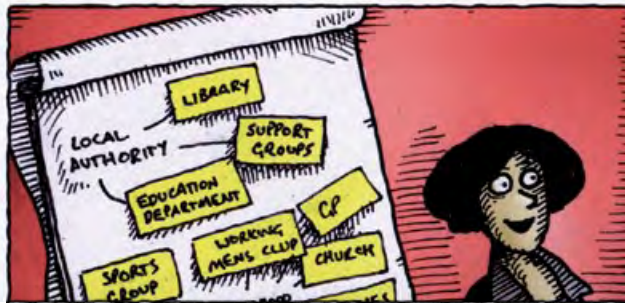
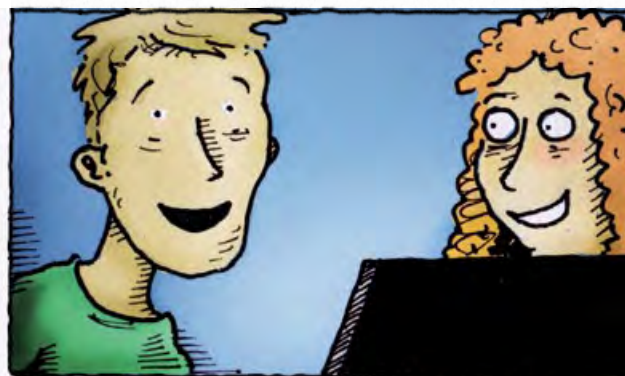
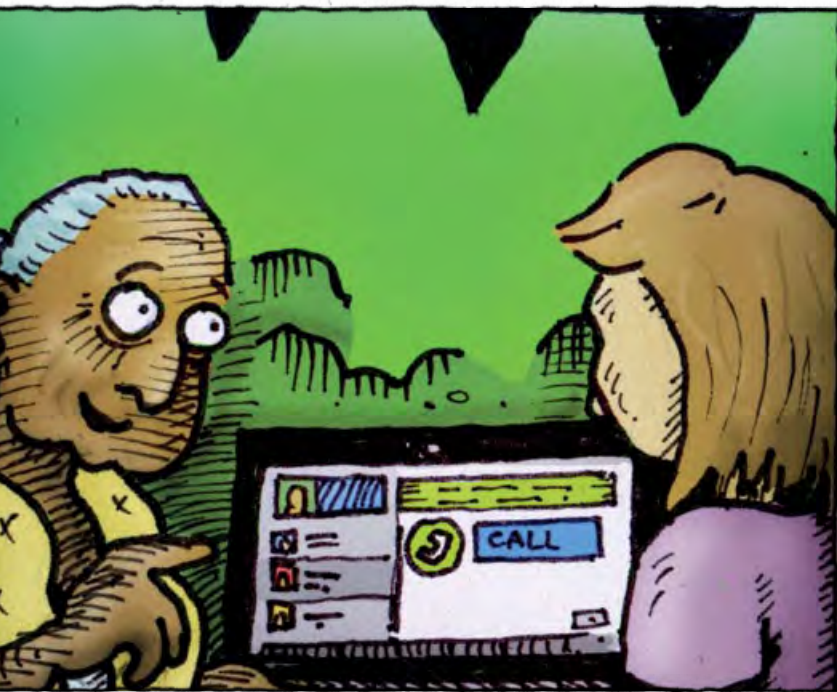


SURFING THE SEVEN Cs

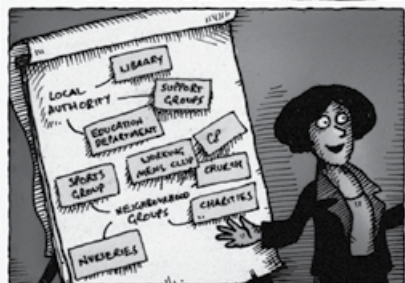


📖 STORY HANNAH GORAYA

🎨 ILLUSTRATION NICK HILDITCH



SURFING THE SEVEN Cs



📖 STORY HANNAH GORAYA

🎨 ILLUSTRATIONS NICK HILDITCH

✂️ EDITED BY ANN LIGHT

📖 FOREWORD MARTIN CANTOR

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FOREWORD

MARTIN CANTOR



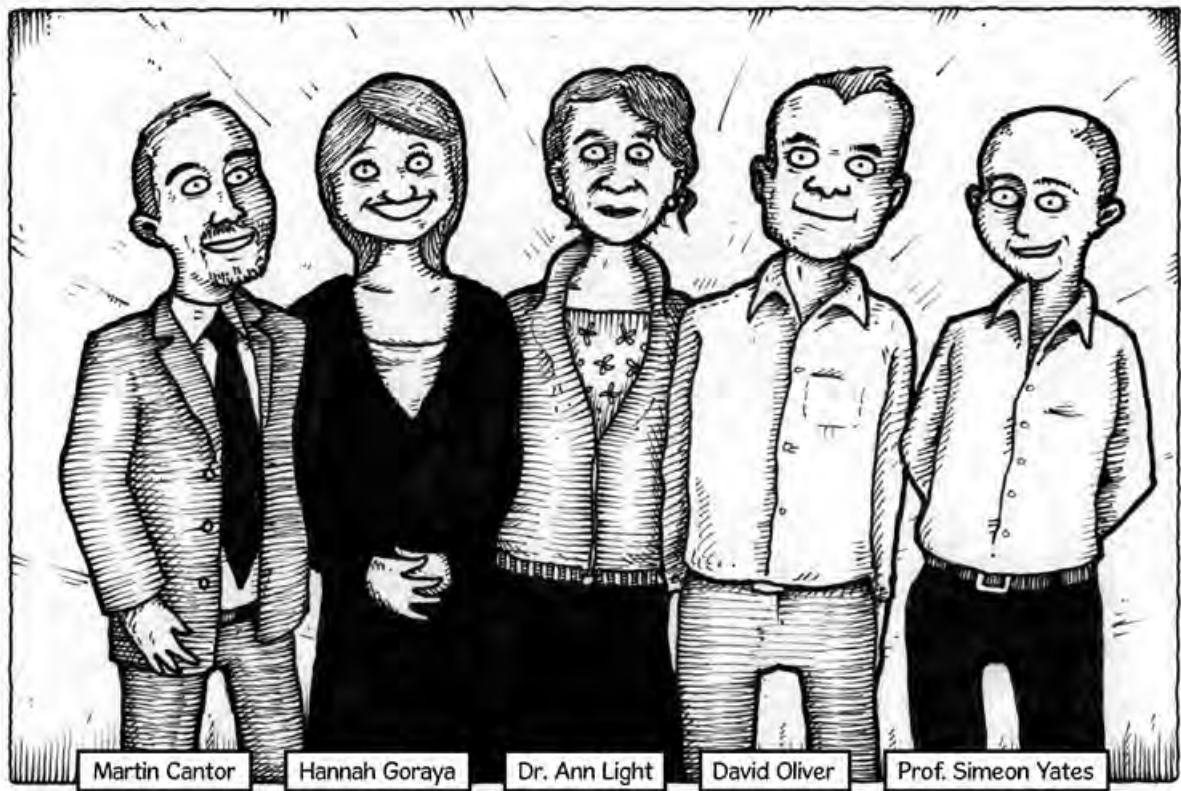
South Yorkshire is predominantly a post-industrial place, trying to regain in the twenty-first century its former role at the cutting edge. Digital technologies, in all their guises, will be at the heart of this new future. That explains why digital inclusion is a major priority for South Yorkshire and its four local authorities.

Making It Personal is South Yorkshire's joint programme for digital inclusion. It comprises several strands, of which **Digital Inclusion in South Yorkshire** is one. We commissioned the work because we recognise the importance of developing our policies and actions on the basis of good intelligence and evidence.

Digital Inclusion in South Yorkshire has delivered meaningful insight into what works better – and what works less well – both here in South Yorkshire and more widely. In parts it confirms what we thought, and that is reassuring. Elsewhere it challenges us, and that is refreshing.

We will consider the findings of **Digital Inclusion in South Yorkshire** carefully within a general review of **Making IT Personal** scheduled for late 2011, and I expect that we will mostly take them on board.

Both personally and on behalf of the local authorities of Barnsley, Doncaster, Rotherham and Sheffield, I would like to thank Hannah Goraya and the team at Sheffield Hallam University for this excellent report.



A MESSAGE FROM THE TEAM...

In 2009, South Yorkshire local authorities began working with Sheffield Hallam University to investigate the best ways to help citizens become confident online.

As part of our research, we carried out four neighbourhood case studies during which we interviewed residents, community workers, local authority employees and business people to learn about digital inclusion at a local level. We also completed a study of unpaid carers in which we worked with them to understand what their barriers were to accessing the internet at home or elsewhere and identified points of contact between the local authority and the carers.

This illustrated guide offers us the opportunity to show the reader some of the situations we observed, as we saw them. We hope that, in addition to the recommendations we have made in our report Digital Inclusion in South Yorkshire (see Resources), this guide will be useful to people who are designing and delivering services that aim to help people get online.

WHY DOES IT MATTER?

It can seem strange for policy makers to focus their attention on getting people online when there are so many other pressing issues. However, many of those who remain offline do so, not through choice, but through an inability to access the World Wide Web at home or in their community.

In the UK, there are an estimated 8.7 million people who have never used the internet (ONS, 2011:1). An additional 8.1 million people have used the internet but no longer can or do (Dutton & Blank, 2011a:5). Together, they are the equivalent of over a quarter of the UK adult population.

Of those who have never used the internet, an estimated 4 million people are also socially and financially excluded (PwC, 2009:3). Similarly, many of those who used to use the internet, no longer do because they cannot afford to (Dutton & Blank, 2011a:56).

For these people, the benefits of being online, which many of us now take for granted, are out of reach and yet they are benefits which would make a marked difference to their circumstances: speaking to friends, family or a support network; finding information; purchasing items at lower cost; managing their bank accounts; commenting on services and policies; being able to communicate needs through more than one channel; and being able to relax and entertain themselves online. As such, access to the internet and the confidence and support to use it are no longer separate issues to social and financial inclusion but integral to resolving these 'more important' issues.

HOW CAN LOCAL AUTHORITIES HELP?

People who are digitally excluded are more likely to make use of or be in contact with public services (UK Online Centres, 2006:6; Race Online, 2010; Goraya, Light & Yates, 2011:9). This presents local authorities and other public or third sector services with an ideal opportunity to assess and influence the factors of exclusion as part of the work they do.

We identified a number of factors which influenced whether or not people were able to get online and, once there, were able to stay online. They have been presented in this report under the headings:

1. CONNECTION

2. CONFIDENCE

3. CONTENT

4. CAPABILITY

5. CO-ORDINATION

6. COLLABORATION

7. CONTINUITY

This string of concepts is adapted from Bradbrook and Fisher's 'ladder of digital inclusion' model (2004). It is intended to provide readers with a simple set of checks to use in their personal work and on projects.

THE STORIES

The characters and situations presented here are fictional, however they are all drawn from the experiences and situations we observed during our studies. We hope that readers are able to draw parallels between their own experience and our stories and that this will increase their confidence in the work they are doing.

*The Digital Inclusion in
South Yorkshire team*

DEFINITIONS

Digital Inclusion:

A person knowing the benefits to them of being online and being comfortable accessing and using the internet if they want or need to.

Neighbourhood:

Recognisable locales within the care of the local authorities we worked with i.e. called neighbourhoods by the local authorities.

Centres:

Venues within neighbourhoods, that delivered courses, support and advice on using digital tools and the internet.

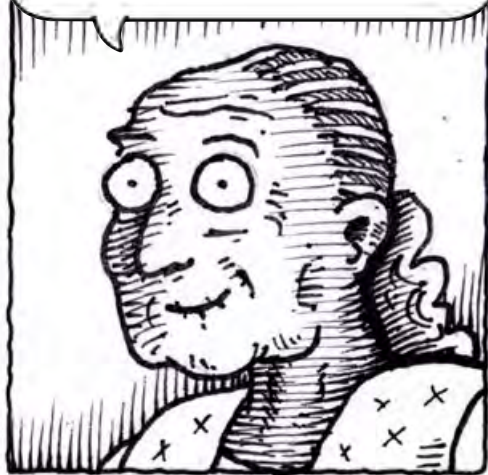
Carer:

A person who looks after or supports someone else who needs help with their day-to-day life, because of their age, a long-term illness, disability, mental health problems or substance misuse and who is not employed to provide this help.



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CONNECTING



In this chapter we will meet a family like many in the UK: some members are very comfortable using the internet; others have never used it. And we see how others can motivate a person to get online as they identify relevant personal benefits. Although Connection is about physical access to technology, it is also about people raising awareness of suitable venues or low cost purchase options.

1:CONNECTING

2:CONFIDENCE

3:CONTENT

4:CAPABILITY

5:CO-ORDINATION

6:COLLABORATION

7:CONTINUITY



MIRIAM, 71,
retired seamstress, cares for her husband
who has lung disease.



NASREEN, 36,
Miriam's daughter, is currently unemployed
and receiving job seekers' allowance.



MUHAMMED, 10,
Nasreen's son, attends the local primary
school and would like to be an astronaut.



RACHEL, 23.
A customer service advisor on UK Online
Centres' helpline.



Research (Harrison et al, 2002; Underwood, 2009:12) found that children, who had access to the internet, achieved higher grades at GCSE than they would have without access. The Home Access scheme (which ended in 2010) provided computers to families with low incomes and school age children.

The benefits of going online reach through the life stages, with savings on shopping, the convenience of online banking and new ways to reach service providers just three other noted features of digital inclusion.



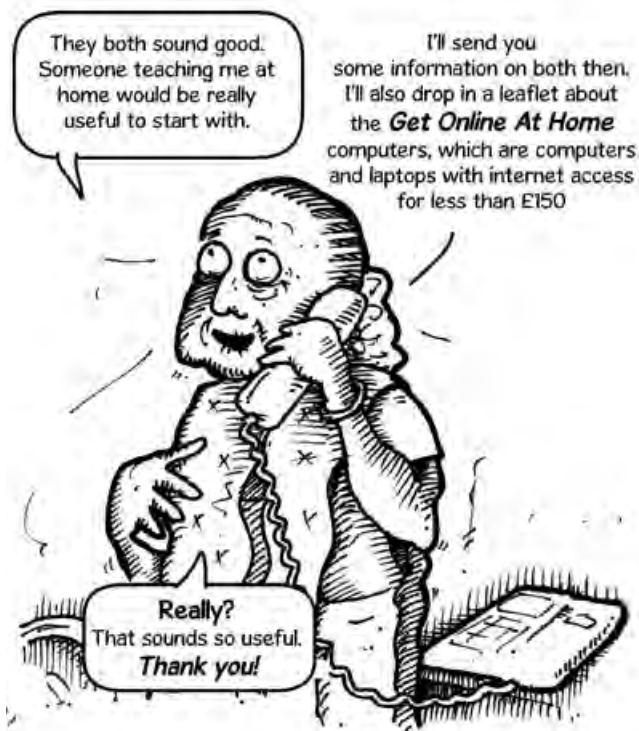
Our studies found that TV and radio programmes had increased awareness of what could be done online, even among participants who did not use the internet. However, awareness was not enough: many did not find the internet relevant or seemingly easy to use.

Some people described feeling overwhelmed at the idea of learning all there is to know about using new digital technologies. And as tools get more complicated, so the task of learning them gets more daunting.



But, for many of our participants, family and friends had helped them to investigate nearby places they could go to learn more in manageable steps. Information on these opportunities was ready to hand, found in leaflets, local newsletters and online.

For people who are isolated, short of time or suffer from poor health, specific information, such as transport routes to local venues and whether the venue runs drop-in sessions as well as courses, can be helpful.



Personal circumstances can mean that courses delivered over fixed periods are not a viable option. Similarly, not all people are motivated to learn by the opportunity to gain qualifications. We found that the best tutors in the neighbourhood centres

we observed were able to personalise information and training based on customers' needs. The underlying structure of organisations affected whether this employee knowledge could be formally recorded to help future learner encounters.

RECOMMENDATIONS: CONNECTION

1: ANTICIPATE THE AUDIENCE

Local authorities and organisations helping people to get online should work with one another to plan services that reach more people. By sharing their existing data they can identify how many people locally are likely to be offline and why. Using tools such as the Digital Inclusion Toolkit or Community Maps may be helpful (see Resources).

Statistics on current online service usage (especially for services similar to the one you are developing) or targeted customer questionnaires can also help to identify what help citizens might need. Additionally, local level information from market research reports can provide details on populations, such as the range in age, disability, education, income, employment, as well as use and ownership of digital tools. These may also highlight more obvious connection issues such as no or low internet speeds in rural populations

2: SHARE RESOURCES

Organisations should create a centralised information system that everyone can access, for example something like Making IT Personal's course search (<http://bit.ly/MITPCs>). This will help all organisations to personalise the information they give and to provide citizens with the most useful information on courses, low cost PCs and recycling organisations (see Resources).

3: SIGNPOST

When planning new services, incorporate signposts into your promotions, such as places for customers to connect and use your service, or online resources if they are not familiar with the type of website or transaction you are delivering. Not all of your audience will already have the access or support they need to use your services, nor will everybody know where they could get this help.





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C O N F I D E N C E



In this chapter, Miriam has made an appointment for Doris to visit her at home. As in all learning situations, Confidence is achieved through finding ways to make the work relevant, learning at a pace that is comfortable and creating an environment where questions can be (and are) asked. Here, Doris works with Miriam, however Miriam's husband, Nihal, could also learn in this way.

1:CONNECTING

2:CONFIDENCE

3:CONTENT

4:CAPABILITY

5:CO-ORDINATION

6:COLLABORATION

7:CONTINUITY



MIRIAM, 71,
retired seamstress, cares for her husband
who has lung disease.



NIHAL, 76,
Miriam's husband, is a retired steel worker
who has lung disease.



DORIS, 32.
is a digital outreach worker who specialises
in helping new learners.

A FEW WEEKS LATER



Employees and volunteers in our neighbourhood case study centres identified that people with caring duties (such as carers or lone parents) were missing from their activities because they could not make suitable alternative care arrangements.

In our carers study, we found that although there was an element of routine in many caring duties, the health of the person being cared for frequently changed, which made it hard to commit to regular activities such as learning.



In our research, learners and tutors reported higher confidence in the training when some discussion had occurred to identify in advance what the learner would like to know or do online. The carers study showed that people could anticipate how being

online would benefit them (from purchasing medical supplies to speaking with relatives using video calls), however all reported limited time available for learning.



Online security was a big concern amongst interviewees in both studies, as has been reported elsewhere (Ofcom, 2011a: 75; Dutton and Blank, 2011b: 4). Some centres addressed this by showing learners 'safe' websites to make purchases from or taught them

how to identify safety features. None supported learners to make payments so that they could become confident with the entire process.

RECOMMENDATIONS: CONFIDENCE

1. REALITY BASED LEARNING

Helping people to feel confident learning and using the internet requires interest in, and development of, their interests. Encourage them to use their own equipment to learn with, if possible, so that they can continue to practice in their own time. Similarly, if they would like to learn how to video call or email, encourage them to get the contact details of the people they would like to communicate with or help them to do this when you are working with them.

2. CONFIDENT CONTACTS

Employees on the frontline are how many customers will find out about what can be done online.

Under-confident employees can find it hard to make services relevant to other people because they are less certain of the benefits to being online themselves and pass this uncertainty on to customers.

Where possible assess the equipment they will use to demonstrate services/teach with and judge their level of confidence in using it for different tasks. Helping employees to build their confidence working with different customer groups can also develop their awareness of customer needs too.

3. FLEXIBILITY

Incorporating an element of flexibility into your services can increase customer confidence. This can be achieved through:

- 📍 Outreach activities (meeting and learning in spaces that are easier for groups to access);
- 📍 Targeted activities and marketing to hard-to-reach groups and working with organisations that have contact with them
- 📍 Providing resources everyone can use in their own time such as how-to handouts, online guides and videos.





In this chapter, we meet two new characters. Joey, has a visual impairment which affects his ability to use technology. Sue is visiting him at home to show him ways to use his laptop that may help. Here, Content is about providing the information a customer needs and making this information accessible to them in a format they can understand and with a functionality they can use.

1:CONNECTING

2:CONFIDENCE

3:CONTENT

4:CAPABILITY

5:CO-ORDINATION

6:COLLABORATION

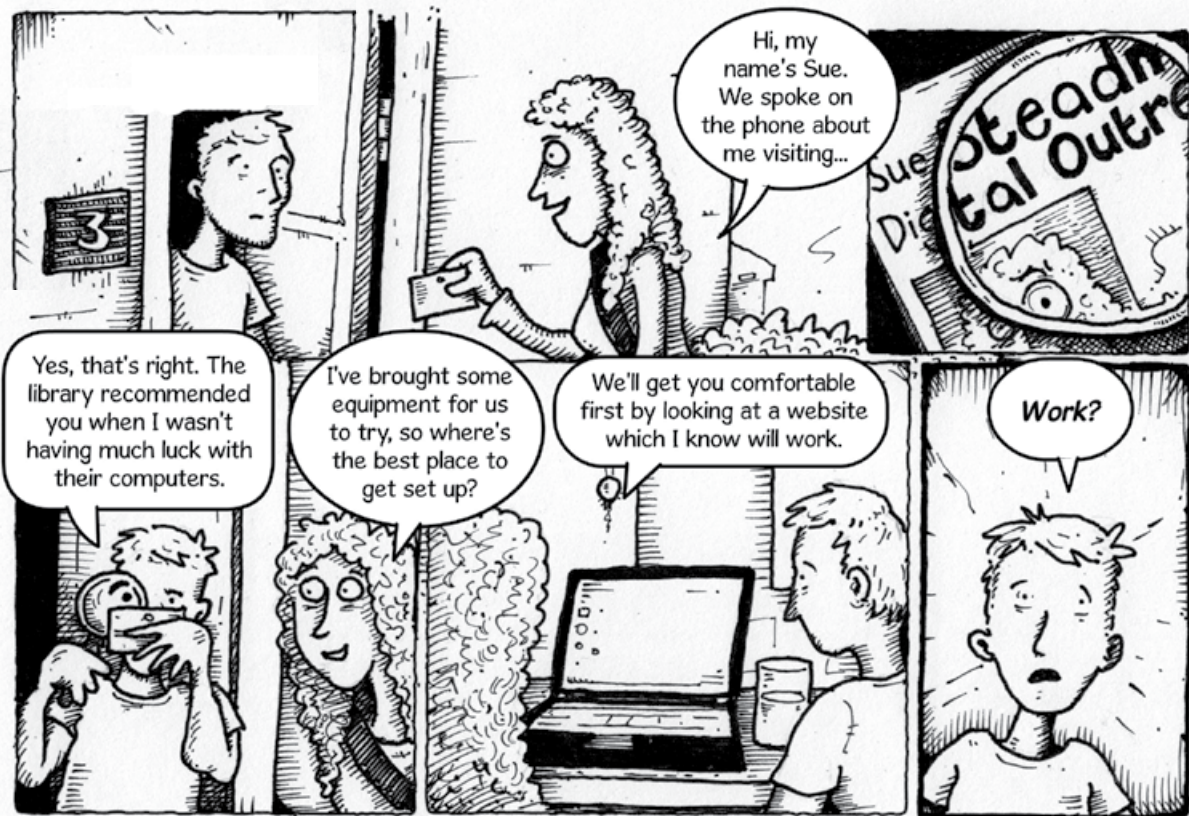
7:CONTINUITY



JOEY, 44,
recently registered blind, previously worked
as a taxi driver and currently receives
Disability Living Allowance.

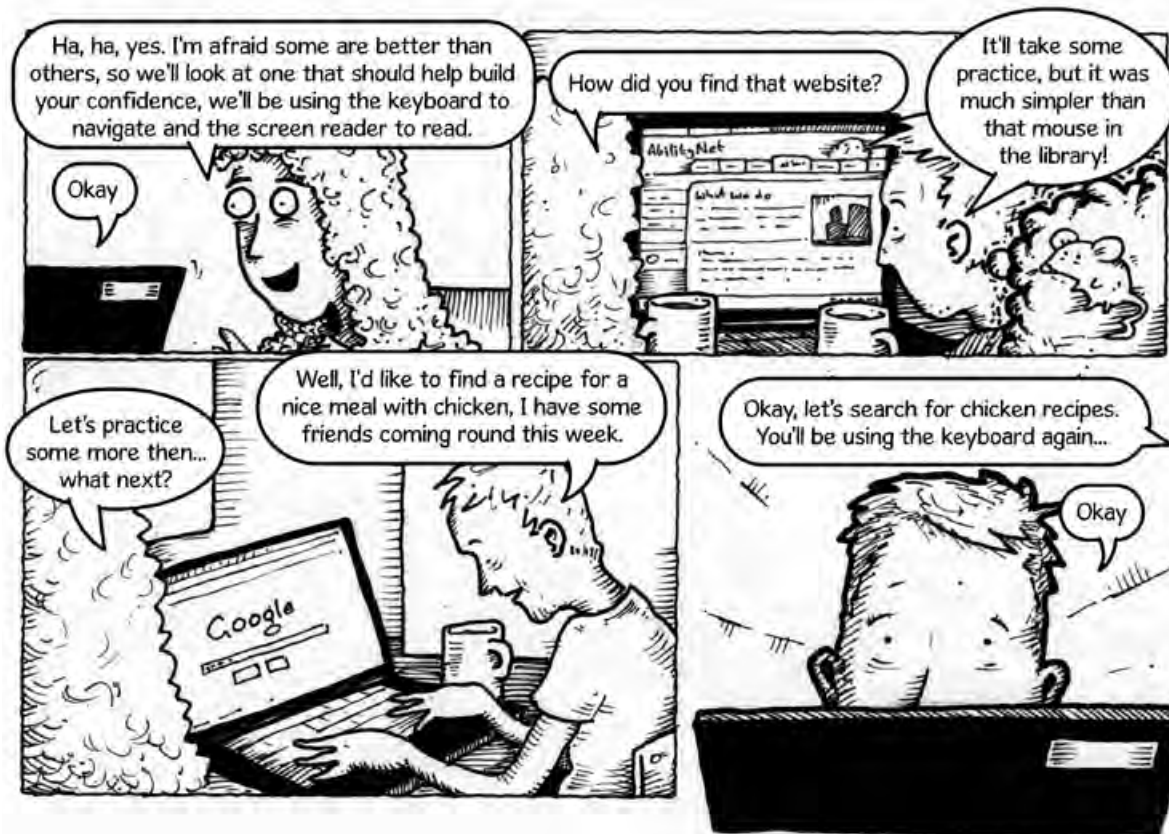


SUE, 35,
a digital outreach worker specialises in
accessible equipment and software.



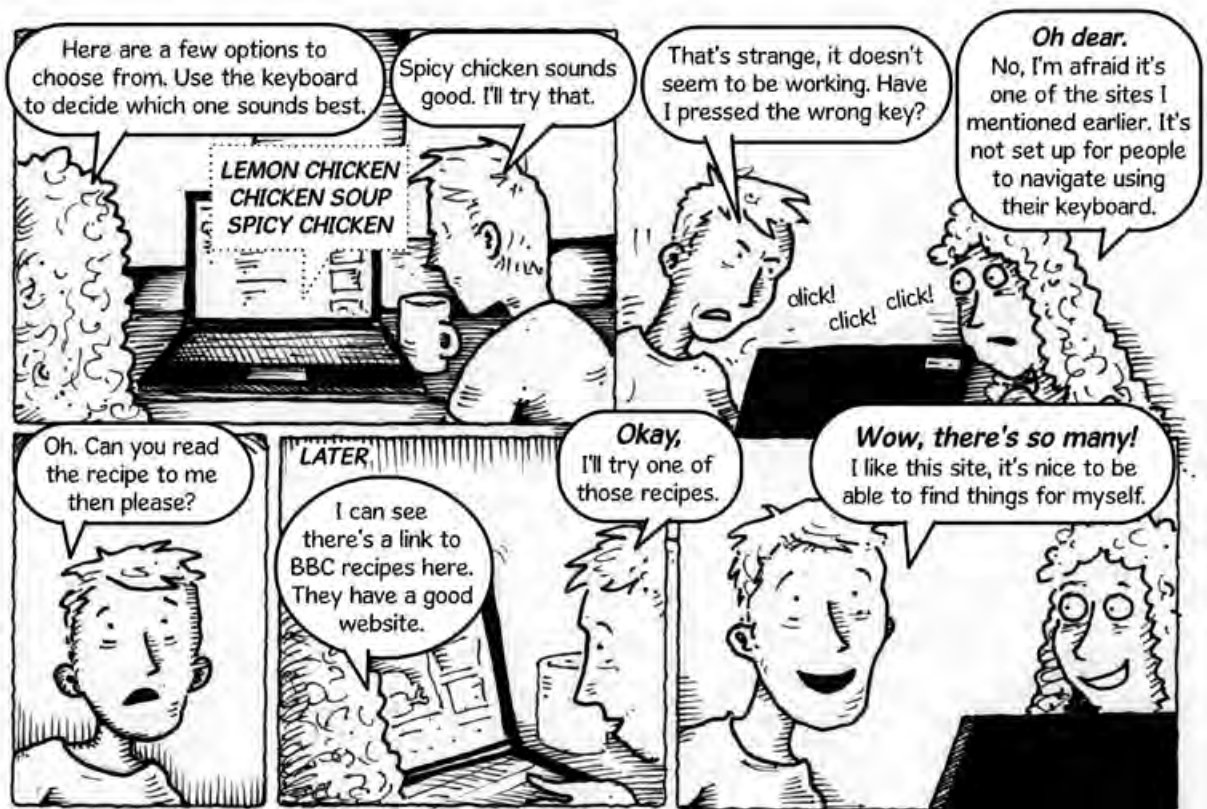
Disability - visual, auditory, physical and cognitive - is a significant factor in digital exclusion. Recent research indicates that there has been little improvement in the number of disabled people going online, which remains at around 40% [Dutton & Blank, 2011a:18]

Whilst there are specialist services who help disabled people get online (see Resources), our study found awareness of accessibility tools, beyond magnify functions, was low in neighbourhood learning centres.



There are an estimated 10 million disabled people in the UK (ODI, 2010). Of these, 2 million have a vision impairment, 1.5 million have cognitive difficulties, 800,000 have severe or profound deafness and 3.4 million have a disability which prevents them using

a standard keyboard, screen and mouse set up (AbilityNet, 2011; RNIB, 2011, RNID, 2011) There are also 6 million people with dyslexia and many people who have low level literacy/English language abilities (AbilityNet, 2011).



Not all websites are built with accessible functionality. The World Wide Web Consortium recommends that all websites should be built to be perceivable, operable, understandable and robust (2008). However, AbilityNet (2011) reports that between 80%

and 96% of websites do not even meet the basic criteria. Those websites that do implement accessible functionality are reliant on disabled people being aware of how to navigate the content, which many are not.

RECOMMENDATIONS: CONTENT

1. TESTING, TESTING

Amongst those who use the internet, a significant number only use it for very specific activities and do not attempt to navigate to new sites very often (Ofcom, 2011a: 34). Designing and testing content with the end user will help organisations to learn how customers will use it, what they will expect of it and whether they will find it simple to understand, navigate and complete tasks using.

Nationally, AbilityNet can assist with bespoke testing of services (see Resources). Locally, there are a number of support groups as well as services working with groups affected by disability and people who cannot speak English as a first language that you may be able to work with.

2: MAKE IT INFORMATIVE AND SECURE

The extent to which people are willing to use online services and their overall confidence in them is related to the perceived benefit to the individual (e.g. time savings). For public services, there is an additional concern for some citizens that, through using these tools, they will lose an element of control or influence over the services they receive, which reduces the perceived benefit to them.

These concerns can be alleviated through providing clear information about how data will be used (prior to inputting and following the transaction). Make data protection policies prominent throughout your website and train all employees who promote services, so that they understand how data will be stored, shared and destroyed.



C A P A B I L I T Y



In this chapter, we see how Sue and her husband, both confident IT users, make use of technology in everyday life. Their Capability is about skills and knowledge - those that increase employability and those that are beneficial at a more personal level.

1:CONNECTING

2:CONFIDENCE

3:CONTENT

4:CAPABILITY

5:CO-ORDINATION

6:COLLABORATION

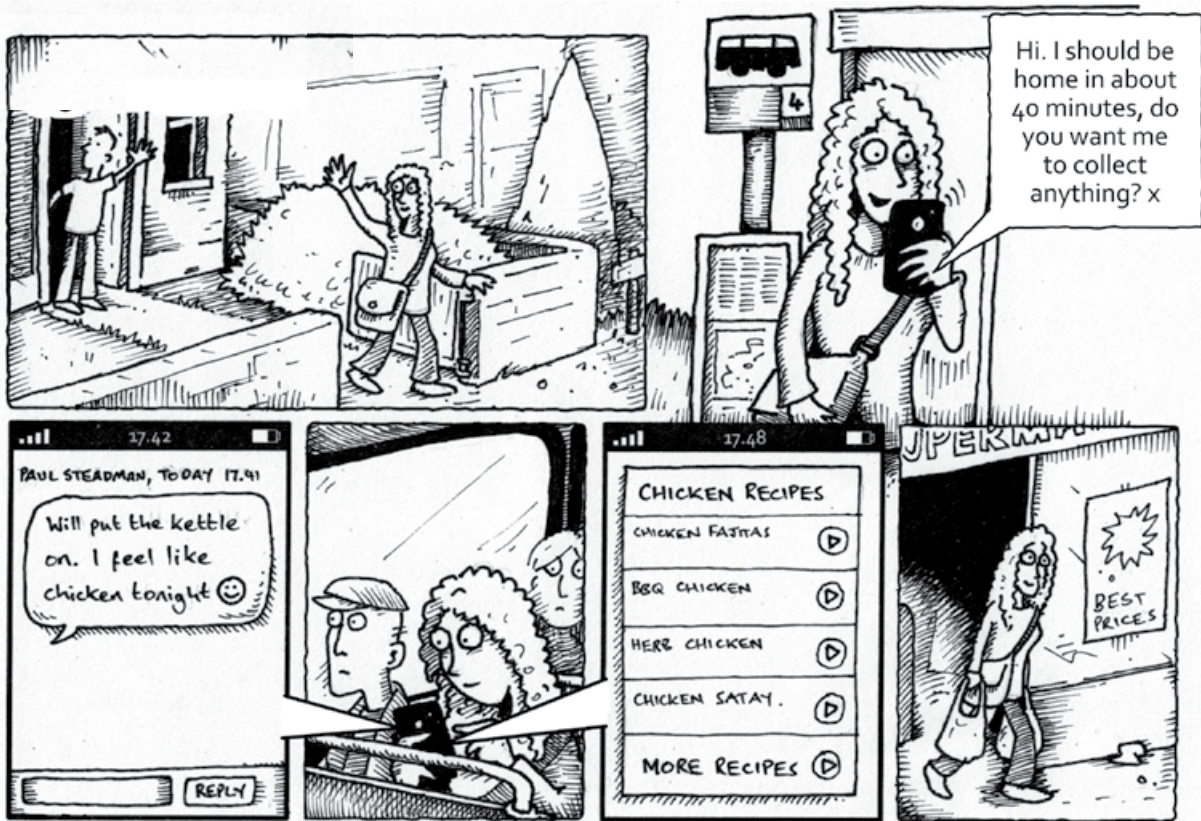
7:CONTINUITY



PAUL, 36,
Sue's husband, self-employed, owns
a restaurant.

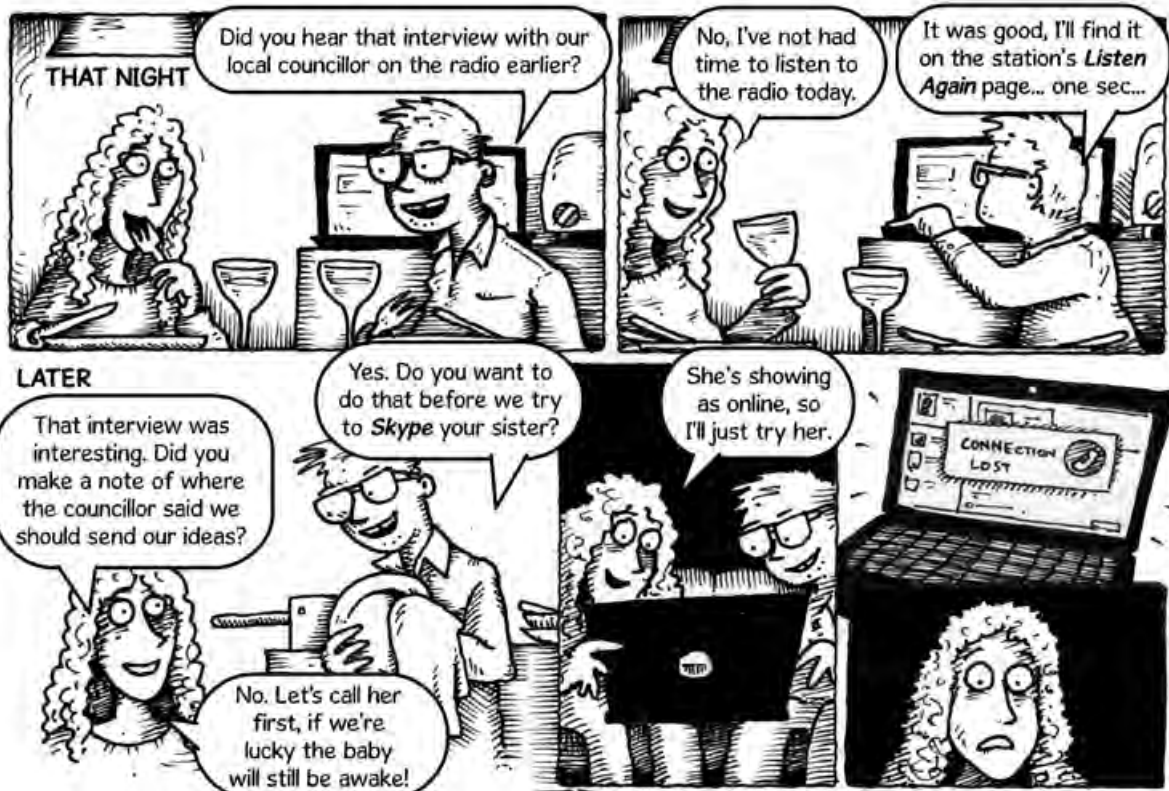


SUE, 35,
a digital outreach worker, who specialises in
accessible equipment and software.



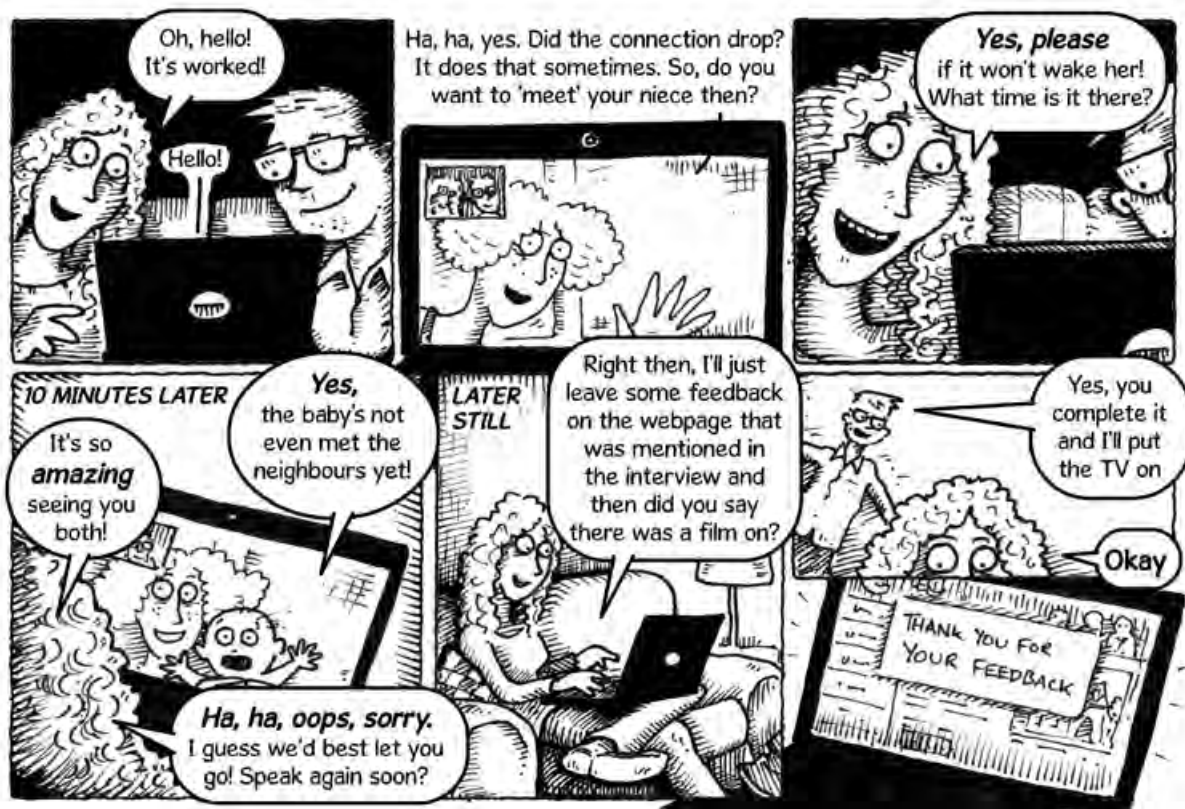
The popularity of mobile phones has risen sharply in recent years as functions have increased and the cost of handsets and contracts has decreased. Smartphones, in particular, have encouraged people to get online in new ways through 'apps'.

Smartphone 'apps' support digital inclusion by breaking up each activity into easy access icons and simple tasks, from playing games, to finding recipes and ordering shopping.



Traditional media such as TV and radio are also using the new platforms to improve their offering; reflecting audience demand for catch-up services where a programme can be heard or viewed at a different time to its scheduled transmission (Ofcom, 2011b:6).

However, bandwidth problems can interrupt internet services in a way that does not happen on the phone or the TV. In our studies, we found that learners who were willing to 'break' technology and tolerate its teething problems became



capable of using new technologies much more quickly than people who feared a mishap. However, many learners' first response to unfamiliar behaviour from a machine is to blame themselves and worry. Capable users are able to experiment and gain experience

beyond the tools that they have become used to. They can apply lessons learnt on one system to another. Digital inclusion at this level means being able to take part in activities which there would be no way to do otherwise.

RECOMMENDATIONS: CAPABILITY

1. IDENTIFY AND IMPROVE SKILLS

Identify the skills your employees will need to be capable of delivering your services. Provide adequate training for them, so that they can help customers to be capable too. Additionally, as part of their personal development, encourage employees to share and develop their (non-work related) online skills through activities such as social media surgeries or through volunteering as Digital Champions (see Resources).

2. DEMONSTRATE EMPLOYEES' VALUE

Feedback to employees on the contribution their work has made to your services. For example, let them know how many people whom they helped have gone on to use your services and the associated savings (time or cost) or additional benefits that have come from it.

3. CUSTOMER CAPABILITY

Track service usage to identify what customers are searching for and where they are having problems finding this. Similarly, provide a means for customers to feedback as they use a service to increase information about points where they feel the service does not match their skills.



CO-ORDINATION



In this chapter we meet a group of local authority employees working together to reduce digital exclusion locally. They are collecting information through an online consultation on local learning. (Sue and Paul responded to this in the previous chapter.) We see that Co-ordination is about reducing waste and duplication through identifying existing resources or similar services to inform plans.

1:CONNECTING

2:CONFIDENCE

3:CONTENT

4:CAPABILITY

5:CO-ORDINATION

6:COLLABORATION

7:CONTINUITY



A local authority Digital Inclusion Working Group looking at ways to help citizens get online.

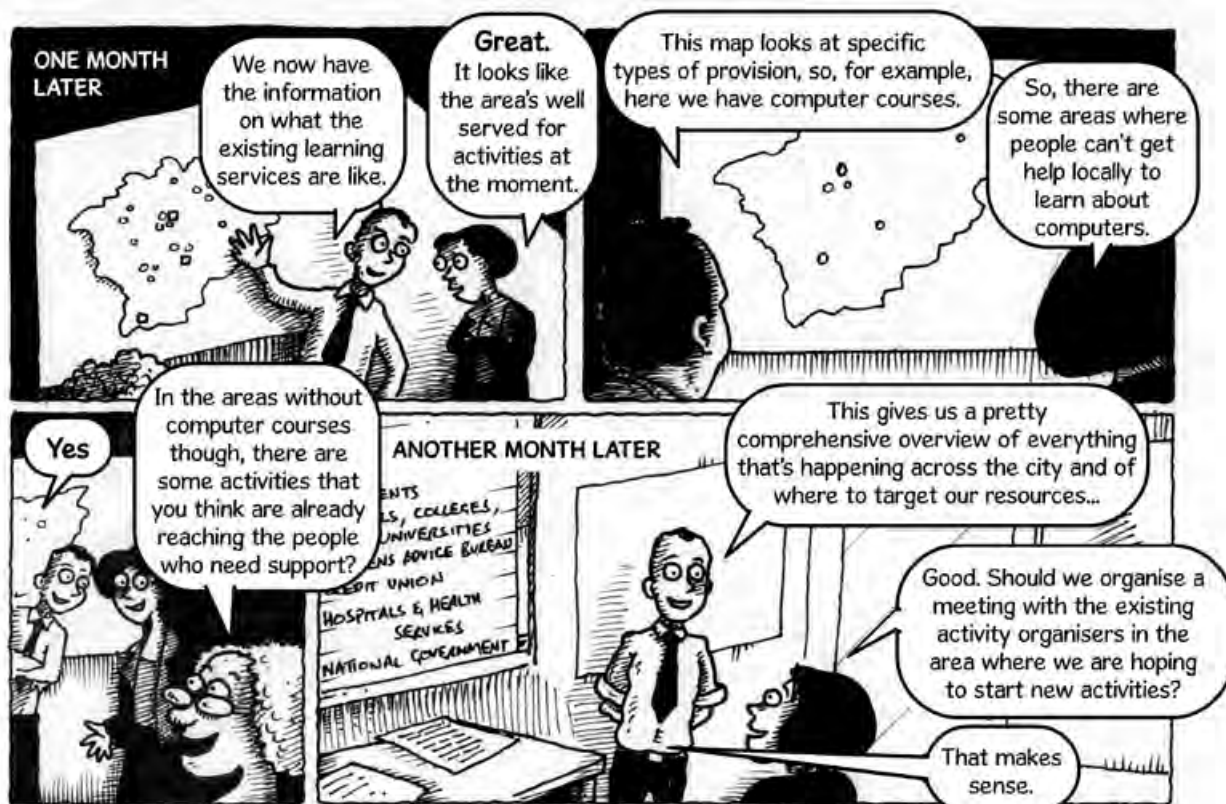


In our study, we began by collecting information on local learning providers from across South Yorkshire to identify where people who wanted to access the internet or learn about it could go.



Local authority education, IT, neighbourhood and small grants teams often provided lots of information about the organisations they worked with or funded. Similarly, UK Online Centres and the Workers Education Association had a large amount of data

on the venues which they worked with, which they generously shared. On our visits to neighbourhoods, local residents were also very helpful although there were mixed levels of awareness.



Through completing the Digital Inclusion Toolkit or using Community Maps (see resources), local authorities can identify areas where residents may not use the internet or have access to it. Cross-referencing this information with information

on local learning providers in areas that are less connected may enable them to identify groups to work with who have already established trust networks with local residents.

RECOMMENDATIONS: CO-ORDINATION

1. USE EXISTING INFORMATION AND NETWORKS

Include larger organisations such as UK Online Centres, Workers Education Association, Citizens Online, Race Online, Age UK and so on, who may already have performed the information-gathering work you are attempting.

2. INFORMATION MANAGEMENT

Identify teams who would be appropriate or likely to deliver activities similar to those you are planning and contact them to ask about the work they are doing. To identify similar services and existing resources externally, use databases such as the Effective Service Delivery (ESD) Toolkit or Communities of Practice (see resources). Additionally, search engines such as Google or Google Scholar can identify projects within the UK and elsewhere.

To help others identify your project, produce materials for promotion— inside and outside your organisation— and ensure that an outline with contact information is recorded on your intranet and resources database.

3. DIGITAL INCLUSION WORKING GROUPS

Employees whose remit includes helping others to get online, or promoting internet services, could work with one another to share their knowledge and co-ordinate their activities to ensure wide coverage for events, such as Get Online Week. They could also champion the benefits of digital services to other employees.



COLLABORATION



In this chapter, James, from the local authority's digital inclusion working group, is meeting with the neighbourhood representatives. They are all interested in providing digital services to their customers. Collaboration, at this level, is about working with a group towards a common goal, identifying how a problem can be solved together, and sharing ideas and resources for greater impact on your shared audience.

1:CONNECTING

2:CONFIDENCE

3:CONTENT

4:CAPABILITY

5:CO-ORDINATION

6:COLLABORATION

7:CONTINUITY



JAMES, 29,
Project Officer, Education Department,
working with the Digital Inclusion
Working Group.



Neighbourhood representatives - working
for different organisations, each responsible
for helping their customers get online.



Collaboration can be initiated by the local council or the private and third sectors. In our neighbourhood case studies, we found that centres who had the widest reach locally and initiated most innovative inclusion strategies worked with others to develop and

deliver their ideas. This ranged from working with large groups such as regeneration boards and local hospitals, to local fishing clubs. The key issue was a mutual appreciation of each others' opportunities and constraints.



A number of organisations we visited identified that local authorities or other larger organisations had duplicated their work in the local area. This was a frustration because it reduced the funding opportunities for established local organisations.

Additionally there was a frustration that the work the local organisations had done to establish trust and relationships with residents could be damaged.



Collaboration can increase the length of time it takes to plan a project, however the initial investment in working together often reduces time spent in later stages as trust between parties develops and they understand one another's motivations better.

Our neighbourhood centres all described how local formal networks improved their awareness of what services were available in the area overall and widened their reach through providing them with contacts.

RECOMMENDATIONS: COLLABORATION

1. WORK WITH OTHERS

Through identifying existing resources and projects (see co-ordination), you should also be able to identify potential groups or organisations with whom it would be beneficial to work. Valuing what others can bring to activities—be it energy, resource or audience—improves relationships between organisations.

Designing services to include not just users, but others who work with the audience, can identify unintended benefits or barriers to the service as well as increasing the opportunities to reach new audiences through groups that have more direct contact with them.

2. CLEAR OBJECTIVES

True collaboration is not always easy; sometimes those attempting it settle instead for compliance or co-operation (Ashkenas, 2011). If you have agreed a goal but you are still working completely or largely on your own, then it is not true collaboration. Collaboration requires teams or projects to “subordinate individual goals to collective achievement.” This may include identifying that somebody else is better able to deliver or lead on a service and reducing your own role. More often, though, it will mean sharing information to improve the decisions taken, impact of services and the amount of influence you can bring to bear on those outside the project.



C O N T I N U I T Y



1:CONNECTING

2:CONFIDENCE

3:CONTENT

4:CAPABILITY

5:CO-ORDINATION

6:COLLABORATION

7:CONTINUITY

This chapter reflects the continuous nature of digital inclusion and how the collaborations begun in the last chapter must be ongoing to sustain good communication. Similarly, technological progress is continuous. Once, organisations worked to teach people office skills. Now they look at ways to help people use websites for accessing information and making savings, perhaps with a nod to using social media. Looking towards the future, there may be a greater focus on using high bandwidth devices in the home (such as telecare). We recommend that organisations have a group who is responsible for identifying new technology trends and their potential benefits to an organisation – as well as the potential training needed by employees.



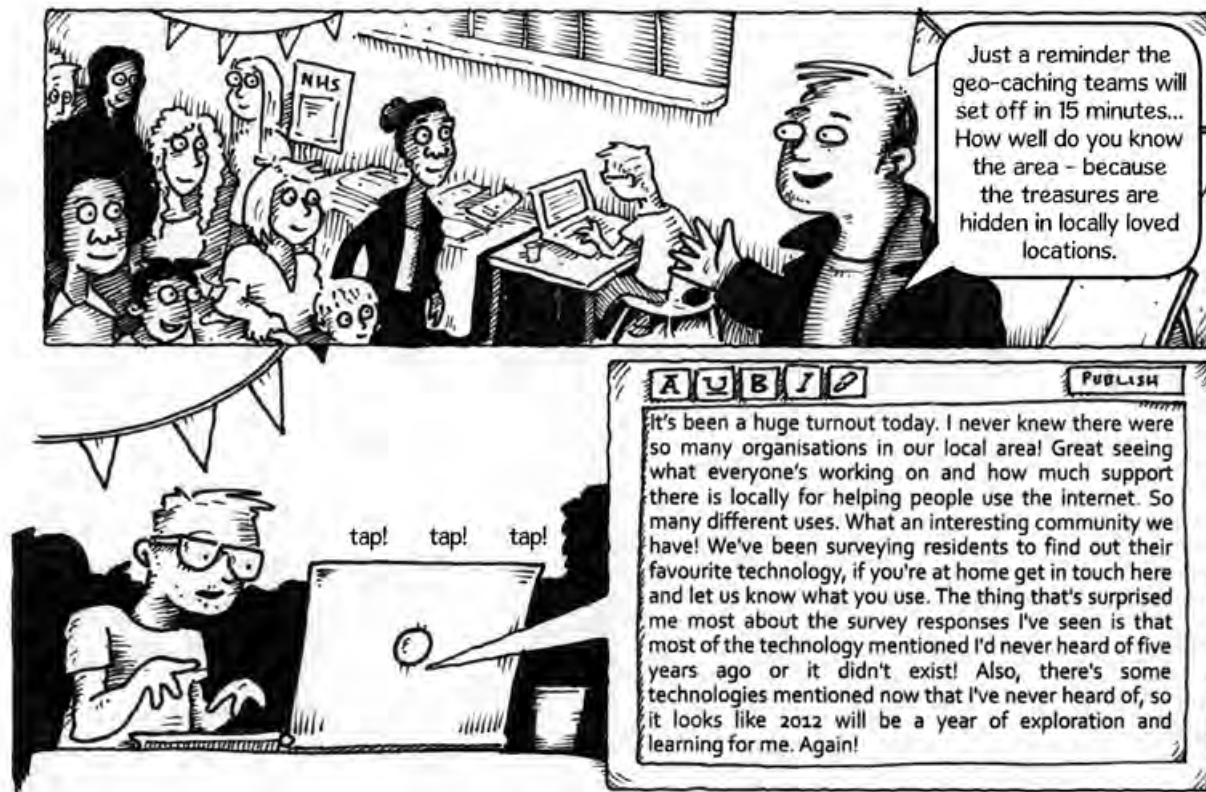
In our neighbourhood case studies, community days featured highly. Wherever possible, organisations attended these events

and enjoyed the opportunity to find out what was happening locally and meet residents.



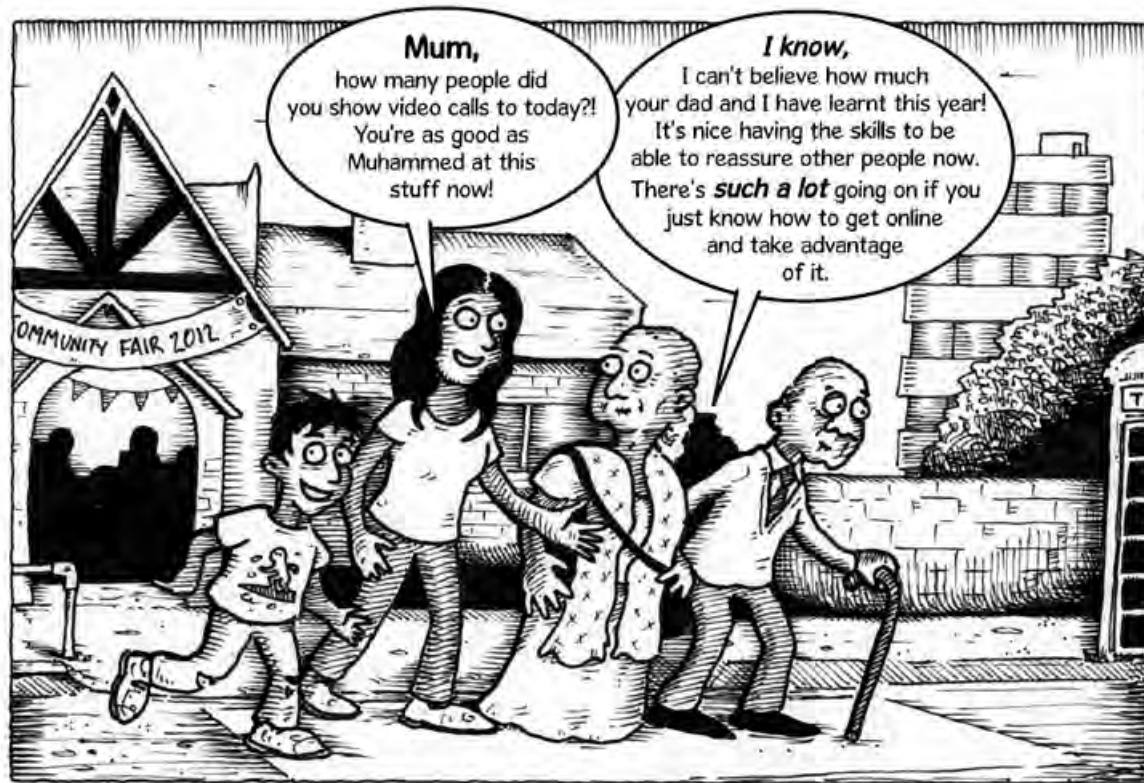
Peer support, where people who have recently learnt to use new tools act as advocates for why someone should learn, can be a very persuasive technique. At community events there is plenty of opportunity for less formal exchanges about the benefits that going online can make.

Telehealth is a rapidly developing area that research demonstrates can, in some cases, be highly effective for patient well being and health care service costs (Single & Donnelly, 2010) and while GPs do not yet offer health checks using games consoles, such things may soon be available.



Geo-caching is a real-world outdoor treasure hunting game using GPS-enabled devices such as smartphones. Players locate treasure using clues they find with their phones.

People the world over now use their blogs to record their work and their personal lives. Some are 'hyper-local' sites, which describe events, people and businesses at a neighbourhood level.



Schemes such as Digital Champions (see resources) rely on the enthusiasm of people who have found enjoyable ways to use the internet and want to share this with others. We found that volunteering time to help others had a positive effect for the

volunteers as they developed their own confidence and capability online further through helping someone else to navigate the elements that they had once found difficult.

THANK YOU FOR READING!

This guide was produced from research conducted by Sheffield Hallam University and funded by the Economic and Social Research Council, the Technology Strategy Board, and the four South Yorkshire Local Authorities: Barnsley Metropolitan Borough Council, Doncaster Metropolitan Borough Council, Rotherham Metropolitan Borough Council and Sheffield City Council.

Thank you to everybody who took part in our research studies. Without the local authorities' support and the organisations, the individuals and their families who participated, we would not have this report and we would not have had such an enjoyable and informative two years.



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NICK HILDITCH

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RESOURCES

Our research and its findings are explained in more detail in: Goraya, H. & Light, A. (2011) Digital Inclusion in South Yorkshire research project report, Sheffield Hallam University, UK, available at <http://bit.ly/DISYdocs>

The Digital Inclusion Tool Kit can be used by organisations to assess the areas they are doing well in, or areas they need to improve: http://www.esd.org.uk/esd4you/What_is_esd/What_is_esd-toolkit/Digital_Inclusion_Checklist.aspx

Community Maps provide access to a wealth of digital and social exclusion information and the locations of specific demographic make-up in council areas: http://www.esd.org.uk/esd4you/What_is_esd/What_is_esd-toolkit/Community_maps_and_heat_maps.aspx

Accessibility and usability testing of organisations' online services via Ability Net: <http://www.abilitynet.org.uk/icomply>
Specialist support groups who provide training in the home or workplace:

- Adopt a Care Home: <http://www.go-onadopt.com/>
- Dyslexia Action: <http://www.dyslexiaaction.org.uk/support-for-adults/479933f4-1d65-4d7c-b60d-93c889bcc30b>
- IT Can Help: <http://www.itcanhelp.org.uk/>
- UCanDoIT: <http://www.ucandoit.org.uk/ucandoit/index.php>

Information on other groups and projects that are similar to your own, can be found by using:

- The ESD Toolkit: <http://www.esd.org.uk/esdtoolkit/default.aspx>
- Communities of Practice for Public Service: <http://www.communities.idea.gov.uk>

Local recycling organisations in the Yorkshire area can be found via the following links:

- Regional Electronics Initiative: <http://www.electronicinitiative.co.uk/porfolio.html>
- Access Space Network Ltd: www.access-space.org

There are also national recycling and low cost access options via:

- Get Online at Home - <http://www.getonlineathome.org/>
- Remploy - <http://www.ecycleonline.co.uk/>

Local social media surgery information can be found at: www.socialmediasurgery.com Details on how to set up your own surgery can also be found here.

Your employees (and you) can register to become Digital Champions at: www.go-on.co.uk.

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WHAT STOPS PEOPLE USING THE INTERNET?

WHO CAN HELP THEM GET ONLINE AND HOW?

This guide is for anyone who wants to help others learn about the internet. We look at ways to help people make progress through seven stages of digital inclusion: connection, confidence, content, capability, co-ordination, collaboration and continuity.

ABOUT THE GUIDE:

The work presented here is a product of the Digital Inclusion in South Yorkshire research project, a collaboration between Sheffield Hallam University and the four South Yorkshire local authorities from 2009 to 2011. The stories are examples of the types of situation we observed and what was most effective in helping people to feel comfortable online.

For more information on the project, please go to <http://bit.ly/DISYdocs> or search for 'Digital Inclusion in South Yorkshire' at www3.shu.ac.uk/c3ri

