make it click

Clicking On In Sunderland

Peer Research Findings and Recommendations for Make It Click

April 2020

Good Things Foundation

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Introduction

Google.org and Good Things Foundation are working together on Make It Click, a two-year project which aims to shift the dial on helping 'limited users' of the internet in the UK to gain the confidence and new skills they need to thrive online.

Digital technology is transforming how we engage with the world around us at work and at home. As the world increasingly moves online it is vital to ensure that no one is left behind, failing to benefit from the economic and social opportunities that digital can provide.

In the UK 4.1 million adults have never used the internet. A further 7.8 million lack the essential digital skills needed for day-to-day life and 53% of the working population do not have the digital skills needed for work (Lloyds, 2019). Meanwhile the need and demand for such skills in the workplace is ever-growing and the benefits of digitally upskilling employees are more widely acknowledged.

At a national level we know those with limited skills are more likely to live in rural areas, those online are more likely to be younger, wealthier, more educated and those with disabilities are less likely to benefit from digital. Being on a low income, having low literacy and numeracy skills and low self confidence are all compounding factors that can intensify digital exclusion.

Key motivational barriers can also prevent people from engaging with digital. Particularly those who think digital is not for them, who feel they lack support, who perceive it as too complicated or too expensive.

Make It Click provides the opportunity to dig beneath the surface of what we can do to change the attitudes of limited users. We want to find out what's the best way to engage people with digital, what works for different people to further their digital skills, and how do we know they're benefiting.

Making it click locally

Make It Click is a test and learn project.

This means we're continually trialling and refining new ways of reaching people; understanding their barriers; the hooks that work for them; what a good online learning journey looks like; and how we can shape our, and the Online Centres[1], model to provide the most effective, free support across the country, to enable everyone to progress.

Make It Click has launched nationally but also locally. In each location we've brought together a blended support offer that includes face to face support through Google Digital Garages and Online Centres; awareness raising through local campaigns and access to free online digital skills learning.

Working intensively across a number of local areas, our aim has been to gain insight on what is needed and most effective for local limited users, and where the greatest impact from engaging with digital for work can be made.

Make It Click's local journey began in Sunderland.

Sunderland context

Sunderland is an area where embracing the power of technology for work and life, could be transformative for the economy, people and communities. In 2019, Sunderland faces many challenges: the local economy is weak and the local population acutely affected by economic and social disadvantage, ill health and disability.

According to the Ministry of Housing Communities and Local Government's Indices of Deprivation 2019 release, Sunderland is the 13th most employment deprived local authority area, with over 16% of working age adults in employment deprivation. 50% of Sunderland's neighbourhoods are within the most deprived 30% across Great Britain. More than a third of the population aged 16+ have reported health problems lasting more than 12 months, and 1 in 12 people currently rely on Disability Living Allowance or Personal Independence Payments. There are only 55 employee jobs per 100 residents, compared to the national average of 73 to 100. Pay inequalities are also striking, where for example the median hourly earnings for warehousing and call centre work are 8-10% below the national average. But these figures don't tell us much about people in Sunderland's lives and aspirations and what would work for them.

In June 2019 we began work with Sunderland North Family Zone, a brilliant community learning centre located at the heart of Sunderland city centre. Working in partnership with Sunderland North Family Zone we set out to recruit some local experts, our Peer Researchers, who could help us in the development of three things (or work packages):

1. Limited Users: improving our audience understanding in Sunderland, who were they, what were their barriers, how did they learn best and what did they want to achieve?

2. Campaign Materials: creation of a new hearts and minds campaign to raise awareness of essential digital skills amongst the public and the importance of everyone thriving online

3. The Digital Skills Directory: a curated online learning platform where limited users could access the best and tested free online learning for digital skills, and have a tailored journey to meet their learning needs.

It was crucial to work with a trusted partner like Sunderland North Family Zone to be able to engage people in the local area and to build trust around the project (further reflections on this are given in the Benefits of Peer Research section).

Peer Research

Peer research is a participatory research method that can be used in a variety of settings to produce relevant and insightful data and empower the local community, either as peer researchers or as participants. As such peer research is a methodology that challenges traditional research hierarchies.

Peer research not only involves people who might be, or are, affected by the issue under study (in this case the impact of limited use of the internet), but rebalances the research team or project roles. People who might have been the subject of research are trained and supported to become peer researchers, experts in their own experiences and those of people in their community or who share their situation[3].

Peer Research Delivery

The Peer Research project with Sunderland North Family Zone ran for six months from June 2019 to December 2019. Our aim was to engage up to eight local people who attended Sunderland North Family Zone, who would come together to form the Peer Research Group.

In total seven Peer Researchers were recruited, all of whom were local people, aged 22 to late 50s and were looking for employment. Five out of the seven Peer Researchers self-identified as having health or mental health issues.

We provided a research partnership grant to Sunderland North Family Zone. This facilitated the project in a number of ways and supported the Peer Researchers participation by covering personal expenses such as travel and refreshments, personal development training, and providing a safe and accessible location for the group to meet.

We hoped that participation in the project would be of personal benefit the Peer Researchers:

- Through personal development and work based skills, for example greater confidence and team working experience, in addition to any specifically stated participant personal aims.
- A closer connection to the communities in which they lived.
- Opportunities for further learning and employment support, through grant support for personal development and training.
- A CV strengthening opportunity and a personal reference to support job-search activities.

Peer Research Methodology

The Peer Research project took an agile approach to accumulating experience and learning through:

Testing
▼
Reflection
▼
Training
▼
Fieldwork
▼
Analysis
▼
Reflection

This was channelled through a monthly cycle of activity which comprised four stages (see Tables 1 and 2). The two key elements which drove this were:

The Focus Group: which explored and fed back on the three project work packages, and involved local people beyond the core Peer Research group.

The Peer Research Group: who undertook research and insight activities and advised on the development of the three work packages. It was this core group who met monthly, with regular data collection and training sessions throughout the month. They built on the findings of the focus group by taking the research out to the wider community.

Table 1: Monthly cycle of research activity

1.	1 full day session: Focus Group / Reflection / Training / Planning
2.	Fieldwork for 2 weeks
3.	Analysis for 1 week
4.	1 half day session: Stakeholder feedback / Recommendations / Retro

Table 2: Research activities undertaken

	Focus Group attendance	Peer Research Method and numbers	Peer Research Feedback
Work package 1: Limited Users	No Focus Group (Quantitative data analysis)	6 In-depth Qualitative interviews with local people	Good Things Foundation Research team
Work package 2: The Campaign Materials	18	41 Surveys with local people	Peter & Paul (The Campaign Brand and Marketing Agency)
Work package 3: The Digital Skills Directory[4]	8	40 Semi-structured interviews with local people[5] 79 learner survey responses from learners attending Sunderland North Family Zone or Hylton Castle CIC	Good Things Foundation Digital team (The Designer of the Digital Skills Directory)

Towards the end of the Peer Research project, when ownership of the project had transferred to the Peer Researchers, we held a session to name the project and refine understanding of the project aims and purpose. From this session forward the Peer Researchers named the project Clicking On In Sunderland.

They then worked independently in pairs to bring together an analysis of the individual work package findings, which we then critiqued as a group in early November. The following research findings and recommendations are based on this analysis and group critique.

[4]This is the online learning platform, now rebranded Make It Click.

[5] The 35 interviews conducted by the Peer Researchers were carried out in a variety of locations; in respondent's homes, cafes, tea rooms, a hospital cafe and a pub (the demographics of the people they spoke to are displayed in Appendix 1 Demographics of local community interviewed by the Peer Researchers).

Work Package Findings

Work package 1: Limited Users

Research Aim: *To improve our understanding of limited users in Sunderland: who were they, what were their barriers, how did they learn best and what did they want to achieve.*

Throughout the project the Peer Researchers reflected on their own experiences and others when thinking about the implications of limited use. As one Peer Researcher said:

"The whole idea of the project I think it's a good idea, it exposed a lot of the underlying feelings of Sunderland and it exposed a lot of people needing help from the careers and jobs that have been taken away and it exposed a lot of people in need. I just think it brought a lot out that has been hidden and needs to come out."

Image 2: What matters to people in Sunderland (from the project Community Conversations)

As they progressed through their interviews and observations the Peer Researchers refined a list of characteristics, contexts and attitudes which reflected the circumstances of themselves and the people with whom they spoke (see Table 3).

Table 3: Who are limited users

Male or Female
Any age
Basic or advanced digital skills
Confident and not confident in using the internet
Employed, Unemployed or Retired
Heavy usage of the internet with a limited set of skills, but unwillingness to expand their knowledge further
Low usage users
Those with a lack of money
Those with a lack of access to devices

The interviews also revealed further details on a number of themes. This included the interaction between someone's workplace opportunities and their attitudes:

"Sometimes a workplace can influence a person's level of digital skills; they might have a specific system that the employees should use and this stops them from trying to use anything else. However, individuals always have the possibility to learn what they want to know and it is their choice to acquire new digital skills or not. People can be influenced by their working conditions but only they can choose to limit themselves."

That limited users may sometimes be confused with basic users. This occurred when people were unable to use their skills on a laptop, even though they could do some of the basic activities on their phone. The Peer Researchers noted that people recorded in interviews said that they couldn't send emails, but away from the more formal interview situation said that they sent emails on their phone. For many, whilst they felt comfortable using some of their digital skills on a mobile, laptops appeared intimidating. For limited users, mobile phones appeared easier to navigate, were smaller and seemed less complicated. People also felt more familiar with their phones, as they used them for calls and texts alongside the internet.

The Peer Researchers also identified that limited users are low on confidence. Alongside this was the feeling that technology is being forced upon them even if they don't need it. This could discourage people from acquiring digital skills in the future even when they were needed. Age also emerged as a self limiting factor with one participant saying that "once people get older, they start to care less about technology."

As a result of their research in the local community (including interviews and focus groups detailed in the methodology) the Peer Researchers were supported by the Project Researcher in designing a number of limited user personas to help people understand how personal factors interacted:

Limited User Persona 1: Female in her 50

Employment situation:
- Unemployed due to health issues
- Recently made redundant from a job she had worked at for [10] years

Motivation:
- Needing to get back into work and begin to rebuild her life

Attitude:
- Has no confidence in digital skills

Access:
- Has devices at home but uses only her phone

Skills:
- Good with social media

Support:
- Would benefit from courses as she needs to update her CV and do job searches as well as learning packages
- Happy to go into a centre to do courses with the help from a tutor over online courses without help

Limited User Persona 2: Male in his 20s

Employment situation:
- Employed and training to be a nurse, 3rd year

Motivation:
Once he qualifies, he is planning to change his career path and needs to update other skills such as digital display and word etc

Attitude:
Confident around digital

Access:
Personal devices, uses his phone and a gaming station

Skills:
Confident with social media
Confident with the NHS Intranet
Avid Gamer

Support:
Would be happy doing online courses, alone or going into a centre with tutor help
But is time restricted i.e. shift work limits time to learn

Limited User Persona 3: Female in her 30s

Employment situation:
- Employed

Motivation:
No motivation

Attitude:
No confidence with social media or interacting online
Very confident with the skills she has currently
Doesn't want to learn digital packages as is happy with what she knows to date

Access:
Personal devices, uses her phone and sometimes a laptop

Skills:
Uses social media and online shopping

Support:
Not willing to learn new skills unless her job demands it

Limited User Persona 4: Female in her 30s

Employment situation:
- Employed
- No qualifications but is self-taught through employment

Motivation:
No motivated

Attitude:
Relatively confident but has no interest in digital skills

Access:
Uses phone and tablet at home
Uses a computer at work

Skills:
Intermediate skills level

Support:
Does not want to learn and has no interest in doing any courses – either online or tutor lead

The Peer Researchers critique of limited users needs and personas went on to then identify seven design principles to help support people to engage with digital skills:

Design Principles for Supporting Limited Users to Engage with Digital Skills

1. Provision of free online courses
2. Provision of centre based support where people can get help from a tutor
3. Being able to get help from friends and family
4. Maintaining individual choice as limited users prefer online courses at home where web chat and tutor help is available
5. Having help with transport costs to attend classes
6. Provision of free, local supported courses which people can attend in their free time
7. Incentives to complete courses i.e. given a device of their own at the end of the course so they can continue to learn and be online.

Work package 2: The Campaign Materials

Research Aim: *to understand how to create an effective hearts and minds campaign to raise awareness of essential digital skills amongst the public and the importance of everyone thriving online.*

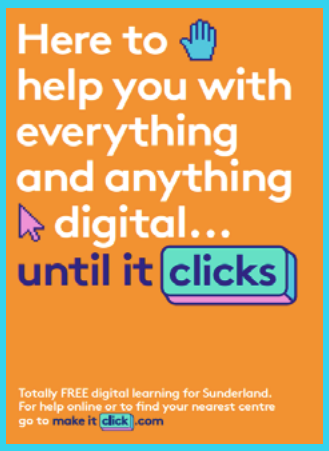
The Peer Researchers identified the purpose and materials of the campaign as being: "To promote a new free digital website called makeitclick.com. This website is to help people to improve their digital knowledge and skills. The campaign materials consisted of three posters and two billboard posters."
Both the Peer Research and Focus Group took into account messaging that would relate not only to the local people of Sunderland but would also work nationally.

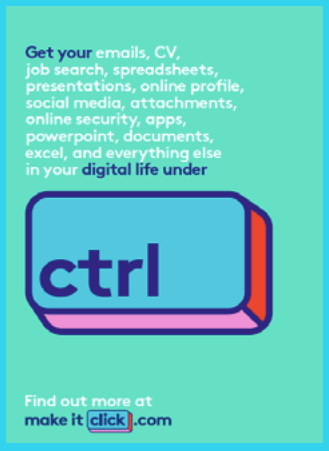
Their research was led by an interview schedule form which had five questions:

1. Is it clear what the poster advert is asking you to do?
2. Would you need help with the things the advert is asking you to do?
3. Would you want to find out more about what the posters are talking about?
4. Does the advert apply to you in your situation?
5. Is the message in the posters confusing?

The original billboard design

Original community posters





Four separate questions were asked of the two billboard posters (see Image 4 above):

1. We asked on a scale of 1-10 how interested they were in the message the materials were conveying.
2. We then asked why they had given that score.
3. Would they like to find out more, with a yes or no answer.
4. If no, why not?

The Peer Researchers interviewed thirty five people, who were family, friends, work colleagues or people who were known to the interviewers. Feedback on this research process from the Peer Researchers included:

- The interview schedule form provided us with good information as to what the interviewees thought of the posters/ billboard material.
- The information gathered gave valuable insight as to how the general public could feel about the message conveyed in the posters/billboards.
- This would be very useful to the advertising team as they can use the information to make adjustments to their campaign material to make it more appealing to the population as a whole.

The Peer Researchers feedback on the original billboards identified a lack of understanding of the local and national limited user audience, and was as follows:

- They missed the point entirely about what they were about.
- The message was not clear about what was being advertised.
- The billboards looked as if they were advertising one topic, emails or a job searching site.
- There was no clear web site address.

This was echoed in their detailed feedback on the posters and what would work in this context:

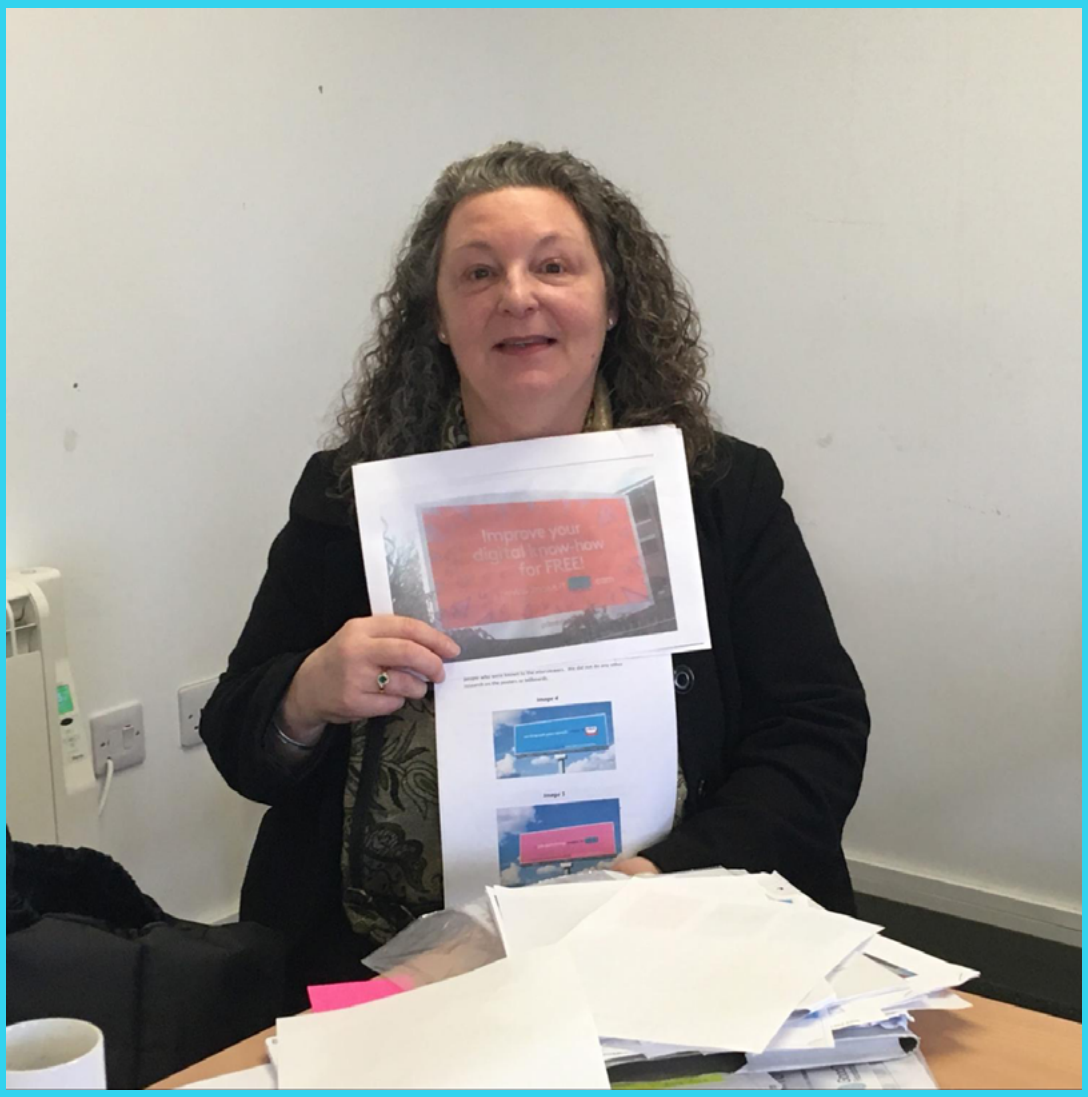
- The posters were aimed at limited users but most of the people filling out the forms were not good at judging their digital skills level accurately.
- The message was not always clear.
- The posters had some technical vocabulary, for example the Ctrl button which confused some people.
- They may not stand out enough on a notice board to catch the eye of passers by.
- They must be eye catching to get people to want to stop and read them and find out more.
- The word FREE should be clearly displayed
- There should be a clear web address with www.

The Peer Researchers also identified the importance of identifying suitable places to advertise the posters which were known to local people. These included notice boards in community centres, libraries, shopping centres (in Sunderland this was The Bridges Shopping Centre), football stadiums, pubs, schools and in places of large employment.

The campaign materials were significantly changed as a result of the Peer Researchers feedback. And at the last face to face Peer Research session it was great to hear this from one of the Peer Researchers about the impact of their involvement:

"While walking across the Wear Bridge in Sunderland, I noticed on their new digital billboard, a poster advertising www. makeitclick.com. This poster is an eye catching bright red and pink arrow design with large white writing with the word FREE emphasised, with a clear web address."

Image 5: Peer Researchers see the impact of their input in the live campaign



Design Principles for Engaging Limited Users through Campaigning

1. That they should have a good clear message.
2. They should be easy to read with good sized writing.
3. The background colour should not make it difficult to read the writing.
4. They should have a good amount of information not too much or too little.
5. The message should not be patronising to the reader.
6. The word FREE should be easily seen on the poster/billboard.
7. That it should have a clear and easily identifiable web address.

Work Package Findings

Work package 3: The Digital Skills Directory

Our Aim: *To understand what limited users need from an online learning resource, to support them to do more online and develop their digital skills.*

Detail on interviewees digital skills and use
Peer Researchers reported that most people interviewed could use email independently, but some wished to update skills. The majority said they could use basic browsing, social media, gaming and shopping. Interviewees accessed the internet mainly through mobile phones (63%) or tablets rather than PCs or laptops.

Additional insights on limited users and use of the site

50yr old unemployed male who had difficulty with typing and sending emails who is eager to learn but needs one to one support and suffers from anxiety when in groups of people.

67yr old retired female describes herself as having basic computer skills and is confident on her iphone but not a PC. She found the tabs confusing and had difficulty switching between them. She would need one to one support to use the resources.

Additional insights on limited users and use of the site

The majority of people interviewed (18) and who used the website as part of Sunderland North Family Zone's centre learning offer, were positive about the website.

They mentioned they intended to use or revisit the site for their personal needs and to enhance their skills, and would recommend it to others. Most agreed the site was useful generally for people who want to learn and update their skills. They found the website visually appealing and easy to use, and knew when they were leaving the Digital Skills Directory for an external site, and could navigate backwards to the main website. Interviewees were also asked to look at a particular digital skill on the website, that they might be interested in developing. In order of popularity these were: Email, Documents, General, Spreadsheets, Security, Presentations and Social media.

Additional insights on use of the site

56 yr old employed male liked the 'one stop shop' feel of the directory - the colours are bright and cheery and he found it easy to navigate.

33 yr old employed female, who identified as an advanced user felt that the directory could be more social media based, as she felt that could benefit her marketing skills.

19 yr old, unemployed female who used the directory well, moving about easily, but was not interested in a lot as she had limited concentration on the topics - no topics of interest to keep her on the directory for long.

66 yr old male, employed Company Director who is interested in using the site to aid him in his presentation skills but who found the 'signing in' process confusing.

Design features which were valued included:

- Being easy to navigate
- A user friendly layout
- Providing relevant information
- A good resource to refer back to with a variety of interesting topics to learn
- Use of a good colour scheme
- Lots of information to fulfil learner needs with plentiful resources.

Of those interviewed, only 6 people felt negatively about their experience using the website. In response they identified a number of key areas for improvement including:

- More courses for social media for life (focusing on the personal aspect).
- Some disliked the bullet points and found the resources bland.
- The site needed graphics and modernisation.
- The term 'Directory' was confusing and could be interpreted as a guide to local physical resources
- Many people didn't relate the term to online learning resources
- Suggestions for changes included: the colour of the banner, adding more tags to differentiate 'work' from 'personal' resources, expanding the Website to cover wider topics such as Web Design and Photography

Additional insights on site resources

A 48yr old retired male wanted a resource which helped him know how to print and scan.

A 58 yr old unemployed female, who identified as knowledgeable with her computer skills, was interested in many of the resources to update her skills, particularly weebly to edit photos and upload wedding images. However she did not proceed further when she was asked to sign in.

A number of interviewees, with a variety of skills and from a wide demographic backgrounds, reported that they either felt confused by or did not like the 'sign in'. It was unclear at the time if this was the registration into the Digital Skills Directory, or the sign in details required to access some of the resources - but it was likely that it was both.

The Peer Researchers reported that the Digital Skills Directory appeared to be accessible for most users, although some were not confident to use on their own. The majority of users only used the technology they needed to use or were currently used to.

However many people interviewed were interested in using more resources and advancing their skills. Yet for older, and more advanced users, the Digital Skills Directory was limiting, as they had the skills the resources covered (or topics were geared towards work only) and therefore had no further interest. Therefore it was generally felt that the Digital Skills Directory was designed at the right level i.e. for limited users. Additional information could be improved however for those less used to learning online in this way. For example one Peer Researcher reported:
"The modules are brilliant but often they take you to another website and this should be clearly stated, for instance the Weebly module take to another site where you need to register to access the material."
Further Peer Researcher feedback focused on how to create a 'hook' for limited users:
"The Directory style is great and should include more hobby skills in case of learners wanting to turn hobbies into skills..everything from sewing to cookery and face painting including gardening has even gone digital. So more modules along those lines would be a great addition to the site."

The need for on site learning progression:

"Also intermediate modules would be good. The directory has basics modules and advanced modules but nothing in between. An example of this is ecdl moving itq Level 1 and then onto Level 3, the directory has skipped itq Level 2. So there is a learning that could be filled."

And accessibility:

"The directory is less audio driven than Learn My Way as any learners with a learning difficulty might need words reading to them where this feature is not available. Also there could be some accessibility modules for employers to support employees with learning difficulties, because having learning difficulties don't mean you're stupid. So including a module on read and write gold and dyslexia

Design Principles for Supporting Limited Users to Learn Online

1. Don't use confusing terminology - avoid words and phrases that sound jargony such as directory and online learning resources
2. Content on skills should be thought about from a personal interest perspective - how can someone turn something that is a hobby or interest into a career through the development of further digital skills
3. Colour schemes and graphics should be thought about alongside functionality - this motivates learners, and limited users in particular, to want to use the website.
4. Skills should be separated clearly - for example creating and maintaining websites were seen as two very different skills and interests.
5. Create learning progression on the site - people should be able to progress through basic, intermediate and advanced skills content to follow their own area of interest.
6. Design for reading age and accessibility the site needs to be inclusive and have content that works for people with learning difficulties who may be limited users.
7. Design for employers to use the site to support in work training of staff who are limited users this way lifelong learning can take place in and out of work.

What has Good Things Foundation done in response, and what more will we be doing?

Supporting Limited User - through Make It Click grants

The insight gathered from the Peer Research Group running the Clicking On In Sunderland project have had a significant impact on the Make It Click grants programme (which funds community organisations to provide face to face and online learning support). Below is a summary of the ways their input has helped us to shape and deliver the funding rounds.

Each time a grantee joins one of the Make It Click funding rounds they're expected to take part in a training webinar. Following this training session, we were still getting a lot of questions around who the target audience for the project is. As Online Centres were struggling to identify and engage limited users, we built in a persona slide to the webinar. This took inspiration from the research that the Peer Research Group did around defining the audience for Make It Click.

By being able to better understand our audience, we were able to clearly highlight organisations who could reach them. Prior to the Peer Research Group, when reaching out to organisations in to apply for the grant, we had to cast a very wide net. This insight however meant we could focus on organisations we knew would be able to engage the audience that had been defined.

It's fair to say that every bit of work the Peer Research Group did around the design, useability and content on the Digital Skills Directory has positively impacted the grants aspect of the project. Afterall, the Digital Skills Directory is the key tool for delivering the grant. One example would be the feedback that the website lacked social media resources. Following this, we added more, which meant the grantees had an increased amount of content to engage people with. The Peer Researchers were able to highlight key topic areas to develop that our audience would need support with.

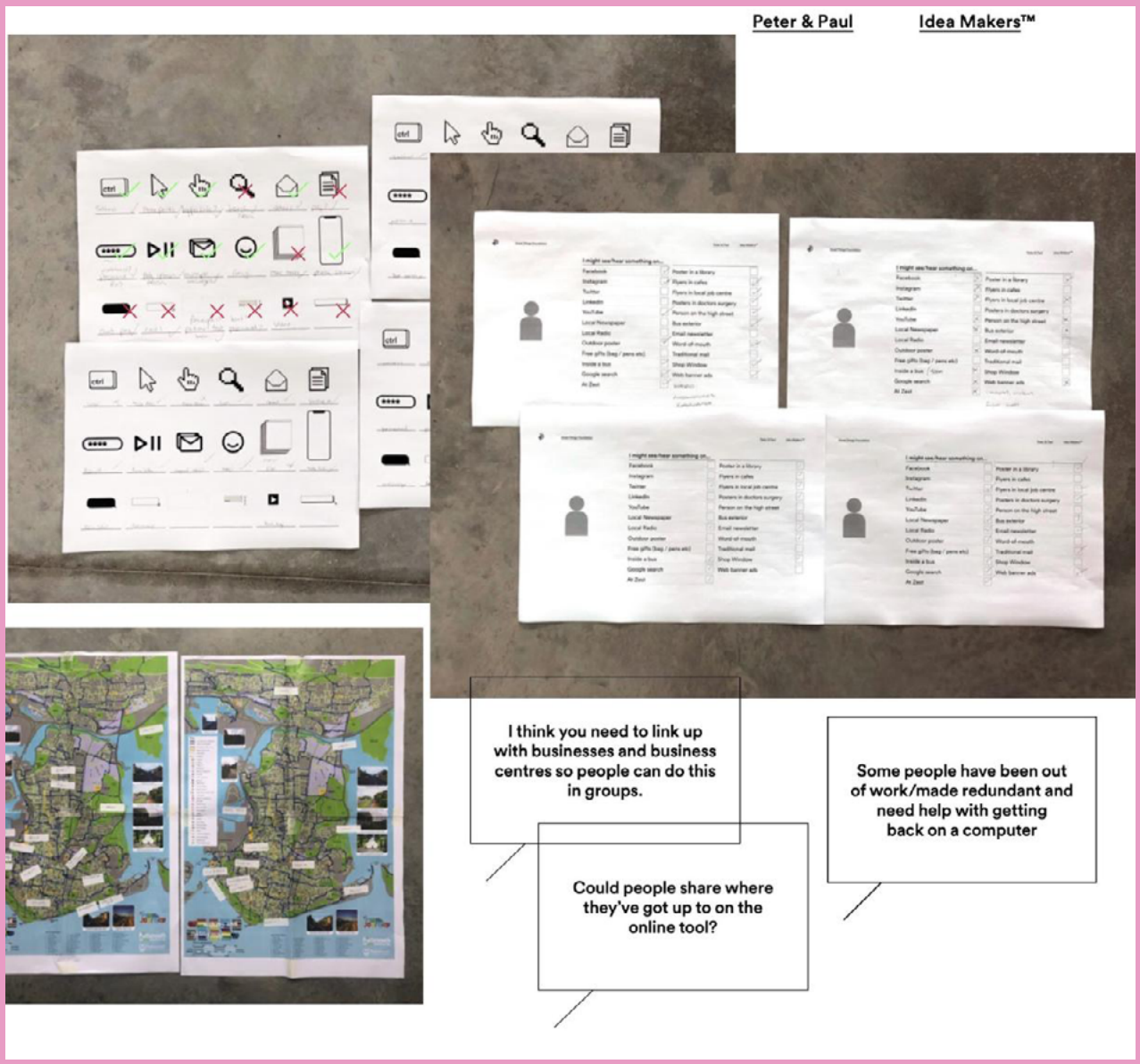
Lastly, it's worth noting this was possibly the first time we've paid a grant to an Online Centre to facilitate a research programme over the course of six months. We had to work with the Online Centre to find a model for making payments whilst ensuring the project was on track. If and when we were to do this again, we now have a tried and tested process. It also meant that the Network team and Research team were able to work together over an extended period of time.

Campaign Materials - engaging and reaching limited users effectively

Working with the Sunderland Peer Researchers was a transformative experience for Peter & Paul the brand and marketing agency leading on design and delivery of the Campaign Materials, as this summary of their experience shows:
Creating activity and working with local groups in both Sunderland and Portsmouth was really valuable. It enabled up to understand the locality, the habits of the people and test our creative messaging.

In Sunderland on such meeting even led us to carrying out a fairly large 'pivot': rewriting messaging to respond to what our audience wanted to know more about.

This was the result of some pretty honest feedback, but it was really valuable to drive the project forward.



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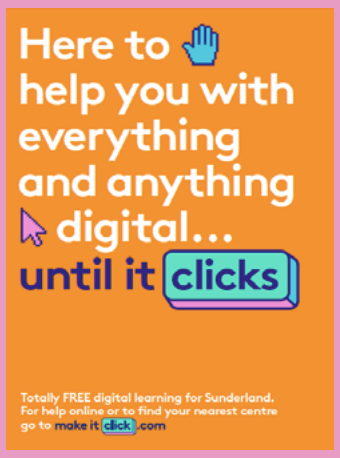
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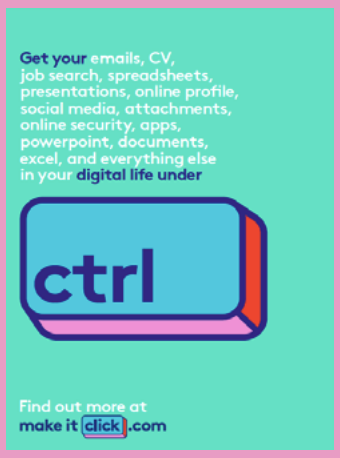
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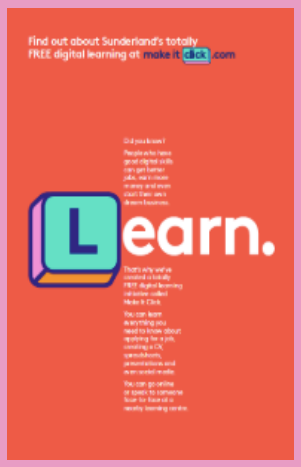
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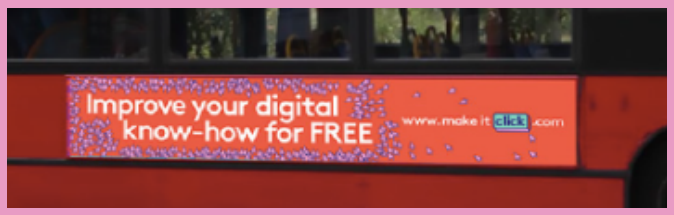
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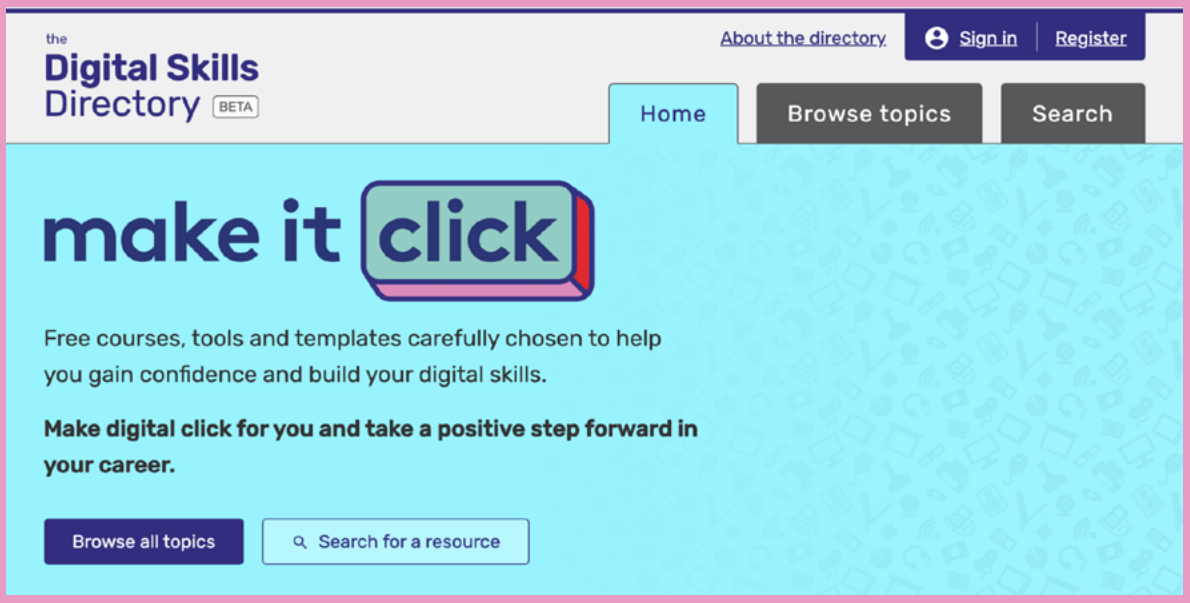
Digital Skills Directory - providing online support and learning support for limited users



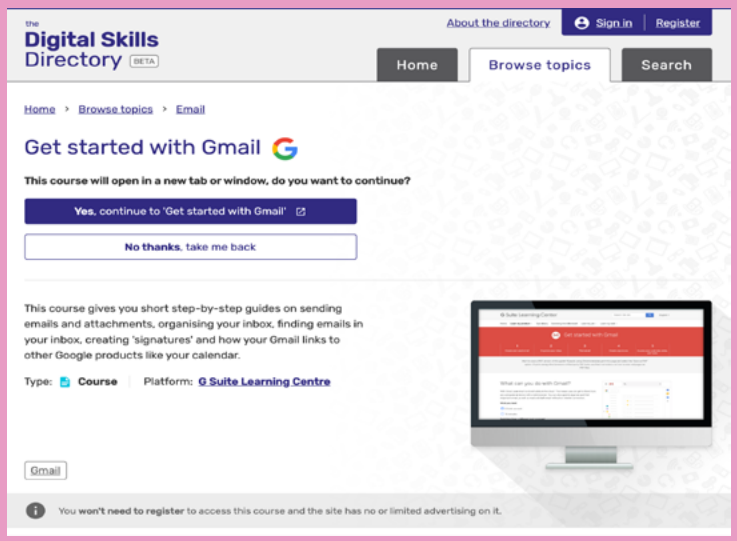
As a result of the Peer Researchers work and feedback, the Good Things Foundation digital and learning content team working on the Digital Skills Directory have already made significant changes to the website design in terms of:

- Changing some of the copy on the website
- Stop using the word 'resources' where possible.
- Consolidating the topic/subject landing pages. Initially these were split into two: a default one with a banner and featured resources, and one with all the resources. These now include the banner and all resources on a single landing page to simplify navigation.
- Changing the way the website links to external sites, so that individual resource pages now feels like a transitional step on the journey towards the actual resource.

The future development of the now renamed Digital Skills Directory (now to be called Make It Click) will also taking on board Peer Researcher findings in terms of:

- Adding new subjects including photos and cloud storage.
- Further improvements to make it clear that the website links to other sites.
- Changing the use of the term 'topics' to 'subjects' to tie in more closely with language used on Learn My Way as well as responding to peer researcher feedback. This change will go live along with the MIC branding.
- Improving the available filters on the resource search page.

The more transitional landing page:



Acknowledgements

Good Things Foundation is the UK's leading digital inclusion charity. It supports people to grow their essential digital skills to overcome social challenges.

Sunderland North Family Zone are a charity based in Sunderland who work with the community, delivering IT skills among a large variety of other courses. They offer a variety of services to the local community ranging from our Learning Services to other activities, including IT, Cessation Advice, Lunch Clubs, decorating and gardening service, Work Clubs.

Google.org works to extend the reach of nonprofit innovators and connect them with a unique blend of support that includes funding, tools, and volunteers from around Google. These innovators are the believers-turned-doers who have made the biggest impact on the communities they represent, and whose work has the potential to produce meaningful change that can scale.

About this report

The findings presented here are the result of six months participatory research undertaken by Peer Researchers and supported by Sunderland North Family, Good Things Foundation, with funding from Google.org. We would like to thank all those local organisations and community members across the Sunderland area who gave their time to this project and to acknowledge the contributions of key individuals as follows:

Peer Researchers

Louisa Churchill

Tom Godfrey

Natasha Hallikeri

Daren Johnson

Lisa Pariaros

Lynne Robinson

Amanda Tye

Sunderland North Family Zone

Peter Kirkpatrick

Linda Procopis

Joanna Procopis

The research project was led by Good Things Researcher Natasha Munoz, with support from James Richardson and Alice Mathers.

Appendix 1: Demongraphics of local community interviewed by the Peer Researchers

Age Range		
	18 - 30	8
	31 - 50	10
	51 - 70	15
	70+	2
Gender		
	Male	19
	Female	16
Employment status		
	Unemployed	12
	Employed	13
	Self employed	3
	Student	1
	Retired	6
Postcode area		
	DH4	7
	DH5	4
	SR1	2
	SR2	6
	SR3	2
	SR4	6
	SR5	5
	SR6	2
	NE38	1
Level of computer skills		
	Beginners	7
	Good	14
	Advanced	3

For more information about the project, contact Good Things Foundation on:

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Good Things Foundation