

## Essential Digital Skills/Literacy Evaluation Framework for Seniors

<p><b>What do we want to achieve</b></p>	<p>All older New Zealanders have the digital literacy skills to be digitally included. These include:</p> <ul style="list-style-type: none"> <li>• being able to connect to the digital world or the internet</li> <li>• having the trust and confidence to carry out online activity and services</li> <li>• staying connected with their families and friends</li> <li>• keeping up with technology as it changes</li> </ul>			
<p><b>What does this look like</b></p>	<p>Able to connect to the internet with different devices in different ways</p>	<p>Able to carry out online activity and services safely, with trust and confidence, including to:</p> <ul style="list-style-type: none"> <li>• register and apply for services, buy and sell goods and services, and administer and manage transactions online</li> <li>• interact online safely (understand and avoid scams) with different online devices, systems, and apps</li> <li>• find, manage and store digital information securely</li> <li>• find solutions to problems using online services, including keeping up with change of technology</li> </ul>	<p>Have a better understanding about technology and the digital world</p>	
<p><b>How we will measure this</b></p> <p>Participants self-evaluate their digital literacy skills before and after training using the enclosed template (also includes questions about participants' experience on the training programme and trainers/facilitators)</p>	<p><b>Foundation/Basic skills*</b></p> <ul style="list-style-type: none"> <li>• percentage of participants who can turn on a device and log in to any accounts/profiles they have</li> <li>• percentage of participants who can connect a device to a Wi-Fi network</li> <li>• percentage of participants who can find and open different applications (App) or programmes on a device</li> <li>• percentage of participants who can use the different menu settings on a device to make it easier to use (e.g. change the font size to make it easier to read)</li> <li>• percentage of participants who can organise information using files and folders</li> <li>• percentage of participants who can use bookmarks to save and retrieve websites and information</li> </ul> <p><b>*Participants must have the foundation skills before learning the other skills</b></p>	<p><b>Skills to carry out online activity and services</b></p> <ul style="list-style-type: none"> <li>• percentage of participants who can manage their money and transactions online securely, via websites or apps (e.g. bank account)</li> <li>• percentage of participants who can buy and/or sell goods or services online</li> <li>• percentage of participants who can access and register services online including filling in forms, particularly for government services</li> <li>• percentage of participants who can access and manage health services online (e.g. booking appointments or online consultation)</li> <li>• percentage of participants who can use the Internet to find information to help them solve problems e.g. use search engines</li> <li>• percentage of participants who can use online tutorials, web chat, FAQs and forums to solve problems</li> <li>• percentage of participants who can use their digital skills to keep up with change of technology</li> </ul>	<p><b>Social connection skills</b></p> <ul style="list-style-type: none"> <li>• percentage of participants who can communicate with others digitally (e.g. email, or Messenger)</li> <li>• percentage of participants who can speak to others through video tools (e.g. FaceTime, Zoom or Skype)</li> <li>• percentage of participants who can interact and/or post content on social media platforms (e.g. messages, photographs, video etc.)</li> <li>• percentage of participants who can use the Internet to stream or download entertainment content (e.g. films, music, games or books)</li> <li>• percentage of participants who can set privacy settings on my social media and other accounts</li> </ul>	<p><b>Skills to be safe online</b></p> <ul style="list-style-type: none"> <li>• percentage of participants who can keep the information they use to access online accounts secure, by using different and secure passwords for websites and accounts</li> <li>• percentage of participants who can respond to requests for authentication (e.g. reactivate an account when they have forgotten their passwords)</li> <li>• percentage of participants who can assess the risks and threats involved in carrying out activities online and act accordingly, including             <ul style="list-style-type: none"> <li>○ percentage of participants who can recognise and avoid suspicious links in emails, websites, social media messages and pop ups, and know that clicking on these links is a risk</li> <li>○ percentage of participants who can update their computer security systems when necessary to prevent viruses and other risks</li> <li>○ percentage of participants who can identify secure websites by looking for the padlock and 'https' in the address bar</li> </ul> </li> <li>• percentage of participants who make sure not to share or use other people's data or intellectual property without their consent</li> <li>• percentage of participants who are careful with what they share online as they know that online activity produces a permanent record that can be accessed by others</li> </ul>
<p><b>Input/Intervention</b></p>	<p>Digital Literacy Training</p>			
<p><b>Target group/participant criteria</b></p>	<ul style="list-style-type: none"> <li>• People aged 65 years and over, from diverse groups including Māori, Pacific, and other ethnic groups</li> <li>• Lack basic understanding about technology, the internet, and online services</li> <li>• Lack knowledge and skills to connect to the internet with different devices in different ways</li> <li>• Lack skills, trust and confidence with technology to carry out online activity and services</li> </ul>			