



Engagement Report

Casey Digital Equity Framework 2021-25

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1 PURPOSE OF THE ENGAGEMENT

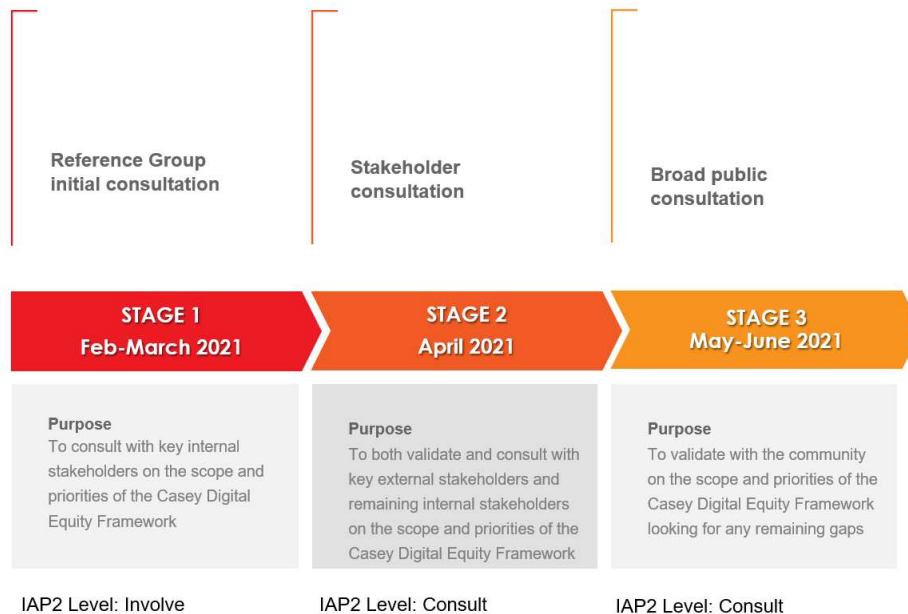
The engagement was to inform the development of a Casey Digital Equity Framework. The nature of the Digital Equity Framework and the priority initiatives that it will contain will be influenced by the engagement along with a review of the academic literature.

While the purpose of the engagement was primarily consultative, the engagement also aimed to communicate the following messages:

1. That Casey are committed to addressing Digital Equity
2. That this is part of a broader commitment to address equity issues in Casey
3. That we want the observations of stakeholders to inform the approach
4. That we are looking for the developing of partnerships to address this issue

2 ENGAGEMENT APPROACH

There were three engagement stages:



These stages were consistent with the International Association of Public Participation IAP2 (2018) spectrum definitions as follows, the language only slightly modified to reflect internal as well as public engagement.

	INFORM	INVOLVE
Participation Goal	To obtain feedback from stakeholders and the public on analysis, alternatives and/or decisions	To work directly with key stakeholders throughout the process to ensure that their concerns and aspirations are consistently understood and considered
Participation Promise	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how you influenced the decision	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how your input influenced the decision

This was an approach reflecting:

- that community engagement on the topic of digital engagement was only conducted last year as part of the development of the Smart Casey Launchpad
- that an extensive review of the literature has been done
- that this is a very specific topic

This document contains the engagement responses from Stage 1 and Stage 2. The engagement responses of Stage 3 will be covered by another document.

2.1 Stage 1

The first stage involved the formation of a reference group to consult on the initial scope and priorities of the Casey Digital Equity Framework and guide the development of the framework. This reference group was aligned to IAP2 Level *Involve*. The reference group was comprised of key stakeholders within the City of Casey and associated entity Casey Cardinia Libraries that:

- have the most digital equity insights within Casey Council and;
- also either already deliver digital equity programs or;
- could deliver digital equity projects

2.2 Stage 2

2.2.1 Broad Stage Description

This involved meetings and focus groups with internal and external stakeholders at a high level to validate the initial scope and priorities of the Casey Digital Equity Framework and specifically consult on:

- digital equity issues that they have observed in the Casey community
- suggestions of possible opportunities and ideas to address digital equity issues

A mixture of different workshop formats (face to face and online) and other consultation methods (surveys, phone conversations) was used depending on need.

By default workshops were 1.5 hrs to allow the first 20 minutes to introduce the project, 1 hr for discussion and 10 minutes for summing up and closing.

After a draft framework is developed the stakeholders will have a further opportunity to later comment on the draft framework during the public exhibition process.

3 ENGAGEMENT RESULTS

3.1 Overview

As part of the development of this framework there was extensive engagement from March to May of 2021 with individual community members, community groups, education and training providers and not-for-profit organisations from across Casey. This engagement involved face-to-face focus groups, online focus groups and surveys. Participants drew on experiences and challenges faced during and post COVID-19 restrictions when many were required to be online either for the first time or had to undertake more complex digital tasks. These responses reflect an escalation of prior digital exclusion experiences, not temporary or of a different type, but the arrival of a new digital reality confronting us years earlier than anticipated.

A snapshot of this feedback highlights the range of experiences and concerns:

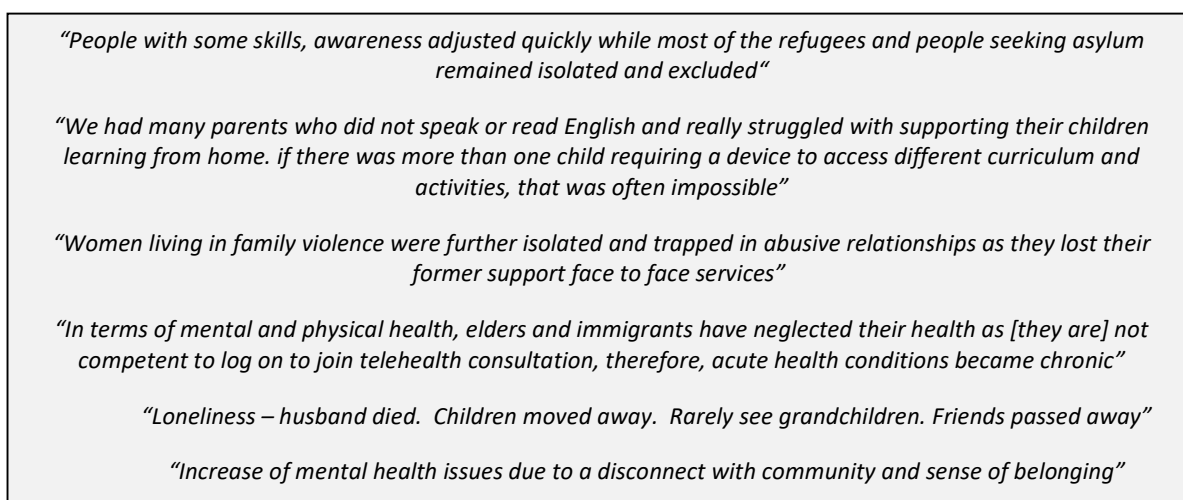


Figure 1 below shows a word cloud composed of all the verbatim comments. Common words were "access" and "device" reflected common issues with lack of access to the Internet or lack of devices. Another was "services", reflecting that many could not access services that were increasingly becoming online-only. Also common was the word "connection": participants reported that being online made them and others they knew more or less connected depending on whether people were digitally enabled. The word cloud is also indicative of the engagement findings that highlighted that older residents of Casey and those from CALD communities were particularly digitally excluded.

Figure 1 – Word Cloud composed of words and phrases from the Casey Digital Equity Framework engagement (derived from verbatim comments)



Across different groups were common challenges:

- Cost of appropriate devices (leading to a lack of the number of devices needed per household to work and study at home)
- Cost of Internet, both connection and data
- Lack of digital skills and confidence
- Fears about security and privacy inhibiting use
- Lack of Internet Infrastructure in new estates or slow Internet speeds
- Lack of knowledge of where public Wi-Fi was available
- Lack of knowledge of digital literacy options across the municipality. Different people need courses at different times of day and different locations due to having limited transport options

Where one was able to become more digitally connected, all groups identified consequent benefits including generally reduced isolation for those who were digitally enabled and an expanded range of activities and programs that people could access due to the removal of geographical constraints. New information dissemination and collaboration opportunities, particularly for CALD groups, were also opened up.

“We have seen a lot of connection via WhatsApp (which surprised me!). In particular, an Afghani community spread messages [of] support far and wide”

“Better connection and engagement between metro and rural ethnic leaders and groups as we bridged the geographic divide”

“Increased equity for some families around work life balance with the shift to working from home”

3.2 Specific Groups

There were also particular benefits and challenges per groups. Verbatim comments can be found in Appendix 2. Below is a summary.

NB: Engagement with Aboriginal and Torres Strait Islander communities did not reveal any culturally specific barriers to access. The major barriers were financial resources for accessing devices, data, and digital skills. As such, interventions should focus on these financial barriers and more research will need to be conducted to develop these interventions in culturally appropriate ways.

3.2.1 Older Residents

3.2.1.1 What are the challenges?

- Lack of appropriate devices
- Fears about security and privacy inhibiting use
- Lack of people around them to support their use
- Lack of digital skills
- Lack of motivation to gain digital skills caused by not seeing benefits as online interaction not a desirable alternative to personal interaction
- Physical /biological barriers – onset of dementia, vision issues, mobility issues
- Ongoing loss of members of community groups when they were forced to operate online during COVID-19
- Lack of English language
- Cost of courses for digital skills
- Lack of transport for courses to obtain digital skills
- Aversion to social media debates inhibiting use of social media
- Lack of ability to shop online affecting welfare of older people, particularly during COVID-19 lockdown
- Lack of confidence with online banking
- Digital literacy classes being run at night when older people don't want to drive
- Acute health conditions become chronic due to inability to access telehealth

- QR codes confusing

3.2.1.2 Who is most affected?

- Older people who didn't see the need to change as they just wanted face to face contact
- Those that are living on their own (as compared to those who live in retirement villages where there was more support)
- Those that had no transport to go to digital classes or people to seek support
- Older residents who are coming on a parent visa to support looking after grand-children
- Older CALD community members with little or no English, particularly women and those with disabilities
- Older women - gender differences between how older women and men access technology and are confident in using digital technology

3.2.1.3 What were the positives of being compelled to go online in 2020?

- Reduced loneliness
- Community groups operating more effectively from a shift to digital
- Access to online educational content that previously older people not aware of
- Increased use of telehealth
- Reduced petrol costs travelling to meetings and appointments
- Online shopping
- Ability to collaborate

3.2.1.4 What are the potential solutions?

- More free digital devices at community and Council buildings (including libraries) able to be both used and borrowed
- More free Wi-Fi and charging facilities at community and Council buildings
- More free digital classes in both English and local languages at community and Council buildings (including libraries) and also schools
- Council to publicise organisations who accept, repair and distribute free or low cost devices
- Better tailoring of digital programs to reflect the motivational, access and physical barriers that contribute to digital exclusion
- Targeted digital education programs in Cranbourne and Doveton particularly aimed at seniors
- Choosing digital tools that community members that are easier to use /most familiar with ie Zoom rather than Microsoft Teams
- Computer literacy in CALD languages focus on ageing populations over 60 years old
- Provide digital content in simple terms and not too complicated for aged care residents
- Address issues with accessing difficult online applications like My Aged Care in small face to face to groups

- Use topics that older people are interested in, purpose drives interest
- 1: 1 online support necessary, peer to peer delivery a possible solution
- Capacity building has to be tailored according to each group's needs not one module for all
- Stalls in shopping centres to promote digital literacy opportunities and availability of public Wi-Fi
- Virtual community hub a safe place to learn digital skills

3.2.2 Low Income Residents (including homeless)

3.2.2.1 What are the challenges?

- Data too expensive
- No access to appropriate digital device because of cost
- Lack of digital skills and confidence leading to feeling overwhelmed
- Lack of Internet infrastructure in new estates
- Fears about security and privacy inhibiting use
- Homelessness
- Fear of losing face to face interaction opportunities
- Need to keep updating yourself with new knowledge
- Digital poverty
- Employment application processes only online
- Limited devices in households – competition of use for work vs learning
- Further entrenching people in disadvantage
- Reduction in drop-in services
- An erosion of hope and optimism; and therefore an exacerbation of psychosocial risk factors caused by inability to navigate services/institutions and achieve consistent outcomes

3.2.2.2 What impact does it make?

- Isolation and loneliness
- Greater need to rely on others
- Unable to apply for employment or complete pre-employment requirements
- Missed out power deals from utility companies and government
- Difficulty finding rental housing as applications now online
- Unable to apply for financial assistance via Centrelink as applications only online
- Work activity compliance only online
- Mental health support only accessible via phone not video
- Missed appointments
- Language used is too difficult to understand and no examples to explain
- Lack of ability to use online banking
- Unable to attend English classes

- Less post-secondary educational opportunities
- Increased mental health issues
- Lack of engagement as services become online only
- Compromised employment opportunities- unable to access on boarding procedures

3.2.2.3 Who is most affected?

- People on low incomes who completed school at a very young age and never received IT training. Struggle with Centrelink applications for example.
- People released from prisons
- Homeless people
- Cranbourne, Clyde, Hallam, Hampton Park, Narre Warren and Narre Warren North

3.2.2.4 What were the positives of being compelled to go online in 2020?

- Some matters can be resolved via email, phone saving on petrol for low-income residents.
- Some clients contact services via email to arrange appointments
- Access to tele-health appointments
- Improved knowledge of Internet security
- Increased access for those that may not be able to travel due to geographical location, disability
- Increased participation in groups when online
- Improved collaboration between services providers benefiting clients accessing multiple services
- Online English classes
- Flexibility to access mock interviews and real interviews with employers
- Being able to facilitate LGBTIQ+ groups between aged care homes via Zoom

3.2.2.5 What are the potential solutions?

- Increasing digital skills
- Increasing knowledge around digital safety, particularly relating to family violence concerns
- Some people will not engage in online service delivery and fall through the cracks. Many also benefit from in person interaction (even if only for human contact) and require one on one support
- Accessible and affordable Wi-Fi, at parks, community hubs, sporting venues and libraries
- Targeted digital literacy programs run by schools and community organisations.
- Funding for public access digital devices would need to be ongoing to replace devices that become obsolete
- More free digital devices at community and Council buildings (including libraries) particularly in estates in growth suburbs
- Information available online to be in simple English
- Advocacy and support for more recycling and enhancing old digital devices and smartphones
- More free digital devices at community and Council buildings (including libraries) able to be both used and borrowed

- Training volunteers to support digital literacy and use
- Casey to have someone (internal or external) who is accredited and police checked to be able to connect to housebound residents to help them with digital problems e.g. learning how to use Council services
- Stalls in shopping centres to promote digital literacy opportunities and availability of public Wi-Fi
- Different demographics like different venues for digital literacy classes, lower income people feel more comfortable in small, neighbourhood houses while the broader community see neighbourhoods houses as for the disadvantaged, more likely they would feel more comfortable in new, modern Council community hub
- Partnering with Good Shepard to link residents in with the NILS program to buy devices

3.2.3 CALD Community

For the purposes of this consultation, CALD is given to mean people who have a cultural background other than Anglo-Australian culture and who speak languages other than English. An additional focus here is on CALD communities with lower levels of literacy and recognised educational attainment (i.e. not included skilled migrants).

3.2.3.1 *What are the challenges?*

- People seeking asylum and refugees most affected
- Lack of access to appropriate and affordable digital devices
- Lack of digital skills
- Internet not affordable
- Slow Internet speed
- Cultural and educational background of people seeking asylum impacting uptake of digital means
- Language and literacy as barriers to accessing online services and activities. CALD community members may understand basic English but combined with technical and bureaucratic language as well it is very difficult. Many CALD community members illiterate in primary language
- Traditional attitudes of CALD communities' seniors age group
- Reluctance to try new technology
- Accessing via mobile phones rather than laptops/computers leading to limited capacity to engage in range of complex online activities such as form filling
- Control by men not allowing women to use the computer or access Internet
- Digital safety concerns
- Lack of access to help doing activities and programs online
- Using mobile data for a range of activities that have transitioned to remote/online settings
- Privacy and security fears
- Complexity of online service and application processes which will get worse if service providers provide less assistance in future as digital by default progresses

- Online services not only requiring not only one time interactions but keeping up with communication via other means (emails, text message reminders etc) which adds complexity to how service users engage
- Compliance with ongoing government service requirements are increasingly online which will cause exclusion from services
- Addressing traditional attitude issues to build trust and rapport with government difficult online with CALD community members
- Older CALD people will be socially challenged
- CALD young people having to pivot to remote/online access for information rather than 'turning up'
- CALD Young people experiencing mental illness or mentally unwell
- Older CALD community members have been losing English knowledge with less face to face contact which then affects understanding of online content.
- Poor translations causing issues with material that is already can be difficult to understand
- Online kindergarten enrolment is a barrier for some families and they miss out on email communication often
- Lack of trust of government

3.2.3.2 What are the impacts?

- Financial
- Social
- Education
- Employment
- Legal
- Self-confidence
- Immigration status
- Health, particularly mental health
- Safety (increased family violence)
- Quality of life
- Overall well being

3.2.3.3 Who is the most affected?

- CALD Women
- CALD Seniors
- People Seeking Asylum
- Younger children
- Youth (life opportunities, employment)
- Afghan, Arabic, Sri Lankan, Punjabi Indian communities in newly established areas of Casey
- Non-skilled migrants with good knowledge of English

3.2.3.4 What were the positives of being compelled to go online in 2020?

- Understanding of the importance of being digitally connected
- Public and Private Facebook groups have been effective in directly communication between community organisation and their members
- Help-desk worker appointments at neighbourhood houses to provide readily available services, addressing individual IT issues
- Secure chat communications like WhatsApp, Viber and WeChat that have capacity to reach large, but also specific cohorts
- Enhanced linkages with communities overseas bringing information and reducing isolation
- Improved connection between ethnic leaders in metropolitan and rural areas
- Community organisations could hold sessions targeting CALD groups over a larger geographic area with strong attendances and later viewings
- Saved resources on travel, fuel and utilities by working from home
- Previously socially isolated CALD women benefited from being digitally connected by attending classes for the first time
- Ability to collaborate

3.2.3.5 What are the potential solutions?

- Supplying appropriate devices with Internet and helpdesk support from Council, libraries and neighbourhood houses. Casey Cardinia Libraries loaning devices was a first step to having interest in buying devices.
- Free digital literacy classes and support, particularly provided by ethnic community organisations in a linguistic and culturally appropriate way
- Fund Learn Locals to build their capacities to expand more online courses and train their tutors and volunteers
- Free Wi-Fi hotspots on public transport, shopping centres, popular public spaces, Council buildings (including libraries) and other community buildings like neighbourhood houses
- Improved Internet reliability and signal quality
- Providing marginalized families/ students mobile phones with preloaded data plans
- Create social enterprises to assist CALD community with digital literacy but also to provide CALD work opportunities
- Targeted digital education programs in Cranbourne and Doveton particularly aimed at seniors
- Computer literacy in CALD languages focus on ageing populations over 60 years old
- Opportunity to access to gain help from digital literacy volunteer
- Use topics that CALD people are interested in, purpose drives interest
- Stalls in shopping centres to promote digital literacy opportunities and availability of public Wi-Fi
- Teach digital literacy in language

3.2.4 Those accessing health services

3.2.4.1 *What are the challenges?*

- People with disabilities relying on accuracy of programs that read text e.g., JAWS
- Difficulty of accessing health information from online sources and instead relying on word of mouth leading to potential of misinformation
- Missed health appointments due to inability to access telehealth
- Distrust by women aged between 25-35 of online health advice around vaccinations
- Management of chronic health conditions - lack of alternative options
- Many digital interfaces are not easy for people with visual impairment or reduced motor skills to use
- Concerns about answering unidentified numbers, govt listening/ watching
- Mental health issues impacting motivation to be online

3.2.4.2 *What are the impacts?*

- Greater health inequity - information and services
- Increased family violence

3.2.4.3 *Who is most affected?*

- Older people, particularly in CALD communities, who didn't have access to younger family members to provide support accessing health services and translate information
- CALD community members in particular people of refugee background including people seeking asylum
- People not already linked into services eg older people with aged care packages/ case management or people with NDIS plans and support were able to adjust more quickly as they had support

3.2.4.4 *What were the positives of being compelled to go online in 2020?*

- People who were already members of Casey / Cardinia Libraries or who were linked to neighbourhood houses often had access to digital literacy support
- For those able to use telehealth this offered more flexibility in appointment times and access
- Ability to work while recovering from illness/operations where normally people would have to take extended time off work to recover
- Provided choice
- Ability for staff of health providers to access professional development activities that normally would be prohibitive due to cost/travel
- Ability to increase the reach of programs using digital technology, and to more easily link with other areas to amplify impacts of programs

- Increased mental health service options to young people due to preference for online
- Increased family violence service access options for men who prefer online access
- Increased access to online health information from overseas
- CALD Communities adapting messaging to existing platforms such as WhatsApp and YouTube helped with sharing health information and access to support services
- Connection within health services teams have been strengthened

3.2.4.5 What are the potential solutions?

- Use platforms of choice amongst community groups to facilitate connection
- Upskill health service providers around using accessible programs, materials, translated information, use of plain English, text to voice options etc to minimise barriers for vulnerable communities
- Increased digital infrastructure within Casey e.g. smart benches, free Wi-Fi and Council facilities
- Build community digital capacity
- Connect / partner with services who already have digital literacy programs such as the Neighbour House / Family Life, eSafety Commission, Family Planning Victoria, SECASA are a trusted provider for online training / digital inclusion for women, suggest to partner with them
- Connect programs across services e.g libraries, Neighbourhood houses, Community Services to maximise equity of access to computer equipment and computer literacy training
- Grow technology hubs
- Advocate for digitally excluded groups
- Consider modalities for conveying information verbal vs written
- Evaluate impacts

3.2.5 People with a Disability

3.2.5.1 What are the challenges?

- People with a disability not digitally literate, particularly older and CALD ones. Digital terminology particularly confusing.
- Carers not having confidence to or the knowledge to go on-line themselves so couldn't help their clients go online. This was particularly the case with older and CALD carers
- Lack of awareness of where to go for help with device access or learning digital skills
- Online meetings not catering for the particular technology needs of people with different disabilities attending the meeting
- Lack of NDIS funding to provide online support to people with a disability
- Poor quality Internet service available
- Limitations of free edition of Zoom vs corporate edition
- Limited devices in the home, with multiple families using them

- Lack of funding for devices, support staff and Internet costs

3.2.5.2 What impact does it make?

- Social isolation
- Increased costs
- Mental health impacts on people with disability
- Mental health impacts on carers – less respite from the caring role
- ASD community impacted with increased behaviours of concern
- Lack of knowledge on where to access funding or gain mentors to educate provided education about the technology
- Increased stressors within family dynamics
- Carers needing to stay home if person with a disability wasn't coping

3.2.5.3 Who is most affected?

- People with a disability
- Carers

3.2.5.4 What were the positives of being compelled to go online in 2020?

- Technology increased choice of community participation with increased programs, group sessions, and activities being online that would not normally be accessible due to transport, out of hours activities and cost of programs
- Created some new accessible social groups
- Technology provided an environment for those with sensory issues, and allowed time for those to process the information provided

3.2.5.5 What are the potential solutions?

- Running subsidised digital skills classes people with a disability
- Touch screens available in library for public use
- Community centres with occasional care to provide digital literacy classes
- Troubleshooting guide for online tools
- Longer availability of free Wi-Fi at community facilities
- Ongoing community engagement with carers, support workers and those with a lived experience to increase community understanding of the digital technology needs of for people with a disability and design appropriate digital inclusion programs utilising accessible technology and formats
- Better links between technology organisations and people with disability and those caring for them to provide more effective technology support

- Developing effective and collaborative partnerships with people with a disability, families and allied service providers
- Digital equity to be included in the City of Casey Disability Action Plan
- Council policies to encourage external contractors to utilise accessible technology.
- Better use of technology to allow people with a disability to have a voice

3.2.6 Children and Young People

3.2.6.1 *What are the challenges?*

- No or poor quality Internet access at home
- Not enough devices or data for all family members to use for work/schooling
- Students having insufficient digital skills to use certain digital tools
- When libraries were closed due to COVID students could not access the computers there
- Lack of access to high-speed network infrastructure
- Assumption that if the information is on the website, it has been 'released to the public' whereas a significant amount of public not able to access that information.
- Lack of appropriate reading glasses for so much screen time with online learning
- Many tertiary education institutions are looking to continue using online teaching and resources due to lower costs. This may increase the digital divide.
- Students don't want to expose ignorance online and teachers can't read body language of struggling students
- School children from socioeconomically vulnerable families - rely on school infrastructure, divide grew as lockdown progressed
- Children of refugee backgrounds with poor access to equipment/ data etc and limited home supports
- Tensions raised between children and parents. Requests for counselling due to children questioning why their parents couldn't help them
- Assumption younger generation have digital skills and therefore embarrassed to reach out for help
- Fears of getting it wrong
- No time for training. No short courses after hours
- Not having safe spaces at home to study

3.2.6.2 *What impact does it make?*

- Financial – depending on where you live can impact the cost of infrastructure
- Lack of digital skills of parents meant they weren't able to assist their children with digital issues
- Falling self-esteem due to lack of digital skills
- Students and families not digitally enabled not getting important information
- Limited opportunities to connect with others

- Tertiary students dropping out or deferring courses when they moved online
- Cost impacts of students needing to update their hardware and software
- Time impacts on parents from expectation they will continually check websites for school or sporting updates
- Student engagement inhibited by digital technology access and skills issues
- Harder to provide positive reinforcement to students
- Harder to cater online to different backgrounds and language abilities online
- Increase of mental health issues due to a disconnection with community and sense of belonging
- Not having access to digital devices long enough to get information or develop skills
- No phone rule takes away often the only device that students have for online learning, not just course content but course administration information (room changes etc)
- Slow and poor connections impacted home schooling
- Student experience is impersonal
- Online learning not building resilience, does not provide support
- Digital solutions can reduce social skills. Schools are actively encouraging students to relearn these skills
- Educational institutions can't assess student welfare as effectively blended teaching methods

3.2.6.3 Who is most affected?

- International students due to less financial support
- Those in growth suburbs like Cranbourne East, Clyde, Clyde Nth with poor Internet infrastructure
- Students families with pre-existing relationship issues and family violence
- Students recently unemployed who no longer have a work digital device
- Parents who no longer have a work digital device particularly single parents and first time mothers
- Larger families that have only 1-2 devices can be shared
- Out of home care young people
- Primary Schools printing worksheets and dropping them to homes and then collecting them weekly
- Less educated
- Low income families
- Older students
- People with less family and friend supports
- People involved in justice system are revolving in and out of incarceration, disrupting continuity with pro-social programs (e.g. school, employment)

3.2.6.4 What were the positives of being compelled to go online in 2020?

The only group of young people who could identify a benefit/positive was LGBTIQ+ young people who had positive experiences (covered in the LGBTIQ+ section)

3.2.6.5 *What are the potential solutions?*

- Schools and tertiary institutes continue to loan digital devices with data
- Greater student support to continue education and training online
- Greater access to Wi-Fi hotspots
- Collect data within Casey on how many devices were loaned out by schools and other organisations
- All education institution staff being given training regarding potential digital divide issues
- Teachers and tutors need more digital skills training and support as some lack digital skills themselves
- Provide written resources that match digital resources when Internet is unreliable
- More community hubs and neighbourhood learning centres that have shared workspaces that have access to private, quiet, technology supported, high speed Internet learning spaces for students/families who do not have access to this infrastructure at home
- City of Casey partnering with neighbourhood houses to offer more digital literacy classes
- Establishing kiosks/support centres providing in-person support to assist digital transition
- Digital content in different languages
- Same information in different formats
- Partnerships with technology companies, education providers and Internet providers for computer loan schemes/free Wi-Fi schemes
- Coordination and central promotion point of digital literacy learning opportunities across Casey (like caseyconnect.com.au but more than just neighbourhood houses and community hubs)
- Use topics that CALD people are interested in, purpose drives interest

3.2.7 **LGBTIQA+ community members**

3.2.7.1 *What are the challenges?*

- Digital equity not being seen as a human right
- Lack of proactive programs to get broadband access for people who don't currently have it.
- Lack of training for digital skills for people who need it
- Abusive comments online, including on City of Casey website. They should be deleted.
- Online forms and surveys not having enough space to put things in your own terms rather than having to check a predetermined box. A survey was done in the past year by Casey Council which had "Other please specify" option for gender, but there was nowhere to put in ones own option. Need more training and testing to avoid this
- Lack of resources on how to get digital support and lack of awareness of those resources
- "Zoom is more familiar to many clients with low digital ability, as they learned how to use Zoom from family members during the pandemic. Throwing them into an unfamiliar piece of software like Teams then leads to far more issues as they flounder."

3.2.7.2 What are the impacts?

- Mental Health

3.2.7.3 Who is most affected?

- LGBTIQ+ youth
- LGBTIQ+ older members

3.2.7.4 What were the positives of being compelled to go online in 2020?

- Ability to stay connected
- Teleconferencing made attending events and programs, both LGBTIQ+ and non-LGBTIQ+, more accessible increasing participation as less time and mobility constraints
- Awareness of LGBTIQ+ local community groups increased as more presence online
- More local and regional opportunities to collaborate on projects online *Rainbow Community Picnic with City of Casey, Unwrapped LGBTIQ+ Online Arts Festival with City of Greater Dandenong*
- More regional, national and global digital opportunities to connect with other LGBTIQ+ people and events, LGBTIQ+ people with disabilities
- More information now about services and general information tailored to the social, educational, legal and medical needs of LGBTIQ+ community members
- More time for self-reflection in safe spaces of their homes and then online community to explore their identity
- Having Telehealth as an option increased accessibility of LGBTIQ+ specific health services which were often inaccessible due to being in Melbourne CBD. Inaccessibility due to time and need to transverse public spaces.
- More awareness about rental opportunities that are LGBTIQ+ friendly

3.2.7.5 What are the potential solutions?

- Develop on-line training modules for digital tools like Zoom
- Creation of digital LGBTIQ+ awareness modules that are free for Casey businesses to enable them to learn to be more inclusive for our community
- Partnerships with people to develop on-line training modules for digital tools things like zoom, or specific uses
- Partnership with a major technology company to help make more up to date technology available to more people
- Casey Council needs to publicise more what it is doing that is different from the past regarding inclusion of LGBTIQ+ community to continue to build trust
- Offer education digital equity at schools. especially the impact it can have for LGBTOQ+ youth

3.2.8 Women

3.2.8.1 *What are the challenges?*

- Lack of occasional care services at or near where digital literacy classes are run
- Lack of family facilities where digital literacy classes are run. In some cases women could bring their children if those facilities existed.
- CALD Women lacking digital confidence to use their children's devices
- CALD women excluded from access to digital devices at home
- Conflict between work and home schooling due to time but also device shortages
- Lack of transport options to get to existing digital literacy opportunities
- Some groups (eg Muslim women) can't be in a class with men due to their husbands objecting

3.2.8.2 *What are the impacts?*

- Some women not taking part in digital literacy classes with men because their husbands object. That said women often feel more comfortable in women only classes as well.,
- Some women can't get to classes to learn digital skills because they are held in areas where there is poor public transport
- Conflict between work and home schooling due to time but also device shortages
- Women living in family violence in 2020 were further isolated and trapped in abusive relationships as they lost access to their former support face to face services

3.2.8.3 *Who are most affected?*

- Older women
- CALD Women, particularly from people seeking asylum background and specific migrants groups like Sudanese

3.2.8.4 *What were the positives of being compelled to go online in 2020?*

- Previously socially isolated CALD women benefited from being digitally connected by attending short courses and activities for the first time
- Increased equity for some women around work life balance with the shift to working from home

3.2.8.5 What are the potential solutions?

- Having digital literacy classes in locations that remove barriers for a lot of women ie where there is access to occasional care, only women, has family facilities and is near public transport

3.2.9 Small Business

3.2.9.1 What are the challenges?

- Businesses not willing to go online to broaden customers – wanting to stay face to face businesses using predominantly cash
- Businesses less able to adapt to challenging conditions due to no ability to independently communicate to customers
- CALD food businesses most affected and only Council paper communications reach them. Resistant to Council email/social media communication.

3.2.9.2 What are the impacts?

- Lost potential business which will only get worse as we get closer to a cashless economy

3.2.9.3 Who is the most affected?

- Ethnic food businesses (grocers, takeaways, bakeries) most affected

3.2.9.4 What were the positives of being compelled to go online in 2020?

- Real estate and professionals taking advantage of digital
- Berwick small businesses went successfully online to survive during COVID-19 (but other suburbs being left behind due to lack of motivation)

3.2.9.5 What are the solutions?

- Selling the benefits to businesses with case studies
- Research behaviour change strategies
- Free working spaces in community hubs to support start-up businesses
- Microbusiness programs

3.2.10 Community Groups

3.2.10.1 What are the challenges?

- Declining memberships, as members did not get back involved after COVID-19
- Older members struggling to access online meetings and activities

- Older members of faith groups having a lack of knowledge and access to technology

3.2.10.2 *What are the impacts?*

- Isolation and loneliness
- Older people not accessing their faith community

3.2.10.3 *Who is the most affected?*

- Older members
- CALD members

3.2.10.4 *What were the positives of being compelled to be online in 2020?*

- Community group members who did engage overcame loneliness
- Increased use of technology making groups more effective and accessible

3.2.10.5 *What were the solutions?*

- Discuss with religious leaders as to where to locate targeted digital literacy classes as a way of reaching hard to engage CALD Seniors

3.3 Notable Findings

Some notable findings:

- The degree of tension raised between parents and their school aged children resulted in regular requests for counselling due to children questioning why their parents were unable to help them
- Inaccurate assumptions that younger people have a high level of digital skills; young people embarrassed to reach out for help for this very reason
- Some tertiary education providers unable to identify positives about online education, only negatives. Concerns expressed about the degree to which tertiary education will continue online post COVID-19 and how that will affect teaching and the personal development of young adults, particularly those who are struggling with learning
- Health conditions a barrier to digital use, including poor eyesight and mental health conditions such as anxiety/depression (brought about due to lack of face-to-face support)
- LGBTIQ+ community members felt more included than ever before as there was more local and regional opportunities to collaborate on projects online, more regional, national and global digital opportunities to connect with other LGBTIQ+ people and events and more information about LGBTIQ+ tailored information and services

- One-on-one digital training support – either by trained staff or peer-to-peer community members – proved the most effective approach to increasing digital skills.

3.4 Making Casey's digital presence more inclusive

A specific survey was also conducted asking what could be done to make Casey's digital presence more inclusive (*Refer Appendix 2 : 5.2.3 Survey Results*).

Common themes were:

- Use of simple English when writing web and social media content
- Greater use of accurate translations
- More pictorial representations and multimedia (audio-video) rather than text
- The use of the 'listen and translate' feature on the home page was difficult to use as the button text written in English. A pictorial representation as well as text and placement would be beneficial

3.5 What is working?

There were a number of interventions or responses to digital challenges that were shown to be working:

- Across different groups purpose drove interest. Finding what services and activities people wanted to access online drove digital skill development. This was found common across different groups that purpose drove commitment to learning.
- Loan device programs not only addressed an immediate need but also enabled reluctant purchasers who could afford devices to try before they bought their own. This was particularly common amongst older people
- Free public Wi-Fi was beneficial, particularly for young people
- For the most digitally excluded and inexperienced, one-on-one support leads to greater learning outcomes.

3.6 What does this mean?

Different people have different or multiple barriers and a variety of approaches will be needed to tackle them. If not addressed existing disadvantage will be entrenched. This was expressed in a number of comments:

"Difficulties experienced by people searching for private rental - most now applied for online."
"We saw some families enter into agreements for contracts with phone and Internet providers that were not sustainable financially"
"Many did not understand how to access online reporting to ensure compliance with Centrelink and job activities"
"Compromised employment opportunities- unable to access on board procedures"
"I know when my son went to an employment agency many of the people had no computer skills or a computer"
"Stuck in a digital divide rut (much like poverty circle)"

Some did not have Internet access nor somewhere local to access it. Some households lacked devices or particularly enough devices in a COVID-19 situation where multiple family members were suddenly working or studying online. Others had devices but lacked the financial means to access sufficient Internet data. For others it was a lack of digital skills or particular fears regarding privacy or security or a lack of motivation due to not seeing the benefits that was holding them back. For those lacking motivation now, increasing numbers of services being digital only means further marginalisation on the horizon in the case of CALD traders declining business.

As well as building the capacity of Casey community members it is also clear that Casey Council needs to have a non-digital safety net for its own services and activities and advocate that other levels of government and service providers do the same.

4 APPENDIX 1 – STAKEHOLDERS CONSULTED

1. Balla Balla Community Centre
2. Brotherhood of St Laurence
3. Casey Cardinia Libraries
4. Casey Multifaith Network
5. Casey North Community Information and Support Service
6. Casey Rainbow Community
7. Centre for Multicultural Youth
8. Chisholm Institute of TAFE
9. Cranbourne Information and Support Service
10. Dandenong West Primary School
11. Enliven
12. ERMHA365
13. Ethnic Communities' Council of Victoria
14. Federation University
15. genU
16. Hallam Community Learning Centre
17. Inner Wheel Club of Berwick
18. Lifeview
19. Life Without Barriers
20. Monash Health
21. Peninsula Community Legal Centre
22. Services Australia
23. Skillinvest
24. South East Community Links
25. South East Local Learning & Employment Network
26. Southern Migrant Refugee Centre
27. U3A Casey
28. U3A Cranbourne
29. U3A Dandenong
30. Victorian Afghan Associations Network
31. WAYSS
32. Wellsprings for Women
33. Windermere Child and Family Services
34. Women's Association South East Melbourne Australia
35. Women's Health in the South East

5 APPENDIX 2 : VERBATIM RESPONSES

The verbatim results of the engagement are below, a summary of which will be publicly available as part of the final Digital Equity Framework document.

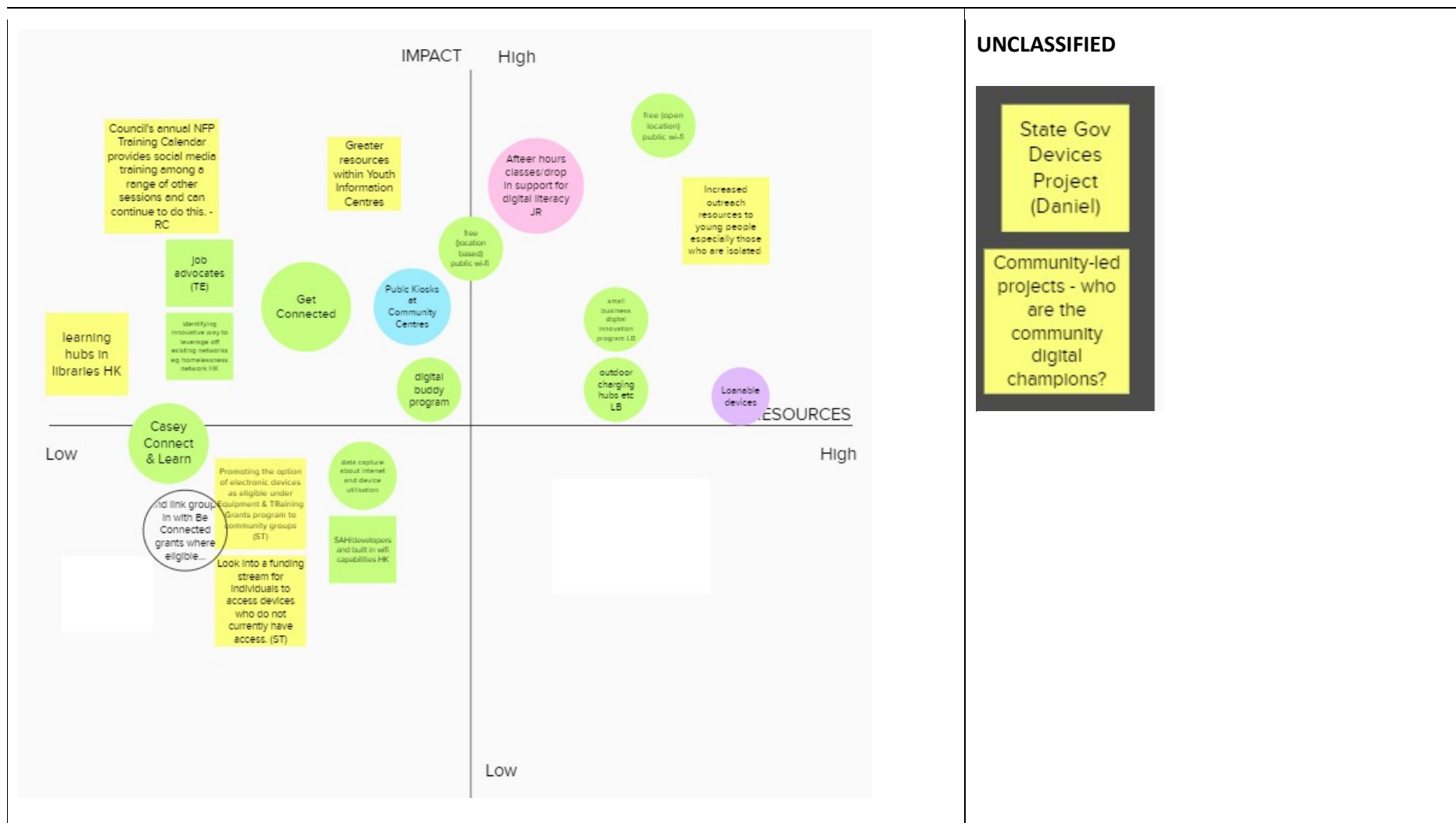
5.1 Stage 1

5.1.1 Reference Group Workshops

5.1.1.1 Casey Digital Equity Framework Reference Group Workshop # - Casey Digital Equity Gaps / Issues

GENERAL	CALD	SMALL BUSINESS	YOUNG PEOPLE	OLDER PEOPLE	GROWTH AREAS	COMMUNITY GROUPS	PLACE
<ul style="list-style-type: none"> • Lack of Digital Skills • No money for Internet Connection at home or limited data • Lack of devices which can inhibit usage • Lack of device which can inhibit learning (as people prefer to learn on their own device) • Online messaging and information was hard to understand for those who could connect. • Messaging and language/ explanation difficult to understand and people not accessing for this reason 	<ul style="list-style-type: none"> • Lack of Digital Skills • Concern with privacy, distrust of government...visa uncertainty etc. This is inhibiting use among certain migrant groups. • Council channels vs channels people use • Words used - hard to understand, may hold no cultural validity, stigmatising intent etc stopping people from interested access • Need for plain English/Relevant content • First priority is settling and not digital learning • Girls unable to use tech because of coercive control in CALD families 	<ul style="list-style-type: none"> • Many businesses have no web or social media presence • Many small businesses not connected to the Internet • Need to remain competitive • Small business owners lacking digital skills and time poor to seek the help • No time to innovate or look for digital opportunities • Some groups don't necessarily see the value of a digital presence – they have their customer base already • Family run businesses often don't understand or see value in digital business systems • Rise of online trade • Expense associated with business tech / POS 	<ul style="list-style-type: none"> • Young people lacking digital skills • Young people not being able to afford the Internet • Young people not having access to devices • Lack of interest (narrow focus) • Cyber security and bullying etc • Phone use a priority • Young people helping families settle/digital not a priority yet • Phone use a priority • Channels Council uses vs channels young people use • Poor Internet connection depending on where people live 	<ul style="list-style-type: none"> • Digital ability key issue - more difficult digital tasks like using online forms, not capable of doing online shopping • Older community group members unable to recruit and keep new members due to lack of digital skills e.g. Rotary /Lions etc • Online messaging and information was hard to understand for those who could connect. Messaging and language/ explanation difficult to understand and people not accessing for this reason • Older people have difficulty in engaging their audience in digital forums due to inexperience and poor/low access in using technology. • lack of devices • 1:1 digital training • Unable to access free community devices due to transport & mobility issues 	<ul style="list-style-type: none"> • No Internet connections available or poor quality • Time poor residents, who may not be able to access programs/ digital support during day • Getting the right mix of physical and digital 	<ul style="list-style-type: none"> • Community training was delivered online during 2020 with very good attendance during lockdown, however participation rates online dropped after lockdown as face to face was the preferred medium • Service clubs and other groups with predominantly older residents don't know how to promote themselves online. Community Activation has been supporting them with this but it's a continual issue. 	<ul style="list-style-type: none"> • Low Internet/ digital access (Doveton/ Cranbourne) • Space after hours for Internet connection • Public Wi-Fi? privacy /monitoring issues – being watched • Few hotspots • Capturing data about digital needs and utilisation • Wi-Fi access point mapping across Casey • Coordination across Council and Libraries

5.1.1.2 Casey Digital Equity Framework Reference Group Workshop - Opportunities



5.2 Stage 2

5.2.1 Focus Groups

5.2.1.1 Focus Group Low Incomes Services

Q1 What particular digital equity issues (access, affordability and digital skills and confidence issues) have you experienced when working with low income residents over the last 12 months?

Responses:

- *"I have experienced older residents not shopping online"*
- *"Low income- No access to data"*
- *"Not wanting to use the Internet or 'smart' device due to mental health symptoms"*
- *"Lack of skills or knowledge"*
- *"Lack of computer literacy skills"*
- *"No money to buy credit for data"*
- *"No access to computer or laptop"*
- *"Computer literacy a key barrier, especially for older people."*
- *"Lack of basic equipment and knowledge around IT"*
- *"phone lost or stolen due to DV/FV/crime"*
- *"Low computer literacy skills"*
- *"CALD clients with little english having difficulty accessing govt services"*
- *"Fear of scams"*
- *"language issues"*
- *"no income to purchase credit"*
- *"Many low income residents have experiences of poor access to equipment, affordable Internet, or competency with using digital tools."*
- *"low English language skills"*
- *"more basic devices (phones) do not allow effective access for more complicated online tasks"*
- *"no money to buy technology required for schools"*
- *"Many families have access to one device per family which often can be difficult for families to manage. This is particularly important with the need to undertake remoted learning or attendance in English language opportunities"*
- *"uncertainty, fear"*
- *"cant afford data"*
- *"Lack of access to Internet and devices for people on low incomes. People presenting as homeless often have limited access."*
- *"Many people in Casey still having Internet issues at home - poor NBN services."*

- *"Many homeless people struggle to keep their phone charged up."*
- *"Fear of losing contact with a real person"*
- *"No understanding how Iphone works"*
- *"lack the skills and confidence"*
- *"no devices"*
- *"broken devices, especially phones"*
- *"English as a second language often creates barriers to use of online forms etc."*
- *"overwhelming feeling of using the IT eg: paying bills online, Zoom meetings"*
- *"no job to fund device or data"*
- *"Lack of confidence"*
- *"broken devices, especially phones"*
- *"We did a survey of clients when remote learning was introduced and access to digital tools such as computers or Internet was quite poor for newly arrived humanitarian entrants"*
- *"we had many parents who did not speak or read English and really struggled with supporting their children learning from home. That included digital literacy. if there was more than one child requiring a device to access different curriculum and activities, that was often impossible."*
- *"unable to afford education to learn"*
- *"survey was done re digital literacy and about 30% ? who responded did not have access or needed support"*
- *"how to keep updating yourself with new knowledge"*
- *"how to keep updating yourself with new knowledge"*
- *We did a survey of clients when remote learning was introduced and access to digital tools such as computers or Internet was quite poor for newly arrived humanitarian entrants"*
- *"we had many parents who did not speak or read English and really struggled with supporting their children learning from home. That included digital literacy. if there was more than one child requiring a device to access different curriculum and activities, that was often impossible. if there was more than one child requiring a device to access different curriculum and activities, that was often impossible."*

Q2 In particular what were the impacts (financial, employment, social) etc?

Responses:

- *"missing out on better deals from utility companies"*
- *"Missing appointments"*
- *"Inability to keep in touch during lockdown and to access services"*
- *"Barriers to accessing payments online ie. DSP"*
- *"Unable to attend virtual groups"*
- *"difficult to find jobs"*
- *"difficulties experienced by people searching for private rental - most now applied for online."*
- *"language used is too difficult to understand and no examples to explain"*
- *"unable to apply for jobs independently"*

- *"Unable to participate"*
- *"unable to apply for financial assistance as online"*
- *"needed to rely on others to facilitate activity"*
- *"Unable to apply for work"*
- *"Phone contact only - Non facing contact with mental health support via video"*
- *"can feel disengaged with the community and service providers"*
- *"difficulty accessing services during lockdown "*
- *"couldn't access bank statements remotely"*
- *"couldn't access bank statements"*
- *"Unable to fulfill Centrelink reporting obligations"*
- *"We saw some families enter into agreements for contracts with phone and Internet providers that were not sustainable financially"*
- *"All 3 interrelated each other"*
- *"Greater reliance on face-to-face services which takes a lot longer as these are reduced in preference for online access."*
- *"Many did not understand how to access online reporting to ensure compliance with Centrelink and job activities"*
- *"unable to join online groups, tasks, more isolated"*
- *"Isolated"*
- *"unable to access MyGov, online forms, etc"*
- *"Missing on \$250 Power Saving Bonus from State Gov"*
- *"Many experienced social isolation due to: confidence is accessing online activities, access to devices so that activities could be accessed"*
- *"URGs now online access so feel inadequate if have to ask for help"*
- *"unable to apply for police checks and WWCC, undertake pre-employment paperwork"*
- *"Unable to attend English classes"*
- *"We saw an increase in the number of parents requesting counselling for anxiety, stress, depression due to juggling working from home and learning from home."*
- *"Many clients experienced higher rates of mental health as a result"*
- *"Increased demand for Financial Counselling to deal with applications for Utility Relief Grant's and Power Saving bonuses."*
- *"Missing out on post sec education options"*
- *"had to share devices with kids when schooling"*
- *"home schooling was difficult"*
- *"poor mental health"*
- *"social is one of the main concern due to social media platforms and most of residents has lack of understanding about these social media and how it works."*
- *"Unable to access English classes - we saw higher levels of disengagement from English classes as a result"*

- *"Difficult accessing education during covid in particular"*

Q3 Which groups (older people, CALD communities etc) and where in Casey? Who adjusted quickly and how and who got left behind?

Responses:

- *"Older women"*
- *"older residents"*
- *"Asylum seekers"*
- *"Older residents - especially CLAD backgrounds"*
- *"Afghan and Sudanese women in Hallam, E/Hills, NWS"*
- *"People on low incomes who completed school at a very young age and never received IT training. Struggle with Centrelink applications for example."*
- *"PSA"*
- *"Areas such as Hallam, Hampton park also have higher numbers of humanitarian entrants and asylum seekers in general"*
- *"Humanitarian entrants (new migrants less than 2 years in Australia) and asylum seekers"*
- *"single mums"*
- *"CALD groups"*
- *"Also Afghan women in Narre"*
- *"Warren, Hallam"*
- *"Seniors, CALD, vulnerable people"*
- *"Seniors, those with a disability, single female headed families"*
- *"Homeless/rough sleepers/couch surfers"*
- *"CALD communities"*
- *"Afghan women also from areas such Hallam, Hampton park, narre Warren"*
- *"Iraqi women in NWS"*
- *"Definitely CALD (we received a lot of feedback from Afghani women in Cranbourne)"*
- *"CALD Communities"*
- *"Horn of African families in areas such as Cranbourne, Clyde"*
- *"People who suffered strokes"*
- *"Those with severe & complex mental health"*
- *"People released from prisons"*
- *"Low-income singles and families"*
- *"homeless difficulty finding places to charge devices"*
- *"low income"*
- *"refugees in general difficulty affording digital"*
- *"Tensions raised between children and parents (from CISC perspective, we received a lot of requests for counselling due to children questioning why their parents couldn't help them with remote learning tasks. (mostly because parents lacked English language skills and were digitally illiterate).*

Parents self esteem dropped dramatically.”

Q4 What do you see as the challenges going forward ‘as the digital by default’ progresses further?

Responses:

- *“Centrelink moving towards digital and most services required some digital involvement - eg reporting, access to income statement etc “*
- *“Centrelink and Job active reporting and compliance will continue to be an issue for many. This will involve reporting of income and jobs applied for.”*
- *“explaining to client that it is not the end of the world”*
- *“Clients/residents concerned about losing human interactions”*
- *“Supporting children's education online”*
- *“Some clients need face to face services for human contact not just information”*
- *“Lack of participation online to educational services from people seeking asylum”*
- *“As services will continue to offer digital by default service, some clients may continue to not engage or fall through the cracks. Many benefit from in person interaction and require one on one support”*
- *“Lack of participation”*
- *“Gov services - vic roads, council, c/link will need to offer alternatives for those who cannot access.”*
- *“all people need human interactions”*
- *“Local residents have long complained about the City of Casey's Service Directory being online only. The feedback we have received is that people LOVED have a hard copy book they could refer to (recognising that ship has long since sailed!)”*
- *“resistance, frustrations, “*
- *“Knowledge about digital Safety - mainly around FV concerns”*
- *“Reduction in availability of face to face services”*
- *“Digital errors and no knowledge how to fix it”*
- *“Most our more vulnerable (socio-economically vulnerable, and socially isolated) feel more supported when receiving face-to-face contact*
- *“For children we saw that many needed to participate in remote learning via hardcopy/paper based packs - this meant that children missed out on interactions with their peers”*

Q5 What opportunities to increase equity does increased digital services and programs open up for low income residents?

Responses:

- *“Increased participation in groups via Zoom, Teams, WhatsApp, email etc”*
- *“some matters can be resolved via email, phone saving on petrol -low income residents.”*
- *“Some clients contact services via email to arrange appointments”*
- *“We have seen a lot of connection via WhatsApp (which surprised me!). In particular, an Afghani community spread support messages far and wide.”*

- *"Access to tele health appointments"*
- *"improved knowledge of IT and digital based security"*
- *"Increased access for those that may not be able to travel due to geographical location, disability"*
- *"increased use of Facetime, Whatsapp, Zoom, and Viber for delivering services during COVID?"*
- *"increased collaboration between services and support via digital based system - eg, online support groups, online care team meetings"*
- *"Experience told us that community members participated in on line information sessions re COVID more freely via Zoom, but Teams was more exclusive. The other learning was to hold separate sessions for women, and make sure it was a space they could feel comfortable bringing their children to."*
- *"Easier access to services for physically impaired clients"*
- *"Increased accessibility to psychosocial Support to those living on the fringe"*
- *"increased access for those who may not be able to travel, live further away with agency"*
- *"More flexibility for mothers with small children (who may not typically engage due to caring responsibilities) to participate"*
- *"Increased consumer participation opportunities"*
- *"Care teams can come together very quickly and easily leading to improved consumer outcomes"*
- *"We provided our emergency relief program digitally during lockdown but believe we can offer a better service face to face."*
- *"Online english classes"*
- *"Allows for competency levels to increase amongst those that typically struggle with digital access."*
- *"opportunity to access to gain help from digital literacy volunteer"*
- *"flexibility to access mock interviews and real interviews with employers"*
- *"providing services on line via zoom /teams may be good for clients with disabilities"*

Q6 How can Casey assist going forward including what partnerships and programs can it build to address digital equity among low income residents?

Responses:

- *"Partnership with SEMPHN"*
- *"Accessible data/Wi-Fi"*
- *"Consider running digital literacy programs out of schools, or partner with community orgs"*
- *"Computer literacy opportunities"*
- *"organize target education programmes to improve digital literacy."*
- *"City of Casey paying attention what CALD groups are ageing - more info in European languages"*
- *"Any funding for public access digital devices would need to be ongoing to replace devices that become obsolete."*
- *"volunteers to support digital literacy"*
- *"more digital engagement education sessions for communities"*
- *"Increase access to digital equipment that can be used by the community in places such as council facilities, through community hubs - particularly in outer areas such as Pakenham and Clyde"*

- *"targeted education programs in Cranbourne and Doveton in particular and also aimed at cultural groups and seniors"*
- *"Free Wi-fi areas for community, parks, community centres, sporting venues, libraries - everywhere within City of Casey"*
- *"Ongoing access to computer/phone literacy for people with dementia"*
- *"Access to devices where people cannot afford them."*
- *"Information in simple English"*
- *"Computer literacy in CALD languages focus on ageing populations over 60 years old, with regard to CALD groups- discuss with their leaders - possibly religious leaders as to where to locate targeted digital literacy classes."*
- *"recycling and enhancing old lap tops and mobiles program, advocacy"*
- *"support for specific groups like women experiencing DV or PSA to access devices, and have support to develop skills free data"*
- *"Digital literacy programs would work well at CISC (and other community centres) - we would love to have a couple of public access computers, and we often have a volunteer available to assist type letters, resumes, complete applications for income support, disability stickers, check bank account balances, check utility bills, complete the census (among many examples)"*

5.2.1.2 Focus Group CALD

Q1 What particular digital equity (eg access, affordability and digital skills and confidence issues) have you experienced working with CALD community members over the last 12 months?

Responses:

- *"Lack of access to devices"*
- *"Lack of digital skills"*
- *"Lack of information, literacy and educational background (people seeking asylum - war torn countries) (Women, older people)"*
- *"Slow Internet speed"*
- *"Language and literacy as barriers to accessing government services etc"*
- *"Traditional attitudes of CALD communities' seniors age group"*
- *"Unreliable Internet service in some areas"*
- *"Parents with little or no confidence in computer/Internet without skills to support children in remote schooling"*
- *"low digital literacy skills"*
- *"access to devices, data for remote schooling"*
- *"Reluctance to test new technology"*
- *"quality of devices used"*
- *"accessing via mobile rather than laptops/computers therefore limited capacity to engage in range of activities such as form filling"*
- *"control by men not allowing women to use the computer or access Internet"*

- *"using mobile data for a range of activities that have transitioned to remote/online settings Internet affordability"*
- *"Cyber safety"*
- *"access to help desk for ongoing support"*
- *"Affordability of IT equipment, devices & Internet"*
- *"using mobile data for a range of activities that have transitioned to remote/online settings"*
- *"CALD women most excluded from Internet even if they have computer at home"*

Q2 In particular what were the impacts (eg Financial, employment and social etc)?

Responses:

- *"This has impacted communities in all areas i.e. financial, social, education, immigration status and overall well being."*
- *"Financial - employment, government grants for small businesses, HR management that may lead to unintentional criminal offenses."*
- *"Covid year - limited capacity to access official government information around covid and information from services engaged in (e.g. schools etc.) as part of general service access (e.g. communications via email etc)"*
- *"Not sure about the financial or employment impact but the social impact is quite clear."*
- *"generally - young people with limited digital/Internet access rely on publicly available spaces to fill forms, seek employment, communicate (emails)"*
- *"low level of Digital access and low digital abilities mainly by women in CALD, newly arrived migrant groups. from Afghan background"*
- *"Not sure about the financial or employment impact but the social impact is quite clear."*
- *"loss of ability to function due to full reliance on on-line services"*
- *"children falling behind in education due to lack of digital literacy by parents"*
- *"Confidence and overall wellbeing"*
- *"generally - social isolation, or where there is family they can communicate with, limits on how often etc."*
- *"Prospects of job seeking"*
- *"Disconnected from LinkedIn, Indeed, etc"*
- *"Disconnected socially since many activities are online, incl info, invitations"*
- *"not having enough individualised support to navigate to use the devices with interpreters"*
- *"women living in family violence were further isolated and trapped in abusive relationships as they lost their former support face to face services"*
- *"Lower overall quality of life"*
- *"suspension of home visitation services for people who were already isolated"*
- *"Stuck in a digital divide rut (much like poverty circle)"*

Q3 Were there any particular CALD groups or areas in Casey most impacted? Who adjusted quickly and how? Who was left behind?

Responses:

- *"CALD Communities and people seeking asylum - Afghan, Arabic, Sri Lankan, Punjabi Indian communities in newly established areas of Casey are most impacted specially Women, seniors and younger children."*
- *"people with some skills, awareness adjusted quickly while most of the refugees and people seeking asylum remained isolated and excluded."*
- *"Definitely women of migrant and refugee background with low literacy were quite affected in leading their normal activities"*
- *"Younger age CALD group impacted in life opportunities, jobs"*
- *"CALD young people (job seeking) and students (remote schooling). More specifically, new arrivals and asylum seekers and those experiencing poverty, those living in large households (eg. lack of devices to go around to do school work)"*
- *"Seniors CALD group impacted socially and overall quality of life"*
- *"CALD younger to middle age affected by Internet and device affordability"*
- *"CALD young people (job seeking) and students (remote schooling). More specifically, new arrivals and asylum seekers and those experiencing poverty, those living in large households (eg. lack of devices to go around to do school work)"*
- *"Young people experiencing mental illness or mentally unwell - isolation and use of interpreters for counselling etc required adjustment and sometimes a barrier"*
- *"Older CALD groups have been quite impacted especially with added health issues and disabilities"*
- *"CALD young people having to pivot to remote/online access for information rather than 'turning up' - a bit of a barrier in terms of systems navigation (especially online access)"*
- *"Digital divide issues for CALD seen in Endeavour Hills, Narre Warren South, Berwick"*

Q4 What do you see as the challenges going forward as digital by default progresses further? Are there specific cultural challenges (privacy/distrust of government)?

Responses:

- *"The challenges come in all forms - Cultural background, language barriers, literacy, lack of support, digital awareness and its importance, scams from private companies and distrust of digital world i.e. privacy"*
- *"literacy and language barriers, complexity of online service processes (eg. applications, asking questions/clarifications). Over covid, frontline staff spent considerable time supporting/assisting clients with online processes. Without this level of support from workers, digital by default will not only pose barriers but also compliance problems down the line - for example in relation to services/systems that focus on compliance/non-compliance as basis for eligibility and ongoing access to services/supports"*
- *"quite a few digital by default services rely on communication between service user and services, meaning it's not only the one-time interaction but other means (emails, text message reminders etc) which adds complexity to how service users can/should engage. where digital divide is already an issue, what are the impacts of these range of communication platforms on ongoing engagement?"*

- *"The economically challenged CALD community will continue to be stuck in the divide and be left out"*
- *"Addressing traditional attitude issues to build trust & rapport with govt will be tough via online alone for CALD"*
- *"we should not rely on one form of communication. diversity of engagement will continue to be necessary"*
- *"CALD community will additionally have language issues for interacting with govt"*
- *"cyber safety and competence in using on line services"*
- *"Marginalized CALD families & students will continue to be left behind"*
- *"cyber safety and competence in using on line services"*
- *"Older CALD people will be socially challenged"*
- *"there will always be groups and individuals who prefer to engage face to face or via phone rather than Internet"*
- *"we should not leave any one behind"*
- *"it does take time to build digital literacy beyond very basic"*
- *"If on line is necessary then govt should fund more public access and making it the access free and wide ranging through multiple access points plus invest in training and supporting users"*
- *"Increased scamming threats during COVID has deter people connecting with devices/Internet"*
- *"Low digital literacy skills is always poses significant challenges for some CALD communities as they're going to miss out."*

Q5 What opportunities to increase equity does increased digital awareness and programs did COVID-19 open up for CALD Communities?

Responses:

- *"The understanding of importance of being digitally connected."*
- *"Facebook communication - public and private groups, have been effective in directly communication between community orgs and their members"*
- *"Help-desk workers' appointments at community houses to provide readily available services, addressing individual IT issues"*
- *"social media communications such as whatsapp and similarly secure chat options that have capacity to reach large, but also specific cohorts. There are also similar services utilised by different CALD/language communities that are good to explore: viber, wechat etc."*
- *"coordinated advocacy among CALD leaders"*
- *"around the world and back - some of our online zoom activities have had world-wide reach which brings into consideration how online can, in round about ways, bring information back to cohorts in our community who may have either missed out or otherwise been disengaged."*
- *"better connection and engagement between metro and rural ethnic leaders and groups as we bridged the geographic divide"*
- *"around the world and back - some of our online zoom activities have had world-wide reach which brings into consideration how online can, in round about ways, bring information back to cohorts in our community who may have either missed out or otherwise been disengaged."*

- *"we increased our reach in holding seminars targeting CALD groups which allowed many across the state to join in on line seminars, conferences and networks"*
- *"we were able to record our seminars and make them available for others to view at times that suited them"*
- *"we saved resources on travel, fuel and utilities by working from home"*
- *"Being AMEP totally online led some of the community to be digitally connected"*
- *"we had an afghan senior women group doing Yoga classes online. the women were socially isolated and previously having very low level of digital literacy pushed themselves to be connected online to do the yoga classes."*

Q6 How can Casey Council assist going forward including what partnerships and programs can it build to address digital equity issues among CALD communities

Responses:

- *"Digital awareness sessions. Information provided to communities with language and literacy barriers, women with young children, seniors and people living in remote and rural regions"*
- *"Supply CALD women with quality and reliable devices including webcams and support them with IT helpdesk and access to Internet"*
- *"More funding to ethnic community organisation so they can run their own digital literacy classes in a linguistic and culturally appropriate way."*
- *"Free digital literacy classes"*
- *"Fund learn locals to build their capacities to expand more on line courses and train their tutors and volunteers"*
- *"free Internet/Wi-Fi hotspots on public transport (bus), shopping centres, popular public spaces, libraries etc..."*
- *"Improve Internet reliability, signals and quality"*
- *"Providing marginalized families/ students cell phones with preloaded data plans;"*
- *"Free service for CALD to borrow tablets & devices with data plans from libraries and community houses"*
- *"Use IT social enterprises with CALD to provide CALD work opportunities"*
- *"there is a good programme called Be Connected , if the City of Casey can be a member of that initiative, we can start linking people into that"*
- *"we can increase the digital equity of some our more vulnerable groups if we will get a worker for shorter time and some funding to buy the devices for those who will participate"*
- *"City of Casey partner with philanthropies/local business to supply low-income and other vulnerable groups to afford Internet connection - a public fund that can be based on a lottery system (following eligibility criteria that ensures it is targeted to the digitally excluded)"*
- *"ongoing support through CASEY IT services to help residents confidently engage with Internet"*
- *"Digital Skills Trainings for CALD"*
- *"IT literacy education sessions for older CALD people helped them connect with people"*
- *"Free broadband/ Wi-Fi access at parks and other public places"*
- *"Free Wi-Fi at neighbourhood houses, community centres, parks"*

- *"maximise the availability of free Wi-Fi throughout CASEY including in public places"*
- *"Provide customized digital skills training by inviting trainers/speakers and through warm referrals to the training centers"*
- *"Create social enterprise business as an integral initiative to bridging digital divide problem"*

5.2.1.3 Focus Group 3 Health

Q1 What particular digital equity (access, affordability and digital skills and confidence issues) have you experienced when working with Casey Community members over the last 12 months?

Responses:

- *"Older people lack trust and confidence when sharing personal data eg banking"*
- *"Clients lack suitable environments"*
- *"Clients do not have access to equipment"*
- *"Clients have reservations about use of digital platforms"*
- *"Clients cannot afford data particularly young people"*
- *"Clients lack skills and understanding"*
- *"Clients cannot afford data"*
- *"English Language competency"*
- *"Gender differences between how older women and men access technology and are confident in using digital technology"*
- *"Older people find small screens difficult to read"*
- *"CALD communities access resources in-language"*
- *"People with disabilities and programs that "read" text e.g., JAWS - how this translates"*

Q2 In particular what were the major issues (eg financial, employment, social etc)?

Responses:

- *"social and mental health - reliance on digital socialisation in lockdown"*
- *"social impact of not being able to participate in programs/activities due to affordability of data"*
- *"difficulty engaging with educational demands- remote learning, completing school work= educational and social disadvantage"*
- *"social isolation for Faith-based groups as Mass/Worship were streamed online and people found it difficult to access"*
- *"Lack of access to Internet infrastructure in growth areas"*
- *"health impacts - difficulty accessing reliable information from online sources, relying on word of mouth etc"*
- *"Older people - social isolation, particularly during COVID as social interaction moved to online environment"*
- *"missed health appointments ie: unable to access telehealth"*
- *"Financial - families sharing multiple devices for school and education. Need to purchase more or miss out"*

- *"further entrenched the "digital divide" when we were in lockdown - more reliance on digital"*
- *"Compromised employment opportunities- unable to access on board procedures"*

Q3 Which particular groups (eg older people, CALD communities etc) or areas in Casey most impacted? Who adjusted quickly and how? Who was left behind?

Responses:

- *"Older people in CALD communities with younger family members relied on them to show them how to access services and translate information"*
- *"CALD- in particular people of refugee background including people seeking asylum"*
- *"People who were already members of Casey / Cardinia Library had access to digital literacy support"*
- *"Neighbourhood house provided digital literacy training, so people who were already linked in adapted more quickly"*
- *"School children from socioeconomically vulnerable families - rely on school infrastructure, divide grew as lockdown progressed"*
- *"Across age groups (young people, adults, older adults)"*
- *"People who were not already linked into support services were left behind"*
- *"People already linked into service eg older people with aged care packages/ case management, people with NDIS plans and support, were able to adjust more quickly as they had support"*
- *"Children of refugee backgrounds with poor access to equipment/ data etc and limited home supports"*

Q4 What do you see as the challenges going forward as 'digital by default agenda;' progresses further? Are there specific cultural challenges (privacy/distrust of government)?

Responses:

- *"Further disengagement with the community as people get increasingly shut out of participation"*
- *"Greater health inequity- information and services"*
- *"Women aged between 25-35 distrust of health advice around vaccinations"*
- *"Cost - Need to provide / fund "digital literacy "training program if 'digital by default" preferred"*
- *"Barriers to employment- eg on boarding processes"*
- *"Other options eg telephone and face to face options reduce as the reliance on digital services increases"*
- *"Reduced access to information"*
- *"Management of chronic health conditions - lack of alternative options"*
- *"Potential to spread misinformation"*
- *"Financial barriers to accessing technology"*
- *"Health impacts due to delay in accessing timely services eg cancer screening, diabetes management etc"*
- *"many digital interfaces are not easy for people with visual impairment (due to disability and aged), or reduced motor skills eg. tremors, to use"*

- *"Reluctance to engage with some digital platforms- fear and distrust"*
- *"Enhanced educational inequity"*
- *"Meeting diverse literacy needs eg: Many patients illiterate in primary language"*
- *"Concerns about answering unidentified numbers, govt listening/ watching"*

Q5 What opportunities to increase equity does increased digital services and programs did COVID-19 open up ?

Responses:

- *"For those able to use telehealth this offered more flexibility in appointment times and access"*
- *"Ability to work while recovering from illness/operations where normally people would have to take extended time off work to recover"*
- *"Provided choice"*
- *"Ability to access capacity building activities that normally would be prohibitive due to cost/travel e.g. access to international speakers"*
- *"Able to increase the reach of programs using digital technology, and to more easily link with other areas to amplify impacts of programs"*
- *"Access to online mental health services (Apps for young people - prevention) / family violence service for men - prefer online access"*
- *"access to information from overseas- whats app, you tube"*
- *"Increased equity for some families around work life balance with the shift to working from home"*
- *"CALD Communities - economic migrants - adapting messaging to existing platforms such as WhatsApp and YouTube helped with sharing health information and access to support services"*
- *"Work - connection within team has been strengthened"*
- *"use platforms of choice amongst community groups to facilitate connection"*

Q6 How can Casey assist going forward including what partnerships and programs can it build to address digital equity issues?

Responses:

- *"Upskill providers around using accessible programs, materials, translated information, easy English, text to voice options etc to minimise barriers for vulnerable communities"*
- *"Digital infrastructure e.g. smart benches, free Wi-Fi and Council facilities"*
- *"Building community capacity"*
- *"Connect / partner with services who already have digital literacy programs such as the Neighbour House / Family Life etc"*
- *"Connect with / partner with the eSafety Commission"*
- *"Family Planning Victoria / SECASA are a trusted provider for online training / digital inclusion for women, suggest to partner with them"*
- *"Grow technology hubs?"*
- *"Advocate for vulnerable groups"*
- *"Consult with community"*

- *"Connect programs across services eg libraries, Neighbourhood houses, Community Services to maximise equity of access to computer equipment and computer literacy training"*
- *"Consider modalities for conveying information verbal vs written"*
- *"Evaluate impacts"*

5.2.1.4 Focus Group 4 Disability

Q1 What particular digital equity issues (access, affordability, digital skills, confidence issues) did you notice over the last 12 months for people with a disability that you/your organisation worked with in Casey

Responses:

- *"lack of awareness about the technology and how to access funding for support or purchase of equipment"*
- *"Carers not having confidence to or the knowledge to go on line."*
- *"Carers reluctance to use digital preferring to meet face to face"*
- *"Person with disability (PWD) not having knowledgeable mentors around to teach, technology skills particularly when older carers were involved."*
- *"lack of knowledge on where to access funds for technical equipment and lack of promotion"*
- *"Online meetings not catering for the technology needs of PWD to attend the meeting. e.g. people who are blind, deaf or hard of hearing. limited mobility to use"*
- *"Limited technology available for specific mobility conditions available on-line."*
- *"older PWD not familiar with digital literacy"*
- *"android V apple devices"*
- *"younger cohort of PWD some were very tech savvy but parents or carers not so different physical abilities to use online tech and devices"*
- *"NDIS funding or lack there of being able to share screens and work through real online pages with PWD"*
- *"better outcomes when supported by people/services PWD trusted"*
- *"physical access to venues outside 5 Km radius with Internet access or devices"*
- *"CALD communities not knowing where to access info or how to access info"*
- *"understanding digital terminology"*
- *"CALD community values and beliefs about supporting PWD"*
- *"touch screens available in library for public use"*
- *"poor Internet service/ available"*
- *"lack of facilities to deliver online programs to PWD"*
- *"Zoom - free edition v corporate edition"*
- *"knowing to use functions and how to turn on a computer"*

Q2 In particular was was the impacts (eg financial, employment, social etc?)

Responses:

- *"Carers mental health having to increase support for the PWD due to carer recipient social isolation and the delivery of online programs. This meant limited respite from the caring role."*
- *"increase in mental health issues and supports required"*
- *"ASD community impacted - increased BOC"*
- *"social isolation"*
- *"Costs, costs and costs."*
- *"Lack of knowledge on where to access funding or gain mentors to educate provided education about the technology"*
- *"Limited devices in the home, with multiple family using the technology."*
- *"Increased stressors within family dynamics"*
- *"not enough tech devices in households"*
- *"funding - lack of for devices, support staff, Internet costs"*
- *"unable to access online services and programs"*
- *"carers needing to stay home if PWD wasn't coping"*

Q3 Were there any groups of people with a disability (older people, CALD communities etc) or areas in Casey most impacted? Who adjusted quickly and how? Who was left behind?

Responses:

- *"Social isolation was prevalent, with carers dealing with PWD who didn't understand why they couldn't access the community and acceptance of digital technology to participate in community. (Learning new skills) has been positive for some."*
- *"Technology increased choice of community participation with increased programs, group sessions, and activities being online"*
- *"Increased opportunities to attend activities that would not normally be accessible due to transport, out of hours activities and cost of programs. (having access to technology assisted in the affordability to participate in the community)."*
- *"Technology provided an environment, within learning sessions, youtube, information provision, for those with sensory issues, and allowed time for those to process the information provided."*

Q4 What do you see as the challenges going forward as 'digital by default' progresses further? Are there specific cultural challenges (privacy / distrust of government)?

Responses:

- *"Families that didn't speak English as first language - unable to support younger person with disability to access online services/ programs/ school"*
- *"free online info/ conferences. expos being accessed"*
- *"opened up opportunities that not otherwise able to experience"*
- *"more accessible financially for programs/ supports"*
- *"more people able to attend events"*
- *"online platforms to remain as an option for services/ events/learning"*
- *"created some accessible social groups"*

Q5 What opportunities are there to increase digital equity for people with a disability?

Responses:

- *"Running subsidised classes to support PWD to learn about how to access and how to use digital literacy."*
- *"Community engagement with Carers, Support workers and those with a lived experience to understand the needs of for people with PWD."*
- *"Ongoing community engagement, checking in with the community to see how we are travelling. Are we making a difference."*
- *"neighbourhood/ community centres family room and occasional care to enable people to learn digital literacy"*
- *"Troubleshooting guide for online tools"*
- *"Restricted time out at community facilities issue for work/study use"*
- *"Collaborative partnerships with the broader community to develop specific programs, activities utilising the expertise of those in the disability sector, people with lived experience and carers"*
- *"Link in with technology organisations to keep up with innovative ideas and new products that meet the need of person with disability. e.g. technology that is type and talk."*
- *"hidden disabilities eg deaf community"*
- *"working collaboratively with community/ collaborative partnerships inc PWD, families, services, allied services as well"*
- *"Flexible, accessible formats with relevant styles. e.g. Easy read or technology that is relevant to the needs of the person with the disability. e.g. someone who is blind, deaf,, mobility, sensory.,"*
- *"Wiggag compliance - easy to find info within 3 clicks"*
- *"Advocate and raise awareness to the broader community on utilising accessible technology."*
- *"Use people with a lived experience of disability to present and raise awareness by using a variety of devices e.g. type to voice, eye gazing technologies. Policies encourage external contractors to utilise accessible technology. Universal design.... Digital equity to included in the City of Casey Disability Action Plan"*
- *"personal experiences/ lived experiences"*
- *"modified tech equipment and programs to enable people to have a voice eg Guest speakers/ presenters"*
- *"accessible programs that run on all devices"*
- *"community forums with CALD community leaders"*

5.2.1.5 Focus Group 5 Education and Employment

Q1 What particular digital equity issues over the last 12 months did you notice among students and their families and how were they addressed?

Responses:

- *"Poor connections for work and home schooling"*
- *"Slow Internet speeds"*
- *"Not enough devices for all family members to use for work/schooling"*
- *"Parent who did not have the skill sets to assist with digital issues"*
- *"poor network infrastructure"*
- *"Librarys closed due to covid so community cannot access computers there"*
- *"Provide written resources that match digital resources (when Internet is unreliable.)"*
- *"Parents not having enough knowledge compared to young people"*
- *"Families struggled with having enough data for the whole family during COVID lockdown."*
- *"No appropriate devices for the required work"*
- *"Insufficient or no Internet access at home"*
- *"Insufficient skills to use some digital tools"*

Q2 How are digital equity issues in families affecting employment and training opportunities post-secondary education?

Responses:

- *"there is a greater need to have access to high-speed networks infrastructure"*
- *"People cannot stay abreast of things if they cannot access the Internet or devices"*
- *"Students and families do not know what they are missing as information is often provided digitally only."*
- *"Not having skills and knowledge of where to access information"*
- *"Older people in the community were not able or will to join online activities during covid"*
- *"Many schools and sporting clubs rely on parents checking websites to gain information"*
- *"There is often an assumption that if the information is on the website, it has been 'released to the public'"*
- *"Reading glasses are often needed to read screens in public."*
- *"Limited opportunities to connect with others"*
- *"Felling less educated coz they dont have those skills, therefore become disengaged with the process"*
- *"If everything is offered online we are missing a portion of the community which must be addressed"*
- *"Accessing computers for long enough to browse or gain skills"*
- *"depending on where you live can impact the cost of infrastructure"*

Q3 If addressed how effective were the solutions?

Responses:

- *"Schools and tertiary institutes loaned resources. This provides data on who needs resources."*
- *"Encouragement and training of tutors to take programs online."*
- *"Schools loaning resources."*

- *"Training and encouragement of community members and students to continue training online. Not always effective."*
- *"Many education institutions are looking to continue using online resources. This may increase the digital divide due to no access to person devices at a tertiary level."*
- *"The personal touch is missing in online education."*
- *"assisting with IT resources"*
- *"Many teachers needed support in how to use digital resources."*
- *"Useful to have data on how many devices were loaned out in Casey"*
- *"Programs continue being delivered online or by teleconferencing with outcomes received"*
- *Education providers find it cheaper"*
- *"Institutions can't assess student welfare as effectively blended teaching methods - live sessions etc"*
- *Some teachers avoided the problem and still require support."*
- *"The solutions were put in place were reasonably successful. It was time consuming and frustrating."*
- *"Digital solutions can reduce social skills. Schools are actively encouraging students to re-learn these skills."*
- *"Completion rates lower when completely"*
- *"Online learning not building resilience, does not provide support"*
- *"Some people are continuing to undertake programs online. This is due to access to transport issues and the increase in anxiety and mental health issues and not wanting to come out."*
- *"Students don't want to expose ignorance online and teachers can't read body language of struggling students"*

Q4 Were there any particular groups or areas in Casey most impacted? Who adjusted quickly and how? Who was left behind?

Responses:

- *"International students due to less financial support"*
- *"First time mothers (no long have a 'work computer')"*
- *"Cranbourne East, Clyde, Clyde Nth"*
- *"recently unemployed (they previously had 'work computers')"*
- *"Family dysfunction can affect access for individuals"*
- *"Single Parent families who trying to learn on line while doing home learning,"*
- *"Larger families that have only 1-2 devices can be shared"*
- *"out of home care young people"*
- *"Primary Schools printing worksheets and dropping them to homes and then collecting them weekly."*
- *"Less educated"*
- *"Older people"*
- *"Families with only 1 income"*

- *"No phone rule takes away sometimes device that students have for online learning (don't have laptops). By online learning not just course content but administration (room changes etc)"*
- *"People with better support group cope better"*
- *"Stop-gap solutions: Grants for gaining Internet access at home and purchasing of digital devices"*

Q5 What do you see as the challenges as 'digital by default agenda'

Responses:

- *"Drop off of completion of courses"*
- *"Keeping people up-to-date as once they feel 'behind' they are reluctant to catch up"*
- *greater need to students to have updated hardware/software"*
- *"Time for working parents. It is assumed that they have time to continually check websites for school or sporting updates."*
- *"Limits opportunities for feedback to provider or individual. This prevents positive reinforcement."*
- *"More difficult to have perspective on information."*
- *"student engagement can become challenging if access is inhibited by lack of technology"*
- *"deferring studies"*
- *"Tracking over time which community groups or areas still require support"*
- *"Catering to diverse community groups, backgrounds & language abilities"*
- *"Increase of mental health issues due to a disconnect with community and sense of belonging"*
- *"People will not know what they don't know."*
- *"Long term impact may be a skills shortage"*

Q6 How can Casey Council assist going forward including what partnerships and programs can it build to address digital equity issues experienced by students and their families?

Responses:

- *"More community hubs/learning centres, shared workspaces that have access to private, quiet, technology supported, high speed Internet learning spaces for students/families who do not have access to this infrastructure at home"*
- *"Multiple versions of same information that is provided. i.e. when someone rings, do not refer them to an English website."*
- *"partnerships with technology companies, education providers and Internet providers for computer loan schemes/free Wi-Fi schemes etc"*
- *"14 Neighbourhood Houses & Community Learning centres in Casey that provide 'Be Connected' training which is for people wanting to learn how to use computers/Internet"*
- *"City of Casey partner with NH's to ensure that we are servicing the needs of the community"*
- *"Establishing sufficient number of kiosks/support centres providing in-person support during the transition"*
- *"All staff made aware of potential digital divide issues. (Training)"*
- *"Free training/basic use of Internet"*
- *"Organisation and staff aware of all training opportunities eg; caseyconnectlearn.com.au"*

- *"Digital contents in different languages"*
- *"Greater access to Wi-Fi hotspots"*
- *"Coordination of resources across Casey (know where to direct inquiries outside council) i.e. U3A and Casey Tech School run digital sessions."*
- *"Funding to purchase extra computers that the community can access as a loan system"*
- *"Set up computer hubs for community access"*

5.2.1.6 Focus Group 6 – LGBTIQ+ Community Members

Question 1: Do you think that the LGBTIQ+ community is digitally excluded in some ways? If so, what are they?

Responses:

- *"No education on how to access Internet, or knowing how to access groups from the community"*
- *"For LGBT youth (generally school aged) targeted harassment is a big digital equity concern, especially as the solution parents often come up with is to ban Internet use for the victimised young person."*
- *"Councillors discussing whether we should have rights is a bit exclusionary"*
- *"In aged care homes using borrowed l pads = lack of privacy"*
- *"Lack of privacy to express themselves genuinely"*
- *"Too much digital change all at once is very overwhelming for folks with low digital skills."*
- *"You regularly see anti-LGBT posts"*
- *"Having to deadname yourself to government services unnecessarily e.g. recently I had to do this for a Working With Children Check"*
- *"Lots of LGBTQIAA+ people are in share houses and have to share their connections with others"*
- *"filling out forms online is more likely to give binary or boxed in terms to describe yourself"*
- *debates in general about our rights in social media spaces"*
- *"Lots of trans people are economically marginalised and Internet access/computers cost money"*
- *"Internet can be very hard for the aged to access,"*
- *"More proactive training for older people to use Internet eg it can take 1 hour of 1 on 1 guidance to get a casey committee community member up and going with Teams"*
- *"Older LGBTIQ+ (so, say 45 or 55 and over), may not have the knowledge of social media platforms that allow them to fully participate eg not just Facebook, but instagram, twitter, tiktok, other ones"*
- *"Being afraid to express yourself on Internet, social media for fear of school mates finding out. then bullying continue throughout school"*
- *"CALD youth not out to parents who share computers in a home (so someone seeing what they access or seeing their browsing history, or access to their accounts)"*
- *"Using social media at all means being exposed to hearing about the ongoing efforts of people to exterminate us for political benefit"*

- *"Community Panel and Casey facebook discussions need to be moderated — marginal groups shouldn't have to be left to deal with those on their own."*
- *"For adults, the bigger bullying concern isn't targeted but really omnipresent hate speech targeting LGBT+ people can be really triggering. Especially on social media, there's a lot of hatred and viewpoints that we shouldn't exist."*
- *"Letting people know of advances that have been made — eg CCLC no longer asks for gender, but if you don't know that, you might be afraid to have to deal with it. Or, how to deal with old gender data in the system?"*
- *"Just providing loaner laptops and/or Internet dongle isn't enough for older people (or others without access) - people need to feel ownership of the device and need broadband to really be able to participate"*

Q2: What new opportunities appeared for LGBTIQ+ residents during COVID? How can we build on them?

Responses:

- *"Teleconferencing has been really helpful in attending things that'd otherwise be in the city."*
- *"Connecting with community members internationally who are a closer match to your own [sexual or gender] identity but you wouldn't be able to meet otherwise"*
- *"Actually even knowing that there are LGBT+ community groups in the area has become much easier with a ubiquitous online presence."*
- *"more of an online presence means that more people are posting their experiences and there's more information online on people's lived experiences"*
- *"more information is also posted about how to work with various systems to get what you need (socially, educationally, legally, medically, etc)"*
- *"able to socially present yourself as how you feel with less concern of others perceptions, because you have more control over who can see you, as opposed to having to physically go somewhere"*
- *"Picked up digital connections with other LGBTIQ+ people in other areas and countries"*
- *"Being able to hold ZOOM (not Teams) meetings with Council on LGBTIQ+ aspects very helpful during covid — more people could participate than if they were face to face meetings (Eg, older people in a gardening group met every week instead of once a month, found using zoom pretty user friendly. Yes sharing photos still a challenge, but they took pride in learning those skills. And using zoom for meeting participation was no problem."*
- *"online shows have been offered, such as having one on one interactions with LGBTIQ+ icons, which would not of been an option pre covid"*
- *"LGBTIQ+ people with disabilities were more able to participate in digital meetings than they could with in person meetings"*
- *"LGBTIQ+ people were able to collaborate on projects, eg Dandenong's Unwrapped Exhibition with Connection Arts Space, Rainbow Community Picnic with City of Casey"*
- *"Zoom is more familiar to many clients with low digital ability, as they learned how to use Zoom from family members during the pandemic. Throwing them into an unfamiliar piece of software like Teams then leads to far more issues as they flounder."*

- *"being able to facilitate LGBTIQ+ groups between aged care homes via Zoom"*
- *"Newstart being above the poverty line helped a lot of people"*
- *"ability to stay connected with support groups via zoom, teams, and group chats."*
- *"Young people able to have access to LGBTIQ+ Support groups and attend movie nights together without leaving the home"*
- *"Improved rental protections are a big help for LGBT people who are often renting"*
- *"more time for self reflection in (hopefully) safe spaces of your home and online community to explore your identity"*
- *"Having Telehealth as an actual option was really useful for dealing with distance + time-poorness - e.g. telehealth with specialists in the city. also about telehealth, you could be more genuine in your presentation again because you don't have to travel through a public space where you don't know how people will react"*
- *"Telehealth was a huge benefit for LGBTIQ+ people - it meant that you could "see" specialists without having to make long and tiring journeys"*
- *"on that note, more awareness about services to do with rentals that are LGBTIQ+ friendly"*
- *"We need more proactive programs to get broadband access for people who don't currently have it. And training for digital skills for people who need it."*

Q3 Going forward, how can City of Casey address digital equity issues experienced by the LGBTIQ+ community?

Responses:

- *"Casey council used to be quite unfriendly towards the LGBT community. Before going forward council should probably address that"*
- *"Delete evil comments"*
- *"Everyone should have access to Internet connections and hardware that can allow for uses like teleconferencing & telehealth as a human right"*
- *"Council's submission to Vic Gov LGBTIQ strategy strongly supportive of our community - we can build on this"*
- *"for forms to have more space to put things in your own terms rather than having to check a predetermined box"*
- *"Advocate to the state/federal governments to reduce wealth inequality & poverty"*
- *"Casey Council needs to publicise more what it is doing that is different from the past eg inclusion of LGBTIQ+ community"*
- *"Eg a survey was done in the past year by Casey which had "Other please specify" option for gender, but there was nowhere to put in ones own option. Need to value getting it right enough to allocate resources to testing."*
- *"By doing this, that means LGBTIQ+ people can critique what is currently happen and have their comments taken on board"*
- *"LGBT people (or at least allies) should be hired for customer facing roles ie at council Libraries/youth services etc so people familiar with LGBT issues are available for members of the community so they can feel safer when asking for specific help"*

- *"Provide more information in simple terms and not complicated for the aged care residents."*
- *"Offer education on digital equity at SCHOOLS. especially the impact it can have for LGBTQ+ youth"*
- *"LGBTQ+ people working on LGBTQ+ issues"*
- *"Why can't Casey have a Queer Officer? (Inclusion?)"*
- *"Have staff that reflect the community- CALD, LGBTQ+, ability, age, etc"*
- *"more resources on how to get supports"*
- *"Council needs to be really proactive in reaching out to its community. Often councils set up great programs but if you don't have digital literacy skills you never even hear about the program in the first place. Council needs to be innovative in spreading awareness of and interest in its programs so that people who aren't already clued into to council can access them"*
- *"Openly show support wherever possible and build understanding."*
- *"Come and speak to residents living in aged care and ask how they feel that these issues can be addressed."*

Q4 Are there any partnerships or program that Council can build to help digital equity in Casey

Responses:

- *"Casey to create digital modules that are free for Casey business to complete to help them learn to be more inclusive for our community"*
- *"Establish a program to encourage local organisations to get rainbow tick/or other"*
- *"Partnerships with people to develop online training modules for things like zoom, or specific uses"*
- *"Creating a digital directory of LGBTQ+ friendly resources - health, schools, sporting groups, public venues, aged care, social groups, etc"*
- *"How to encourage uptake? So an annual sticker to put in the window? Or something like that?"*
- *"Casey to have someone (internal or external) who is accredited and police checked to be able to connect to housebound residents to help them with digital problems eg learning how to use Council services."*
- *"Casey to advocate for locally available LGBTQ+ friendly and knowledgeable services, eg medical, sometimes delivery via Telehealth"*
- *"How about a partnership with a major technology company to help make more up to date technology available to more people?"*
- *"maybe needs a way to indicate things are LGBTQIA+-unfriendly. Why is unfriendly the default?"*

5.2.1.7 Focus Group 7 – Older Residents (in person – Wednesday 31st March at 2pm at Autumn Place Community Hub, Doveton)

Question 1: What challenges did older residents experience with many services and activities going online in the last 12 months and how were they tackled?

Responses:

- *"Loss of members due to no access to rooms"*
- *"Lots of older members did not have email"*
- *"Some Zoom classes did run very successfully – others used Whatsapp or phone calls"*
- *"French class ran on WhatsApp and Italian did online class"*
- *"Privacy issues – not liking Facebook"*
- *"Many members have now left U3A and not returned"*
- *"Lacked the desire to use (let alone learn) technology"*
- *"Impact – 20% of more didn't participate on Zoom"*
- *"Those that did participate overcame loneliness issues"*
- *"For those that struggled to learn key consideration is user interface"*
- *"Many did not perceive any problem with staying as they are – why change?"*
- *"Using Zoom – technical issues"*
- *"Using PC's – just knowing how to set up – WhatsApp – Zoom"*
- *"Zoom classes – less social participation, lower class numbers"*
- *"Talking to tech online about an Internet problem – asked to disconnect plus to test. Not able to crawl under my desk to test (Personal experience)"*
- *"Older residents at home with no body to ask about computer problems – especially during COVID"*
- *"Privacy"*
- *"Digital poverty"*
- *"New migrants – childcare – existing skills – family vs work"*
- *"Security and privacy concerns"*
- *"New migrants – language and access"*
- *"When a person is relying on behavioural cue to interpret conversations"*
- *"Fear of virus and scams if they turn PC on"*
- *"Isolation and loneliness – for some members of the community, their only opportunity to talk with the someone is if they went to the shop"*
- *"Difficulties engaging with medical professionals as all appointments were done online. Was problematic if they had limited digital literacy. English is not their first language".*
- *"Physical /biological barriers – onset of dementia, vision issues"*
- *"Access to devices"*
- *"Not wanting to use Facebook because boring or worried about getting into an argument about politics, crime, etc. Feeling it is too competitive."*
- *"They don't know it can enhance their lives – the good things online"*
- *"Lack of family facilities"*
- *"Transport"*
- *"English Proficiency"*
- *"Course Fees"*

Question 2: Were they particular groups of older residents or particular suburbs that were affected?

Responses:

- *"Those that did not see a need to change"*
- *"Mother with childcare responsibilities – need to pair classes with childcare. Can't teach an adult class with little children running around"*
- *"Some groups (eg Muslim women) can't be in a class with men (their husbands object)"*
- *"Classes being held where public transport not easy. Cost of petrol to drive. Older people not wanting to drive at night."*
- *"Single older members – some rely on the "face to face" contact for their social interaction"*
- *"Those that are living on their own and have no transport"*
- *"Older residents who are coming on a parent visa to support looking after grandchildren"*
- *"Children"*
- *"Particularly women have poor literacy, limited English /education. Afraid to use their children's things, they don't know how to operate"*
- *"Those who do not see the need to change"*
- *"Retirement village had easier access to help"*
- *"No transport"*
- *"New migrants from culturally diverse backgrounds"*

Question 3: Were their positives of some services or activities that were good to maintain that you experienced in the last 12 months?"

Responses:

- *"Increased use of technology – newsletters, online meetings, ability to hold meetings at short notice/no parking, membership payment"*
- *"During COVID wonderful selection of public interest free Zoom lectures eg The Australian Institute, Swinburne, Uni. Melb"*
- *"Attending committee meetings by Zoom or Teams – Quick and easy, less time needed, no travel involved"*
- *"Saved money on petrol"*
- *"Learnt how to access shopping sites. Used Google more to find health or medical issues"*
- *"Click and collect – food – clothes – whitegoods – without leaving home"*
- *"Learning from home – less chance of catching disease"*
- *"Telehealth"*
- *"Accessible appointments eg didn't have to find/pay for transport. Which led to saving money, catching less colds/flu etc"*

Question 4: What programs or activities are needed in the City of Casey going forward to tackle this including what partnerships could/should be formed?

Responses:

- *"More use of library free computers. Library/Council partnership."*
- *"Computer classes in local languages with native speakers/respected leaders facilitating"*
- *"Council to publicise a list of institutions, clubs, service organisations etc who accept, repair and distribute for free / low cost computers, tablets, phones"*
- *"More free Internet hubs and charging facilities (like at the Gathering Place)"*
- *"Computers for free (booked) use in all neighbourhood centres"*
- *"Sponsored computer classes"*
- *"Multilingual teachers"*
- *"Online English Speaking Classes"*
- *"Computer Lending Library"*
- *"Pool of old smart phones"*
- *"Wi-Fi in all Council buildings / meeting rooms"*
- *"Offer verbal interface – Google Nest. Would enable users to benefit from technology without XXXX YYYY ZZZZ"*
- *"Schools providing PC Literacy training for parents"*
- *"U3A offering specific and various levels of computer courses"*
- *"Recycling / re-homing of smart devices / computers/ laptops"*
- *"Understanding the diversity of the older people – motivation, access, physical barriers. Programs/activities to target the various underlying factors that contribute to digital exclusion"*

5.2.1.8 Focus Group 8

Question 1: What are the challenges?

Responses:

- *"I work closely with Victoria Tamil Senior Citizens Benevolent Society and their technology literacy is very low. They were unable to follow instruction online, preferred face-to-face guidance."*
- *"Elderly members of faith groups having a lack of knowledge and access to technology"*
- *"Lack of time for people with young families to engage online"*
- *"Older people not accessing their faith community"*
- *"Parents and Care providers from migrant, refugees and people seeking asylum faced significant challenges during the pandemic due to lack of digital ability and affordability."*
- *"Also elders from culturally and linguistically diverse community revert back to their mother tongue and unable to follow the videos Australian Multicultural Community Services Inc. website."*
- *"Casey Cardinia Libraries loaning devices is a first step to having interest in buying devices."*
- *"Parents and Care providers from migrant, refugees and people seeking asylum faced significant challenges during the pandemic due to lack of digital ability and affordability."*

- *"People avoiding health appointments because they are only offered online"*
- *"Also elders from culturally and linguistically diverse community revert back to their mother tongue and unable to follow the videos Australian Multicultural Community Services Inc. website."*
- *"Casey Cardinia Libraries loaning devices is a first step to having interest in buying devices"*
- *"ZOOM FATIGUE!"*
- *"Older Participants, Low Income Families, Not Confident/Comfortable with Technology Mothers, Low English Level , Lack of Internet and Devices (other than mobile devices)"*
- *"Different levels of ability"*
- *"Purpose grows the interest"*
- *"Health issues (Neurological bordering on epilepsy) and fear of going online"*
- *"Some older people preferring to meet online due to health fears and driving in late afternoon /night"*
- *"organisational adaptivity and responsiveness to technology"*
- *"Language barrier as not speaking English, or materials translated are complex and jargon hard to understand even if you're level of English is good or very good."*

Question 2: What are the impacts?

Responses:

- *"For the parents, mental health and wellbeing was impacted not being able to provide the necessary resources to their children. Older members became isolated and reliant on their families to "connect" them."*
- *"Inability to engage and connect with the community at a time of social isolation"*
- *"Difficulty in information sharing during the pandemic"*
- *"Exclusion causing mental health issues"*

Question 3: Who is the most impacted and why?

Responses:

- *All those experiencing lack of access, affordability and lack of digital ability - irrelevant of age - Children impacted because families did not have appropriate devices, could not afford Internet connections at home and for low English skilled parents , children impacted as home schooling was not possible. Parents could not receive assistance with resume writing, submissions*
- *The digitally isolated- Older people, people with language barriers, those already lacking knowledge exacerbated by increasing changes (circular)*
- *They can be fluent English but older people struggle to understand new concepts new English*
- *Terminology and jargon are a struggle for older and CALD community - particular for instructions on how to use digital tools*

- *Poor translations causing issues with material that is already can be difficult to understand*
- *"The most impacted are Older people, women of all ages from CALD backgrounds."*
- *"In my community the issue of Digital literacy for seniors has the highest impact."*
- *"In terms of mental and physical health, elders and immigrants have neglected their health as not competent to log on to join Telehealth consultation, therefore, acute health conditions became Chronic."*

Question 4: What positives were found from people being compelled to go online?

Responses:

- *"Capacity Building, Confidence in acquired skill set, Feeling of Inclusion, Relief that they were able to connect with others"*
- *"Wife being able to access husband inaccessible due to COVID only via online"*
- *"Access to family overseas"*
- *"cleaner environment from less wasteful movement!"*
- *"Circle of people that can be contacted online"*
- *"Membership of some groups can grow during people across Melbourne can join"*
- *"Access to people who are mobility impaired"*
- *"WhatsApp is the easiest tool"*
- *"Grandchildren showing grandparents"*
- *"We virtually meet frequently and it is convenient to join from their living room. Don't have to rely on transport or can fit in with their (family) commitments."*
- *"We are able to reach out to more people who due to transport or health issues were not able to join before."*
- *"We have had two Sudanese mothers each of whom have 5 children, mustered the confidence to ask for help and found that they could access assistance and find solutions to their issues"*
- *"WASEMA Cafes now all operate via a Hybrid model (online/onsite simultaneously) we have acquired specialised equipment (conference cams) in order to be able to deliver seamlessly to all participants."*
- *"Now people have the choice to engage face to face and online, which is a positive outcome."*

Question 5: What are the solutions or possible partnerships to address these issues?

Responses:

- *"Address issues with accessing difficult online applications like My Aged Care in small face to face to groups"*
- *"Possibility to use alternative methods of communication other than online services"*
- *"Agency to choose which method of communication ie. Online or in person and having hybrid events"*
- *"Government funding of train the trainer with volunteers is an efficient model"*

- *"Council to advocate for a face to face option to Federal and State Governments for older people and CALD communities in particular"*
- *"Positive outcomes were that many participants overcame their fear of technology by being able to understand how to use devices/technology safely."*
- *"1: 1 online support necessary, peer to peer"*
- *"1:1 social interactions as a training opportunity"*
- *"Different levels needed to grow digital literacy (Basic, Immediate and Advanced) so no one gets left behind and no one gets left behind"*
- *"One size fits all doesn't support different groups"*
- *"Capacity building has to be tailored according to each group's needs not one module for all"*
- *"Need to reduce stigma that people are not dumb who haven't got the digital skills yet"*
- *"Good Things Foundations fund Be Connected website program"*
- *"We need councils and government to give people the options to access their services online and face to face taking into accounts people's abilities."*

5.2.1.9 Focus Group 9 – Online - Casey Cardinia Libraries Team - 28th April, 2020

Question 1: What Digital Equity have you experienced in the City of Casey in the last 12 months?

Responses:

- *"Internet access turned off outside all libraries during hard lockdown (so that people would not gather for COVID-19 restriction compliance) however people needed Wi-Fi access as not Internet at home"*
- *"Lack of Internet connection"*
- *"School laptops unable to connect to public Wi-Fi networks (security settings block access)."*
- *"A lot of our advertising is only online - some members miss out on comms"*
- *"Confusion & inconsistency with QR codes & manual recording for contact tracing"*
- *"Pre-barriers to digital skills such as low adult literacy"*
- *"Proximity to free services provided by library (i.e. not close to a library)"*
- *"library patrons with out of date devices"*
- *"cald women often lack the literacy needed to access the online services ie need lots of help"*
- *"Remote working struggling with the quality of public Wi-Fi"*
- *"Remote workers unable to access appropriate spaces for confidential online meetings"*
- *"School from home with not enough computers for all children"*
- *"not having knowledge of services that might provide Internet access etc"*
- *"difficulty finding support in timely manner"*
- *"Access to mobile Internet/data"*
- *"Introduction of QR codes for contact tracing - confusing for some"*

- *"Devices such as mobile phones not easy to use for lots of activities"*
- *"Lack of confidence/ understanding"*
- *"access for Cald women"*
- *"Cald people using digital devices for limited purposes not knowing all they can/could do"*
- *"Lack of device at home (need to borrow for the library)"*
- *"Slow Internet connections"*
- *"Don't have online skills"*
- *"Lack of devices for whole families"*
- *"Lack of access to devices"*
- *"Lack of access to Internet"*
- *"Not enough devices in families during hard lockdown - competing needs with adults working from home, students at home"*
- *"when doing school at home some CALD parents didn't do it as they couldn't understand how to do it"*
- *"Dont have a digital device"*
- *"Can't afford the Internet at home"*

Question 2: What particular suburbs/groups have been most effected?

Responses:

- *"families with school age children"*
- *"young children very good online, but not so great with the safety aspect of being online and giving out information etc"*
- *"agree with all older people, they needed to be shown why it would be good to know, have access to digital"*
- *"Older people generally, due to lack of skills - all suburbs"*
- *"Families with multiple children not having enough devices, particularly in Clyde."*
- *"Variable Internet connections in new estates (infrastructure catch-up)"*
- *"school aged children in Hampton Park who struggled with home learning, lack of devices and parental English levels"*
- *"many people in Hampton Park got online during covid, but I would wonder can they afford to do this ongoing"*
- *"person using photos of QR codes not knowing how to do it properly"*
- *"High school students have connections issues with public Wi-Fi at Cranbourne and Bunjil place- ongoing loan program (precedes covid)"*
- *"Some fear around use of QR codes from young to middle aged females in Cranbourne. Privacy data breaches - family violence issues, fear that people will know where they are"*
- *"knowledge gap about Internet connectivity options (e.g. mobile Internet)"*
- *"New tertiary students who are well over majority online learning"*

- *"my daughter is a teacher and some teachers at local schools struggled with the online aspect to teaching last year"*
- *"school laptop issues at Ham as well, when they can't join to our networks"*
- *"NBN dramas! Connections can be difficult for greenbelt areas, and then mobile data patchy - during COVID this affected connections/work/kids homeschooling"*

Question 3: What initiatives has Casey Cardinia Libraries undertaken in the last few years to increase digital equity?

- *"upped our digital programs"*
- *"exploring our partnerships with community houses to ensure we deliver programs that are right for our communities"*
- *"offered more digital programs, looking to offer more like Be Connected, Internet safety, etc"*
- *"Provision of one on one help sessions- common topics online forms, passport applications renewals, phone, tablet, computer, app trouble shooting. Run at some branches as rosters allow."*
- *"Be connected partnership and education programs in branch- focus on general digital skills, run at bigger libraries (Bunjil place, cranbourne, Hampton part, Pakenham)"*
- *"Loan-able devices"*
- *"Online self training- Be connected (targeted at Seniors/ people with low digital literacy) Linked in learning (up-skilling and self education topics)"*
- *"lending laptops"*
- *"More grant opportunities eg Be Connected"*
- *"Online code clubs for children working well during covid and beyond"*
- *"Digital Literacy program for Adults who also have low prose literacy (reading skills) - UCan2"*
- *"Outbound Community Wellbeing phone calls to understand individual needs"*
- *"(library staff help wherever possible customers with digital issues at the time of request. If not possible, Book a Librarian is utilised)"*
- *"Help at point of need or deferred to an appointment time"*
- *"Children's Code Club programs"*
- *"Purchase of class sets for after school children's programs etc"*
- *"Fast free Wi-Fi!!"*
- *"CCL Wi-Fi offered for CCL members through Federation University Berwick campus - this was aimed at supporting community members and High School students from Nossal with Internet access while at the library, given they are not Uni students"*
- *"Online question answering/support"*
- *"online chat option for patrons - not as well used as we thought it would be, hopefully will have more uptake soon"*
- *"Local history & family history programs"*
- *"tech drop ins trialled"*

- *"Programs for parents on cybersafety to support their children"*
- *"After Covid a return to inbranch programming but retaining some online events"*
- *"lending out samsung tablets thanks to a grant from Be Connected to older people who were isolated during covid"*
- *"Staff digital mentor training to enable more staff to provide better support- all branches."*
- *"Partnership with Casey U3A to support seniors digital literacy"*

Question 4: What initiatives have worked and what hasn't worked? With the initiatives that Casey Cardinia Library have undertaken what has been the learnings to maximise participation and effectiveness?

Responses:

- *"the local and family history programs encouraged some older people to actually get online because they were interested in what the program was"*
- *"the tablet borrowing scheme during covid when we were calling older patrons to help them didn't work so well for some of the older patrons as they struggled with help over the phone"*
- *"online code club was a great way for kids to meet others from other schools during lockdowns and the zoom chat was/is always busy"*
- *"New 1800 phone number worked during lockdown, but has caused confusion post-lockdown when customers want to speak to branch directly"*
- *"The UCan2 Adult low-literacy program had limited success - hard to get the message out to the people who needed it"*
- *"sometimes patrons can't attend the library so can we do more outreach with digital programs going out to the people"*
- *"All events subject to unpredictable attendance. Library wide problem across adult events. "*
- *"Not always getting a good response to events that the community has asked for"*
- *"Old devices (laptops) not always compatible with system updates"*
- *"we need to find out more about what people want rather than thinking we know what they want :)"*
- *"The local history online events were great and had an audience from far afield when advertised in Eventbrite"*
- *"Click & Collect has been successful (book items online & collect in person)"*
- *"One on one sessions popular, can be hard to meet demand"*
- *"Contact tracing methods changed during COVID"*
- *"Home delivery service very popular"*
- *"Events regarding accessing online collections popular pre/during covid, Limited demand at present."*
- *"home delivery was great during covid, but I think maybe there were a lot of older patrons who didn't access the service possibly due to lack of digital knowledge"*

- *"Home delivery esp for children and families was valued as an alternative to being on devices - screen fatigue"*
- *"Digital programs couldn't reach those who didn't have basic digital skills"*
- *"Looking for relationships with external partners eg. Centrelink/Service Australia, and ATO to train staff in giving assistance to public"*
- *"Difficult to address digital literacy when basic literacy is also an issue. "*
- *"we are currently offering simple computing for Dari speakers but are struggling to get people to come not sure why"*
- *"difficult to identify the English speakers with low literacy"*
- *"Many funded programs include provision for multiple rounds of a topic/course and we often struggle to fill more than one. Examples Social Seniors, tech savvy seniors."*

Question 5: What programs/activities going forward should Casey Council support it's partners in particular Casey Cardinia Libraries to do, where, how and why?

Responses:

- *"Assistance with getting the message out about the programs that libraries already do"*
- *"digital outreach, to older people and CALD groups"*
- *"More Library services close to the population (Cranbourne West/Lyndhurst, Cranbourne North)*
- *staffing to allow us to do the outreach"*
- *"sharing new tech with schools on an outreach type basis, perhaps visit once a term"*
- *"More readily available Cranbourne library (current location is not public transport friendly)"*
- *"Continued engagement between CCL & Casey's Smart Cities to ensure that the work & needs of the library are captured in Council's future planning for the community"*
- *"More digital outreach - helping people to access government services online"*
- *"New libraries to bridge the divide between suburbs - people have to travel to get access to wi-fi etc"*
- *"van to allow us to do the outreach, fitted out for digital purposes"*
- *"More devices for lending, along with staffing to go and each people to use item from out in the community"*
- *"dedicated tech spaces in our libraries, we would need more space though"*
- *"tech makerspaces in libraries, places for people to tinker with new tech or work on old tech"*
- *"Improve collaboration between CCL and Casey Inclusion and well-being team. Sharing information to help CCL understand and meeting community needs. Potential facilitate focus groups in library to have direct conversations with our community around their needs."*
- *"Providing mobile Internet access ie. loan-able dongles"*
- *"Cranbourne library- New library in central location with better public transport and community connections."*
- *"work with Neighbourhood houses or schools and ELC in areas where we have no libraries - opportunities for Library outreach"*
- *"Use Casey networks to promote library programs"*

- *"Letterbox drop advertising in target areas - Cranbourne, Berwick, Doveton - promoting library and Neighbourhood House sessions"*
- *"Pre-emptive library in Minta (Clyde North)"*
- *"Programs can be planned for daytime when more staff are rostered, and likely to have women, children & families accessing library services"*
- *"Dedicated (and free) Business hub/working space to support remote workers and local small business. Cranbourne and or Narre Warren"*
- *"New library in Clyde/ Clyde North"*
- *"small shop front libraries in shopping centres even for short periods of time to get the word out about us perhaps pop-up libraries but for a month at a time?"*
- *"Additional staff to focus on Digital Literacy/ Outreach (information services). Currently staff focused on this at Casey branches is less than 2 full time staff for all Casey branches. "*
- *"ON Councils website - have a Digital Hub that gathers all the info re what services are doing in one place - get a link to it on homepage so its easily discoverable"*
- *"work on forming community networks i.e., in Hampton Park we are hoping to have community organisations come together a couple of times a year so we share knowledge and what we are all doing"*
- *"we are considering some programs on microbusinesses like etsy and the like for interested people"*
- *"marketing on Facebook and Instagram how can people promote their businesses, there is potential for programs there"*
- *"Programs targeting new/small business around digital engagement and marketing eg. Facebook for business."*
- *"educational digital activities for children would be great, more big touch screens with good programs for kids"*
- *"Lending devices not sufficient and not sustainable (overhead)"*
- *"Lending short-term benefit to encourage"*

5.2.1.10 Focus Group 10 – Online – Casey Economic Development Team

Question 1: What Digital Equity Issues have you experienced among the small businesses you have worked with in the City of Casey in the last 12 months?

Responses:

- *"Businesses not willing to broaden their customers"*
- *"Council attempts to use mixed media (Star news article, city news) to communicate bigger programs to capture wider biz audience - still limited to English audience"*
- *"Businesses less able to adapt to challenging conditions- due to no ability to independently communicate to/contact customers re: changed conditions (closed parking in Cranbourne during outdoor dining)"*

- *"Business owners feeling like they don't need Internet as they are doing fine without it"*
- *"Cash only businesses"*
- *"Time poor used as an excuse"*
- *"Unsure about in-person interactions with council, say 'yes ok ok', take flyer and do not ask questions/engage"*
- *"Businesses can't take advantage of support and services offered to assist them when not aware of or engaged with council's biz social media"*
- *"Not speaking English and having others speak for them"*
- *"Don't understand the issues and don't try to understand"*
- *"Expect communications to come on paper as first priority and digital info as secondary 'where was the letter about this?'"*

Question 2 - What particular suburbs/types of businesses have been most effected?

- *"Berwick seems to be onboard with digital"*
- *"all other suburbs are being left behind due to lack of interest"*
- *"Ethnic grocers, takeaways, bakeries and the like are most affected."*
- *"Real estate and professionals are ahead and not an issue in this area"*

Question 3 – Has there been any benefits coming out of COVID-19 in terms of digital uptake by small businesses?

- *"Some of the businesses became more innovative of how they ran their business"*
- *"Berwick businesses struggled but most went online to survive"*
- *"the smaller activity centres had no innovation or progress and still expect hardcopy"*
- *"have shared gov digital adaptation program with biz audience - unsure about uptake. possibly a 'preaching to the choir' scenario as biz reading our emails are already digitally engaged and capable"*

Question 4 – What programs/activities going forward should Casey Council support it's partners to do going forward and how? What partnerships would assist?

- *"marketing perspective - sell the digital benefits to businesses"*
- *"case studies from real local CALD business owners - tell stories 'i'm an indian grocer and uploaded my products to online store and now ship \$1000 of product around Melbourne each week on top of my usual trade"*
- *"sharing the news' what this will ENABLE you to do with your biz' concrete terms and simple pathways 'increased revenue via possible place-based activity - familiar environment, approachable staff 'like me' "*
- *"research behaviour change strategies - vic gov has a great toolkit"*

Question 5 – What programs/activities going forward should Casey Council support it's partners to do going forward and how? What partnerships would assist?

- *"Lack of competitiveness with similar businesses run by more digitally engaged owners"*
- *"More dependent on existing and legacy customers, or those in immediate locality as clientele"*
- *"If more cash based, possibly some revenue is not declared/visible. Moving to cashless society will be challenging/a shock"*

5.2.1.11 Focus Group 11 – Face to Face – Balla Balla Community Centre

Question 1: What are the challenges?

Responses:

- *"Lack of desire to move to digital (Individuals)"*
- *"Lack of Knowledge (Individuals)":*
- *"Lack of equipment/Wi-Fi (Individuals/Community Groups)"*
- *"Lack of experience/exposure to technology"*
- *"Fear! – How safe is it? Will I get hacked or scammed?"*
- *"Internet Connection – Cost! Equipment"*
- *"Don't know how to do things online"*
- *"Inner Wheel began using Zoom. Many members could not use it. There was difficulty in explaining via phone"*
- *"Travel challenges to learn"*
- *"Internet experience – for lots of new arrivals, English language barrier, digital literacy, not enough device or lack of"*
- *"I know when my son went to an employment agency many of the people had no computer skills or a computer"*
- *"Convincing people to attend or listen to info that could help them"*
- *"U3A membership drop following COVID lockdowns"*
- *"Cost of technology support"*
- *"Many migrants and refugees excluded from training, education"*
- *"Need to run Zoom-Share meetings to cater for those that cannot travel"*
- *"Older people have difficulty remembering how to do different procedures using a computer, mobile phones and other new technologies. They do not always have someone to ask"*
- *"Harkaway does not have NBN and the ADSL sometimes is very slow. Mobile phone reception can be poor"*
- *"My sister, a teacher found many children could not use a computer. Others did not have a computer or their parents did not have the necessary skills to help."*

- *"Loneliness – husband died. Children moved away. Rarely see grandchildren. Friends passed away"*
- *"Using a QR code"*
- *"No transport since Council stopped picking up people and taking them to activities"*
- *"Social isolation"*
- *"Budget to buy tech tools and equipment"*
- *"Embracing online meetings and etiquette"*
- *"Problem suburbs Doveton and Hampton Park"*
- *"CALD communities literacy skills"*
- *"Social isolation in lockdown"*
- *"Fear of exposure for older people"*
- *"Complex complications of the time"*
- *"There is not enough 'how to use' Internet available for seniors – low cost or free"*
- *"Limited Internet connection – only have Internet on their mobile"*
- *"Uncertainty – trust issues/exposure"*
- *"Peoples limited use of smart phones"*
- *"Quality of IT Connection and Speed"*
- *"Lots of scams to catch those unaware - too honest, too trusting"*
- *"Lack of communication skills"*
- *"Fear of putting personal information online for online shopping"*
- *"Personal challenges – Medical, anxiety, care giver"*
- *"Confidence to use new tech tools"*
- *"Aversion to digital, online technology, fear and loathing"*
- *"The coming mental health tsunami: youth trauma experience, isolation and loneliness, exaggerated minor problems, readjusting to normality, chasing bad habits"*
- *"Learning to use new programs. Obtaining access to the programs – cost prohibitive"*
- *"Migrant women CALD communities"*
- *"Medical challenges"*
- *"Limited Learning capacity"*
- *"Negative influences at home (mental)"*
- *"Picking up online skills and devices"*
- *"Living alone, no friends to help to learn to use computer at all"*

Question 2: What worked well?

Responses:

- *"Zoom or Teams"*
- *"Young people helped elders, learning using Zoom, some refugees used Zoom for meetings"*
- *"Working from home"*
- *"Telehealth for appropriate consultations eg script renewal"*
- *"Online shopping"*

- *"Zoom meetings"*
- *"Our Quilts of Valour Australia now uses Zoom. It was a little easier than doing it by mobile phone when the connection in Harkaway would drop out. We had members all over Australia"*
- *"Community based assets available to share"*
- *"Blended classes ie face to face and virtual class"*
- *"Increased students capacity to scan and learn and use new tech skills"*
- *"EGMs and TABs were bad but stocks and shares stayed good"*
- *"Online meetings were good. Lots of interesting webinars and arts events"*
- *"Internet meetings with family during COVID lockdown"*
- *"Internet banking"*
- *"Having a virtual classroom, highly interactive"*
- *"There was more of a sense of community and cooperation. Some people contacted others from all over the world"*

Question 3: What are some solutions?

Responses:

- *"Hallam Community Centre is a personal, small, kind of 'kindy' venue. It doesn't look expensive"*
- *"Different demographics like different venues for digital literacy classes, lower income people feel more comfortable in small, neighbourhood houses while the broader community see neighbourhoods houses as for the disadvantaged, more likely they would feel more comfortable in new, modern Council community hubs"*
- *"Neighbourhood houses provide technology for low socio-economic groups at minimal hire rate eg \$2 a week for laptop"*
- *"Have the ability to provide additional laptops or computers to local residents"*
- *"Subsidised Internet"*
- *"Advertise council services on local bus stops- high traffic, local destinations"*
- *"Zoom share meetings"*
- *"Wi-fi in all Council buildings"*
- *"Community Grants for Equipment /Purchase and Software"*
- *"Provide one on one tuition to individuals"*
- *"Council going back to helping the elderly and lonely people to attend courses and activities"*
- *"To address privacy concerns, encourage the use of pseudonyms on social media like Facebook"*
- *"Perhaps reading out to older people via the various organisations such as Probus, Inner Wheel to offer group sessions of training"*
- *"Education – learning new computer skills needs to where the people live. Many do not like to travel far – cost/time factor etc"*
- *"Perhaps school could assist the older people to learn more computer skills – other benefit of socialising with different ages"*

- *"Find something to motivate people such as using Pinterest, Ancestry.com"*
- *"To change attitudes, IT needs to be easier to use technology. Perhaps introduce a voice activated interface."*
- *"To change attitudes . Senior members of community groups who have adopted technology (and were not previously tech savvy) need to lead the encouragement to change"*

5.2.1.12 Focus Group 12 – Online

Question 1: What are the challenges? (Casey Council web and online services)

- *"Poor search engine on Casey website, comes up with too many options that aren't always relevant"*
- *"CALD barriers"*
- *"Sometimes updating digital content for web pages hasn't always been straightforward or timely Missed community training events or able to get adequate detail"*
- *"lack of digital forms"*
- *"Lack of Internet connection in growth areas"*
- *"Because council website isn't so user friendly, don't believe the right information gets to the right people in a timely manner."*
- *"lack of devices"*
- *"if community don't join FB page they miss out on information"*
- *"if community have no Internet access they don't have access to EDM's"*
- *"Online kinder enrollment is a barrier for some families and they miss out on email communication often"*
- *"Its a barrier for community accessing various services particularly people from refugee and asylum seeker background and also seniors in the community"*
- *"#Casey girls can initiative has been excellent in bringing on people to leisure activities during COVID"*
- *"Navigating web page"*

Question 2: What are the challenges? (more broadly)

- *"Lack of support for LBOTE parents being able to access school information/communication- impacting child school engagement"*
- *"Health literacy - lack of accessible and inclusive health information online. Impact - CALC communities unable to understand health info"*
- *"Lack of access to support services (e.g. AOD) due to lack of digital literacy and information being accessible in a language they understand"*
- *"Social isolation"*
- *"lack of devices"*

- *"Lack of Internet connection in growth areas"*
- *"Some residents aren't literate in their own language let alone digitally literate"*
- *"Lack of CALD accessible digital training"*
- *"Older citizens having issues with digital skills - probably more to do with clicking on links and understanding how to interact via email"*
- *"Lack of Bi-cultural workers to train CALD cohorts on digital usage"*
- *"Westernised frameworks of learning don't translate to CALD cohorts for digital training"*
- *"Visual issues for mobile phones or even iPads for older adults who need large screens for clarity"*
- *"Lack of alternative option other than digital version"*
- *"Poor Internet connection in growth corridor"*
- *"Digital communication is so easy to be missed out on - people are not always on top of their emails/sms communication"*

Question 3: Who is the most impacted?

- *"LBOTE parents/adults - may be able to access, but not in a way they understand (need for Plain Language/Easy English)"*
- *"Refugee & migrant families - understanding vital information (impacting upon children's health & wellbeing also)"*
- *"Low income / unemployed - accessing Internet & technology"*
- *"Economically disadvantaged who probably need access to seek employment, information services etc"*
- *"Seniors"*
- *"Youth - keeping up with peers (learning, socially, job opps)"*
- *"Newly arrived due to language and lack of orientation to westernised websites"*
- *"Vulnerable and disadvantaged communities like Doveton community"*
- *"Community who are physically isolated - lack of transport to go to locations when they could access digitally or lack of support network to join in physically"*
- *"Asylum seeker and refugee"*

Question 4: What are the impacts?

- *"Asylum seeker and refugees lack of support, housing job opportunities, learning opportunities"*
- *"Missing out on opportunities"*
- *"Social connection"*
- *"Refugee & migrant young people become disengaged with school if parents can't access online school information/communication"*
- *"Community connectedness"*

- *"Lack of employment opportunities"*
- *"Lack access to health and support services"*
- *"Employment"*
- *"better access to telehealth options"*
- *"Lack of access to learning opportunities"*
- *"Lack of accessible mental health and family violence support as they cant access information regarding programs. Those whom struggle to leave the house accessing service via online is much easier"*

Question 5: What were the positives of so many people having to go online in 2020?

- *"Ability to more easily collaborate"*
- *"Less travel time - can access services outside of their LGA"*
- *"Online programs for leisure and for mindfulness as people reached out for connection"*
- *"Joining in (exercising zumba rather than f2f)"*
- *"Council convened a C19 Relief & Recovery network on a weekly basis with 18 plus CSO to support the community"*
- *"Great access to learning and services"*
- *"Parents can attend support classes or learning classes easier"*
- *"Wellsprings for women applied for a Casey CSO C19 funding for devices to teach in language women how to use computers"*
- *"Online community garden groups - sharing sustainable practices, answering questions etc"*

Question 6: What are some possible solutions and potential partnerships?

- *"Translated material easily available (could be in form of instructions/training) for CALD communities"*
- *"Community hubs offering digital classes for seniors and other cohorts"*
- *"VCC :) safe space for learning digital skills / digital mentoring"*
- *"Identifying community champions in culturally diverse communities - conduct co-design digital training specific for their community"*
- *"CALD groups need bicultural workers to sit with them and explain 1 on 1 or in a small group"*
- *"Digital mentoring needs to be relevant in the way information is delivered for CALD cohorts"*
- *"More opportunities to participate in digital training"*
- *"Safe and accessible place for community to access WI-FI"*
- *"More awareness on digital safety"*
- *"Certain CALD cohorts need certain demographic of Bicultural workers"*
- *"CSO CALD and Asylum seeker and refugee partnerships"*
- *"Coffee shops that offer coffee/cake catch ups and a mentor to work alongside them in an informal way where they can connect personally as well as learn more about how to use devices"*

- *"Digital literacy training (conducted face-to-face) at schools for refugee & migrant families"*
- *"Intergenerational - Primary schools & retirement homes (in the community centres)"*
- *"CALD need in language digital mentoring"*
- *"FOMO"*
- *"Current Casey Community Leadership Program could be an excellent forum for taking digital opportunities out to CALD groups"*
- *"Community Leadership Program has emerging leaders who can be champions on a number of stages -digital for CALD women being just one"*
- *"Public WI-Fi near community centres that are appropriate"*
- *"outside community hubs - for afterhours access - reach into the carpark areas"*
- *"WI-Fi outdoor areas set up for people to sit and use near community centres, PT & shopping centres"*
- *"Partnering with CSOs to have allocated areas for free WI-Fi inside and outside buildings"*
- *"Having cheap WI-Fi deals with a provider for Casey residents"*
- *"Signage and mapping where availability in CoC"*
- *"Partnering with Info-exchange for more affordable devices to be loaned out or paid off by community"*
- *"Digital hubs in Comm Centres - with bookings available (which we have) getting the word out through CSO referral"*
- *"There could be a criteria for certain cohorts that are the priority to pay off devices"*
- *"Should consider a digital welcome pack to each new resident so that they can sign up for community information and updates"*
- *"Partnering with Good Shepard to link residents in with the NILS program to buy devices"*
- *"What about private booths in community centres so that telehealth sessions can take place"*

5.2.1.13 Focus Group 13 Online

Question 1: What are the challenges (Casey Council web and online services)?

- *"Navigating the site, understanding how to access, language barriers"*
- *"English language barriers"*
- *"Varying levels of user capabilities"*
- *"Being overwhelmed by the size and amount of content on the site"*
- *"No prices for hire of venues"*

Question 2: What are the challenges

- *"Device access"*
- *"Confidence online"*
- *"Fears of getting it wrong"*

- *"Lack of affordability of Internet provision"*
- *"Being overwhelmed by volume of online activity required to undertake"*
- *"Lack of affordable digital devices"*
- *"Not being able to ask for help"*
- *"Potential phasing out of face to face service delivery in preference for online/remote service delivery"*
- *"lack of skills"*
- *"Assumption younger generation have digital skills and therefore embarrassed to reach out for help"*
- *"No time for training. No short courses after hours."*

Question 3: Who is most impacted?

- *"CALD Community"*
- *"Disengaged young people"*
- *"people involved in justice system are revolving in and out of incarceration; disrupting continuity with pro-social programs (e.g. school, employment)"*
- *"Underemployed"*
- *"Older community members"*
- *"Older generation"*
- *"Low education"*
- *"Families with large amounts of children impacted most by home schooling"*

Question 4: What are the impacts?

- *"Isolation"*
- *"Concerns regarding not completing online information satisfactorily and giving wrong message"*
- *"Fear of having a go or asking for help"*
- *"Disengagement"*
- *"A broadening of the digital divide"*
- *"Further entrenching people in disadvantage"*
- *"Reduction in drop-in services"*
- *"An erosion of hope and optimism; and therefore an exacerbation of psychosocial risk factors caused by inability to navigate services/institutions and achieve consistent outcomes"*

Question 5: What are the positives of so many people having to go online in 2020?

- *"Services realizing that work could be completed partially from an at home basis"*
- *"A forced increase in digital delivery methods"*

- *"a greater online presence for many organizations/programs"*
- *"being part of the process to give confidence to older CALD learners to participate online reducing social isolation"*
- *"being able to deliver online learning to a broader audience often unable to attend face to face. eg. Carers"*
- *"More clients getting access by online offerings (while some are more excluded)"*
- *"A level of online delivery as the option for students unable to attend to face sessions"*
- *"An increase in the number of learners accessing a flexible learning model"*
- *"efficiencies with streamlined service delivery and a greater volume of people accessing services"*

Question 6: What are some possible solutions and potential partnerships?

- *"Ensuring that services maintain a shop front for in person access"*
- *"Agencies (e.g. Services Australia) must reduce the complexity of their online systems and work with community services agencies who have been required to take on this work on behalf of their clients"*
- *"Support to provide one to one mentoring for CALD and senior community members to assist with daily online form requirements"*
- *"Provision of digital devices to young people otherwise unable to access these"*
- *"Funding to offer training to digitally isolated members of the community"*
- *"Partnerships with broadband providers to provide unlimited nbn as funding partnership"*
- *"Pop up workshops in community spaces for online services to demonstrate to users including Casey Council"*
- *"Practical needs met"*
- *"Free food/coffee and small group mentoring for young people-short session"*
- *"Provision of digital devices based upon attending training session in its usage"*
- *"Support to provide access to digital devices"*

Other Meetings

5.2.1.14 CALD Comms & Digital Working Group 12/4/21

- *"If you don't have home Internet, the mobile Internet can be super patchy. I live in Cranbourne East in a relatively new area - and we have terrible mobile coverage. I couldn't imagine having to complete government forms without home Internet"*

5.2.1.15 Casey Youth Services Network Meeting May 2021

- *"I have found that many of the young people I work with who were enrolled in course at Tafe did not have safe places from which to access their online course-so they dropped out"*
- *"[This] is a huge issue with our clients. And then they lose their payment and have no money to pay towards accommodation"*

- *“Also, these are NEW Digital systems that Young People are expected to learn overnight without any training and guidance/support given.”*
- *“we also can't assume they have a device that is charged etc”*
- *“Something that just come up recently with young people and DE (learned this from my secondary school children) and other young relatives is that the question is not no Internet at home but, regardless of service provider - connection is bad, cutting off, slow - causing frustration and disengagement in school work and other online activities.”*

5.2.2 Survey Results

5.2.2.1 Social Support Connectivity Questions

Community Based Services surveyed some of their consumers (ie clients).

The responses are in the table starting on the next page.

Response No.	Q1. a) Do you have access to the Internet? (Options: Yes/No)	b) In the home or elsewhere?	2) a) Do you own a smart phone, tablet or computer and is it connected to the Internet? (Options: Yes/No)	b) Comments	3) What are your online activities? (Options: Social Media, Email, Video calls eg: Skype, Zoom, Online Shopping, Other)	4) How do you usually find out about services, events or other things happening in the community? (Options: Friends and/or Family, Newspapers/magazines, Mail, Through a community group, Online (inc. Social Media), Other)	5) You have highlighted that you go online for certain reasons, is there a particular reason that you will not use the Internet or apps like Facebook/Zoom? (Options: Capacity/Understanding, Cost (Internet/device), Fear, if so what fear – eg fear of fraud, fear of privacy, fear of family not visiting if not digitally enabled, Other)	6) What would help you overcome that? Is there something you would like the Council to do? (Options: Training/Groups (eg GetConnected), More free public Wi-Fi, Provide access to devices, Other)	7) Any other feedback provided by the consumer?
1	Yes	Home Internet	Yes	"Not a phone, only iPad + computer"	Email	Other – "through service provider/tv"	Other – "Not Interested"		No
2	No		No		Other – "None"	Newspapers/magazines			
3	Yes		Yes		Other – "games"	Through a community group	Other – "Privacy"		
4	Yes		Yes		Email Online Shopping	Newspapers/magazines Mail Online (inc Social Media)	Fear – not specified	More free public Wi-Fi	
5	Yes		Yes	Tablet	Video calls eg Skype, Zoom Other: "Netflix"	Friends and/or family Newspapers/magazines	Other – "No interest"	"No interest – No time"	
6	Yes		Yes		Email Online Shopping	Friends and/or family Through a community group	Other – "Not enough time"		
7	No		No		Other – "None"	Newspapers/magazines Mail	Capacity/Understanding Cost (Internet/device) Fear – not specified		
8	Yes		Yes		Email Other – "My own work"	Other: "Radio"	Fear – not specified	Training/Groups (eg GetConnected)	"Enjoyed the 1:1 visit as it is more understandable on my home equipment"

Response No.	Q1. a) Do you have access to the Internet? (Options: Yes/No)	b) In the home or elsewhere?	2) a) Do you own a smart phone, tablet or computer and is it connected to the Internet? (Options: Yes/No)	b) Comments	3) What are your online activities? (Options: Social Media, Email, Video calls eg: Skype, Zoom, Online Shopping, Other)	4) How do you usually find out about services, events or other things happening in the community? (Options: Friends and/or Family, Newspapers/magazines, Mail, Through a community group, Online (inc. Social Media), Other)	5) You have highlighted that you go online for certain reasons, is there a particular reason that you will not use the Internet or apps like Facebook/Zoom? (Options: Capacity/Understanding, Cost (Internet/device), Fear, if so what fear – eg fear of fraud, fear of privacy, fear of family not visiting if not digitally enabled Other)	6) What would help you overcome that? Is there something you would like the Council to do? (Options: Training/Groups (eg GetConnected), More free public Wi-Fi, Provide access to devices, Other)	7) Any other feedback provided by the consumer?
9	No	No			Email	Friends and/or family Newspapers/magazines Mail	Other – “Not interested”	Other – “Not interested”	
10	No	No				Newspapers/magazines		Training/Groups (eg GetConnected)	
11	No	No				Friends and/or family Newspapers/magazines Mail Through a community group			
12	Yes	Yes			Social Media Email	Friends and/or family Newspapers/magazines Through a community group	Capacity/Understanding Fear – Fear of fraud	Training/Groups (eg GetConnected)	
13	Yes	Yes			Social Media Email Video Calls eg Skype/Zoom Online Shopping	Friends and/or family Newspapers/magazines Mail Through a community group Online (inc. Social Media)			“Will not do online banking”
14	No	No			Other - “None – no interest at all”	Friends and/or family Newspapers/magazines	Other – “not interested” Other – “no - not interested”		

Response No.	Q1. a) Do you have access to the Internet? (Options: Yes/No)	b) In the home or elsewhere?	2) a) Do you own a smart phone, tablet or computer and is it connected to the Internet? (Options: Yes/No)	b) Comments	3) What are your online activities? (Options: Social Media, Email, Video calls eg: Skype, Zoom, Online Shopping, Other)	4) How do you usually find out about services, events or other things happening in the community? (Options: Friends and/or Family, Newspapers/magazines, Mail, Through a community group, Online (inc. Social Media), Other)	5) You have highlighted that you go online for certain reasons, is there a particular reason that you will not use the Internet or apps like Facebook/Zoom? (Options: Capacity/Understanding, Cost (Internet/device), Fear, if so what fear – eg fear of fraud, fear of privacy, fear of family not visiting if not digitally enabled Other)	6) What would help you overcome that? Is there something you would like the Council to do? (Options: Training/Groups (eg GetConnected), More free public Wi-Fi, Provide access to devices, Other)	7) Any other feedback provided by the consumer?
15	No	No			Other – “None”	Friends and/or family Newspapers/magazines Other – “TV”	Other – “not interested” Other – “no - not interested”		
16	Yes	Yes			Social Media Email Video Calls eg Skype/Zoom	Friends and/or family Mail Online (inc. Social Media)	Fear – “Will not disclose absence from home”		
17	Yes	Yes			Email Video Calls eg Skype/Zoom	Friends and/or family Mail Online (inc. Social Media)	Capacity/understanding	Training/Groups (eg GetConnected)	
18	Yes	Yes			Email Video Calls eg Skype/Zoom	Through a community group Online (inc. Social Media)			
19					Email Video Calls eg Skype/Zoom	Through a community group	Fear	Training/Groups (eg GetConnected) More free public Wi Fi	
20	Yes				Social Media Email	Friends and/or family Mail	Capacity/understanding	Training/Groups (eg GetConnected)	
21	Yes	Yes			Social Media Email Video Calls eg Skype/Zoom Online Shopping	Friends and/or family Online (inc. Social Media)			

Response No.	Q1. a) Do you have access to the Internet? (Options: Yes/No)	b) In the home or elsewhere?	2) a) Do you own a smart phone, tablet or computer and is it connected to the Internet? (Options: Yes/No)	b) Comments	3) What are your online activities? (Options: Social Media, Email, Video calls eg: Skype, Zoom, Online Shopping, Other)	4) How do you usually find out about services, events or other things happening in the community? (Options: Friends and/or Family, Newspapers/magazines, Mail, Through a community group, Online (inc. Social Media), Other)	5) You have highlighted that you go online for certain reasons, is there a particular reason that you will not use the Internet or apps like Facebook/Zoom? (Options: Capacity/Understanding, Cost (Internet/device), Fear, if so what fear – eg fear of fraud, fear of privacy, fear of family not visiting if not digitally enabled Other)	6) What would help you overcome that? Is there something you would like the Council to do? (Options: Training/Groups (eg GetConnected), More free public Wi-Fi, Provide access to devices, Other)	7) Any other feedback provided by the consumer?
22	Yes	Yes			Video Calls eg Skype/Zoom	Friends and/or family Through a community group	Capacity/understanding	Training/Groups (eg GetConnected)	
23	No	No			Other – not specified	Friends and/or family Other – not specified	Fear – “People hack into your system”	Training/Groups (eg GetConnected)	

5.2.2.2 *Aboriginal Engagement Team Survey*

The Casey Aboriginal Engagement Team surveyed Aboriginal visitors to the Gathering Place in Doveton. Below are the results of that survey.

Explanatory Notes:

- a) VACCCA – Victorian Aboriginal Child Care Agency. An Aboriginal Community Controlled Organisation that works in close partnership with the Aboriginal Engagement Unit team.
- b) VACCA's Women's Group – this group meets at the Gathering Place on a weekly basis. During Covid the VACCA women's group was run on line for a period of time. Community were asked to participate if they had the supporting IT equipment
- c) AA or NA , Alcoholics Anonymous and Narcotics Anonymous
- d) The age group who filled out these surveys was from 10 years old – 70 years old.

Response No.	Q1. During Covid 19, were there any issues accessing technology? Examples would be: Not having a computer or laptop for school or work. No Internet access at home to login to programs etc	Q2 During Covid 19, did you access any online programs? Please explain program and if it benefited your current needs?	Q3 Were there any new opportunities that you explored during Covid 19 that you will continue to pursue?	Q4 What do you see are some challenges going forward regarding digital access in your community?	Q5 How can Casey Council assist going forward to address the challenges regarding digital access in your community?
1	"Yes, no equipment"	"No"	"I learnt how to play poker"	"No equipment"	"Provide access to equipment"
2	"Not at all"	"I played bingo & won a prize!"	"No"	"No assistance with how to use the computer"	"Training for the Elders"
3	"I spent a lot of time playing games and listening to music on my computer"	"online training with Vision Australia using a special computer, made video calls, voice typing"	"Just use the skills I learnt"	"I don't know"	"I don't know"
4	"I don't have a computer. I have basic skills"	"No"	"No"	"The elderly to be taught to do banking & shopping"	"Put classes on. More computer access in the G.P"
5	"Yeah we had no Wi-Fi at the start of the lockdown. But eventually we got Wi-Fi"	"N/A"	"naa nothing really"	"hopefully we can have more programs online and have more interaction with programs"	"I don't know"
6	"No, I was given an ipad through NDIS service & I had Wi-Fi connection"	"Zoom – VACCA Women's Group"	"Took up a hobby of doing jigsaw puzzles. Diamond Art from VACCA Women's Group"	"Would not being social with others"	"Give kids more to do or go tp teenagers. Ensuring familie have more than one device digital & more affordable"
7	"No, no access to training. Need someone to do it face to face. Not enough instructions were easy to follow on how to access the programs eg Team Manager"	"Yes. VACCA Women's group. Online AA/NA meetings in other states. Attended church in VIC & other states & Global Uluru statement online UNSW."	"Team Manager. Online AA meetings. Online Woman's conventions"	"Council to start training at libraries how to use e.g. tablet, mobile phone & inexpensive online communications. Issue newspapers free to each household."	"More free online access"
8	"No, but had to lend a laptop from the school for learning from home for my son"	"No"	"No"	"Not be social in community"	"More access & affordable for digital devices as for bigger familys was hard when have to share the one device for example"
9	"I had access to everything"	"Yes, I connected to youth group on Monday nights"	"Yes, connecting to country program"	"no Internet"	"free Wi-Fi"

Response No.	Q1. During Covid 19, were there any issues accessing technology? Examples would be: Not having a computer or laptop for school or work. No Internet access at home to login to programs etc	Q2 During Covid 19, did you access any online programs? Please explain program and if it benefited your current needs?	Q3 Were there any new opportunities that you explored during Covid 19 that you will continue to pursue?	Q4 What do you see are some challenges going forward regarding digital access in your community?	Q5 How can Casey Council assist going forward to address the challenges regarding digital access in your community?
10	"no"	"no"	"no"	"no"	"don't know"
11	"No money for Internet"	"Yes"	"Yes connecting to country"	"No money for Internet"	"Free Internet"
12	"No laptop, no Internet"	"No"	"Yes wood carving"	"No laptop"	"Buy laptops"

5.2.2.3 *Casey Council - Council Activities Digital Equity Survey*

A survey was undertaken between 3rd May and 6th May seeks additional views from workshop participants specifically on how Casey Council's own online content, activities and services can be made more accessible to achieve greater digital equity.

Results are on the next page

No	How could Casey Council's web presence (e.g. website, engagement platforms) be made more accessible for all of the Casey community?	How could Casey Council's social media presence (e.g. Facebook, Instagram) be made more accessible for all of the Casey community?	Are there aspects of Casey Council's other online activities and services that could be made more accessible to achieve greater digital equity? If so, please describe.
1	<i>"they should have translations for people and make the website easier to navigate - its really difficult to find the things i am looking for"</i>	<i>"there's so much stuff for families but nothing for older people"</i>	<i>"so much of council's engagement requires digital skills / Internet skills and language skills. I can never understand what is being asked and usually just make something up because i don't want to upset anyone. That's local democracy though, aint it"</i>
2	<i>"more language access to all communities have multimedia (audio-video) presentations than text"</i>	<i>"I guess regular updates with pictures and videos will helpful. most of Facebook users have their own language version of FB so it would be good to mindful about auto translations. "</i>	<i>"Not sure how it can be done as it may also present more complex outcomes, Unless the council has multilingual staff to access any online forms, submissions and can translate, it will help to have online services in different languages."</i>
3	<i>"I know you have the listen and translate service for the Casey webpage, but it is not very obvious. I'd like to see it in the top right corner of the home page, which I think is the usual place on other websites."</i>	<i>"It's not exactly about accessibility, but on the Facebook page there is a need to actually answer questions, and answer them promptly, if you want people to be engaged."</i>	<ul style="list-style-type: none"> <i>"Free Wi-Fi at all Council owned sites, and free charging stations for devices outside Council buildings so people can recharge after hours."</i> <i>"More Wi-Fi charging seats in public places, like the seat outside the Aboriginal Gathering Place in Doveton which is very successful."</i> <i>"Subsidise Community Centres to provide more basic classes in computer literacy."</i> <i>"Free workshops for residents at Council on " What does Council offer, and how to use it" to cover digital access."</i>
4	<i>"ability to change to another language and view the website in a different language"</i>	<i>"Do not know, some CALD communities do not favour social media. My experience on social media re webinar re waste was bad, not interested to do it that way anymore. It would be better to do it if it was available on YouTube."</i>	<i>"Bunjil Theatre - can tickets be purchased online?"</i>
5	<i>"not sure how you would do it, but it isn't immediately apparent you can see the website in other languages, and the listen and translate button is great if you speak/read English."</i>	<i>"I engage with the council on Facebook but not on Instagram so I'm not sure, but I do know that Insta is probably more for younger user and to make either accessible you would need to be engaging with comments made in a timely manner"</i>	<i>"the online chat would be a great thing, do you offer it in other languages and the message you have that if they are offline they are dealing with other matters is a little blunt, could people not engage with the chat and you turn them into tickets like we do at the library"</i>
6	<i>"If the whole community had access to digital equipment and an Internet service that was adequate. Until these things are addressed the Casey community will not be able to utilize anything that is put in place."</i>	<i>"Improvement to Internet service in all areas of Casey."</i>	<ul style="list-style-type: none"> <i>"Ensure that Casey's online activities and services link in with existing services such as Neighbourhood Houses so that the information can have a larger audience."</i> <i>"It is important to put information in language that is appropriate for the audience."</i>

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7	<i>"Council's web presence could be more user friendly by making navigation processes easier, this would especially help CALD groups to find what they need quicker. At the moment the site is overwhelmed with material/pages and a quick and easier information identification process would help by providing limited clicks to get the information one needs rather than having to click through so many pages to find something quickly which is the case with some parts of the website. There should also be a consideration for simplifying the information where possible by using terms that are easy to understand, keeping the narrative short and clear, for example, information about 'what is family violence' under 'family and community' link - this information could be simplified and/or the same information displayed in alternative languages."</i>	<i>"I think Casey has a wide social media presence on these platforms and perhaps the question should be 'what can we do to support individuals participate in Facebook and Instagram since you need to be registered in these platforms to get the information that is displayed on these platforms. Education and awareness about the benefits and safety of being part of this online community would help. Perhaps looking at other accessible formats of social media that would may be more appealing for certain cohorts, for example, instead of Facebook and Instagram for Aged residents and CALD groups, look at the different groups and what is culturally acceptable and likely widely used for promoting on those channels rather than the few mainstream channels."</i>	
8	<i>"Promoting an application when paying rates and those who don't pay rates to be connected via playgroups, kindergartens, and schools."</i>	<i>"Being more culturally inclusive. promoting stories of refugees and women from CALD and promoting good stories of senior citizens and Disable communities accessing technologies. "</i>	<i>"having some visual media for those with low literacy and having some information on contacting bi-cultural workers on certain times and dates for inquiries"</i>
9	<ul style="list-style-type: none"> <i>"Back to basics approach in order to bring in older participants who have recently learnt how to use the Internet."</i> <i>"Do a mail drop to homes with site details and advantages of participating."</i> <i>"Win a year's worth of free access to theatre or cinema tickets for themselves and their family or something in that line to engage them to participate."</i> 	<i>"For every person going into Casey facilities and being required to register due to COVID ask if Casey can connect with them. Get their approval and then, reach out to them (not only for Facebook, Instagram)."</i>	<ul style="list-style-type: none"> <i>"There are still several areas within Casey that do not have sufficient infrastructure. Perhaps again tackling the problem at its source may be one of the better options."</i> <i>"I use this survey as an example of this point. Only those that have access to Internet, an email, laptop/device will be able to contribute to this conversation."</i>
10		<i>"a broader range of social media platforms, covering a range of ages and abilities"</i>	<i>"on-line services are only available to those that are connected to the Internet, many homes have restricted, or no access, utilising phone data as their only option, more free Wi-Fi sites would be great"</i>
11	<ul style="list-style-type: none"> <i>"Promotion of existing platforms through local media/community radio/ libraries larger shopping centers."</i> <i>"Revised branding which is currently being rolled out, will enhance the attraction of these platforms for the community to try and engage with council. Through promotion of the free Wi-Fi locations available across the municipality. "</i> 	<ul style="list-style-type: none"> <i>"Breaking down the barriers experienced by users of Facebook/Instagram- education for older residents/CALD community"</i> <i>"Promotion of what we currently do-inform entertain and learn using these platforms will assist community who are skeptical of social media or have safety concerns."</i> <i>"Being aware of demographic groups preferred social media platform and tailoring the information to that particular demographic. eg youth preference is for Instagram posts."</i> 	<i>"Service participants have acknowledged that reaching the online programs on a computer is challenging. During Covid there were a number of social and economic reasons for limited participation in on line activities already identified however mobile phone use for connection to the services increased. Simple easy to read formatting of information for online programs is essential when working with the diverse Casey community"</i>

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12	<i>"The translation, text to voice, visual aids etc on the website are terrific. Maybe consider some vision/ interpreting icons as well as the "speak" on this option to make it clear when people first log in that they can navigate to these options?"</i>		<i>"Ensure visual aids, text to voice and translation is available for as many of these as possible. Consider digital non natives (eg older people) in all website designs - often helpful to have the home button or a phone number prominently displayed on all pages in case they navigate to the wrong page etc"</i>
13	<ul style="list-style-type: none"> <i>"More simplified English language"</i> <i>"Less steps to complete an engagement task eg. pay rates"</i> 	<i>"Don't know, don't access them"</i>	<i>"No"</i>
14	<i>"I think we are doing pretty good. Especially now that people can have it in different languages. Not sure about how we go with information for vision impaired. As a team we are working on how we can get more accessible processes online vs having to come into the centre."</i>	<i>"We dont have instagram? We definitely see the need for local Facebook pages for our community centres."</i>	<i>"I think we are pretty good and working towards more activities and services being available online."</i>
15	<ul style="list-style-type: none"> <i>"more visuals. i think there is already access to change languages through browsers."</i> <i>"more photos of CALD people and minority groups. allow people to respond to forms in their native language."</i> 	<ul style="list-style-type: none"> <i>"i think it would be good to have a day of the week where we post in another language on social media so English speakers can familiarise themselves with other languages and see what the experience is like for non english speakers."</i> <i>"less text and more visuals as well."</i> <i>"get CALD groups to do 'facebook/insta takeovers' where they control the content and do live streams to show their local community group etc. it could build engagement within community and also share new perspectives."</i> <i>"also i love the idea of digital peace corps which involves training up people in Casey to have healthy conversations and debates online." "The polarisation often doesnt lead to equitable outcomes as minority groups can feel victimised. so having a cohort of people who are there to mediate and support all sides of debates would be good to see."</i> 	<i>"older community members are probably less likely to get on board. maybe offering coaching through customer support so that when there is something they can do online, they show them the process and follow up with an email with the steps. Essentially, put the digital activation program through the call centre. "</i>
16	<i>"Accurate translations would increase the credibility of Casey's presence as an information sharer. Programs that allow those with a lack of access with access and knowledge to understand and access technology would also be useful"</i>	<i>"Translations and more targeted posts."</i>	<i>"Community consultation should not only be online!"</i>
17	<i>"Consider use of plain language across website and social media. Utilising easy English and imagery to explain confusing or complex processes or information."</i>	<i>"Consider use of alt text on Instagram for people with visual impairments."</i>	<i>"Consider residents and families with low or limited access to technology and Internet due to financial barriers. Consider digital inclusion through online delivery of council-run workshops and consultations using bilingual facilitators in common community languages. More support needed for women on humanitarian visas (particularly older women and women with low fundamental literacy) to access technology and learn to utilise it competently."</i>

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18	<i>"use of social media platforms that appeal to the younger generation"</i>	<i>"more good news stories about the work the council is doing"</i>	<i>"it is very difficult to get through on the phone so it would be better if staff gave out their direct line especially when you need to make frequent contact"</i>
19	<ul style="list-style-type: none"> <i>"I can see a "listen and translate" button on Casey's homepage, but it did not provide me with an opportunity to view content in other languages. And for people who speak a language other than English, it would difficult to even find that option - perhaps some other languages could be displayed on the home page in order to lead people in the right direction."</i> <i>"Perhaps public access computers or iPads could be placed in strategic locations throughout the city - Customer Service, Community Hubs and centres, etc with the web page open and navigable at all times."</i> 	<i>"Have posts translated in languages other than English and disseminated (via cultural groups and community leaders) on their social media pages and within WhatsApp groups."</i>	<i>"Perhaps public access computers or iPads could be placed in strategic locations throughout the city - Customer Service, Community Hubs and centres, etc with the web page open and navigable at all times."</i>
20	<p><i>"It seems impossible to find things on your website. Searches often turn up irrelevant results. Having a single page for themes would be good - eg a single page listing all LGBTIQ+ related info as City of Melbourne does."</i></p> <p><i>https://www.melbourne.vic.gov.au/community/health-support-services/Pages/lgbtiq.aspx Would it help to have community members to periodically review a page on particular topics. If you want to encourage walking and cycling, is there a single page for Casey where you can go and find out about paths/lanes? What about having a social hackathon style community/staff event where the object is to come up with the best information structures for a topic, or identify what kinds of resources need to be developed eg how to cycle to fountain gate from various locations/ neighbourhoods? How to develop an LGBTIQ resource directory.</i></p> <p><i>Probably an issue is to revisit the information architecture that the site is designed around as the change in direction of the council eg greater community engagement, different engagement processes may mean the info architecture needs to change as well"</i></p>	<i>"Could you describe what your social media plan is at a high level? Eg, Casey City Council uses Facebook to promote activities across these Facebook groups, and list the groups. There would be a lot, but if they are too many to list, how can people in the community seek out the info that they want if they don't know where to look. I have no idea about Instagram. Things that are posted on Facebook /Instagram need to be visible / findable by people who don't have those apps. So published on a webpage? Needs careful design so that it is automated and works. "</i>	<i>"If someone doesn't have a computer or Internet at home, ideally there would be devices at libraries and neighbourhood houses that would have an entry page that allows them to access all Casey city council public resources. Maybe ask some older residents without Internet access what would help them best? "</i>
21	<i>"Not sure!"</i>	<i>"Connect with other community organisations - follow each other"</i>	<i>"Not sure!"</i>
22	<i>"Make the website more attractive to potential users. Current information is not presented in a welcoming fashion."</i>	<i>"Unsure. Not a facebook user"</i>	<i>"Make sure that if a community group is providing a program or event that they are fully acknowledged."</i>
23	<i>"Run short "clinics and workshops" at neighbourhood friendship cafes to demo the use of services which can be done easily online. Also encouraging and showing the seniors how easily they can do so. "</i>	<i>"Run contests (with simple prizes, e.g. supermarket cash vouchers, movie tickets) to help get more residents to follow your social media pages. This can be "Tag 3 friends and tell us how we can make our Facebook page more useful to you" type of contest."</i>	<i>"Provide free laptops to under privileged families, free more PCs for public usage at libraries, community houses, etc."</i>

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24	<i>"There is a lot of Digital Poverty in the Casey Council area and unless this is addressed by providing Technology Banks with unwanted/refurbished equipment, or digital cafes in libraries and community centers, the problem of digital equity will not be fully addressed."</i>	<i>"The two applications that are mentioned both required smart devices to be used to access the information. Not everyone in the community, especially the older Australians has access to these modern devices."</i>	<ul style="list-style-type: none"> • <i>"Technology Banks with unwanted/refurbished equipment</i> <i>Digital cafes in libraries and community centers"</i> • <i>"Training courses for the correct and safe use of this equipment"</i>
25	<i>"Make sure access features work and make them easier to understand. Some of the pictorial symbols are not easy to match what the actual topic is. Recognised easy symbols and instructions would be very helpful. Difficult to navigate on mobile phone"</i>	<i>"Include access instructions Nowhere could I see how to audio or translated info"</i>	<i>"Consider including formats other than just the written English words, use of recognised symbols and colour, make sure audio works or clear simple/ basic instructions on how to use these features would be very helpful. "</i>
26	<i>"By resolving the issues preventing CALD community from accessing the website."</i>	<i>"Send written information RE council's social media to residents when you send the rate notice."</i>	<i>"Information about free digital literacy training sessions to support the community."</i>
27	<i>"The web presence is okay. The issues that impact use relate to the capability (and/or wishes) of individuals to use the web and also the availability of free Wi-Fi."</i>	<i>"If there is a good website then it should not be necessary to duplicate information on social platforms over which Casey Council has no control. i.e. using Facebook and Instagram which are both poorly managed could bring the council under disrepute. No government department - local state or federal should use such media due to the associated security risks."</i>	<i>"Not known"</i>
28	<i>"From an older persons point of view many are not computer active - more media coverage in local papers and posters distributed to senior activity areas such as local seniors clubs."</i>	<i>Advertising in local papers may make seniors aware of such activities that would be interesting to them such as free concerts or information sessions on matters relevant to seniors.</i>	<i>"Talks regarding medical or health matters could be offered free and mail outs to local senior clubs for inclusion in their news letters."</i>