Reboot UK Interim Findings Report
July 2016
1. Executive Summary

The Reboot UK project aims to support groups of people in poverty to improve their health and wellbeing through digital. The consortium project, managed by Tinder Foundation alongside consortium partners Family Fund, Mind and Homeless Link, is trialling new approaches in engaging and supporting families in poverty, people with mental health issues, and homeless people, through three targeted interventions:

- Peer support
- Shared practice
- Home access

Between January and June 2016, Reboot UK has supported 568 beneficiaries, and supported them to improve their digital skills through 21 delivery partners. The project will support 1,000 beneficiaries in total.

This interim findings report presents the findings to date from the project, with a particular focus on the outcomes for individuals, key features for successful delivery, and the conditions needed for these features to emerge.
Findings from the project to date are:

- Across the project, learners have increased their digital skills by an average of 7.4%. Learners are 10% more confident to use the internet without help.
- Improved digital skills helps beneficiaries feel more confident, in control, and ambitious about the future.
- There is strong evidence, both quantitative and qualitative, to show digital skills increases mental wellbeing for individuals supported by the programme. The average wellbeing score for beneficiaries has increased from 16.88 to 17.98, against a national mean of 23.6.
- As digital skills support, particularly at a basic level, is seen as an informal skill, it helps raise individuals confidence, making them more open to further learning, as well as leading to job progression.
- Improved digital skills helps people to take specific steps that lead to positive wider benefits, such as being able to cope with benefits payments, moving towards work readiness, and feeling more in control.
- Both community and specialist delivery organisations are well placed to engage vulnerable individuals, and support them to improve their digital skills.

In addition to the outcomes we have identified, we have also identified factors key to the success of the three interventions we are testing.

**Peer mentoring**

- Reboot UK’s peer mentoring model is an adaption of the successful therapeutic model used most commonly in mental health. For this reason, peer mentoring interventions were particularly successful in mental health and homelessness services.
- Peer mentoring creates an open and informal learning environment, through the sharing of skills, which facilitates learning for individuals with low confidence.
- Volunteering pathways give vulnerable people progression routes after crisis points in their lives, providing a structure and purpose to beneficiaries’ lives.
- Peer mentoring provides a clear route back to employment and positive employment outcomes, for people supported through the programme.
- The peer mentoring model has shown significant wellbeing benefits for individuals supported by it.

**Shared practice**

- The shared practice delivery model has helped to improve the capacity of organisations who are unable to provide digital skills support in-house, helping them to achieve positive outcomes for their beneficiaries by building sustainable partnerships.
- The digital skills training and support provided by Reboot UK has provided a significant value particularly to specialist mental health services, contributing to recovery and integration.
- Reboot UK has helped delivery partners with digital inclusion expertise to find new ways to reach and engage target audiences by adapting to their needs.
Home Access

- Home access has the potential to lead to significant impacts for individuals, as it allows them to reinforce digital skills with home learning.
- The model is most successful where it combines digital skills training with device loans.
- However, as home access requires the organisation of equipment loans, and in some cases home tuition, it is resource intensive and difficult to manage.
- Because home access is so resource intensive, it has been difficult to implement across Reboot UK.
- Evidence suggests that, despite its benefits, this model is best delivered by local practitioners where resources and conditions allow, and so it is difficult to scale.

Partnership working has been critical in the success of the Reboot UK model, developing a strong and supportive consortium which is adding significant value to the services that all four consortium partners offer. This strength in partnership has been replicated amongst delivery partners, with links between digital skills and specialist support organisations allowing all partners to share their own expertise and learn from others. Overall, so far Reboot UK has led to significant capacity-building benefits for both the digital inclusion sector, and the specialist sectors the programme supports.
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2. Introduction

Reboot UK is an innovative and ambitious consortium project that aims to support groups of people in poverty to realise positive health and wellbeing outcomes by improving their digital skills.

The consortium is managed by Tinder Foundation, alongside partners Mind, Family Fund, and Homeless Link. Joseph Rowntree Foundation has also acted as consultant to the project, informing the evaluation approach and providing expert advice.

Reboot UK set out to test how targeted interventions for families in poverty, people with mental health issues and homeless people could lead to significant personal benefits.

There are currently 12.6 million people in the UK who don’t have basic digital skills, and people without digital skills tend to be more likely to experience factors relating to social exclusion. The vast majority of digital skills initiatives are mass-market, and don’t tackle the complex barriers faced by some of the most excluded groups. Reboot UK is the only deep dive project of its kind in the UK that seeks to to break down barriers for hard to reach groups, and to test effective, targeted ways of supporting them.

The design of the Reboot UK model identified three key audience groups that would benefit significantly from deep dive, targeted support to improve their digital skills; families in poverty, people with mental health issues and homeless people. We selected these audience groups because of the following factors:

- A high propensity of digitally excluded people within these groups
- The significant health and wellbeing benefits that these groups can realise from digital technologies
- The expertise of experienced partners (Family Fund, Homeless Link and Mind) in supporting these groups.

Key to the success of the Reboot UK model has been the strong consortium that has been built, marrying the digital inclusion expertise of Tinder Foundation, alongside the reach and expertise in supporting specialist audiences of Family Fund, Homeless Link and Mind. In addition, Joseph Rowntree Foundation provided advice on the research framework and expert insight into poverty and social exclusion in the UK.

The Reboot UK consortium received funding of £329,956 to support 1,000 beneficiaries, at a cost per head of £330.

Reboot UK is a test and learn project that has been designed to be iterative. The project has been identifying good practice, testing it and sharing it amongst delivery partners, leading to the development of an evidence based model that can be shared across the sector, and scaled for maximum impact.
Reboot UK was conceived as a programme that uses digital to change the lives of hard to reach groups. The aim of the project was to do this by linking together the internet and the improvement of wellbeing. The test and learn approach has allowed us to explore, deploy and adapt the most effective and practical ways of achieving this aim.

The project has been achieving this through two phases:

1. **Phase one (months 1-3):** we identified the needs of people from our target groups and the range of models for helping them to improve their health and wellbeing.
2. **Phase two (months 4-12):** we are testing and evaluating models of interventions through an action research project with 21 specialist local partners, engaging at least 1,000 beneficiaries.

The project is set to conclude in August 2016.

### 3. The delivery model

To deliver the Reboot UK project, we recruited a network of 21 delivery partners, all supporting one of our target audiences, to help shape delivery models, and to test them in community settings, helping to create an evidence-based model of supporting groups in poverty.

All 21 delivery partners, as well as the three consortium partners, and research partner Joseph Rowntree Foundation, shaped the design of the three identified interventions: peer mentoring, shared practice and home access. These interventions were shaped through:

- A detailed literature review, assessing current examples of good practice in supporting our three key audiences
- In-depth focus groups with consortium partners, delivery partners and beneficiaries
- One-to-one interviews with consortium partners and delivery partners.

Originally, the project proposed to apply digital to change lives by teaching vulnerable groups specific digital skills to enable them to access health information online. In the three month consultation at the beginning of the programme, it became clear that this proposed delivery would not be suitable for the specified audience groups, with both consortium and delivery partners telling us that due to the significant digital exclusion of their clients, other digital priorities posed a more immediate concern and they needed to be addressed as part of the interventions.

In response to consultation, the focus of the programme shifted. Reboot UK focused its test and learn approach on exploring and iterating the most innovative and effective ways of engaging and teaching more general digital skills among the designated groups.

This three month consultation phase also helped us to shape our research framework, developing a set of anticipated outcomes for beneficiaries that were agreed upon across the
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project, with advice from Joseph Rowntree Foundation. Surveys measuring digital skills and wellbeing (used as a proxy for other health outcomes) were agreed upon by all partners, in order for us to measure distance travelled by beneficiaries.

Reboot UK has a strong and sustained focus on measuring the wellbeing benefits of skilled internet use for vulnerable people. The underlying premise for this wellbeing focus is that:

- Digital skills create benefits for new internet users that can be felt immediately
- Many of these benefits impact positively on the wellbeing of the learner.

Through the initial research phase, we soon realised that positive effects were not about the specific digital content or resources that an individual is exposed to (for example, online health information), but the skills and attitudes that digital skills - and the internet more broadly - can open up in relation to people’s lives.

The initial Reboot UK consultation period developed three interventions:

- Peer mentoring
- Shared practice
- Home access

These interventions provided individual projects with a clear outline structure within which they could develop new ways of teaching and engaging beneficiaries. Local delivery partners had the freedom to choose any of the interventions, and deploy and iterate the outline model for their chosen intervention(s) to best suit the needs of their client group. Webinar training sessions were developed by Tinder Foundation, supported by consortium partners, to allow delivery partners to understand and discuss these three interventions, and present their approaches to delivering them.

Delivery partners included those currently already delivering digital inclusion and digital skills support, with Reboot UK funding allowing them to formalise their offer, provide new services and reach new people. The project also involved partners who were using Reboot UK as their first opportunity to embed digital inclusion within their delivery. The mixture of digital inclusion and specialist support delivery partners meant expertise has been shared widely, providing significant strength to the programme. Each of the 21 delivery partners selected an intervention, or set of interventions, that they wished to test.

Critically, Reboot UK has encouraged diversity in the models of delivery deployed, and an ‘innovate and fail fast’ model of engagement. Throughout the project, the Reboot UK project team have been sharing practice (both successful practice, and where challenges have presented themselves) among delivery partners, sharing training approaches, and offering direct advice on intervention adaptations. The result of this ‘agile’ approach has been the development and continuous adaptation of delivery on a partner-by-partner basis.

We are now mid-way through the delivery phase, and our 21 delivery partners are testing interventions with their key audience groups. As a true test and learn project, we are
collecting feedback on what has worked well, as well as where we have faced difficulties, or if interventions haven’t worked well with a particular audience group. This has allowed us to create an evidence based model for supporting people in poverty to improve their digital skills.

Throughout the process, we are also collecting key insight data from project beneficiaries, measuring their progression to improved skills and wellbeing, and to other positive benefits.

4. The Reboot UK consortium

Reboot UK is founded on a strong consortium which brings together four partners with significant expertise, and with combined networks of thousands of community partners, engaging some of the most disadvantaged people in the UK:

- Tinder Foundation, which has supported 1.8 million people, of whom 80% are socially excluded, to develop digital skills
- Family Fund, which supports families in poverty raising disabled or seriously ill children
- Homeless Link, which works with the homelessness sector to make services better
- Mind, which supports people experiencing mental health problems.

Bringing digital inclusion expertise together with specialist service delivery has been a key success of the Reboot UK consortium.

Although not identified at the outset, the value of Reboot UK as a means of upskilling specialist partners, and allowing them to embed digital skills within their delivery has been key, and will be a lasting legacy of the project. Reboot UK aims to reach and support the most vulnerable through digital by:

- Boosting in-house digital inclusion in specialist services;
- Allowing digital inclusion services to develop partnerships with specialist services.

Reboot UK has enabled digital skills training to take place in 10 specialist organisations, where there was previously no digital skills provision. The project has also facilitated numerous referral partnerships which direct learners toward community support. In this way, the consortium has also created considerable value in the total digital skills ecosystem by joining up specialist services and digital skills. Top-level support from consortium partners has been vital to this outcome.

Gavin Atkins, Head of Community Programmes and Grants at Mind, believes that Reboot UK has been a “great opportunity for Mind to explore and think about the wider applications and benefits of digital inclusion for our beneficiaries”. Reboot UK has added value to the wider
support on offer in Mind centres by creating the opportunity to “engage people in non-traditional delivery and addressing perceived barriers for some in getting online.”

Tasmin Maitland, Head of Innovation and Good Practice at Homeless Link, speaks of how Reboot UK has combined flexibility and innovation. Tasmin praises the way in which the project has capitalised on “partners’ understanding of the specific needs of their service users” and combined this with “new ways of engaging homeless people with digital skills”: “The project has allowed us to test new approaches in depth and with dedicated staffing resources”, which has supported digital inclusion work through “trained peer mentors, client-led sessions, one-to-one and group work, and the innovative delivery of Open Cinema.” “We’ve seen positive outcomes for both the service users developing digital skills and for the peer mentors, some of whom have already gone on to paid work.”

Family Fund directly delivered the project by providing digital skills training to families in their own homes. Family Fund delivered directly as part of Reboot UK, and took a real test and learn approach along with other community delivery partners. Jenny Laycock, Digital Skills Manager at Family Fund says of the project:

“Tinder Foundation have facilitated a partnership that has allowed us to truly work together with partner organisations and share knowledge experience and best practice. Family Fund has been able to use this to explore different methods of delivery and support that we had considered to be impracticable in respect of our families, such as peer mentoring and support. This kind of partnership working is enabling Family Fund to widen its own experience and understanding in a way that can only benefit the families we serve.”

As part of the consortium, Family Fund were supported to “deliver a programme that tackles specific needs and really makes an impact.” From the perspective of the rest of the consortium, Family Fund’s involvement has highlighted the issues particular to families in poverty, and has specifically broadened understanding of the possibilities for digital inclusion with such a group.

For Tinder Foundation, the Reboot UK programme has provided them with an opportunity to test a new way of supporting digitally excluded individuals who need targeted support, and helped them to build lasting partnerships, both nationally and locally.

Nicola Speake, Project Manager for Reboot UK says the project has “significantly broadened our understanding of how we can support hard-to-reach groups with particularly complex needs”, as well as “building a supportive, expert consortium of partners who are learning from each other, and strengthening each other’s expertise and delivery models on an ongoing basis.” For Tinder Foundation, the Reboot UK model will shape the way they support these audience groups, and others going forward.

For all consortium partners, the value of the Reboot UK consortium has been significant to their own strategic positioning on digital inclusion, and to the outcomes of their beneficiary
groups. It has brought new partners into the digital inclusion sphere who bring new expertise and new approaches to delivery, significantly strengthening the sector, as well as widening understanding of the benefits of digital inclusion for a broader range of audience groups.

This model of capacity building has created significant value in engaging vulnerable and excluded audience groups, and provides a model that can be scaled into the future, underpinned by the learning from Reboot UK.

“Reboot UK has gained momentum as positive outcomes have been achieved. We are keen to look for ways to sustain and extend this work beyond this initial phase.”

Tasmin Maitland, Homeless Link

5. Theory of Change and Project Methodology

Reboot UK aims to test how three targeted interventions (peer mentoring, shared practice, home access) could lead to significant personal benefits for families in poverty, people with mental health issues and homeless people.

There are 12.6 million people in the UK without basic digital skills, and there is a substantial correlation between digital exclusion and social exclusion. Only 40% of people with no formal qualifications are online and 58% of households with an income less than £12,500 per year have access to the internet. This is in comparison to internet access amongst 99% of households where there is an income of more than £40,000 per year. Among sociodemographic groups, 87% of ABC1s have basic digital skills compared to just 65% of C2DEs. Disabled people are particularly less likely to be online with 25% of those who are disabled having never used the internet compared to 5.7% who are not disabled.

Reboot UK starts from the premise that digital exclusion is a key factor in social exclusion, and that providing people with digital skills can help them to become more socially included.

Theory of Change

Reflecting this aim, we developed a Reboot UK Theory of Change, to explore how digital skills can be taught through three targeted interventions focused on driving positive

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2 Ibid.
3 Ibid.
5 Internet Users in the UK: 2016, ONS, May 2016.
outcomes for the project’s three target audience groups. This Theory of Change has the following steps:

A. Digital engages the most vulnerable in learning
B. Digital builds confidence and opens up learning skills
C. Improved digital skills lead to wellbeing benefits
D. Improved digital skills and confidence provide a gateway to wider benefits.

**Fig 1. Reboot UK Theory of Change**

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Reboot UK is a test and learn project, and is designed to identify good practice, test it and share it amongst delivery partners, in order to generate a robust evidence base about what works.

The test and learn approach means that delivery models used in Reboot UK have been diverse, supporting vulnerable individuals from a wide range of backgrounds and with varying and complex needs.

Evaluation of the interventions has provided a wealth of qualitative evidence and quantitative data demonstrating impact. This report focuses on identifying the key features
of successful delivery across the local partners delivering the project, and the conditions required for those features to emerge.

**Methodology**

Evaluation of the project uses a mixed-methods approach that combines qualitative interview data, observational data, and quantitative survey data:

- **Surveys** of the learner cohort are being used to collect demographic data, wellbeing and skills progression, and additional education and employment outcomes. Surveys are being completed by a 50% sample of the learner cohort. This is a large sample size which enables us to draw robust conclusions about the overall efficacy of the project.

- However, because of the complex needs of the audience group, the use of surveys has not always been appropriate or manageable. Tinder Foundation has therefore worked hard to provide qualitative data to supplement quantitative data. This combination enables us to measure both the efficacy of the project in total, and the efficacy of single delivery sites.

- The evaluation of Reboot UK seeks to measure the link between digital skills and increased wellbeing. Quantitative data helps to support this by collecting responses across these two fields. As part of the progression surveys, we collect robust quantitative wellbeing data. This is collected through three separate verified measures. The Shorter Warwick-Edinburgh Mental Wellbeing Survey (SWEMBS), the wellbeing questions from the ONS, and a single social trust question. The diversity of these measures allows data to be collected on a range of feelings which contribute to a picture of wellbeing. These include questions about self-efficacy, confidence, anxiety, future planning, and social relationships.

- As part of the progression surveys, quantitative digital skills data is also being collected on digital skills outcomes. Digital skills outcomes are very difficult to capture through surveys as individuals with low skills tend to overrate their skills initially. As they learn more about digital technology, they rate their skills as being relatively lower, as they become more aware of the functions and skills that they do not understand. To try and mitigate for this effect, surveys contain three kinds of question. We ask about:
  - Frequency of use;
  - Self-rating of internet confidence and general skill;
  - Self-rating of specific skills.

  These measures are designed to supplement the self-reported skills progression reported in interviews.

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6 Full list of the questions that these measures contain is available in the following paper: http://www.neweconomics.org/publications/entry/measuring-wellbeing.
• **Qualitative data** collection has been extensive in the project. Semi-structured interviews, peer interviews, and observations have been used to explore how learners articulate their own experience of digital skills. Qualitative data is vital because:
  ○ It explores the link between digital skills and wellbeing, providing causal data for the project
  ○ It provides greater outcome accuracy by allowing learners to articulate what they believe their outcomes to be
  ○ Qualitative data collection methods are more client-focussed. Clients often engage better with interviews than surveys, and this produces better data.

• Wellbeing and digital skills data is reinforced with **qualitative interviewing** with beneficiaries and project leads. Interviews have the opportunity to explore self-ratings, and ask learners to reflect on distance travelled. Interviews also allow learners to articulate the link between internet use and wellbeing. This gives causal data to the findings.

### 6. Interim findings

This interim findings report presents evidence of impact from the project to date. Evidence is presented firstly against each stage of the Reboot UK Theory of Change; and then against each of the three interventions the project is testing.

The test and learn approach has given us a wide range of evidence and data. The flexibility of approach means that delivery partners have all iterated the project differently, with many adapting delivery during the course of the project. This means that quantitative comparison within the data is difficult. However, the data available is sufficient to:

• Identify examples of best practice within and across the interventions
• Identify the conditions that make these interventions successful
• Compare the success of each intervention in terms of adoption and outcomes.

From this evidence, we can draw clear conclusions about the conditions that need to be in place for specialist and digital inclusion partners to improve positive outcomes for the most vulnerable. This will be the key theme of the final report, where the implications for scaling will be explored in more detail.

This section of the interim report:

• Outlines the learning so far mapped against each step of the Reboot UK Theory of Change and
• Sets out the key learning from each of the three targeted interventions the project is testing.

**Learning mapped against Reboot UK Theory of Change**
For each stage of the Reboot UK Theory of Change, the key learning at this interim stage of the project evaluation is mapped out below.

### A. Digital engages the most vulnerable in learning

<table>
<thead>
<tr>
<th>What we wanted to test</th>
<th>Targeted interventions, delivered through specialist partners engage the most vulnerable in digital skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we are learning</td>
<td>Community and specialist services are well placed to deliver digital skills to vulnerable groups. Because this method of engagement is informal, digital skills can provide an accessible gateway to further learning and increased wellbeing.</td>
</tr>
</tbody>
</table>

Community and specialist services are well placed to deliver digital skills to vulnerable groups. Reboot UK measured improvement in digital skills across seven measures and **as a result of the programme, there has been improvement across all measures**. The table below shows the mean progression across each measure:

<table>
<thead>
<tr>
<th>How often do you use the internet?</th>
<th>7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate your ability to use the internet?</td>
<td>10%</td>
</tr>
<tr>
<td>Overall, how confident are you in using the internet when there is nobody there to help?</td>
<td>10%</td>
</tr>
<tr>
<td>People have different opinions about the internet. To what extent do you agree or disagree with the statement &quot;The internet makes my life easier&quot;?</td>
<td>6%</td>
</tr>
<tr>
<td>How does the statement: &quot;I am confident about writing a comment on a blog, website or forum&quot; relate to you?</td>
<td>5%</td>
</tr>
<tr>
<td>How does the statement: &quot;I feel comfortable deciding who to make friends with or follow online (e.g. on services like Facebook, Twitter or Tumblr)&quot; relate to you?</td>
<td>6%</td>
</tr>
<tr>
<td>How does the statement: &quot;I know which information I should and shouldn't share online&quot; relate to you?</td>
<td>8%</td>
</tr>
</tbody>
</table>

Across all measures of digital skills, this results in a mean improvement of **7.4%** per learner.

Learners improve their digital skills through community support. By being engaged in digital skills, vulnerable learners are entering informal adult learning. Reboot UK is showing that individuals understand that digital skills are increasingly necessary to participate in society and interact with government. They also understand that the internet offers benefits to them. In today’s society, digital is a required literacy, and digital skills are an expected norm.
Services are now designed around the expectation that users will possess digital skills, and individuals understand that they are excluded through a lack of digital skills:

“Clients are really interested in the project, and are feeling the need to go online because of government and council services going online. A lot of people have come along because they have been anxious about using the internet and worried that they wouldn’t be able to use it if they had to.”

Matthew O’Gorman, Mind in Croydon

Some beneficiaries have expressed the desire to access the internet as they know that they are excluded by their lack of digital skills, and respond well to support that is accessible to them. The evidence suggests that community support through Reboot UK can make digital skills accessible and engaging for vulnerable individuals. As one learner stated:

“I’m quite happy in this learning environment because I’m not intimidated at all.”

If learners are engaged in the right way, by an organisation that can offer them the support they need, then they start to overcome their fear of digital, and start to become motivated by the opportunities that digital offers. When asked about digital skills, one learner said:

“Your confidence grows and as you get comfortable in terms of doing things for yourself. Then you realise that it’s not actually that hard, it’s something you can learn. I think it’s really helped me in terms of confidence, me doing it for myself”

B. Digital builds confidence and opens up learning skills

<table>
<thead>
<tr>
<th>What we wanted to test</th>
<th>Digital skills build confidence and help vulnerable individuals be more open to progression and future planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we are learning</td>
<td>Learning about digital is accessible and exploratory. Progression is easy to see, and this boosts the learning confidence of the most vulnerable. Increased confidence indicates increased wellbeing.</td>
</tr>
</tbody>
</table>

The vulnerable individuals reached through Reboot UK often have low learner confidence. This means that they tend to be very anxious, not only about gaps in their own skills, but about the process of learning and their ability to learn. This may be informed by poor experiences in formal education, distance from education or low literacy and functional skills. Across the mental health target group, low learner confidence was frequently compounded by low information retention, brought about by medication or medical intervention.

Reboot UK is showing that learning digital skills helps vulnerable people boost their confidence both through:
● The acquisition of new skills, and the functional use of the internet
● The successful engagement with a learning process. Supported digital inclusion is a learning process, and through digital inclusion, learners become more confident about their wider ability to learn and retain information.

Learning digital skills is simple, accessible, and favours exploratory learning. Reboot UK is finding that when digital skills are offered in combination with appropriate support, learners can progress quickly; and that progression in learning boosts learner confidence:

“It’s made us feel more confident on what I’m trying to achieve whether or not the jobs acknowledge you, that’s a different thing altogether but it’s made us more confident in learning.”

“I really don’t know a lot about technology, but what I’m learning here, I’m benefiting from, and the way I’m supported gives me a lot of confidence, and it gives me the confidence to ask for support.”

Learners in Reboot UK are linking this newfound confidence to planning for the future, optimism about the future, and feelings of control. These feelings are all wellbeing indicators. Learners are articulating these effects of digital skills as follows:

“I just feel a lot more motivated to get up and get out of bed and do things, which is good, because at least I’m achieving something.”

“It’s new to me, what I’m learning. What I’m doing now has opened up other aspects of the future, which I would like to consider.”

The ability to plan for the future is a very important factor of wellbeing, with progression to further learning and job outcomes particularly important. Reboot UK is showing that digital skills boost confidence, and in doing so, establishes digital as a gateway skill, demonstrating to the individual that further learning is possible and achievable. The project is showing that digital skills help individuals to take steps to plan their future, further learning, and wider skills development:

“The learning thing has made me think about other things. I’m going to enrol on a course at Swarthmore, Maths and English. It would be good if I can get them, because they are GCSEs.”

“I learnt a lot more about spelling through Facebook than anywhere else.”

“I just like felt good in myself because I’m actually doing something to make myself better.”

Finally, evidence from Reboot UK is demonstrating that digital skills are taught most effectively in supported, informal settings. Learners do not have the confidence to access formal education, and need support models that are sympathetic to their learning requirements and level. Informality is key for many learners, because they are anxious about
comparing themselves to other learners. They want to learn at their own pace, with support and goal setting from a mentor. One learner said of centre support:

“You don’t feel silly because you don’t know if somebody is doing better than you or not. You’re not wondering why you can’t keep up with them”

These settings open a route into education for vulnerable people with very low learner confidence. In turn, this creates benefits through the process of learning, support from tutors and mentors, and the wider benefits of digital inclusion.

C. Digital capability drives benefits in mental wellbeing

<table>
<thead>
<tr>
<th>What we wanted to test</th>
<th>By supporting individuals to improve their digital skills, they will also improve their wellbeing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we are learning</td>
<td>That there are measurable, significant, and attributable increases in the mental wellbeing of those being helped through Reboot UK.</td>
</tr>
</tbody>
</table>

Reboot UK is showing strongly that learning digital skills helps vulnerable people boost their confidence. Qualitative evidence collected by the project shows that learners are describing the impact of digital skills using a range of wellbeing terminology, including self-efficacy, usefulness, and reduced anxiety. This qualitative evidence is supported by quantitative data which measures the wellbeing change of beneficiaries across time.

Reboot UK is using three core measures to collect quantitative mental wellbeing progression data across the project. The measures selected are widely used in health and public policy to measure wellbeing.

The data collected is showing that the wellbeing of individuals is improving across all delivery partners. There is slight variance between the separate wellbeing measures, but all are showing positive change between engagement and completion of the Reboot UK intervention:

- The data for social trust as an indicator of wellbeing has increased by an average of 0.4 data points
- Aggregated data from the ONS wellbeing measures shows a positive effect of 1.3 data points
- Data from the Shorter Warwick and Edinburgh Mental wellbeing Scale (SWEMWBS) shows a positive change of 1.01 data points.

At the beginning of the project, the average wellbeing score through SWEMWBS was 16.88. At the close of the project, this was 17.98. To put this in context, the Health Survey for England places the national mean at 23.61. The SWEMWBS value can range between 7 and 35.
The graph below illustrates change against the ONS measure for anxiety:

![Graph illustrating change against the ONS measure for anxiety]

This question asked by Reboot UK was ‘Overall, how anxious did you feel yesterday?’ where 0 is 'not at all anxious' and 10 is 'completely anxious'. The graph shows that Reboot UK is delivering a marked reduction in anxiety through the course of the project.

In both pre- and post-intervention measurements, participants are heavily weighted towards 5 and 6 on the scale. They are significantly more anxious than the general public. ONS data puts 30.4% of the public at 5 and above on the scale. Before the intervention, 55.8% of Reboot UK participants scored over 5 on the scale. After the intervention, 52.1% of participants scored over 5 on the scale. 15% of the cohort showed reduced anxiety after the intervention. This shows significant improvement given the short timescales of the project and the complex client group that Reboot UK supports.

D. Improved digital skills provides a gateway to wider benefits

<table>
<thead>
<tr>
<th>What we wanted to test</th>
<th>That digital skills are an essential gateway in enabling the most vulnerable to take specific steps that generate wider and sustained personal benefits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we are learning</td>
<td>Because digital is a necessity for modern life, digital skills can immediately be applied by vulnerable individuals to take steps they otherwise would not have been able to take, particularly in improving their confidence and efficacy in seeking work.</td>
</tr>
</tbody>
</table>

Reboot UK is showing that learning digital skills has specific benefits for long-term unemployed people. The combination of conditional welfare benefits and low digital skills often experienced by vulnerable people creates anxiety. Job-seekers need digital skills to
meet the terms of claimant commitments imposed by their jobcentre, and this is a major drive for learners to seek support with digital skills:

“I went to the dole and they said “What can you do?” I saw the computer and said “I’m not sure I can do that”. I’m not sure I can do that and I don’t want to do it on me own in case I mess it all up.”

The characteristics and drivers of lower anxiety are complex in these cases. When learners seek digital skills support as part of wider unemployment support, wellbeing improvements can relate to a range of reasons. Job-seeking beneficiaries articulated the following benefits that are specific to their unemployment:

- Learners feel more able to cope with the specific conditions of their benefits payments
- Learners feel like learning digital skills is part of wider job-readiness
- Learners feel closer to the job market
- Learners feel more in control of their situation

Reboot UK reached unemployed learners who were a long way from the labour market, and although moving individuals towards job readiness wasn’t a key aim for the project, beneficial outcomes in this respect have been identified. Unemployment was a factor across all target groups, but was concentrated in the families in poverty and homeless target groups. For long-term unemployed individuals on Jobseeker’s Allowance, whether they are homeless or not, the use of the internet to fulfill JSA conditions is a priority to help them avoid deeper poverty. For this reason, learners across these target groups reported similar experiences of using the internet, and the benefit of supported digital skills.

As is to be expected, learners needed support to fulfil the conditions of their benefits:

“They’ve helped me find my Universal Jobmatch numbers, which was difficult for me. Any part of using a computer that was difficult for me, they’ve helped me with. They’ve helped me, and then I’ve learnt and I’ve done it myself.”

“Because of benefits, you’ve got to use a computer, no matter what. It’s good to have a person there to help you. If you don’t understand a thing, then you can ask.”

Because jobseeking online is a relatively complex digital skill, even learners with the confidence and skills to access the internet for recreation still required support to interact with government services:

“I love computers [...] When I’m in the house and I’m lonely, I go on the internet on my phone. It’s great and I wouldn’t be without it. But I often ask for help when I use the computers for job search. Not as much now as when I first came, but sometimes. I’m not very good at uploading CVs direct to companies. It’s something that I need reminding of a lot.”
Benefit conditions complicate the relationship between unemployed people and job advisors. Reboot UK is showing that the delivery of supported digital skills can help to address some of the anxiety this creates:

“I don’t know if it’s just the way it’s set up at the Jobcentre, but because it’s a requirement to use the internet, you’re anxious about it and there’s that expectation on you so it’s almost like there’s a glass barrier between you and the advisors. You can’t have a conversation.”

Learners in this cohort engaged by the project cite employment as a direct goal; and digital skills (and a record of achieving digital skills) is seen in the context of job readiness:

“I’m hoping that once I’ve passed it, it will lead me on to a good job.”

Although online job-seeking is a priority for many learners, they still frequently articulated the wider benefits of digital skills. One learner recognised a point at which he started to distinguish between seeing digital skills as a functional way of collecting ‘evidence for the Jobcentre’ and the wider benefits of digital skills:

“I think it’s really helped me in terms of confidence, me doing it for myself, and also maybe helping others to do the same thing because at least I’ve seen the benefits and I’ve seen what it’s done for me, so at least I can be able to encourage others, or pass what I’ve learnt to someone else.”
Learning from Reboot UK Interventions

For each of the three interventions tested and iterated through Reboot UK, the key learning at this interim stage of the project evaluation is mapped out below. In each case, a more detailed ‘emerging Theory of Change’ has been presented.

A. Peer Mentoring

Peer mentoring encourages people from similar circumstances to support each other to build independence and resilience. Reboot UK uses this to encourage digital skills support. This model creates a non-hierarchical learning environment, which facilitates support and ‘discovery learning’. In Reboot UK, this model of support has often be facilitated by volunteer peer mentors and expert tutors.

Emerging conclusions

- Peer mentoring interventions were particularly successful in specialist mental and homelessness services.
- Peer mentoring creates an open and informal learning environment, which facilitates learning for low-confidence individuals.
Volunteering pathways give vulnerable people progression routes after crisis points in their lives.

Data

Reboot UK is still in progress, and some delivery partners have made greater progress with their delivery than others. Within the peer mentoring intervention, The Cathedral Archer Project are ahead of profile, and have successfully engaged learners in the survey process. By focussing on the data from The Cathedral Archer Project, we can isolate the effectiveness of the intervention at a single centre within Reboot UK.

The Cathedral Archer Project successfully engaged beneficiaries early in the project. As a result, they have near-complete data (N=34 out of 50). Within this sample, SWEMWBS data shows a mean of 16.89 at point of engagement, and a final wellbeing mean of 21.54. This can be compared to the national average of 23.61. This improvement represents meaningful change.

Within the ONS wellbeing measures, the total aggregated improvement for this sample was 7.3. At the beginning of the project, 42% of learners reported anxiety ratings over 5. Post-intervention, none of the clients reported an anxiety rating over 5.

This data is combined with high progression data across digital skills measures. The mean improvement per learner was a 27% improvement in digital skills.

Mental Health

Peer mentoring is a common support technique used in mental health services. In support settings, it is commonly used therapeutically. Reboot UK has taken this model, and adapted it in informal learning to develop digital skills. This synergy with techniques already used in mental health contexts lead to the widespread adoption of peer mentoring within Reboot UK. This was particularly marked among specialist mental health partners. Mental health is the most distinct target group within Reboot UK. This is because some individuals with poor mental health have specific learning needs:

- Reboot UK reached learners with severe and enduring mental health needs. The health of this group was significantly poorer than the general project cohort.
- Learners with severe mental health needs may be on medication, or subject to medical interventions, which impair cognitive functions. Memory and attention span are particularly diminished.

In addition, individuals in this target group may not be required to actively seek work. When this is the case, individuals do not prioritise digital skills for work. This creates opportunities for more experimental delivery models.
Peer Mentoring as a Recovery Route

Peer mentoring creates a progression route for service users. By creating volunteering roles within the service, peer-led delivery has impacted both integration and learning outcomes for mentors. Peer mentoring has offered a progression route for both learners who have come through the Reboot UK support programme, and individuals from within specialist services who are digitally skilled and able to pass on their skills.

Peer mentors speak of how the project has enabled them to integrate into their communities, and how volunteering has given structure and purpose back to their lives after points of crisis. One learner from Evolve Housing + Support describes this with particular accuracy:

“I wasn't taking part in any sort of involvement I suppose, and I was kind of going to my room, drinking and you know feeling quite lonely but now because I’m taking part and peer mentoring I’ve built up a few friends. I don’t feel that loneliness anymore so that’s curtailed the drinking and actually given structure back to my days.”

There is evidence from the project that peer mentoring is a route back to employment, and employment outcomes. Crisis services delivering Reboot UK often support individuals who are making changes in their lives, following points of breakdown. Often these individuals are changing career, and finding ways to integrate back into society:

“On this volunteering path, I think I’m bringing some kind of self-satisfaction knowing that I'm helping others and on top of that working towards paid employment again.”

This kind of integration has clear wellbeing benefits. Peer mentors are responsible for other learners, and take specific responsibilities within the project. One Reboot UK project used peer mentors to engage younger service users. This gave additional responsibility to mentors, which produced additional value within the role:

“I think I have changed, I think of course I’m mindful, more mindful of the fact that I'm a mentor to people younger than myself, I take myself more seriously.”

The positive engagement of peer mentors in the project has been vital to the outcomes for beneficiaries. Reboot UK’s mentoring programme provides unique volunteering roles for beneficiaries and service users. These volunteering roles create outcomes in themselves, by creating personal development opportunities for mentors. Within crisis support, these progression routes are key for recovery.

Case Study: Owen’s Story
Owen Popperwell walked into Evolve Housing + Support, desperate to find somewhere to live. Over the course of two weeks, he got a referral from the Council, an interview with a support worker, and a room at the hostel. For Owen, “it was like the turning point in a road that was going nowhere.”

He explains: “I was going through a difficult part of my life, you know, I was living with girlfriends and then living with brothers and then living on couches and then living on park benches and in cars, and it was just getting worse and worse. One day when I went back to my Mum’s, again, she just said, “No, you can’t stay.” I think they call it tough love. It hurt. They just wanted me to sort myself out, but I didn’t know where to start.”

It took Owen a while to settle in at the hostel, and at first he kept himself to himself. But Gamel, his support worker, soon persuaded him to get involved in the activities, including Evolve’s new peer-run computer classes.

“I’d used the computers but I was going on Facebook, YouTube, just recreational stuff, killing time,” explains Owen. “Then one day I thought, ‘You know what? I need to sort my CV out’. I’ve not worked in years but it was like I was just ready. I felt good enough and better enough and settled enough to start looking for work.

“I was looking for something part time, because I didn’t want to get deep into work and then realise it’s a bit too much and then go all the way back again to where I was. I wanted to build it up.

“I knew about these websites and stuff to look for jobs but not how to use them, and I didn’t have anything like a CV to send out. So the tutor, she got me to gather together all my qualifications and put them on the computer. At the same time the IT classes were going on and I was finding out things I didn’t know you could do on a computer, like attaching documents to your email and things like that.”

Owen started job hunting online, too, applying for 10-15 jobs a week. He says: “I got feedback from quite a lot, and then all of a sudden, bang, I’m getting interviews - people actually want to see me, which I’ve never had in my life!

“Now everyone’s talking to me again. People are phoning me, and my Mum, she’s so proud of me. I don’t think she thought I could turn myself around, you know? She speaks very highly of Evolve and everything they’ve done for me. She said to me, “You need to give something back, they’ve given you so much, you need to give something back.” So when Gamel suggested I become a customer rep - like the guy on the front desk that first day - I decided to do it.

“I thought I was being taken for a mug at first, and I thought, ‘how am I going to help anyone?’ But I went to a few meetings and started slow. And I started to engage with the other customers and started getting involved with things. Helping others get involved, too. The kind of service Evolve laid on for me, I mean, I sometimes I think about where I was and where I am now and it’s frightening. I believe for this to really work, for me to really complete this circle, I need to give something back. It’s part of keeping my feet on the ground, you know, not getting too
above myself because it’s a long way to fall all the way back down.”

Now Owen is a customer rep at Evolve and a peer mentor in Evolve’s computer classes. He’s also working 16 hours a week, and he’s finally got his own place in a block of flats in New Addington. He’s keeping himself busy decorating, sorting his bills out, getting to know the neighbours and working.

“I feel good in myself now,” says Owen, “I feel like Owen. I wasn’t myself for a long time. But then that’s the frightening bit, because when things are good you think ‘is it all going to start falling apart?’ and you start thinking the worse and everything.

“I wouldn’t be where I am now - I wouldn’t have done even a quarter of it - without Evolve. Without Gamel helping me, being so positive, believing in me. Without the computer centre, and the shelter, and all of that. I’ve come from sleeping on park benches to my own place, my own job. And I’m pretty happy with that - in fact I’m over the moon. I owe everyone there a really big thank you.”

Tano Bellone is Work and Learning Manager at Evolve Housing, and he’s seen how far Owen’s come since he first walked through their doors. He’s delighted that the Reboot UK project allowed them to offer computer classes on site, because it’s been an important part of Owen’s journey. He says: “Being able to offer computer classes has really enhanced what we do at Evolve, and Owen’s a great example of how it’s already making a difference.

“Much of what Gamel has done with Owen has been about finding information and re-making connections, and these days the internet is a key part of that. It’s also obviously important in finding work and building skills for work. Learn My Way is a really effective tool for us because it’s bite-sized, and people can dip in and out and learn relatively independently - at their own pace, with support available as and when they need it.

“The computer classes are now the most popular classes we run, and there’s always someone asking about them. We want to extend them so we offer them at all of our shelters, and perhaps have peer-to-peer mentors, like Owen, helping us to run the lessons. Hopefully that will see even more people build their confidence and skills, and move into stable employment and accommodation - just as Owen has.”

B. Shared Practice

Shared practice brings together specialist services and digital skills support. As part of Reboot UK, the intervention has facilitated and supported the delivery of digital skills within settings that have no capacity for the in-house delivery of digital skills. Some delivery partners have used this model to reach out to crisis services, such as food banks, but the most success within this intervention has been the coupling of specialist social care and mental health provision with digital skills delivery.
Emerging conclusions

- Shared practice has driven digital skills outcomes in settings which are unable to deliver these skills in-house
- Digital skills education is valued by specialist mental health services for its contribution to recovery and integration
- Reboot UK has supported UK online centres to find new ways of reaching and engaging target audiences by adapting to the needs of that audience.

Shared practice allows digital engagement to take place in specialist settings which do not have the capacity to deliver these skills in-house. This intervention was particularly successful in specialist mental health settings.
Data

Another centre with a near-complete data set is Abington Centre of Education (N=38 out of 50 beneficiaries). Abington Centre of Education deliver digital skills through one-to-one outreach on a secure ward in a hospital specialising in inpatient mental health care. By providing support that would not otherwise be available in this setting, they are a key example of Shared Practice.

In this sample, SWEMWBS data shows a mean of 21.54 at point of engagement, and a final wellbeing mean of 24.11. This can be compared to the national average of 23.61. Data across the ONS measures show an improvement of 2.2 data points. Learners reported feeling less anxious, with a mean 8% improvement. Before the intervention 27% of learners had an anxiety score over 5, and after the intervention only 13% had a score this high.

For this cohort, mean improvement in digital skills was low: 1.5% per learner. However, considering the severely excluded group that this centre reached, skills improvements are noteworthy. This intervention should also be seen in the wider context of the digital skills ecosystem, and skills benefits to this group we not possible prior to Reboot UK:

“There was no education provision until Abington Centre of Education came along. They help to prepare patients for the outside world at the same time as supporting their mental health and wellbeing.”

Carlotta Oakenfull, Occupational Therapist

Partnerships and Community Integration

Reboot UK has funded diverse organisations to develop meaningful ways of supporting vulnerable adults to develop digital skills. Across the mental health target group, Reboot UK has supported shared practice as a way of providing informal digital skills support to individuals in specialist mental health settings.

Reboot UK supported a range of delivery models which sought to meet the specific learning needs of the target group within the shared practice model. Abington Centre of Education provides a key example of the impact that shared practice can create, providing both outreach skills on the ward and a safe learning environment in the community. This combines skills training and pastoral care. This combination is endorsed by occupational therapists within the NHS. Digital skills programmes are particularly important in mental health organisations because clinicians recognise the occupational therapy benefits of education. Education is seen both as a way of increasing skills, and as a way of facilitating recovery.
Elsewhere in the programme, shared practice took a number of forms. Shared practice was predominantly used as a way of engaging the mental health target group, and adapted to suit the needs of this group in the most effective way. Leeds Mind provided successful outreach at mental health day centres. Northfield Community Partnership also developed outreach at a specialist mental health social care provider, Creative Support. To facilitate the occupational health element of delivery, Creative Support tried to refer clients to Northfield Community Partnership, rather than rely on outreach delivery. This referral route did not work as clients needed more intensive support to access services at an unfamiliar location.

In response to this, Northfield Community Partnership adapted their delivery to include a ‘pick-up’ service, through which workers would travel to their specialist referral partner, Creative Support Ltd, and walk clients from the specialist service back to the IT support centre. Northfield Community Partnership are also spending more time at the specialist centre in order to build relationships which can then be built upon through further support. These are small adaptations to delivery, but they provide a good example of how community education pathways should adapt to the needs of the client group.

Elsewhere in the project, shared practice has been less successful, despite the best efforts of delivery partners. Easy PC, a community IT training provider in Croydon attempted to set up a number of referral partnerships with specialist mental health services in Croydon. However, they were unable to engage clients through these referral routes. Tinder Foundation took steps to address this, engaging in Croydon Mind to increase the provision of digital skills support within the borough. As a result, Croydon Mind have successfully started to deliver in-house digital skills. Tinder Foundation supported Croydon Mind to develop in-house capacity through direct project visits, sharing resources, and coordinating best-practice webinars in which delivery partners shared their experiences of delivering digital skills.

In addition to this delivery, the funding facilitated co-working between Croydon Mind and Easy PC. Now, in addition to delivering in-house support, Croydon Mind refer clients to sessions that Easy PC run in the community. This is carefully managed to ensure that clients are referred only when they are comfortable and secure with the referral process. Easy PC tested the shared practice intervention by approaching specialist services directly. We learned that time, resources, and additional buy-in from both partners are needed to develop successful shared practice.
C. Home Access

Home access is personal access to suitable IT equipment in the home. As part of Reboot UK, the home access intervention was conceived as the granting or lending of equipment to beneficiaries, in combination with appropriate digital skills support.

Emerging conclusions

- Home access produces high-value individual impact by allowing beneficiaries to reinforce digital skills with home learning
- Because home access requires the organisation of equipment loans, and in some cases home tuition, it is resource intensive and difficult to manage
- Because home access is so resource intensive, it has been difficult to implement across Reboot UK
- The evidence suggests that, despite its benefits, this model is best delivered by local practitioners where resources and conditions allow. This makes it difficult to scale.
Home access projects have been implemented by two delivery partners (West Harton Action Station, Family Fund). Although two additional delivery partners took interest in this intervention at the project outset, they were unable to implement a project which focussed on lending digital equipment.

Those centres who have implemented home access projects have found them intensive, and difficult to manage at scale.

West Harton Action Station engaging 13 individuals in the home access element of their delivery. They have been providing group digital skills tuition, and supplementing this tuition with equipment lending. However, with only four devices available to loan, resource for equipment is very small. West Harton Action Station have been loaning devices for 4-6 week periods, to ensure that learners receive long-term benefits from the support which has created strain on their equipment resource, resulting in them being unable to deliver this element of the project at the intended scale.

Family Fund’s Reboot UK delivery was the implementation of a digital skills programme to reinforce a pre-existing equipment granting programme. Family Fund have delivered one-to-one training to 40 individuals to supplement grants of IT equipment.

During the research phase of Reboot UK, Family Fund tested a model which combined one-to-one training in the home with a grant of IT equipment. One-to-one training was identified as the most suitable delivery model, with evidence suggesting that this could effectively overcome the barriers to using digital technology faced by Family Fund clients.

This has been borne out through high demand for training, and training has been very positively received by the families who have received support to date. However, the resource required to deliver home access training is significant, and Family Fund have adapted their delivery model to account for this. They are now offering more cost-effective group sessions in addition to one-to-one training, and will continue to monitor and adapt their training offer to ensure it is helping families to make better use of digital technology. Achieving significant volumes using this model is still feasible within the parameters of this project, and Tinder Foundation will continue to work closely with Family Fund to help them achieve this.

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**Case Study: Anna and Malyn’s Story**

Anna’s six-year old son, Malyn, has autism and sensory difficulties meaning that his communication skills are limited. After receiving an iPad through Family Fund, Anna realised that learning digital skills through Reboot UK could help her support Malyn to make the most of his new technology.
Anna first applied to Family Fund for a tablet to support Malyn’s learning and communication needs. This was an important step:

“Despite being just five when he received the iPad Malyn knows more than me because he uses them in school for maths and other subjects. Routine is very important, his behaviour is more challenging at certain times of the day. The transition from school to home is very stressful, and immediately after school is a very testing time.”

Having the iPad now means that Malyn can take some control of his routine. He picks it up as soon as he returns home from school. “He watches videos on YouTube and plays games. It helps him to unwind at the end of the school day and settle down, which gives me some time to do other things I need to do.”

“It wasn’t all plain sailing though. The iPad brought along its own challenges in the early days, especially when Malyn wanted to use it away from a wifi connection. We live in a rural area where Wifi access can be patchy and Malyn couldn’t understand why YouTube wouldn’t work when he was in the car and would get frustrated.”

All this changed after Anna and her husband received training through the Family Fund’s digital skills programme. The training provided by Family Fund as part of the Reboot UK project helped Anna to download videos and games, which could then be viewed without a Wifi connection. The training also highlighted useful apps and other resources for Malyn. As a result, Malyn can now watch his favourite videos without internet access, and this has reduced the number of outbreaks of frustration. “It was, and still is, really hard to make Malyn understand how Wifi works,” said Anna. “But now he can watch videos away from internet connection, he’s a lot calmer, and I feel like he is starting to understand a bit more.”

“Through the training Malyn was also introduced to a drawing app and he can now draw things on screen using his fingers which has helped his confidence in using the iPad to develop his motor skills. He’s particularly interested in the solar system, so we downloaded an interactive app which lets him move around a 3D planet. When he’s not doing this, he’s watching Brian Cox videos over and over.”

“We found the digital skills training extremely useful. The trainer spent the whole morning talking through mine and Malyn’s specific needs and how the iPad could be useful to us as a whole family. He’s now fully engaged with the iPad and it’s definitely benefitted all the family, because we’ve reduced the flashpoints in Malyn’s behaviour. My husband and I are both more confident in using the iPad as a result of the training but we only get to use it when Malyn has gone to bed!”

7. Conclusions & Next Steps

By designing targeted interventions and adopting a test and learn approach to delivery, working with consortium and delivery partners, Reboot UK is leading to the development of an evidence-based model for supporting those in society who are often the hardest to reach, to improve their digital skills and to realise hugely positive wellbeing benefits.
Based on the learning to date, there is also evidence that Reboot UK is delivering significant capacity-building benefits for both the digital inclusion sector and the specialist sectors the programme supports.

The project ends in August 2016, and a full evaluation of the model and its outcomes will be published in October 2016. This will expand on learning from the project to date, and will present further evidence of the benefits to individuals of the Reboot UK programme.

Based on the interim findings presented in this report, there are already clear signs that the evidence-based model Reboot UK is building has the potential to significantly close the digital divide amongst groups who often aren’t supported through other initiatives. These groups are the ones that can benefit most from digital skills, and are likely to be left behind as more and more services move to become digital by default. For this reason, we are keen to use the findings from this interim report, and from our final report, in order to expand our activity, and support individuals who can benefit at greater scale.

Through to the end of the project and beyond, we will look to use the findings from Reboot UK in the following ways:

- **To scale the Reboot UK model**, seeking additional funding from Big Lottery Fund to support our key audience groups.
- **To identify new audience groups** who could be supported through the Reboot UK model. Emerging audience groups include migrants, older people at risk of isolation and people with learning disabilities, all who have been supported in some form through the Reboot UK test and learn.
- **To inform policy development** around digital skills and digital engagement.
- **To build on the successful Reboot UK consortium**, building a broader coalition of partners that can combine digital and specialist expertise to support vulnerable groups.
- **To share learnings across the wider sector**, and work with new partners who can embed the Reboot UK model.

Building on the learning from Reboot UK, our ambition for the next stage of development is to secure funding for a large-scale programme that will scale seamlessly from the current test and learn pilot. This will build on the investment in the current project to deliver an even deeper reach, ensuring powerful and long-term impacts. We will continue working with current consortium partners, as well as bringing new partners, and new audience groups, into the partnership.

Central to the scaled Reboot UK model will be the importance of reflective practice, and of an open and shared approach between delivery partners, which has driven the adoption of best practice and innovative ways of working across the Reboot UK test and learn project.