
- ☐ We have identified potential sources of funding.
- ☐ We know each source's criteria for successful applications.
- ☐ We have identified the right promotional messages, methods and timings, in a promotional plan.
- ☐ We have a system in place to respond to enquiries and log beginners' interest.
- ☐ We have agreed the number of sessions.
- ☐ We have agreed which activities we will deliver.
- ☐ An appropriate venue is booked and has a good broadband connection.
- ☐ The timings for each session are appropriate for the group.
- ☐ Accessibility issues and any additional needs have been addressed.
- ☐ Our equipment is sourced, funded and ordered.
- ☐ Our equipment has been tested and is ready to use.
- ☐ We have identified the right helpers and they have been CRB checked.
- ☐ The helpers have read the materials and are prepared.
- ☐ Beginners know when each session will take place, and where.
- ☐ The helpers have personalised each activity for the specific needs of the group.
- ☐ The helpers are ready to involve beginners in their learning.
- ☐ A monitoring and evaluation strategy is agreed and in place.
- ☐ There is a timetable for management meetings and communication between partners.
- ☐ There is a plan for reporting back to community, funders and other stakeholders.
- ☐ We know how we will use evaluation to plan for the future.

In association with

Department for Culture Media & Sport

SUPER*FAST* BRITAIN

Cumbria County Council

EUROPEAN UNION
Investing in Your Future
European Regional Development Fund 2007-13

Support materials