inDigiMOB

2016

Formative Program Evaluation Report

OUR VISION

All Australians have equitable and affordable access to appropriate communications services and skills that enable them to achieve their full capability and aspiration.

Contents

*Expert trainers provide inspiration and the support
necessary to make an adventure of learning.*

Background

In 2015, Telstra and the Northern
Territory Government signed an
infrastructure co-investment agreement
to expand telecommunications
infrastructure across the Northern
Territory, serving more remote
communities with mobile and fixed
broadband services. To help ensure
that this infrastructure makes a real and
positive difference, Telstra requested
the Indigenous Remote Communications
Association (IRCA) to submit a proposal
for the delivery of an Indigenous
Digital Mentors project in these remote
Aboriginal and Torres Strait Islander
Northern Territory communities.

about
inDigiMOB

inDigiMOB is about improving digital inclusion for Aboriginal and Torres Strait Islander people in remote Northern Territory. It does this by making available a flexible suite of resources that communities and organisations can take advantage of, according to their diverse needs and contexts.

These resources include technical, training and infrastructure support. They aim to establish local digital mentors; improve digital literacy through workshops and training; support connectivity solutions; provide technical advice; and develop appropriate and relevant learning tools.

inDigiMOB emphasises informal, peer-to-peer learning that values the experiences and knowledge of Aboriginal and Torres Strait Islander people. Learning is project based, inclusive, responsive to community wishes, and, where relevant, builds on existing projects.

In 2016, inDigiMOB commenced with a pilot program in Arlparra and four Alice Springs town camps: Karnte, Hidden Valley, Trucking Yards and Larapinta Valley.

The Honourable Bess Nungarrayi Price MLA.

Vision
All Australians have equitable and affordable access to appropriate communications services and skills that enable them to achieve their full capability and aspiration

Purpose
To enable digital inclusion of remote Aboriginal and Torres Islander people by establishing a network of digital mentors in Northern Territory communities and providing training and support in digital literacy, cyber safety and internet access in response to local and immediate needs

Objectives
1. Address critical barriers to the take up and use of information and communications technologies (ICTs), tools and online services

- Awareness: increase skills and raise awareness of the potential benefits and risks of using ICTs, tools and online services
- Appropriateness: assist in making communications technologies and content relevant
- Availability: assist in making services available
- Affordability: assist in making services affordable

2. Apply the use of ICTs to address local community needs and projects

3. Establish and demonstrate benefits of local Aboriginal and Torres Islander digital mentors

4. Establish employment models for Aboriginal and Torres Islander digital mentor jobs

Foundation
inDigiMOB is built and based on:

- Telstra's stakeholder engagement research into digital inclusion
- IRCA's identification of the key obstacles to the take up and use of technology in remote Aboriginal and Torres Islander communities through years of experience and consultation
- Applying the lessons learned from remote media organisations' history of IT project delivery
- Identifying a need for 'digital mentor' jobs and developing employment models to meet that need
- The principle that Aboriginal and Torres Islander people are in charge of their own learning
- An understanding that peer-based learning is a highly effective mode of skills and knowledge transfer in Aboriginal and Torres Islander communities
- Locally tailored models are needed using local partnerships and people, and relevant projects and applications
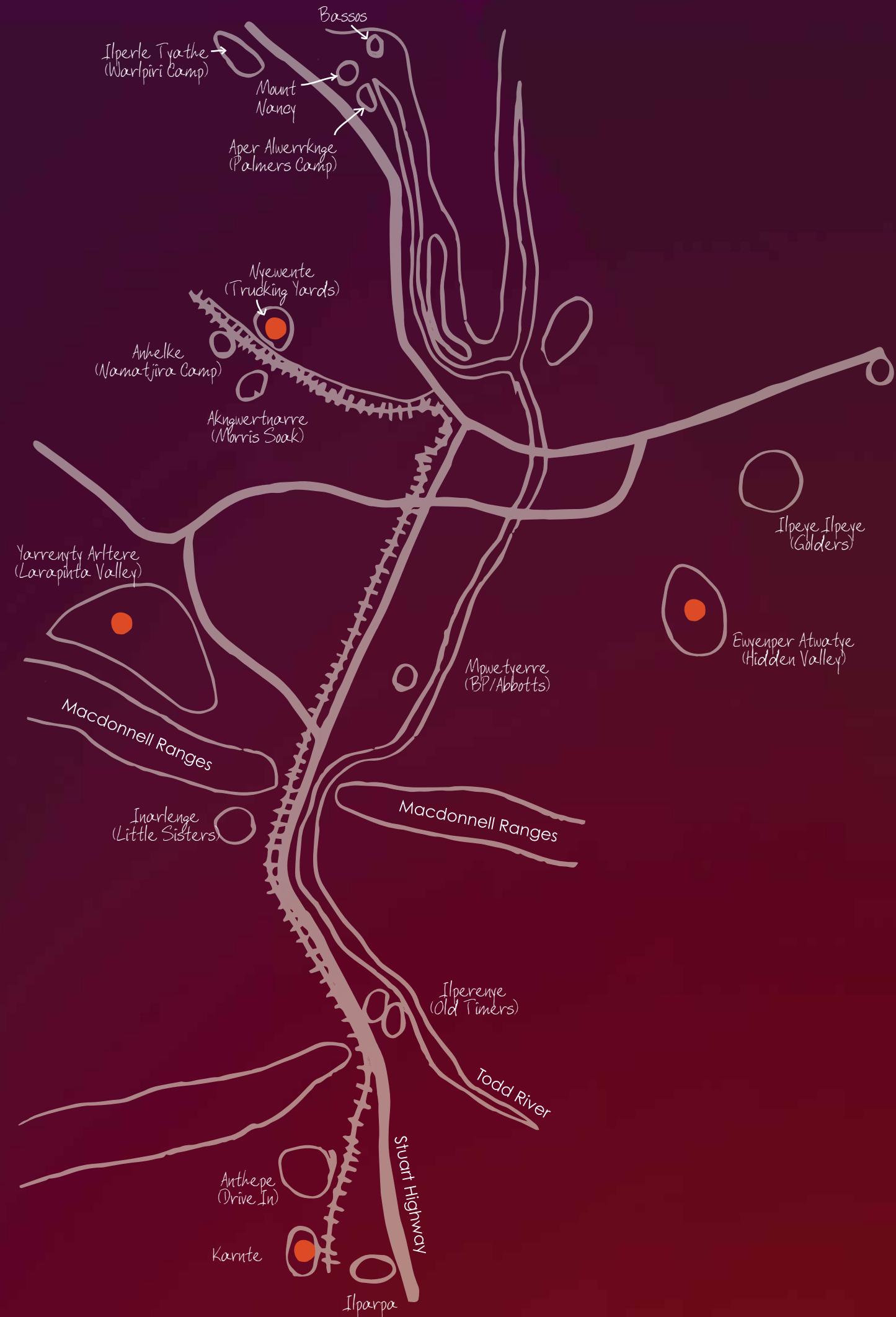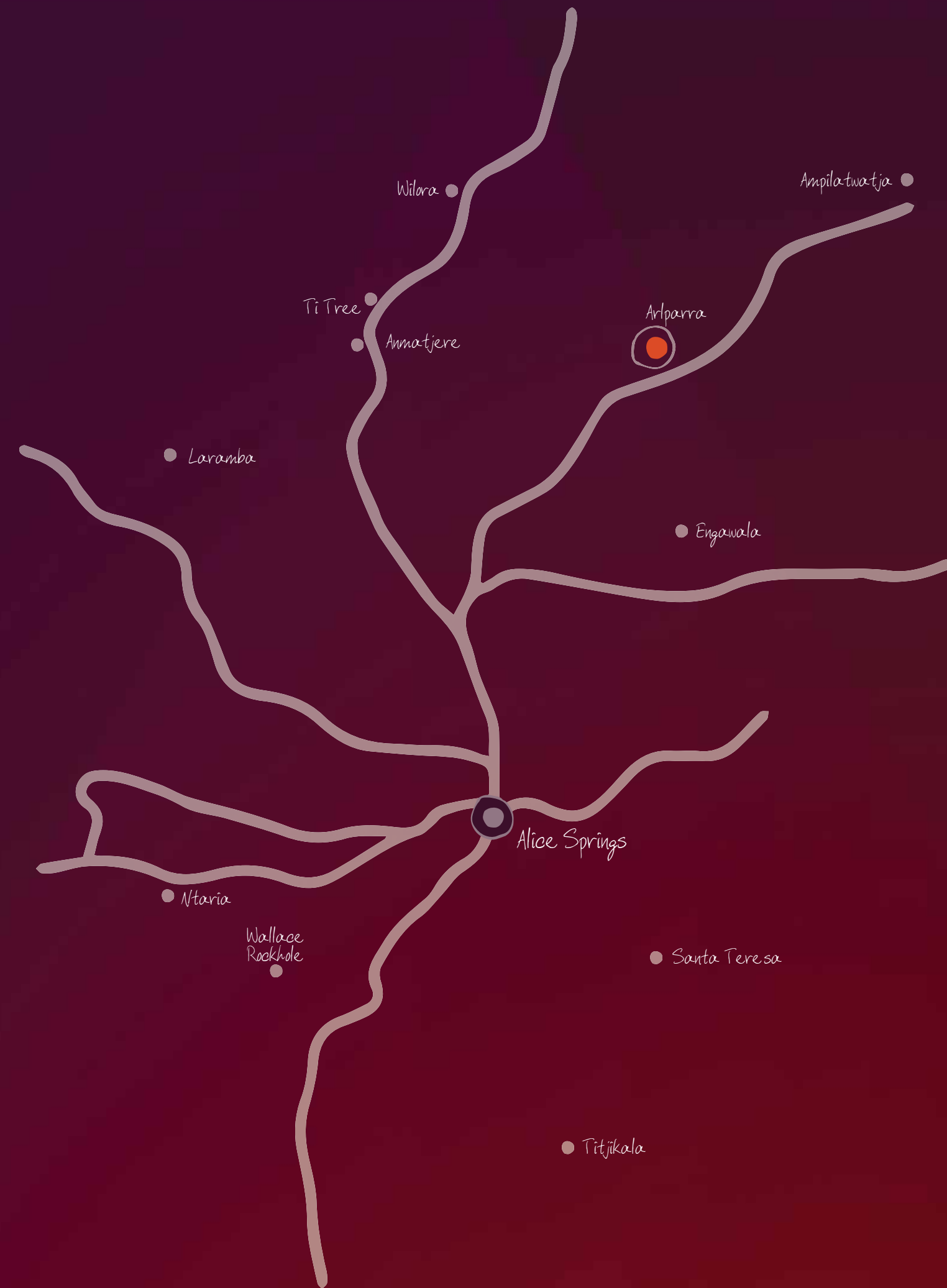
Alice Springs town camps

The program operated one day a week for approximately four hours at each of the four town camps with computer facilities at their community or learning centres – Karnte, Hidden Valley, Larapinta Valley and Trucking Yards. Needs, wants, facilities and capacities are different at each site and this diversity was reflected in the types of activities and projects undertaken. Projects included creating community Facebook pages to model positive use of social media; printing photos from personal devices; creating community calendars; completing driving tests online; making posters to promote community events; documenting local projects; making holiday movies; taking family photos; designing logos; printing signs and many more.

inDigiMOB began its work in the town camps needing to build brand new relationships and partnerships. Relationships are an essential part of a successful program and the beginning of the program's work was as much about developing these new relationships, getting to know different communities and navigating stakeholders as it was about sharing digital skills and knowledge. Because of the short amount of time available to spend at each location per week, engagement and relationship building was gradual but steady. Getting involved in community events was particularly important for opportunities to develop relationships and engage with residents. Town camps have very mobile populations, which makes it is impossible to predict

engagement from week to week. Because of this, an ongoing, consistent presence was important and allowed the program to weather quiet weeks with the busy weeks, challenging weeks with the easy ones.

inDigiMOB activities and projects in town camps have often been fun and sometimes even a bit silly – families transported to outer space with green screens, USB sticks filled with hours of country music for older ladies. These fun activities create a foundation for positive community relationships; demonstrate the relevance and possibilities of digital technology to residents – particularly older people who are more likely to feel excluded from using these tools; and, of course, require ICT skills in order to participate.

Bassos

Ilperle Tyathe
(Warlpiri Camp)

Mount
Nancy

Aper Alwerrknge
(Palmers Camp)

Nyewente
(Trucking Yards)

Anhelke
(Namatjira Camp)

Akngwertnarre
(Morris Soak)

Ilpeye Ilpeye
(Golders)

Yarrenyty Arltere
(Larapinta Valley)

Ewyenper Atwatye
(Hidden Valley)

Mpwetyerre
(BP/Abbotts)

Macdonnell Ranges

Macdonnell Ranges

Inarlenge
(Little Sisters)

Ilperenye
(Old Timers)

Todd River

Stuart Highway

Anthepe
(Drive In)

Karnte

Ilparpa

In an inclusive, technologically rich environment, mothers can study while their children explore.

Arlparra

inDigiMOB partnered with Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) in Arlparra. Activities, workshops and informal learning around digital skills were delivered through the Batchelor Remote Study Centre (Learning Centre) and connectivity solutions were supported in the community. The Learning Centre coordinator position was co-funded by inDigiMOB and Batchelor Institute. In this way, the centre was able to expand its operations to include informal learning in addition to the accredited training that is the core business of Batchelor Institute. Under this model the Learning Centre thrived in 2016.

There was a dramatic increase in community engagement as the centre became an inclusive community hub. The informal environment created ongoing opportunities for community members to learn digital skills through recreational internet use on the centre computers; digital music-making; use of online services including government and financial; cyber safety; and more. inDigiMOB also delivered a number of specialist workshops at the Learning Centre, including GarageBand, iMovie and myGov. The informal learning environment became a pathway to enrolment in accredited training, with Batchelor Institute enrolments in Arlparra increasing by over 90 percent in 2016 compared to 2015.

inDigiMOB benefited from the established relationships of the Learning Centre coordinator in Arlparra. The coordinator's fulltime presence at the centre allowed for sustained community engagement, strong positive relationships and program momentum. Positive partnerships and connections between services, organisations and community members were harnessed, supported and enhanced through the coordinator's efforts.

Wilora

Ampilatwatja

Ti Tree

Anmatjere

Arlparra

Laramba

Engawala

Alice Springs

Ntaria

Wallace Rockhole

Santa Teresa

Titjikala

inDigiMOB Team

Staff

IT Training Coordinator	Alex Burgess
IT Training Coordinator	Angela Voerman
Development and Project Manager	Maor Bar-Ziv
Training Resource and Multimedia Project Manager	Liam Campbell

Steering Committee members

Lauren Ganley	Telstra, Indigenous Directorate General Manager
Mark Sulikowski	Telstra, Indigenous Digital Capability Senior Advisor
Nancie-Lee Robinson	Telstra, Digital Inclusion General Manager
Daniel Featherstone	IRCA, General Manager

With thanks to

Batchelor Institute of Tertiary Education
Tangentyere Council

Advisory Group members

Jennifer McFarland & Blair McFarland	Central Australian Youth Link Up Service
Michelle Williams & Paul Sutton	Digital Learning Futures

L-R: Daniel Featherstone, Lauren Ganley, Bess Nungarrayi Price, Robert Somerville, Glenn Gregory

Evaluation criteria

1 Relevance

The extent to which inDigiMOB is suited to the priorities of the communities:

- To what extent are the existing objectives valid?
- Are the activities consistent with the objectives?
- Are we doing the right thing?

2 Effectiveness

The extent to which the objectives are achieved:

- What strategies and factors are crucial to achieve the objectives?
- What is the quality of activities?
- What is the quality of planning and coordination?

3 Efficiency

The measure of how economically inputs are converted to results:

- Are the objectives achieved in a cost-efficient manner?
- To what extent are partners contributing to inDigiMOB?
- Are the activities delivered and capacities created used appropriately?

4 Impact

The extent to which inDigiMOB is achieving its purpose:

- What is the most significant impacts inDigiMOB makes to participating communities?
- What or who else has inDigiMOB made a real difference to (positive or negative)?
- What would the development(s) have been without inDigiMOB?

5 Sustainability

The extent to which the continuation of benefits from inDigiMOB will continue beyond the three-year timeline:

- How does inDigiMOB strengthen local ownership and leadership?
- What are the risks regarding the sustainability of inDigiMOB?
- How capable and prepared are the partners and community members to maintain inDigiMOB?

Disclaimer: Some names and identifying details in this report have been changed to protect the privacy of individuals.

Communities
Overview

In its 2016 pilot year, inDigiMOB operated in two very different sites: Arlparra and Alice Springs town camps. The diversity of these communities is reflected in how the program was delivered in each location.

The town camps

inDigiMOB partnered with Tangentyere Council to operate in four Alice Springs town camps during its 2016 pilot year, delivering digital skills projects and supporting connectivity solutions at community and learning centres.

Town camps are small communities made up of family members or members of the same language groups or geographical origins. The camps themselves tend to be in locations which correspond to the direction closest to the residents' 'traditional country'. Town camp residents have a distinct identity within the Alice Springs community and despite the high level of alcohol misuse, family violence and other social pressures many people prefer to live on town camps among family who provide strong social support systems."[1]

These small communities, with their distinct family and language groups, are located throughout Alice Springs. Most town camps have some Arrernte residents, the traditional owners of Alice Springs and the surrounding areas. However, there are many other language groups represented by residents, and their traditional lands are often long distances from Alice Springs. As a result, town camp populations are very mobile. Visitors from remote areas often stay in camps for periods of days to months and many camp residents regularly travel to their traditional homelands in remote areas. The language groups in town camps include Pitjanjatjara, Warlpiri, Luritja, Pintupi, Kaytetye, Anmatyerre, Pertame and Alyawarra. There are 18 town camps in Alice Springs, with the collective population fluctuating between approximately 2,000 and 3,500.

Tangentyere Council is the primary service and provider for town camp residents. It was formed in 1977 to represent and resource Aboriginal people living in the camps. Today it provides many services including housing, family, youth, night patrol and youth patrol, research, art centres and aged and community care.

Each town camp is a unique community, with diverse challenges, populations, personalities, services and facilities. Many town camp residents face social, economic and educational disadvantage. Communities centres and learning centres are often community hubs where residents can access services and support and it is through these centres that inDigiMOB has delivered its activities in 2016.

Karnte

Language groups: Pitjantjatjara, Pintupi, Luritja
Population: 71-93 approx[2]

Karnte has a small but busy community centre that services the Southern Camps – the five town camps outside of The Gap along the Stuart Highway. Residents here face additional challenges accessing services due to their distance from town. A cab ride from Karnte to Alice Springs costs approximately $40 each way, making accessing health, government and financial services as well as shops expensive. Karnte Community Centre currently has three new computers with internet access and a public WiFi hotspot thanks to a recent satellite service installation. Residents have struggled for internet access previously due to the train tracks, which prevent ADSL connections; and the community centre computers have been stolen on more than one occasion.

Hidden Valley (Ewenper-Atwatye)

Language groups: Arrernte, Warlpiri
Population: 115-183 approx[2]

Hidden Valley is one of Alice Springs' largest town camps. It has an established community centre that runs numerous programs, although it has faced a number of disruptions this year due to challenges in the community. The centre recently had satellite internet installed to provide residents with internet access and a public WiFi hotspot. Hidden Valley receives little to no mobile coverage, which excludes people from accessing phone and online services and the hotspot has been highly anticipated by residents.

Larapinta Valley (Yarrenyty-Arltere)

Language groups: Arrernte, Pertame, Luritja, Pitjantjatjara
Population: 97-115 approx[2]

Larapinta Valley has a long-established Learning Centre that includes a permanent Yarrenyty Altere Artists studio and computer room with internet connection. It had a fulltime multimedia program until recently and many residents are interested in multimedia and have good digital skills.

Trucking Yards (Nyewnte)

Language groups: Arrernte, Luritja
Population: 110-118 approx[2]

The Community Centre at Trucking Yards is one of the newest in the town camps, opening in February this year. Trucking Yards has a strong residential committee whose members have defined the goals and values of the centre, which is gradually becoming a busy hub for the community. The centre struggles to overcome the challenges of under-resourcing, with the centre coordinator employed for only 15 hours per week. Trucking Yards has one of the most consistent populations of the town camps, with fewer visitors than others[2] and residents who are all from the same family group.

Sources

1. *Foster, D, Mitchell, J, Ulrik, J and Williams, R 2005, Population and Mobility in the Town Camps of Alice Springs, A report prepared by Tangentyere Council Research Unit, Desert Knowledge Cooperative Research Centre, Alice Springs.*
2. *McCalman, J 2009. Family empowerment towards sustainable desert settlements: the Family Wellbeing Empowerment Program in Alice Springs. DKCRC Working Paper 68. Desert Knowledge CRC, Alice Springs.*

Arlparra and the Utopia Homelands

Arlparra is the service centre for the wider Utopia community. It is the location of a community store, Urapunja Corporation, Barkly Shire Services (including a Centrelink agent and mail services), the Learning Centre, police station and the Arlparra High School and Family Learning Centre. The Principal of Arlparra High is also responsible for the six Homeland Schools in the Sandover Cluster of schools. There is a clinic 21km further north.

The local community consists of five family houses and a number of campsites and includes around 150 people. The majority of the Utopia community, however, live on the 16 homelands and visit Arlparra for services, including access to the Learning Centre and to the supports offered in the above services. The 2011 Census registered a total population of 515 people for Utopia. There has been some growth however 2016 data has not yet been released[1].

The Utopia community is still very strongly oriented towards living in accord with traditional culture. The main language is Alyawarr with speakers of Anmatjere, Kaytetye and other Central Desert language groups also common. 94.6 percent of children surveyed in the region speak a language other than English at home[2].

In relation to the areas of competence related to success at school, 70 percent of Utopia children are developmentally vulnerable in one or more domains of the AEDI (23.6 percent overall in Australia) and 50 percent are vulnerable in two or more domains (11.8 percent of children Australia). The area of competence that requires the greatest support is centred on English Language and cognitive skills (school based, English language). This is followed by communication skills and general knowledge. Basic literacy, interest in literacy and numeracy and memory, storytelling ability and communication between adults and children are all areas that need support and development.

There is limited access to communications technologies outside of Arlparra. Many people have mobile phones and can link to the 3G network when in line of sight to Arlparra. Homelands do not have this access and rely on public phones. Some community members are paying very high fees to connect to the satellite, however the vast majority of people only see computers or iPads when they visit the school, Learning Centre or the clinic.
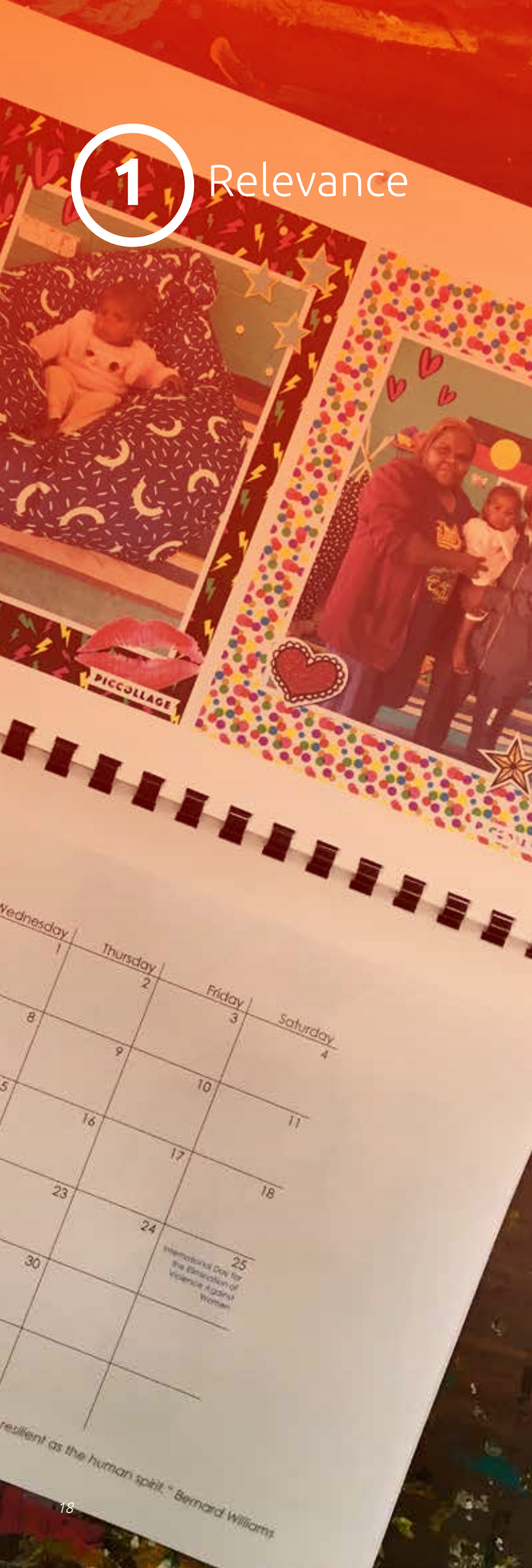
People often have difficulty managing their mobile phone accounts and phone numbers. Phones break and are lost, or accounts closed because of lack of money. This impacts upon management of bank accounts, email accounts and anything else dependant upon the mobile phone number for security.

Many government and business services are making a move towards self-service online. This is problematic for people with limited literacy in English and limited understanding of the conceptual basis of managing business online. Support with and access to online banking, phone banking, Centrelink services and other online services is provided at the Learning Centre, through the Barkly services manager and by other workers in the community with internet access including the school, clinic, Aged Care and MyPathways. Recreational access to computers, music recording, film making, Photoshop, gaming and social media is available at the Learning Centre. Children also have off-line access to gaming, and movies through the Barkly Youth Program.

Finally, social media platforms are very appropriate in the context of the close and extended family relationships that are the core of social life here. They do pose problems within users that do not understand how they work and have resulted in conflict between communities, not just individuals. Facebook is something that the community has been learning about and the strong families in Utopia have made sure that they are aware of and discuss conflicts as they arise. Air G, however, poses more serious risks as it is mostly used by young people and is not easily supervised by adults. It has been implicated in some serious bullying and other disputes. This means that the issues of management of social media, general cyber-safety, awareness of scams and responsibilities around children need to be discussed and disseminated through multiple modes including workshops formal and informal.

Sources
1. censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/ILOC70201204?opendocument&navpos=2200
2. Australian Early Development Index Community Profile, Sandover-Plenty, Northern Territory, March 2011

"At first she didn't know how to find the home screen or select an app. As an older lady who is not usually up with tech things, it got her involved and comfortable with the technology."

Alex Burgess, IT Training Coordinator

Response to Objective 1

Arlparra and Alice Springs town camp residents suffer from a lack of successful and sustainable access to information and communications technologies, tools and online services.

Connecting to and navigating online services involves numerous challenges and requires a range of skills and high levels of literacy:

Lack of mobile and internet services	3G mobile reception is either not available or unreliable. Residents are concerned for their children who go away from home and far afield (either to Arlparra from the homelands or Alice Springs from the town camps) so that they can use their mobile phones.
Not everyone has a mobile phone	This means some people can't obtain an email address or must use someone else's phone number, which is not always possible and can compromise privacy.
Frequent power cuts	When the power cuts out the computers restart and whichever task is being carried out, has to start from the beginning each time. What can be an already long process becomes even longer and the likelihood of giving up increases.
Public computers and shared IP address	When many people use public computers from the same IP address to obtain email accounts, Gmail requires a mobile number in order to get a new email account.
English is the second language of most residents	Websites require high levels of English.
Low levels of English literacy, reading and writing	Residents often need support to navigate through the text-heavy sites.
Multiple passwords, questions and user names need to be remembered	These are easily forgotten, making ongoing use of sites and accounts challenging.
Privacy question options not applicable	The automatic privacy questions suggested by sites are not applicable to residents. Residents must then create their own questions. This requires English literacy and can be time-consuming.
Low familiarity with keyboard	Using 'SHIFT' for upper case and symbols. This means passwords and privacy questions are often not typed correctly.
Low familiarity with email and how it works	Residents need support to open confirmation emails and follow its prompts.
Low levels of screen literacy	Residents often need support to navigate through the different areas of the computer screen.
Low awareness of privacy issues	Residents are tempted to write down and store passwords in an easily accessible place, which can compromise their online privacy and security.

In July and August 2016, inDigiMOB partnered with the Department of Human Services to provide workshops and support about myGov to residents of Arlparra and its surrounding homelands. The workshops aimed to educate residents about myGov and support them to connect to the portal – or improve use of myGov if already connected. People could then have the opportunity to take advantage of the online service. During the workshops residents were keen to find out about alternative ways to access government services such as Centrelink and the ATO.

These three case studies (page 21) of participants from across the two weeks provide examples of the challenges and benefits experienced during the delivery of the workshops.

Community WiFi in Arlparra

inDigiMOB facilitated the trial of Ethos Global Foundation to install a WiFi mesh in the locality of Arlparra. When this is activated people will be able to purchase data packages that are cheaper than mobile phone data plans. The WiFi project has the potential to enhance other projects presently being undertaken in the community around the production of reading materials in local language, project work for school students around land and learning, and archiving of photographs video content and other materials in a culturally appropriate form.

Community WiFi in Karnte and Hidden Valley town camps

With Karnte and Hidden Valley town camps having little affordable internet access available to residents, particularly in Hidden Valley where there is little-to-no mobile connectivity, the NBN approved the Skymuster satellite dishes for both sites. Coordinated by CAYLUS, inDigiMOB is supporting Tangentyere Council with the associated costs of the Public Interest Premises plans and prices, and to the router services. The routers are essential for management of the WiFi internet service – automation of content filtering, times of operation, daily download limits, etc. This reduces pressure on community centre staff, as people can still access the WiFi hotspot whether the centre is open or not.

David – Learning about the SHIFT key

David had very low digital and English literacy. In order for him to connect to myGov he first needed to create an email address. David created two new passwords, two new usernames and three privacy questions in the process of generating a myGov account. Together we completed this process, David typing and navigating with the mouse. Finding each letter on the keyboard was a time-consuming process for David but an important one, as he learnt about the SHIFT key and caps lock this way. David had not previously learnt about capitalising some letters for passwords, if he had not learnt about the SHIFT key and caps lock he would not have been able to replicate the passwords he created.

One-to-one support is needed when delivering training. During this support it is important for participants to navigate so they can practise the skills needed to access websites independently.

Agnes – Receiving the support she needs

With the support of trainers, Agnes was able to connect to myGov and link to her Centrelink account. She was able to update her information to include dependents so that she would receive the support she needs in order to care for those dependents. If Agnes had not completed this online she may have waited weeks for access to a service representative and struggled to care for dependent children.

In places where access to services is irregular, online services can offer opportunities for people to manage their business more easily than is usually possible.

Vanessa – The trouble with passwords

Vanessa successfully created an email account and myGov account before lunch. After lunch she was browsing the internet on her mobile phone and decided she would like to learn how to connect Google Play in order to download apps for her phone. We set about following the instructions to connect to Google Play. The first step was to input her email address in order to receive a confirmation email. Unfortunately, Vanessa had forgotten the password to this new account. We were not able to log in to her email.

It is challenging to remember many new passwords at once and important to have continued support to utilise new skills so that they don't fall dormant.

Response to Objective 2

Arlparra and Alice Springs town camps residents want support in information and communications technologies and existing projects.

Responding to local needs and building on existing projects enables community engagement and increases positive outcomes:

Contributing to existing activities	For example, making a poster to promote the local NAIDOC celebration event. Increased local attendance, community driven and improved marketing and design skills.
Assisting with the documenting and reporting of activities	For example, making a movie to tell the story of a bush trip to collect bush medicine. Effective documentation is critical and can be resource intensive.
Provide support to individual requests	For example, residents requesting support with their phone settings. Some 50 per cent of mobile phone data is used on auto-updating and apps running in the background, searching for updates, and notifications. All those settings can be changed.
Deliver training for community participants	For example, delivering a GarageBand workshop for young men in Arlparra. Technology is a tool for many residents. People use the internet for practical reasons, such as myGov or looking for vehicles; and for entertainment.

inDigiMOB is embedded in 40 percent of all the activities that take place in the Arlparra Learning Centre.
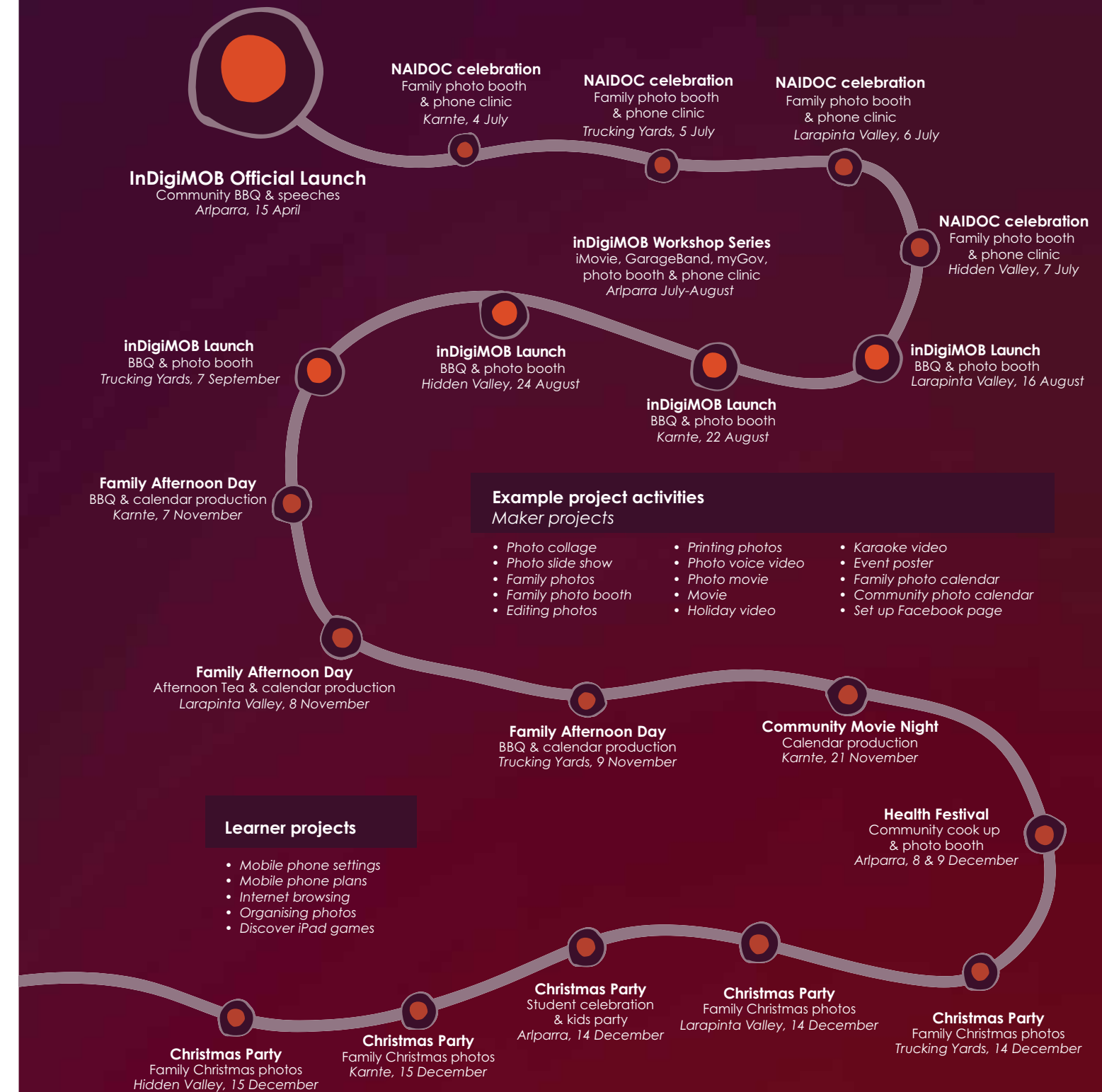inDigiMOB is held 4 days a week in the Alice Springs town camps:

Monday	Tuesday	Wednesday	Thursday
Karnte	Larapinta Valley	Trucking Yards	Hidden Valley
10am – 2.30pm	9.30am – 12pm & 2.30pm – 4.30pm	1.30pm – 5.30pm	9.30am – 1.30pm

Pre-identified content and skills linkages to projects

1 Basics of computers & devices
   Knowing the technical terms
   Screen literacy
   Keyboard literacy
   Manipulate hardware settings
   Good start up and shutdown of devices
   Printing

2 General use of computers & devices
   File transfer
   File systems
   Use a range of software applications
   Backup data and files
   External storage
   Smart power use
   Trouble shooting

3 Accessing the internet and using WiFi networks
   Hotspot and Bluetooth connections
   Connecting to available WiFi
   Understanding bandwidth

4 Online safety
   Digital footprint
   Passwords
   Online scams and fraud
   Internet purchases
   Social media
   Other online dangers

5 Using mobile technologies
   Set up accounts
   Manage apps
   Using your device and apps
   Manipulate settings
   Manage data
   Trouble shooting
   Activating sim cards

6 Using internet services
   Emails
   Browsing the internet
   Accessing personal devices
   Using web applications
   Social media
   Uploading and downloading content

7 Multimedia
   Audio
   Music
   Video
   Photos
   Design
   Office applications

The various projects, events and workshops hosted by inDigiMOB have been well attended and engaged local residents. These activities help to get people interested and engaged in inDigiMOB and for the training coordinators to build relationships with community members. At the same time, participants learned new skills.

InDigiMOB Official Launch
Community BBQ & speeches
Arlparra, 15 April

NAIDOC celebration
Family photo booth & phone clinic
Karnte, 4 July

NAIDOC celebration
Family photo booth & phone clinic
Trucking Yards, 5 July

NAIDOC celebration
Family photo booth & phone clinic
Larapinta Valley, 6 July

NAIDOC celebration
Family photo booth & phone clinic
Hidden Valley, 7 July

inDigiMOB Workshop Series
iMovie, GarageBand, myGov, photo booth & phone clinic
Arlparra July-August

inDigiMOB Launch
BBQ & photo booth
Larapinta Valley, 16 August

inDigiMOB Launch
BBQ & photo booth
Karnte, 22 August

inDigiMOB Launch
BBQ & photo booth
Hidden Valley, 24 August

inDigiMOB Launch
BBQ & photo booth
Trucking Yards, 7 September

Family Afternoon Day
BBQ & calendar production
Karnte, 7 November

Example project activities
Maker projects

- *Photo collage*
- *Photo slide show*
- *Family photos*
- *Family photo booth*
- *Editing photos*
- *Printing photos*
- *Photo voice video*
- *Photo movie*
- *Movie*
- *Holiday video*
- *Karaoke video*
- *Event poster*
- *Family photo calendar*
- *Community photo calendar*
- *Set up Facebook page*

Family Afternoon Day
Afternoon Tea & calendar production
Larapinta Valley, 8 November

Family Afternoon Day
BBQ & calendar production
Trucking Yards, 9 November

Community Movie Night
Calendar production
Karnte, 21 November

Health Festival
Community cook up & photo booth
Arlparra, 8 & 9 December

Learner projects

- *Mobile phone settings*
- *Mobile phone plans*
- *Internet browsing*
- *Organising photos*
- *Discover iPad games*

Christmas Party
Student celebration & kids party
Arlparra, 14 December

Christmas Party
Family Christmas photos
Larapinta Valley, 14 December

Christmas Party
Family Christmas photos
Trucking Yards, 14 December

Christmas Party
Family Christmas photos
Karnte, 15 December

Christmas Party
Family Christmas photos
Hidden Valley, 15 December

Making a movie

Town camp: Trucking Yards

Young members of the community had set out to bake ANZAC biscuits. Alex assisted participants with finding and comparing recipes online. As the younger participants started baking, Alex supported the older participants to take photos and make a movie of the activity so they would remember how to bake the biscuits next time.

The staff at the community centre were pleased with the day and noted that the participants learned lots of new skills. It was the first time that these young community members made a video by themselves. This project also invited others to find out more about the activities being delivered in the centre and encouraged them to participate.

Digital skills and knowledge gained included:

- **Navigating the internet: creating search terms and using Safari**
- **Photography: improved photos - from blurry photos to focused photos**
- **Adobe Voice: learning a new App**
- **Sound recording: realising to speak clearly and at a good volume (not too loud!)**
- **Music: using iTunes to find the perfect backing track**
- **iPad keyboard: increase familiarity with the device**
- **Desktop and managing files: saving and exporting files, and transferring files to different devices**

Arlparra Learning Centre

GarageBand workshop

Many young men engaged enthusiastically with the program, with specific questions and the wish to develop further skills. The flexibility of the program allowed for engagement at many different skill levels and to be responsive to individuals interests and needs.

iMovie workshop

Linking in with the Youth Development Program allowed for engaging young women and older girls and gave insights into the social fabric and flow of the community.

Young kids were very engaged with iMovie, and had good skills. These skills could be fostered over time.

Digital skills and knowledge gained included:

- **Navigating the internet: creating search terms, using third party websites, downloading media**
- **iTunes: searching and utilising new software**
- **iMovie: creating titles, using effects, editing and more**
- **GarageBand: recording, editing, creating and utilising loop functionality**
- **Computer keyboard: using keyboard shortcuts**
- **Managing files: saving and exporting files, transferring files to different devices and formats**

Community consultation and problem solving

Arlparra community (Utopia Homelands)
A dispute arose between family groups in a Utopia homeland over inappropriate comments on a Facebook page. On closer examination someone had created a fake Facebook account and was posting these comments pretending to be someone else. When families arrived at the other homeland to protest, the matter was discussed reasonably and Facebook was explained to the families. A group of local teaching support staff then discussed how the dispute had happened and decided to educate local people about Facebook. They thought that some rules including that primary school children and under should not have their own Facebook pages and should be discussed in the community. They also nominated people in each of the homelands who understood Facebook that community members could go to, to discuss any problems that arose, or to just talk to them about how Facebook works.

Outcomes:
- **Cyber safety**
- **Identify solutions for community controlled access**
- **Understanding the social implications of online community building**

Access to local media content

Arlparra community (Utopia Homelands)
The elders of Utopia, ladies and men, have had a link to the Learning Centre for some years. They completed a large project around the uses of bush medicine in Utopia, another important language project that recorded the songs of this area as well as many pieces produced by students in various courses in the Learning Centre. Recently there has been a project undertaken to collect and archive digitally much of this cultural work and many of the photographs collected from here. This is being led by Jenny Green for Melbourne University. One of these, a film of the meeting about the original Utopia Land Claim is much viewed by people who come to see their fathers and grandfathers. People will be engaged in discussing the issues around correct cultural access to files. There does not seem to be any contestation of the need to preserve images, or of the idea that they would be accessible on the web. But issues of family control, control of sacred or secret materials, of how to control who sees what will need to be carefully worked out. It should be noted that many people do not actually understand what the internet is or that people from all over the world may see images that are stored insecurely. Understanding this and forming an opinion about it is part of the education that needs to occur in this process of consultation.

Outcomes:
It is very difficult for people to retain or conserve hard copies of anything. People visit the learning centre to browse the Utopia Art books and see pictures of their families. They value being able to print out and laminate copies of photos that are important to them. Digital archives that are maintained and managed are therefore crucial in this cultural context.

Collaborations and project documentation

Alice Springs Southern Camps region

Tangentyere Artists represents of over 400 artists from town camps. As well as their studio and gallery in Alice Springs, Tangentyere Artists undertakes off-site projects within the town camps. One such project was delivered in Karnte Camp Community Centre, during which artists from the Southern Camps region worked on a textile and weaving project. An opportunity for inDigiMOB to collaborate was identified when the ladies participating expressed a desire to document the project. The artists wanted to show the younger ladies the process of creating the textiles, remember how to practice their new skills in the future, tell old people what they have been doing and do more art projects in the future.

The artists decided to make a movie by using iPads to take photos and video and "joining them together" in iMovie to tell the story of how to dye wool and do weaving. They wanted to be able to show the movie to their families and friends to show off their work and watch the movie later so they could remember their new skills. They decided to screen the movie at the Tangentyere Artists gallery exhibition opening of their work and use the movie to support a funding proposal by Tangentyere Artists so they could do more art projects in the future.

Initially, the older ladies participating were not confident with technology. However, their hesitation to engage dissipated when they decided to include a Pitjantjara voice-over in the movie. They wanted to make sure old people who do not speak English could enjoy the movie too. This gave the ladies ownership over the project and meant that the project valued their skills and knowledge equally. It became a two-way learning environment where both the ladies and Alex shared their expertise and learnt from one-another.

Outcomes:

During the project the ladies learnt basic digital skills – taking photos, organising media, using a track pad – but importantly, they also learnt that digital technology is relevant to them and can help them achieve some of their goals. The collaboration was a great way to include older people in a digital project and was valuable for Tangentyere Artists who were able to use the project to leverage funding for more off-site delivery and to promote their work and the beautiful art produced. The short movie that resulted was relevant, culturally appropriate and a reflection of the choices of the ladies who helped produce it.

Response to Objective 3

Arlparra and Alice Springs town camps residents benefit from local digital mentors.

In a peer-to-peer learning model, learners gain new skills and knowledge in ways that are appropriate to their culture and context. Digital mentors facilitate an informal learning environment, driving and defining it according to their own experiences and relationships. Digital mentors are local community members that other community members can go to for support:

Flexible level of engagement and availability	Local mentors suit various levels of engagement and the different interests/expertise in response to the different communities.
Cultural awareness	Local mentors are aware of the wide variety of cohorts: kinship relationships, male, female, age, etc.
Access knowledge	Local mentors can offer locally relevant support, being informed of the available infrastructure, access and set up.
Support in language	Local mentors speak the local language. Resources written in language are not necessarily advantageous as language is spoken and traditionally not written.

Fun photos with the green screen
Alice Springs town camp – Larapinta Valley
The community members decided they would like to make a fun calendar for 2017 with family photos and fun backgrounds. At a community event organised in order to capture family photos, Betty didn't want to have her photo taken. She watched the proceedings and eventually asked how the green screen worked. After being given a demonstration of how the iPad app works – swapping out the green screen for a fun background – she began to take control of the activity. She began taking the photos and explaining to the models how the app worked and showing them how to use it. With Betty leading the activity more families got involved.

Benefit of local digital mentors:
* **Skills sharing in language**
* **Engagement from adults increases**

BYOD printing
Alice Springs town camp – Larapinta Valley
Fred comes to the centre every week wanting to print photos from his personal phone. These range from old printed pictures of elderly family members in their prime that Fred has photographed with his phone, to recent pictures of his nephew posing with a famous musician he bumped into down at the Todd Mall. Eventually, after watching Fred go through this process week after week, Ronald decided he would like to print photos off his phone, too. By now, Fred had become so confident at transferring, filing and printing photos that he was able to confidently show Ronald what to do.

Benefit of local digital mentors:
* **Gender appropriate learning environment**
* **Skills sharing in language**
* **Preserving family connections**

Documenting a local project – movie
Alice Springs town camp – Karnte
Mary decided the movie about her art project should have a voice-over in Pitjantjara. This choice generated a sense of ownership over the project for the older ladies involved. It created a two-way learning environment where the ladies did not feel self-conscious about their beginner's level digital skills because they were bringing their expert level language skills to the project.

Benefit of local digital mentors:
* **Culturally appropriate content is created**
* **Inclusive of people with diverse levels of English and digital literacy**

From internet browsing to banking and more
Arlparra Learning Centre
Terry started coming to the Learning Centre to browse old newspapers and to look at pictures of Utopia online. He had to learn to switch the computer on, to use a mouse and to learn about the keyboard and writing in English. After three weeks he brought his friend in to teach. Now his daughters and grandchildren drop in for support with their banking and Centrelink and the family have learnt to download materials onto a USB to watch on television through their Xbox.

Benefit of local digital mentors:
* **Skills sharing in language**
* **Preserving family connections**

Response to Objective 4

Arlparra and Alice Springs town camps residents want to contribute to their community

Employment models for digital mentors need to offer flexible arrangements that reflect a diverse range of cultural obligations, personal desires, individual capacities and community contexts. Digital mentor jobs need to take into account how communities recognise mentors, the desire for local meaningful jobs and the different incentives, levels and arrangements for different people.

Co-funding arrangements	For example, where a digital mentor is employed by a local organisation and the position is co-funded. Combining limited resources for more outcomes.
Casual arrangements	For example, where a digital mentor receives $25 per hour remuneration in store vouchers for contributing to their community as a digital mentor.
Jobs that are flexible	For example, where a digital mentor can change the hours, patterns and locations of work. This will assist mentors with their circumstances.
Jobs that are meaningful	Making a positive contribution to one's community is a high and common incentive for participating as a digital mentor.
Investing in digital mentors	Recognising the positive contributions made by digital mentors and provide tailored professional development opportunities to build their capacity to further assist their communities.

Mentoring in a specific interest – music
Arlparra Learning Centre
Sean has been writing a song and working on recording it for days. He cannot get it right. It needs something. One of the other men is sitting waiting to use the microphone. He plugs his headphone in and listens. Then he shows Sean how to use the mixing and balancing parts of GarageBand. The next day they come in together and plug a guitar in and start writing together.

This is about the informal sharing of and developing expertise. The technology is just a tool for the work of being a musician and for bringing the musicians together.

Mentoring along the way – formal & informal
Utopia community
Esiah is employed full time at the school, supporting the literature production project. He is ambitious and wants to become a teacher. Esiah also assists in translation in the classroom helping the two-way learning objective of the school and supporting the learning of students in their own language. Esiah is young, seventeen, and is discovering social media and sharing it with his peers and colleagues. He is active on Facebook and Twitter and has mastered the email and other HR systems at the school. He is central to the success of the vocational training that he and his colleagues engage in because he can help them use the internet, show them how to search and explore the iPad and assist with working a mobile phone. Esiah reads a chapter in a novel and then messages me to discuss it. Because Esiah is fully employed he can afford to have a phone plan and spend money on data. This means that technology is just part of the way that he lives and expresses himself. He has friends all over Australia and is reaching out to the world.

Esiah can take others with him on a path formally in the context of his work and study, and informally in the way that he relates to his peers.

Making a community calendar
Alice Springs town camp – Trucking Yards
Community members at Trucking Yards decided they wanted to make a calendar for 2017 with family photos and great backgrounds. When a young woman Angie decided to get involved, the calendar took on a life of its own and began to emerge as a unique project, reflecting Angie's personality and the community. Angie made surprising editorial choices – an inspirational quote on each page, great idea! – and aesthetic decisions – geometric textures for the backgrounds rather than photos as this is more neutral – that made the calendar more individual and more appropriate for the Truckies community.

Benefit of local digital mentors:
* **Appropriate content decisions**
* **Local ownership over content produced**

"Mentors need to be part of the rhythm of life. The greatest manifestation of the digital divide is that in Sydney the digital world is part of the way that people live. People may have a work phone and work iPad, and a home phone, TV streaming, home computer. People no longer dream of having computer lessons because these tools have moved beyond that to being a natural part of achieving what one wants to in life. The activities are the focus rather than the tools.

Technology is a special thing in community. People are either scared to press a button in case it breaks or else press things and explore and work things out that way. If not literate, it's hard to learn how to search or interact with the interfaces. Simple ways in are playing online games or scrolling through pictures of cars for sale. This is sometimes a way into formal study – wanting to learn to read and perhaps to write.

We need to recognise the social context in which people learn and in which people teach or share what they know. Individuals do want to develop their expertise – the musicians, for example, want to work with professional musicians. They want inspiration and the technical know-how is a by-product of this. People do want to teach, to share what they know and build things together, but they do not want to stand out or be seen as elitist by other community members. They need to engage when and how they feel most comfortable. People do aspire for permanent full time employment. They may move in and out of this kind of employment as they work out ways in which to make this work with family and other community obligations. Flexibility and opportunity are the key."

Angela Voerman, IT Training Coordinator – Arlparra

inDigiMOB recognises the range of complex and diverse barriers to digital inclusion in remote Aboriginal and Torres Strait Islander communities. To be effective at addressing these, the program has developed a multi-pronged, flexible approach, offering a range of options and resources that can be adapted to different needs.

Residents are visiting community and learning centre centres in inDigiMOB communities for computer access and support.

Strategy

The inDigiMOB strategy is a set of guiding principles that create a unique approach, strengthen performance and provide structure, direction and scope:

- Building on existing skills, knowledge and community capacity
- Ensure active community participation and ownership
- Establishing a pathway to transition from digital learners to mentors and champions
- A coordinated network of digital mentors
- Apply the use of ICTs to address local community needs and projects
- On the ground (in community) training and skills support
- Apply project based learning methods
- Providing technical support that is current and site-specific
- Training materials developed in collaboration with local participants
- Peer based training delivered by digital mentors
- Culturally appropriate training (considering gender, age, kinship relations, etc.)
- Bring Your Own Device: training with the devices people own themselves
- Knowledge sharing: evaluation and other outputs are shared with the community and other stakeholders

"Participants learn and respond well to learning through positive modelling. With each engagement, we model positive skills and methods. Rather than being taught what to do, this encourages participants to explore for themselves.

Skills are inherently increased over time when continuing to work on the same activity. For example, when requested to search for specific items online, participants gain new skills and knowledge through learning to create search terms and safe internet engagement. Then, during the next meeting, participants are shown how to bookmark and save items."

Alex Burgess, IT Training Coordinator

inDigiMOB has received positive responses from community members and local organisations' staff.

Total average no. of participants in the Alice Springs town camps

Town camp	Per day	Per event
Karnte	12	100
Larapinta Valley	15	60
Hidden Valley	10	40
Trucking Yards	8	40
Total	**45**	**240**

The success of the myGov workshops can be seen in the number of people who attended and were assisted to connect with myGov and effectively address their needs.

Total no. of participants: 63

Week 1 – no. of participants receiving direct myGov support: 20

Week 2 – no. of participants receiving direct myGov support: 5

Week 1 – no. of participants receiving indirect engagement and other support: 18

Week 2 – no. of participants receiving indirect engagement and other support: 20

Outcomes:
As a result of the myGov workshops, community members now visit the centre for support and computer access for submission of their online reporting. People who attended the myGov workshops provide peer-to peer support to help friends and family navigate the system.

The inDigiMOB Launch event in the Karnte town camp was well attended by the community with approximately 80 residents from Karnte and surrounding town camps. The Family Photo Booth at the celebrations were very popular by all who attended.

Access to the Arlparra Learning Centre:
Changing participation

Since reopening in 2016, the average daily attendance at the Arlparra Learning Centre has increased and is now 40 people per day. Participation rates rise significantly when specific, locally relevant workshops are held. Furthermore, the range and number of community members using the centre has expanded from general adult participants to include older ladies, young mothers, young men and women between the ages of 16 and 35 and school children attending as an after-school activity.

Formal training delivery in Arlparra Learning Centre
In the past year, 53 students were enrolled in formal course work including:

* 25 students who are teaching support staff are enrolled in the Foundation Skills Qualifications
* 12 students completed White Card Construction Induction training (CPCCOH51001A)
* 15 students are enrolled in Certificate VI Visual Arts (Batik Production)

Music making workshop
Arlparra community members of all ages took part in the GarageBand workshop with trainer David Williams. People were focused on learning and creating in a fun technology-rich environment. Students worked together in groups to write, record, edit and store music and songs. Songs, videos and photos stored on the Learning Centre database are a significant social and cultural resource for local people.

Finding and addressing root causes: inDigiMOB IT Training Coordinators get to the bottom of why someone might not participate and aim to overcome these barriers. Some of these challenges are simple, others more complex.

Providing reading glasses
The IT Training Coordinator in Arlparra was aware that most people over 30 years of age have issues with their vision. Having purchased a number of glasses for community members to use, more of the older population are now attending the Arlparra Learning Centre.

Understanding avoidance practices
Avoidance practices refer to those relationships in traditional Aboriginal society where certain people are required to avoid others in their family or clan. These customs are known as the skinship system. This is a complex system that determines how people relate to each other and their roles, responsibilities and obligations in relation to one another, in ceremonial business and land. inDigiMOB trainers identify these relationships with local community representatives and accommodate where possible, to provide culturally appropriate spaces. For example, having male and female trainers in separate spaces or offering repeat workshops so participants can attend at different days.

inDigiMOB activities are achieved efficiently through partner organisations' contributions and good management of resources.

inDigiMOB is coordinated by the Indigenous Remote Communications Association and is funded by Telstra under its Indigenous Digital Mentoring program. inDigiMOB is co-delivered by participating local organisations including Tangentyere Council and Batchelor Institute of Tertiary Education during the pilot year program.

Partnership Contributions

In-kind cash support from community partner organisations		
Batchelor Institute of Tertiary Education	$51,900	Towards Learning Centre* access, equipment and infrastructure & vehicle and accommodation of the training coordinator
Tangentyere Council	$53,000	Community Centres access, equipment and infrastructure & staff support (facilitation of community engagement)
TOTAL	**$104,900**	

Acquisition of resources

Procuring additional resources for delivering inDigiMOB activities is a process of negotiation with partner organisations.

After the music workshop in Arlparra, the visiting trainers and Angela the coordinator compiled a list of items for the Learning Centre that would be beneficial for the progression of advancing skills in the community. The list looked as follows:

- a small DAC interface (such as Native Instruments Complete)
- an electric guitar
- a USB keyboard (midi)
- a USB microphone
- a microphone stand
- a vocal microphone (such as an Audio Technica AT2035)

Batchelor Institute were able to purchase the DAC interface, the guitar, microphone and microphone stand. inDigiMOB then purchased the remaining items being the keyboard and USB microphone.

This has dual benefits: it saves inDigiMOB monies and the newly acquired resources belong to and with local community providers.

* In 2016, the Arlparra Learning Centre was funded through contributions from the Northern Territory Government Deptartment of Business Community Champion Grant, IRCA and Batchelor Institute.

Other affiliations

Department of Human Services	• Co-delivery of myGov workshops in Arlparra
CAYLUS	• Use of equipment as part of the Stronger Communities for Children program in Arlparra • Sharing insights to communities' available infrastructure and set up • Broker relationships with service providers and agencies
Telstra	• Provision of vehicle (upcoming) *

* This is separate and in addition to Telstra funds for inDigiMOB

The role of Tangentyere Council

Tangentyere Council is the primary service provider in the Alice Springs town camps. It is the only organisation with facilities, permanent staff and resources in town camps through which programs can be delivered. This makes Tangentyere Council the most important stakeholder to partner with in these locations. It is with their support that inDigiMOB can deliver programs, engage with the community residents, participate in community events and have spaces to hold activities within. Other organisations such as CAYLUS have supported inDigiMOB activities in town camps, but without direct support from Tangentyere Council they would not be possible at all.

Management of resources

inDigiMOB is delivered in locations where technical equipment is subject to harmful external conditions. Hazards include extreme heat and cold, dirt and dust, power surges and cuts, knocks and bangs during transport, and being in public spaces where there is risk of drink and food being spilled. Participants use various devices which are then prone to user errors and other mishaps including theft.

During the pilot year, of all the gear used from laptops, iPads and cameras, to lights, zooms and keyboards, there has been no incident of lost or destroyed property. The single occurrence of damage was by a young boy in Alrparra who during his concentration on the device, chewed the headphone cord.

At the program's core, inDigiMOB staff and trainers build good relationships with participants and trust is earned which leads to mutual appreciation and respect. This respect is extended to the equipment. Participants are motivated to do meaningful activities, in a safe environment where there is the understanding that the purpose of the devices is to support those using them, whenever and wherever this happens in everyday life.

4 Impact

By bridging the digital divide, Aboriginal and Torres Strat Islander people can experience improved access to health, government and financial services; wellbeing through connection with family and friends; access to education pathways; improved employment readiness; and autonomy over sharing, preserving and recording their stories and culture.

The positive impacts of digital inclusion are felt on multiple levels: in the everyday lives of individuals; within organisations; and throughout communities. By bridging the digital divide, Aboriginal and Torres Strait Islander people can experience improved access to health, government and financial services; wellbeing through connection with family and friends; access to education pathways; improved employment readiness; and autonomy over sharing, preserving and recording their stories and culture. These impacts on individuals trickle through to the communities they belong to and the organisations that operate there. Happy, healthy, connected communities are strong communities.

Organisations that do not prioritise digital inclusion in their core business nonetheless benefit from a digitally connected community. Their services are used, their staff have the skills they need to thrive, their clients are ready to engage.

Organisations that proactively promote digital inclusion benefit from having appropriate models of achieving this with their Aboriginal and Torres Strait Islander clients.

Collaborations with Arlparra School

A major factor contributing to the development and success of the collaboration with other community organisations and service providers, is having the training coordinator based in the Arlparra community. Living in community, the training coordinator is in regular contact with other service providers operating in the community and is for example, available to support the Arlparra School by mentoring and tutoring students undertaking formal study.

"Working as Training Support Officer at Arlparra School I have an ongoing professional relationship with Angela Voerman at the Batchelor Institute Arlparra Campus. Batchelor are delivering courses to a large number of our Aboriginal staff and I liaise closely with Angela in regard to their performance and attendance. We see the work Angela does with our staff as valuable professional development benefitting the school and also the Indigenous community at large. It is clear that Angela is a respected member of the community. She naturally participates in cultural events and has forged strong relationships with families around the Utopia area."

Tim Ware, Training and Support Officer, Arlparra School

The inDigiMOB collaboration between the school, youth worker and the Arlparra Learning Centre has enabled positive engagement outcomes for disengaged learners. The centre provides a learning environment, in collaboration with the school, for reluctant school attenders.

Other potential opportunities for collaboration and program development in Arlparra and the Utopia community in 2017

- **Horticulture, Conservation & Land Management, Construction:** In addition to the CDP and Arid Edge vegetable garden activity, local residents have expressed interest in studying and working in the area of conservation and land management. There is scope for formal training in locally designed skill sets.
- **Construction:** The projected building of a number of new houses in Arlparra has the potential to provide a practical context for study, skill development and employment outcomes. Construction qualifications can be combined with Foundation Skills qualifications to support LLN & work readiness.
- **School Partnership:** The model of VET delivery in the workplace of the school is an effective model. It is recommended to continue this program through the delivery of formal Foundation Skills qualifications and locally relevant skill sets in 2017.
- **Aged Care & Clinic:** The model of VET workplace delivery being implemented with the school and could be expanded to provide training for local aged care workers and clinic staff.
- **Family Wellbeing:** The Family Learning Centre at the School presents an opportunity for delivering training (as either workshop skill sets or as a qualification) to families on the topic of Family Wellbeing. The Batchelor Institute Family Wellbeing course is a well-received and highly valued course. It is suitable for local community members as well as those engaged in work.
- **Retail, hospitality, arts management:** A new art centre is being constructed in Arlparra. Opening an art centre in community presents an opportunity for training in the areas of retail, hospitality and arts management.

Appropriate training & access to resources

Informal, peer-to-peer learning is a pervasive ongoing phenomenon of learning via participation or knowledge creation. The Arlparra Learning Centre and the community centres in the Alice Springs town camps are venues that provide opportunities for community people to engage with each other, with technology and with trainers in a process of continual knowledge and skill acquisition. Use of these spaces and ICT resources for personal and recreational purposes represents a valuable learning opportunity, in an otherwise ICT resource deprived environment.

Providing digital inclusion support to those most digitally excluded

Discover iPad games for young ones
Alice Springs Town Camp – Hidden Valley
Alex helped two older ladies use various games apps on the iPad. Together, they discussed which were suitable for little ones, what was good about the apps and why. Both participants enjoyed the activity and got right into it. They decided that next time, they would like to explore this further with more ladies in a larger group.

Skills and knowledge gained included:
- **Using the iPad**
- **Using children's games apps**
- **Talking about technology**

Recognising different levels of participation

Becoming a digital mentor is a journey. Recognising the different stages of this pathway rationalises the holistic, inclusive and whole of community approach of the inDigiMOB program.

Appreciating all the levels of engagement ensures local ownership and gives respect where it is due. Informing other organisations and providers of this process has supported their service delivery and community relationships.

Participant levels of engagement

|		Learner project example: iPad games for little ones	Maker project example: Making a calendar
1	Observing or supporting project or activity from afar	Grandmother Nelly has breakfast in the community centre. Her presence is a demonstration of support of the activity on her country.	Allan supports the calendar-making project at the community centre. He spends time at the centre and encourages his nephew to join in.
2	Observing project or application and taking no further part	Nelly observes her young grandchild Jacinta playing games on an iPad.	Allan watches while other people at the centre participate in the calendar-making project, he suggests some photos to use, but doesn't participate directly.
3	Observing project or application and contributing some	Nelly notices Jacinta has been playing 'ABC for Kids' games.	Allan chooses the photos for the calendar-making project. He has some on his phone that he thinks would be good and these are used.
4	Requesting to do a project or application with others and contributing some	Nelly asks the trainer if they can get more games on the iPad for her grandchildren. She explains that Jacinta likes 'ABC for Kids' games.	Allan wants to make a calendar. He and the trainer work together and the trainer demonstrates how to use the applications. Allan makes all the editorial choices and edits some photos. He saves the document to a USB flash drive and prints it.
5	Working on project or application under constant guidance	The trainer and Nelly look up suitable games for little ones on the iPad. They discuss which ones might be good games and why and download some new ones.	Allan makes his calendar, with a trainer supporting him each step of the way to use applications, transfer files and print.
6	Working on project or using an application with minimal assistance	Nelly looks up games for little ones on the iPad in the App store. The trainer helps her to download some onto the iPad.	Allan makes his calendar, with occasional support from a trainer to edit photos together and export files in the correct format.
7	Working on project or using an application with minimal assistance and sharing some skills	Nelly downloads some new games for little ones onto the iPad. She shows her daughter Marissa the games she chose.	Allan make his own calendar – transferring media, editing, arranging and printing it with no support from a trainer needed. His nephew observes this process.
8	Demonstrating to others how to use an application or undertake a project	Nelly helps Marissa to choose some more games for little ones from the App store and shows her how to download them.	Allan shows his nephew how to make a calendar – they choose and transfer photos, edit them, arrange them in a document and print.

Elucidate implicit issues

There are a number of urgent issues in remote Aboriginal and Torres Strait Islander communities that have not yet been addressed successfully. inDigiMOB has shed a light on a range of these issues and will work to develop practical solutions to these significant challenges.

The burden of assisting and safe keeping vital information of others

Those who live and work in the community who have good spoken and written English comprehension are frequently asked to assist those community members who don't, with the safe-keeping of passwords and important documents such as birth certificates and banking details. This is often a demanding and time consuming task and exposes them to personal risk.

inDigiMOB is raising awareness and consulting with stakeholders to exploring solutions to this issue.
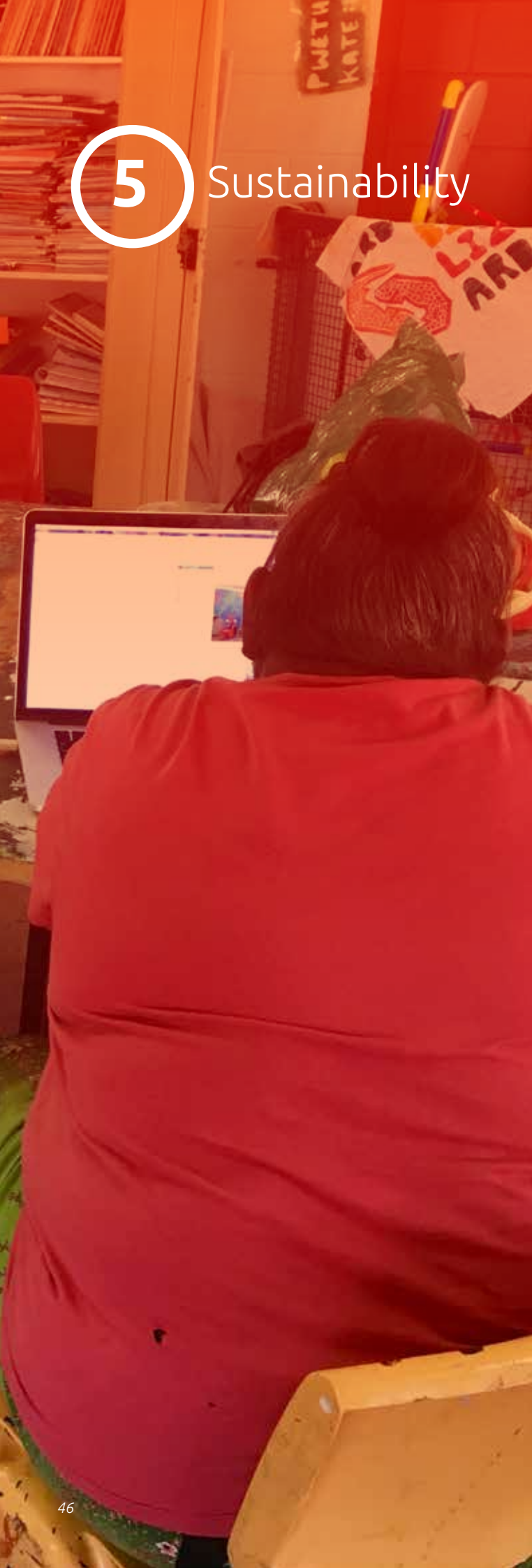
5 Sustainability

Program data has been collected along the way to instantly improve deliverables and identify transferable knowledge to apply the lessons learned.

The pilot stage has proven the viability of inDigiMOB and provided the required evidence that the objectives are valid and the strategies work. It has made it possible to set out a clearly defined cost-effective model for delivery and rollout into additional communities.

Program data has been collected along the way to instantly improve deliverables and identify transferable knowledge to apply the lessons learned about what works and what does not work.

Mitigating risks
During the pilot stage, inDigiMOB encountered two factors that significantly influenced the initial program proposal. Namely, the reliance on partner organisations and their capacity, and the administration of Community Development Programme top-up wages as the single digital mentor arrangement.

Reliance on partner organisations and their capacity

Challenges	Solutions
Cannot guarantee delivery and outcomes ourselves due to e.g. re-structuring, change of schedules, change of staff, etc.	Establish clear understanding (and boundaries) of delivery scope and capacity
Suitability of organisations' in community staff e.g. their relevant skills, time management, enthusiasm, whether they are local, etc.	Where possible, to build on existing capacity and resources available
Perception of duplicating and/or competing of activities and/or roles	Ensure strategic alignment with partner organisations
Organisations' desire to build their own capacity	Where possible and financially viable, to embed inDigiMOB delivery within partner organisations
A gap in understanding of community needs and interest	Where possible, to have more than one partner organisation
Organisations' approach to community engagement e.g. culture around rules of the centre	Have MOU/other contracts in place, including financial arrangements, prior to delivery
The short term cycles of organisations/programs e.g. program cancellations due to funding cuts	To implement a model that is flexible to be able to continue delivering activities and engagement when organisations/programs fold or change course

What is the Community Development Programme?

The Community Development Programme (CDP) provides job seekers living in remote areas with greater opportunities to gain local employment and skills to match local jobs. Job seekers are provided with personalised support including access to skills development and training that meets their needs.

CDP as the single digital mentor arrangement

Challenges	Solutions
Cannot employ someone to be a mentor as a CDP activity is not to be considered a job or ongoing activity	That inDigiMOB is an approved CDP activity where attendance of remote job seekers is counted towards their Work for the Dole hours
Very limited or no supervision provided	To obviate from top-up wages that are linked with CDP
Top-up wages are not encouraged and top-up amounts are limited and restricted	To establish alternative digital mentor arrangement models
CDP is unpopular and is increasingly causing a negative social impact in communities	
inDigiMOB would be placed in a negative light if being affiliated with CDP	

External commitment to inDigiMOB

Partner organisations see the value of inDigiMOB and are committed to the program. Both Tangentyere Council and Batchelor Institute have contributed significant resources to inDigiMOB and are dedicated to maintain the positive effects of the program moving to the next stage of development.

inDigiMOB strengthens local ownership and leadership with local community members by means of the activities, and with local service providers in the delivery of the program itself.

Embedding inDigiMOB training coordinators within partner organisations

The full-time training coordinator position at Arlparra is employed by Batchelor Institute. The role is split so that 60 percent of the deliverables are Batchelor Institute related and 40 percent are inDigiMOB. The role is complementary in that the informal inDigiMOB training approach and skills contribute to the formal learning outcomes that Batchelor Institute is to achieve.

Moving into Year 2, the training coordinator position for the four Alice Springs town camps will move to be embedded in Tangentyere Council. inDigiMOB will contribute 75 percent of the funding and CAYLUS the remaining 25 percent for the part-time role. The interest of CAYLUS is vested in the outcome of increased access to the use of the equipment they supplied to the community centres. The role being embedded with Tangentyere Council will allow for the coordinator to be in the community centres unsupervised and navigate the many schedules of the programs and services being delivered in the town camps.

The training coordinator role being embedded in the local partner organisation contributes to the sustainability of inDigiMOB financially, builds on existing capacity and resources available, and enables further corporate knowledge to be kept locally.

Year 2 activities

The development of additional activities is underway and will be made available in 2017.

- **Online platform**
  The online platform is a place to share information about digital literacy and connectivity, and also to showcase digital projects.

- **Helpdesk**
  The Helpdesk is there to support digital mentors and inDigiMOB staff with technical enquiries and solutions to community internet access issues.

- **Research and Development**
  Researching appropriate solutions to community internet access, shared media servers and community noticeboards.
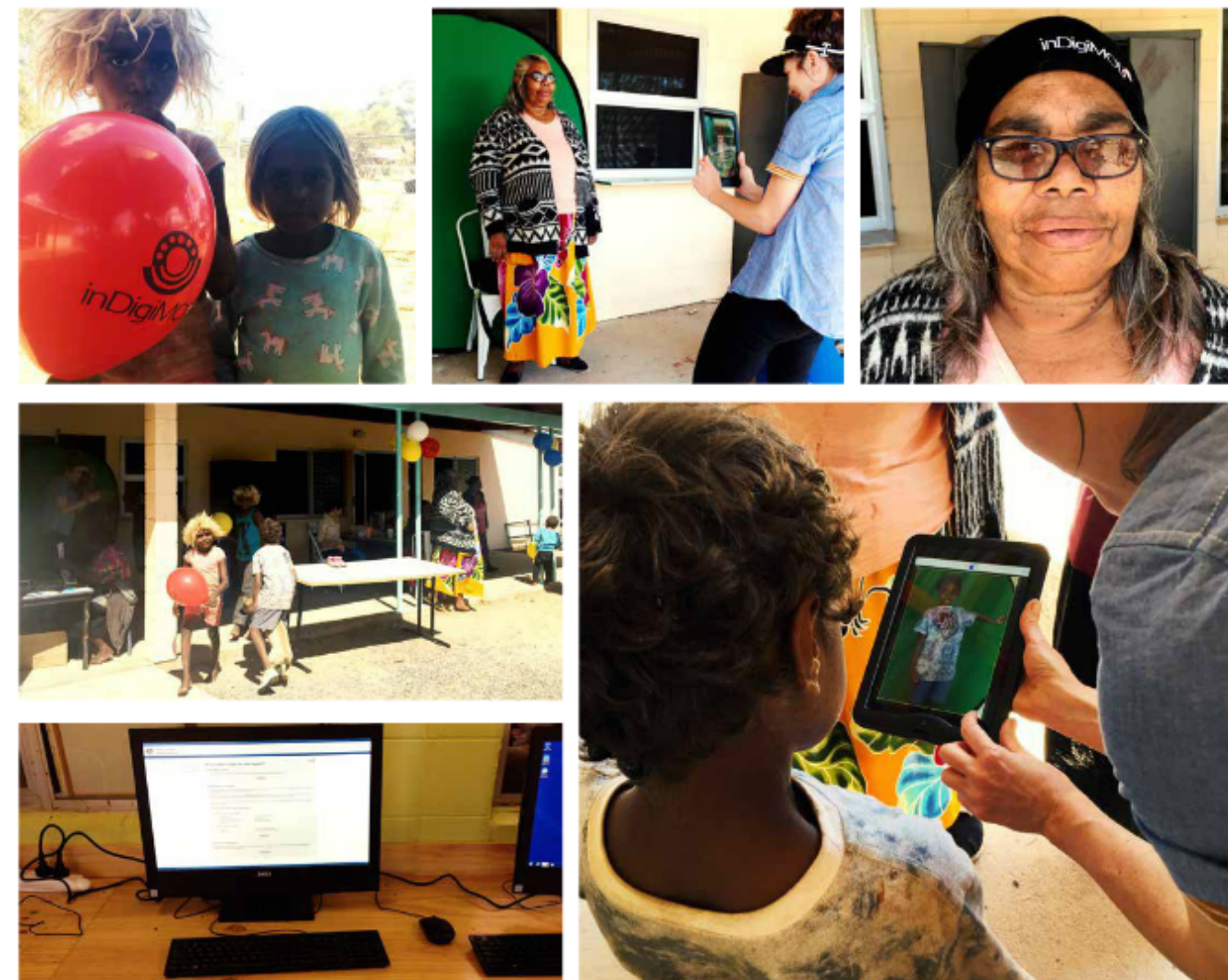
NEW DIGITAL PROGRAM FOR TOWN CAMPS

Written by Veronica Peters
Photography by Veronica Peters

InDigiMOB is a digital mentoring project that aims to find a network of Indigenous mentors in remote NT communities to help people in their communities with computers, mobile phones, tablets, using the internet safely and any digital problems.

This month they launched the program at Arlparra and the four town camps in Alice Springs with computer rooms in their community centres (Karnte, Hidden Valley, Trucking Yards and Larrapinta). InDigiMOB have a series of digital activities planned in these communities.

"The structure of the program will depend on what people in the community want to do," said Maor Bar-Ziv, the InDigiMOB project coordinator. "At Alparra we rolled out four consecutive weeks of workshops: one about MyGov, one about photos, one about Garageband and making music, one around iMovie and making film." Once they work out what the community needs to learn they can appoint people to the digital helper roles.

We visited the launch at Karnte camp where they had a BBQ and introduced the program to the Karnte community. InDigiMOB set up a green screen photo booth, so that the community members could make fun photos to take home, a phone clinic, to get help or advice for using a mobile phone and there were some free giveaway like USBs, beanies, mugs and stickers.

Alex, the training officer at InDigiMOB, will make a schedule to visit the different town camps each week. People can then come in and ask her questions like: "Why does my phone keep running out of battery?" or "Why is my phone bill so expensive?". Some people might ask about how to use different computer programs or how to move music files from device to device.

Learning digital skills can help people in their everyday lives. For example, communities doing art programs could film them, so that they can document the steps to show people how to do it for next time. In this process people can learn not just about filming, but also things like transferring files from a camera to a computer and showing the files to other people via email or social media.

People are also having to access more and more services online. "I think it's important that everyone learns about digital technology," said Maor. "You can't get away with not knowing it anymore."

The Indigenous Remote Communications Association (IRCA) began in 2001 as the peak body for remote Aboriginal and Torres Strait Islander media and communications. In October 2016, IRCA expanded its role and representation to become the national peak body representing the Indigenous remote, regional and urban broadcasting, media and communications industry.

The Aboriginal and Torres Strait Islander media industry is evolving from its community broadcasting origins into an expansive and convergent media and communications industry. IRCA provides a cohesive voice for this diverse and innovative sector and is committed to the development of the industry, providing tools, networks and resources to support Aboriginal and Torres Strait Islander media organisations and workers to upskill and build their capacity.

IRCA has identified a set of core values that underpin all its work. IRCA values:
• Culture and language
• Collaboration & partnerships
• Local knowledge & expertise
• Innovation
• Opportunity building
• Diversity
• Commitment
• Achievement
• Accountability
• Transparency
• Ethical conduct

irca.net.au

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Telstra's purpose is 'to create a brilliant connected future for everyone'. Telstra's vision for reconciliation is to see their Purpose come to life for Aboriginal and Torres Strait Islander peoples. Telstra believes that through connection we can create the necessary social, economic and cultural change and achieve a brilliant connected future for Australia.

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