

# Digital Motivation: Exploring the reasons people are offline

By Tom French, Lauren Quinn and  
Simeon Yates (University of Liverpool)

**February 2019**



**Good Things**  
Foundation

With support from:

**BT**



# Contents

<b>Chapter 1</b>	
Introduction	3
<b>Chapter 2</b>	
Key findings and recommendations	6
<b>Chapter 3</b>	
Context	12
<b>Chapter 4</b>	
Motivational barriers in depth	15
<b>Chapter 5</b>	
Recommendations for approach	24
<b>Chapter 6</b>	
Limited users	28
<b>Chapter 7</b>	
Acknowledgements	29

## Chapter 1

# Introduction

### Rationale

The main measures of the scale of digital exclusion in the UK (from [ONS](#), [Ofcom](#) and [Lloyds Banking Group](#)) show a slowing in the rate of progress in people moving online and gaining basic digital skills. In 2018, the Lloyds Consumer Digital Index shows that 11.3 million people lack at least one basic digital skill; and [separate research](#) from Good Things Foundation and CEBR suggests that at current rates of progress, 6.9 million people will still lack digital skills by 2028.

For some time, the key barriers associated with digital exclusion have been understood in UK policy and practice as:

- The basic/essential digital skills gap;
- A lack of access to a connection and/or device;
- The motivational barriers preventing people from engaging.

The motivation – or willingness – to engage with and use digital technology has been explored through a variety of research and data projects, interventions and evaluations in the UK, but although it is recognised as a key issue and unpacked to some extent, it has not yet been investigated in depth in its own right.

Of the three core barriers to digital inclusion, motivation is underlined in research as the most significant in terms of the number of people affected, and the most persistent and hard to address. But while current research identifies a lack of motivation/interest and a lack of trust as the most significant reasons given by large numbers of people for not engaging with the internet, these categories are not broken down at a more granular level, exploring the specific personal/contextual reasons why people lack motivation and remain offline.

Furthermore, evidence suggests that those remaining offline are those in greatest need. Digital exclusion and social exclusion are closely related, and the recent slowing in the rate of national progress in digital inclusion suggests that those remaining offline are facing the highest levels of social exclusion. Increasingly, we will need to build on current best practice to develop even more engaging and effective ways of reaching and supporting those who face very real barriers in their lives.

We believe it is critical to understand in even greater depth why people are offline. Without this understanding, we cannot shape the future approaches and interventions required to help those in greatest need benefit from the digital world.

### Research aim

Between August and December 2018, Good Things Foundation, Professor Simeon Yates (University of Liverpool) and BT have been working in partnership to conduct research into the reasons why 6.3m people do not engage with the internet ('non-users').<sup>1</sup>

The primary purpose is:

To better understand the specific reasons people in the UK give for being offline, in greater depth and granularity than currently available research.

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<sup>1</sup> Data taken from Ofcom's Adults' Media Use and Attitudes report (accessed at <https://www.ofcom.org.uk/research-and-data/media-literacy-research/adults/adults-media-use-and-attitudes>) and applied the ONS' latest population estimate for adults in the UK

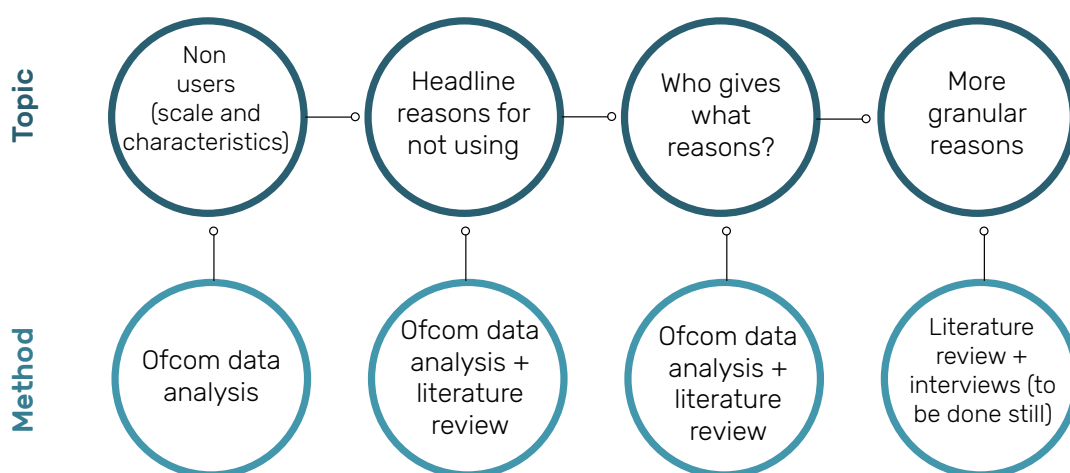
## Research questions

To achieve this aim, the research has focused on answering the following key research questions:

1. What are the specific reasons people have for not engaging with the internet, below the level of 'motivation' or 'trust'?
2. How do these specific reasons vary by demographic (eg. unemployment, low skills, age), and which reasons are most important for different groups?
3. To what extent are the reasons people give for being offline 'masking' other/deeper reasons or issues, including the role of proxy users?

## Research scope and method

To answer the questions, the research was structured and carried out as follows:



## Literature review

The purpose of the literature review has been to ensure robust understanding of what is already known from existing research and data studies, looking across both academia and digital inclusion projects/research, including those carried out by Good Things Foundation. The literature review also helped to steer analysis of Ofcom data.

## Quantitative analysis of Ofcom data

Working with Professor Simeon Yates from the University of Liverpool, Good Things Foundation has analysed the raw data from Ofcom's Media Literacy Survey 2017. This is the same survey data used to produce the [Adults' Media Use and Attitudes Report 2018](#).

Analysis has been informed by the literature review; and both elements of work have helped us develop headline groups which helped to guide the recruitment of interviewees for the final phase of the research.

More detail on this analysis can be found in Appendix 1.

## Interviewing learners at Online Centres

The third and final phase of this research involved speaking with people who experience some or all of the motivational barriers identified through the research to date. Through these interviews, Good Things Foundation explored motivational barriers to being online in even greater depth and granularity, including the relative importance of different barriers and the extent to which they 'mask' other/deeper reasons or issues.

More detail on the interviews can be found in Appendix 2.





## Chapter 2

# Key findings and recommendations

### Motivation: four main groups

We have identified **four main groups** of people in terms of the reasons and barriers they describe for not being online. It is important to note that these four main groups are not distinct and people may fall into more than one.

The four main groups don't tell the whole story. Through our research interviews we have identified a number of personas within each of these groups. These personas each have separate support needs, details of which can be found later in the report and in the other materials we have produced as part of this research.

The four main groups are:

#### 1) It's not for me

These are non-users who state the internet is not for them or "people like me" and do not see the personal benefit in being online. They have had no real need or purpose by which to go online. As a result they do not see how the internet can add value to their current situation. Some people within this group also have an underlying fear of using the internet.

- 3 out of 5 non-users (61%) fit this profile;
- 1 in 14 people (7.4%) in the adult population (16+) are non-users fitting this profile.

We have identified 9 personas within this group.

#### 2) The support I need is not available to me

Another barrier to bringing non-users online is the fact that some non-users report they do not have the right support. This could be access to the support they feel they need in order to get online or the actual devices required to do this.

- 1 in 4 non-users (25%) fit this profile;
- 1 in 32 people (3.1%) in the adult population are non-users fitting this profile.

We have identified 7 personas within this group.

#### 3) It's too complicated

Another reason that non-users cite for being offline is that the internet is too complicated for them. This reason may be used so as to mask their own abilities if they do not have the skills to go online. These are not just the basic digital skills but also an understanding of how the internet works. Importantly it may include the critical skills to judge digital content so users can protect themselves when using the internet.

- 1 in 5 of non-users (22%) fit this profile;
- 1 in 37 people (2.7%) in the adult population are non-users fitting this profile.

We have identified 5 personas within this group.

#### 4) The cost of going online is too much for me

The final barrier identified for non-users in this research is the cost of accessing the internet. This is related to the affordability of devices as well as connection costs for running these devices.

- 1 in 7 of non-users (15%) fit this profile;
- 1 in 50 people (1.8%) in the adult population are non-users fitting this profile.

We have identified 3 personas within this group.

#### Focus on those saying 'it's not for me'

The largest group in the data was those saying 'it's not for me'. It was also the group in which the strongest predictive links existed with people's demographics and circumstances.

Our analysis of the Ofcom data has revealed that:

- Those who left education at or under 16 years are **2.8 times more likely** to be non-users saying 'it's not for me' than those who left education after 21
- Each child in the house makes you **1.7 times less likely** to be a non-user saying 'it's not for me'
- Those who are not "very" confident about their literacy are **2.4 times more likely** to be non-users saying 'it's not for me'
- Those in NRS social grades D & E are **3.2 times more likely** to be non-users saying 'it's not for me' than those in social grades A & B<sup>2</sup>

More detail on this group of people, along with the other motivational barriers, can be found later on in the report.

#### Non-users

As well as focusing on the motivational barriers of non-users, our analysis uncovers some headlines about non-users in general:

- 12% of UK adults do not go online currently (non-users) (Ofcom, 2018)
- This equates to approximately 6.3m people (applied to ONS' Mid year population estimate, 2018)
- Non-users are now increasingly synonymous with those saying "the internet is not for me" or "it's not safe", rather than more tangible barriers such as a lack of skills or available equipment.

Moreover, **the six most reliable indicators** of whether someone is a non-user of the internet are:

- The age at which people leave full-time education
- The presence of children in their home
- Their level of confidence with reading and writing - i.e. general literacy
- Their income
- Their social grade (according to the NRS classification)
- Their age

It's worth noting that age itself is not necessarily a predictor of non-use. Many of the other indicators correspond with age, but are more reliable predictors on their own.

2 NRS Social Grade classification system can be accessed at <http://www.nrs.co.uk/nrs-print/lifestyle-and-classification-data/social-grade/>



More specifically:

- Those who left education at or under 16 years are **4 times more likely** to be non-users than those who left education after 21
- Each child in the house makes you **1.2 times less likely** to be a non-user
- Those who are not “very” confident about their literacy are **3.5 times more likely** to be non-users
- Those earning less than £10,399 pa are **2.3 times more likely** to be non-users than those earning over £52,000 pa
- Those in NRS social grades D & E are **3.5 times more likely** to be non-users than those in social grades A & B

### The ‘WhatsApp Factor’: what do we mean by the term ‘digital’?

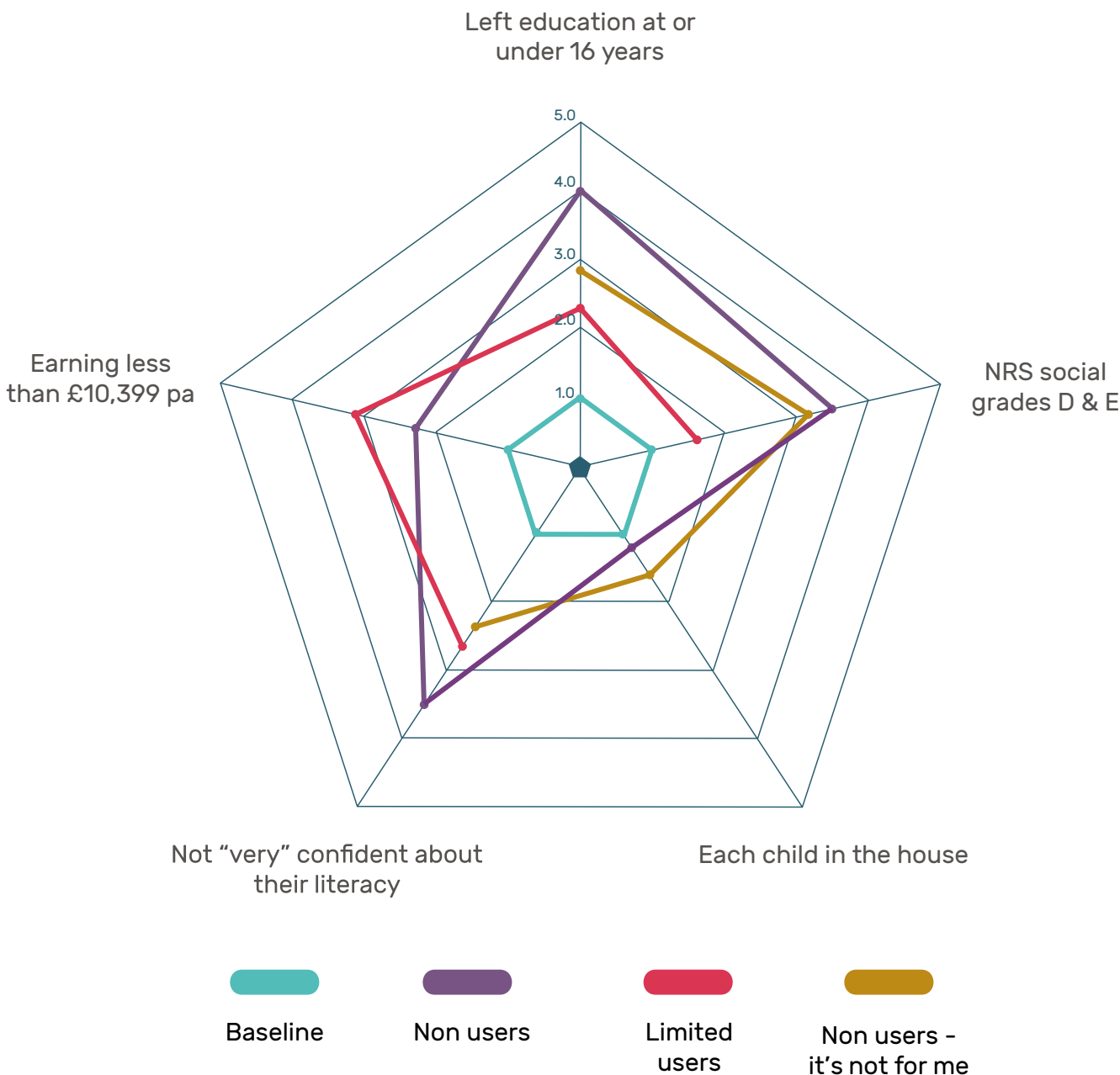
Throughout this research, we have we have observed some common misunderstandings on what the internet or ‘digital’ is when speaking with people in interviews. For example, interviewees did not perceive WhatsApp or catch up services as the internet and, therefore, would class themselves as non-users even if they use those services. This reinforces the need to understand both the breadth and depth of digital media use rather than just access to the internet.



## A prototype 'Barometer'

To visualise the effect of these main indicators on whether someone is more likely to be a non-user, a limited user or a non-user saying 'it's not for me', we have devised the following 'Barometer'. This is intended to act as a starting point for tracking inequality amongst the non-user and limited user populations over time, when comparing the effect of certain indicators against the general population.

For this report, the 'Barometer' contains the current snapshot (using data from Ofcom's Media Literacy Survey 2017). By repeating this analysis in future years we hope to assess progress against these indicators, with the aspiration of showing that we have become more inclusive.



The Barometer compares the 'equality' of a particular type of digital use or barrier. It looks at the specific indicators that this research has highlighted as significant predictors for non-use of the internet. The values plotted are the likelihoods for each indicator detailed in the headlines section of the report. The inner blue line represents the baseline for each analysis – where the "rest of the population" plot for each analysis.

**Please note:** if a predictor is not plotted on the Barometer for a particular type of user it means that it was not shown to be statistically significant in our analysis.

## Headline recommendations

### **We need to tackle digital motivational barriers head on and develop models that understand people in context**

To continue to make progress in reducing digital exclusion, and help as many people as possible to benefit from the digital world, the design of digital inclusion interventions increasingly needs to take account of deep insight in what drives and stops behaviour change. This report aims to create new evidence in this space that can be useful for everyone committing to support digital inclusion, from Government to private sector employers to third sector organisations. Our personas are designed to act as a steer for developing new models of support.

### **We need to ensure that good data on digital motivation is being collected through both existing and new research projects**

Many current research and data reports contain invaluable data on digital motivation. There is scope to use these – and develop new approaches – to collect even more data that reveals and explores reasons for being offline. Our personas offer a guide to what data we could be able to collect in future to understand this in more detail. Developing more dedicated surveys that focus directly on non-users and limited users may also help by boosting sample sizes, creating data that is even more meaningful. In addition, our surveys must cater for the ‘WhatsApp factor’ and find better ways to describe the digital activities in which we are interested when trying to understand use.

### **Social inclusion and digital inclusion should be brought together**

This report demonstrates again the powerful link between digital exclusion and different dimensions of social exclusion. Digital inclusion supports better social outcomes by helping people increase their confidence, self-efficacy and resilience. Equally, digital inclusion works best when it recognises and reflects individual needs, and helps people achieve outcomes that are relevant to their lives. This research therefore underlines again the case for embedding digital inclusion in all types of social support programme, whether public, private or community sector.

### **We need to make better use of predictive analysis to describe need and target interventions**

Moving forward, there is a strong case to use big data and predictive analysis to focus on specific risk factors (rather than ‘general deprivation’) to describe need and target digital inclusion interventions. Examples of this include using the ‘Education’ domain of the [Index of Multiple Deprivation](#), as this aligns strongly with the predictive indicators identified in this report.



## Chapter 3

### Context

#### Digital exclusion in numbers

##### Going online<sup>3</sup>

- 12% of UK adults do not go online at all and this hasn't changed since 2016
- 63% of non-users say nothing would encourage them to go online in the next 12 months
- 84% of non-users aged 60 or over say 'nothing' could motivate them to get online<sup>4</sup>

##### Basic / essential digital skills<sup>5 6</sup>

The Lloyds Consumer Digital Index tells us about those without all (or any) basic digital skills<sup>7</sup>. The number of those without these skills has been decreasing since 2015, but we are now seeing a slowing in the rate of this decrease. This can be summarised as follows:

	2015	2016	2017	2018
<b>Without all 5 basic digital skills</b>				
Number of people without all 5 basic digital skills	12.6m	No data	11.5m	11.3m
% of people without all 5 basic digital skills	23	No data	21	21
<b>Without any basic digital skills</b>				
Number of people without any basic digital skills	5.5m	No data	4.9m	4.3m
% of people without any basic digital skills	10	No data	9	8

##### People who have never used the internet<sup>8</sup>

The ONS Internet Users Survey reports on those who have never used the internet, as well as those who are referred to as 'lapsed users' (a previous internet user who hasn't been online in the preceding three months). The following chart shows how the proportion of people in these groups have changed:

3 Data taken from Ofcom's Adults' Media Use and Attitudes report, accessed at <https://www.ofcom.org.uk/research-and-data/media-literacy-research/adults/adults-media-use-and-attitudes>

4 Lloyds Consumer Digital Index 2018, accessed at <https://www.lloydsbank.com/banking-with-us/whats-happening/consumer-digital-index/key-findings.asp>

5 Data taken from Lloyds Consumer Digital Index for 2017 and 2018, accessed at <https://www.lloydsbank.com/banking-with-us/whats-happening/consumer-digital-index.asp>

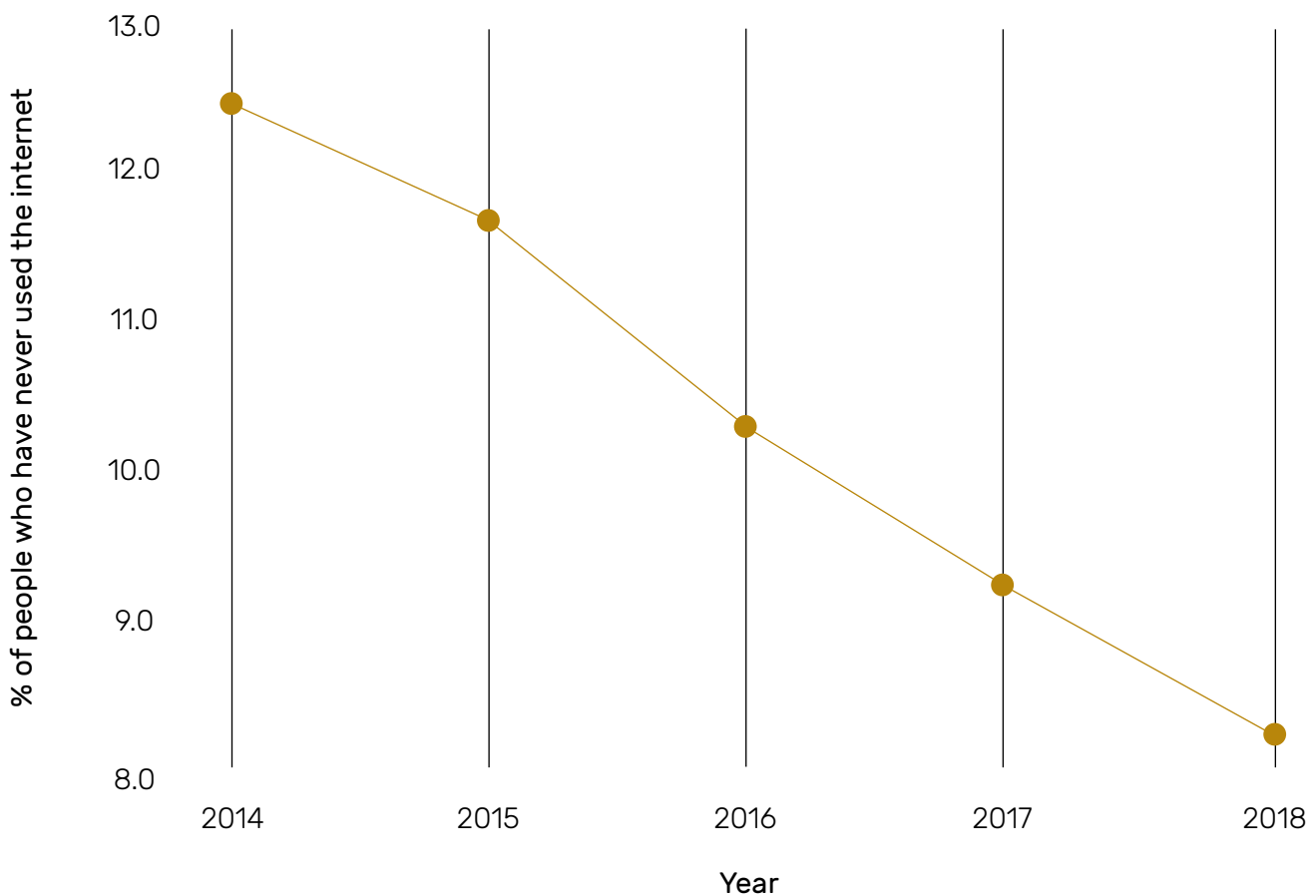
2015 figures come from Basic Digital Skills. UK Report 2015. Report prepared by Ipsos MORI for Go ON UK.

6 Basic Digital Skills Framework changed to the Essential Digital Skills Framework in 2018: <https://www.gov.uk/government/publications/essential-digital-skills-framework>

7 <https://www.gov.uk/government/publications/essential-digital-skills-framework>

8 Data taken from the ONS Internet Users, accessed at <https://www.ons.gov.uk/businessindustryandtrade/itandinternetindustry/datasets/internetusers>

## Percentage of people who have never used the internet (ONS Internet Users data)



### A note on comparisons

It is worth noting that the Ofcom definition of non-users incorporates lapsed users as well those who have never used the internet. This is why the figure for non-users is slightly higher than the ONS figure for people that have never used the internet. The Lloyds figure for those who do not have any of the basic digital skills is broadly in line with the ONS figure for those that have never used, as might be expected. All three of these measures (ONS, Ofcom and Lloyds Banking Group) use separate surveys and definitions of 'offline', and data are collected independently. It is, therefore, totally expected that the figures do not match up exactly.





## Motivational barriers in depth

### 1. Not for me

#### Definition: It's not for them or it's not safe

Non-users who state the internet is not for them or people like me do not see the personal benefit in being online. They have had no real need or purpose to go online meaning they do not see how the internet can add value to their current situation. In order for this group to feel motivated towards going online, the personal relevance needs to be made explicit at an individual level.

*"I don't have that kind of a lifestyle where I need to use technology, I'm very out in the community, I engage one to one, I do other voluntary work in the community garden - obviously you don't need a computer in the garden"*

#### Interviewee

Some people within this group also have an underlying fear of using the internet. The Ofcom data enforces previous research that individuals feel wary due to misconceptions or lack of knowledge such as understanding how their content can be shared along with an awareness of who uses their data and shares their details online<sup>9</sup>. By staying offline, they may also feel they avoid the risk of a negative experience like being exposed to hateful content or falling victim to fraud online<sup>10</sup>.

*"When you see on the telly people hack into your account and password and things like that, I'm a bit worried as well"*

#### Interviewee

#### Who is affected by this?

52% of non-users say they don't go online because 'they don't see the need/being online is not for people like them'<sup>11</sup>. Interestingly, over half of non-users in Oxford Internet Survey back in 2013 also expressed fears about the internet or technology showing this barrier is still significant in the non-user population<sup>12</sup>.

This is particularly the case among individuals with negative attitudes towards digital and older non-internet users, especially those aged 65+. This lack of perceived value highly correlates with age but it does not correlate with social grade and education level as all education levels indicated a lack of interest as the most important reason for being offline<sup>13</sup>.

However, previous research has shown that low education, as well as experiences across the life course, are significant for predicting attitudes towards learning and digital use<sup>14</sup>. Lower levels of education also correlates with the lack of workplace computer use meaning older generations are more likely to have received fewer years of education as well as opportunities to learn digital skills across the course of their life<sup>15</sup>. This explains why people with both of these characteristics are most likely to use this reason to explain their digital inactivity.

### Deeper reasons

9 Ofcom, Adults' Media Use and Attitudes Report, 2018

10 Ofcom, Adults' Media Use and Attitudes Report, 2018

11 Ofcom, Adults' Media Use and Attitudes Report, 2018

12 Oxford Internet Survey, Cultures of the Internet: The Internet in Britain. (2013). Can be accessed at <http://oxis.oii.ox.ac.uk/wp-content/uploads/sites/43/2014/11/OxIS-2013.pdf>

13 Helsper & Reisdorf, A quantitative examination of explanations for reasons for internet nonuse. (2015) can be accessed at [http://eprints.lse.ac.uk/49171/1/Helsper\\_Quantitative\\_examination\\_reasons\\_2012.pdf](http://eprints.lse.ac.uk/49171/1/Helsper_Quantitative_examination_reasons_2012.pdf)

14 Helsper & Van Deursen, A nuanced understanding of Internet use and non-use among the elderly. (2015). Can be accessed at [http://eprints.lse.ac.uk/59995/1/Helsper\\_a\\_nuanced\\_understanding\\_of\\_Internet\\_use.pdf](http://eprints.lse.ac.uk/59995/1/Helsper_a_nuanced_understanding_of_Internet_use.pdf)

15 Good Things Foundation & Centre for Ageing Better, I Am Connected: new approaches to supporting people in later life online. (2018). Can be accessed at [https://www.goodthingsfoundation.org/sites/default/files/research-publications/cfab\\_report\\_v4\\_0.pdf](https://www.goodthingsfoundation.org/sites/default/files/research-publications/cfab_report_v4_0.pdf)



Having the motivation to learn digital skills can be shaped by the attitudes people hold towards informal learning in adult life. Tuckett and Field identified the factors that underpin these attitudes are the “experience and expectations of family, the extent of initial education, expectations and opportunities experienced in the workplace and, age and life stage”<sup>16</sup>.

Within their research it is clear those who are either in lower social classes, have lower educational attainment or lower levels of literacy are most likely to hold negative attitudes towards learning. Our previous research corroborates their findings as these attributes are the most influential in relation to participating in adult learning, even if that is learning digital skills.

Despite this, people with fewer years of education are actually more likely to be offline by choice but they will mention lack of interest or cost to explain their behaviour<sup>17</sup>. Previous research from Good Things Foundation found this lack of interest “may obscure an underlying lack of confidence, or arise from misinformation about the risks and benefits of the internet” so these barriers provided could be masking issues surrounding a person’s self-efficacy and their capabilities<sup>18</sup>.

These negative beliefs and attitudes towards learning and digital can be detrimental to an individual’s self efficacy as those that say they have no interest, also lack the skills to engage as they have a basic level of education<sup>19</sup>. These beliefs may constrain a person’s abilities, or might have been developed as a way of rationalising low skills. This lack of self-efficacy can be a serious hindrance to older people in particular as they will avoid adopting digital technology if they feel they are not equipped to do so<sup>20</sup>.

In comparison to ex-users, non-users are more likely to point to a lack of interest and skills as the reason for being offline but they also report a wider variety of reasons for non-use. One of these reasons being they have made an informed choice to disengage based on preferences and need.

For people who have internet access in their home but do not use the internet, they are more likely to be offline based on this informed ‘choice’<sup>21</sup> rather than because of a lack of interest or skills. Survey data reveals older people tend to have preference to do things offline with pen and paper so they do not have the desire to use digital<sup>22</sup>. This may also indicate that older people have certain needs that digital cannot reproduce, such as the face-to-face social interaction of going to the shops, and supporting local employers and employees which may be related to isolation experienced in older age<sup>23</sup>. For people who voluntarily exclude themselves from digital, digital is a means to an end and people are able to achieve these ends in other ways. Our previous research has shown that as long as people have “good social resources and little need for health and public services” this ‘informed choice’ is not problematic and little can be done to persuade this small proportion online<sup>24</sup>.

## Proxy use

Existing research shows proxy use exists across all groups of non-users for various reasons.

16 Tuckett & Field, Factors and motivations affecting attitudes towards and propensity to learn through the life course. (2016). Can be accessed at [http://dera.ioe.ac.uk/29182/1/Skills\\_and\\_lifelong\\_learning\\_-\\_attitudes\\_to\\_learning.pdf](http://dera.ioe.ac.uk/29182/1/Skills_and_lifelong_learning_-_attitudes_to_learning.pdf)

17 Eynon & Helsper, Adults learning online: digital choice and/or digital exclusion? (2011). Accessed at [http://eprints.lse.ac.uk/36969/1/\\_lse.ac.uk\\_storage\\_LIBRARY\\_Secondary\\_libfile\\_shared\\_repository\\_Content\\_Helsper%2C%20E\\_Adults%20learning\\_Helsper\\_Adult%20learning\\_2014.pdf](http://eprints.lse.ac.uk/36969/1/_lse.ac.uk_storage_LIBRARY_Secondary_libfile_shared_repository_Content_Helsper%2C%20E_Adults%20learning_Helsper_Adult%20learning_2014.pdf)

18 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

19 Helsper & Reisdorf, A quantitative examination of explanations for reasons for internet nonuse. (2015).

20 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

21 Eynon & Helsper, Adults learning online: digital choice and/or digital exclusion? (2011).

22 Ofcom, Adults’ Media Use and Attitudes Report. (2018)

23 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

24 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

Proxies can be used in multiple ways such as buying online, accessing information, accessing public services, claiming benefit and getting in touch with someone<sup>25</sup>. Yet, it is more often associated with intermittent transactional activities than with activities that are perceived as less formal and 'risky'<sup>26</sup>.

For non-users within this group it is more likely proxies are used to fulfil these transactional activities as well as 'riskier' tasks due to the underlying fear for non-users in this group. As internet users aged 55 and over are less likely to have done riskier transactional activities online such as online banking or shopping, non-users who cite the internet is 'not for them' may use proxies as their method for addressing this underlying fear or perception of risk.

## Personas within this group

Through the interviewing process we were able to speak with people that fitted within this main group. This uncovered nine personas falling into this category which reveal the underlying reasons for people saying 'it's not for me'. These can be summarised as:

1. I'm wary and fearful as I've had negative life experiences
2. I do not have the ability or skills to understand how to use the internet
3. I am fearful of making a mistake or giving someone else control
4. My life is fine without it
5. I feel forced to use it
6. Someone else can do it for me
7. I have other priorities right now
8. I feel under pressure to use it
9. The ways I've seen it used don't match my life

The [full set personas](#) are available as a separate document detailing the demographic traits and support needs.

## 2. I don't have the right support

Definition: They don't have the right help to know where to start or they don't have the kit. Another barrier to bringing non-users online is the fact that some non-users report they do not have the right support. This could be access to the support they feel they need in order to get online or the actual devices required to do this. The support non-users need will relate to setting up digital technology to having someone available to teach them basic digital skills although this will vary between each user and their needs. For some users this support might even be having someone nearby while they use devices so they can feel reassured as they start to build their confidence in using the internet.

*"You need support from someone who's trained, and has knowledge"*

*"If I used the internet at home, I wouldn't have support readily available to help if I got stuck, would need to call my son"*

### Interviewees

## Who is affected by this?

Like those who say the internet is 'not for me', non-users who sit within the older age bracket, have

25 Ofcom, Adults' Media Use and Attitudes Report. (2018).

26 Ofcom, Adults' Media Use and Attitudes Report. (2018).

low education and confidence in their literacy skills are most likely to fall within this group<sup>27</sup>.

The Ofcom Media Literacy Survey data reveals that each additional child within a household makes someone 1.678 times less likely to be a non-user meaning those who live alone are most likely to be a non-user and possibly feel as though they do not have the support to help them get online<sup>28</sup>. Despite this, if individuals have a strong support network from family, friends and close neighbours, living alone may not have a strong influence over their non-use. Feeling as though support is non-existent will stem from the feeling of being isolated rather than living in isolation itself.

## Deeper reasons

Although social isolation has an impact on non-use due to the lack of support, previous research has shown those who are lonely mention a lack of access more often as a reason for disengagement rather than a lack of interest and support<sup>29</sup>. Yet even if the correct equipment was provided to solve the problem of access, this may only solve part of the problem.

For isolated non-users with lower levels of education, they might not admit they need support out of pride and state they don't have access to mask their limited skills. Whereas for non-users who say they don't have the support they need to get online, this could be a reflection of their self-efficacy. These learners may have the skills but not the confidence to get started so feel they need additional support. Where a non-user has basic literacy, more years of education and are interested in learning, it is likely they may see less emphasis on support as they have the self confidence to get started without being reliant on someone else<sup>30</sup>.

It is important to note that even where support is available, for people with additional needs such as learning difficulties this might not be the right type of support for their needs. Therefore, the demand for support might not come from those who are most excluded.

## Proxy use

Our previous research found social networks play a big role in participants' awareness and usage of digital technology as potentially risky situations can be turned over to trusted family members. Yet having support readily available can also be a hindrance to people wanting to learn<sup>31</sup>.

Proxy use is more likely to occur among internet non-users with 'larger socializing networks and stronger intergenerational support'<sup>32</sup>. Our research has shown that when support is available, family members often take control of devices and complete the task themselves as this is more convenient for both parties which removes the prospect of the non-user becoming online.

*"Once I've shown him he forgets it so I have to go over it again. It doesn't sink in for some reason, I think it's because he's not really interested."*

### Interviewee and proxy user

For some non-users, this interaction justifies their position for being offline. Non-users can become reliant on proxies if they have no motivation to learn and the support offered does not incorporate teaching basic digital skills. This being said, proxy use could also be the catalyst for motivating non-users to go online as they do not want to be reliant on other people.

Although proxy use for this group tends to be intermittent rather than continuous this is due to a lack of time, patience, lack of interest and confidence, emphasising support from proxies would not

27 Helsper & Reisdorf, A quantitative examination of explanations for reasons for internet nonuse. (2015).

28 Ofcom, Adults' Media Use and Attitudes Report. (2018).

29 Helsper & Reisdorf, A quantitative examination of explanations for reasons for internet nonuse. (2015).

30 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

31 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

32 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).



be enough to motivate this group to become digitally active<sup>33</sup>. Individuals need to have a positive outlook on their own abilities and digital in order to even consider seeking the right support that will help them to get online.

## Personas within this group

Through the interviewing process we were able to speak with people that fitted within this main group. This uncovered seven personas falling into this category which reveal the underlying reasons for people saying 'the support I need is not available to me'. These can be summarised as:

1. I think I need a qualified tutor to get me going
2. Aside from using digital, I need additional help or extra support
3. I don't have my own equipment but I can use someone else's
4. I have a smartphone but I do not see it as the internet
5. I can't get to the support offered
6. The 'go to' places for support can't give me the specifics of what I need
7. I have the support I think I need from people at home, but it's still not clicking and I feel disempowered

The [full set personas](#) are available as a separate document detailing the demographic traits and support needs.

## 3. It's complicated

### Definition: Getting online/connected or using the internet is too hard

An alternative reason non-users cite for being offline is that the internet is too complicated for them but this may be used to mask their own abilities if they do not have the skills to go online. These are not just the basic digital skills but also an understanding of how the internet works along with the critical skills to judge digital content so users can protect themselves when using the internet. They have a perception that it is complicated and beyond their reach as they are uncertain on where to start. As with anything new, it can seem overwhelming to an individual so this group do not feel motivated to learn.

*"When you make an error on the computer it seems very complicated to correct the error"*

**Interviewee**

### Who is affected?

Non-users are most likely to point to a lack of skill and access as factors for digital exclusion compared to ex-users<sup>34</sup>. This group again consists of predominantly older people but with a large percentage being in low skilled work, D & E households and having had fewer years of education.

From the Ofcom data, over-54s and D & E households are more likely than average to describe themselves as 'not confident' in their literacy abilities emphasising self-efficacy is again problematic for people with these characteristics<sup>35</sup>.

The Ofcom report reveals that D & E households are the most likely to feel the internet is too complicated and are most at risk of being offline. Individuals within D & E households are likely to be time poor whereby they are unable to dedicate time to learning as they are constantly working. As low literacy and education highly correlates with these individuals, they lack the critical skills needed online so are unable to protect themselves such as an awareness of how personal data is used and what personal data is acceptable to share<sup>36</sup>. Individuals need the technical navigation skills so they can make informed decisions about what is safe, what is beneficial and how they can

<sup>33</sup> Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

<sup>34</sup> Helsper & Reisdorf, A quantitative examination of explanations for reasons for internet nonuse. (2015).

<sup>35</sup> Ofcom, Adults' Media Use and Attitudes Report. (2018).

<sup>36</sup> Ofcom, Adults' Media Use and Attitudes Report. (2018).

recognise reliable sources. Without this they are increasingly more vulnerable and are at risk of becoming exploited.

## Deeper reasons

From the data, it is clear that employment status impacts the motivations of non-users to learn digital skills.

Some non-users that are in unskilled jobs or roles that do not make use of digital, use this lack of computer use in the workplace to explain their current digital behaviour. Evidence on learner motivation suggests that employees in these positions with low education and literacy levels have neither the desire to learn new skills even if this would improve their labour market position:

*“Participation in adult education is lowest amongst those with the poorest skills. This may suggest that adults with poor literacy and numeracy do not think that they need to improve their skills in the first place or perhaps that the adult education solutions that are on offer aren’t the ‘right’ kind for many people within this population”<sup>37</sup>*

Surprisingly, ex-users with low educational levels are less likely to indicate that a lack of skills is a reason for not using the internet<sup>38</sup>. Blank and Dutton identify that the internet is an ‘experience technology’ so users become increasingly confident as they use the internet, regardless of education level. For non-users who feel it is too complicated, the internet needs to be introduced in small segments to prevent individuals feeling overwhelmed. Gaining basic skills in proportions that work for the individual help to create positive incremental changes that remove the complications.

As mentioned previously, those that lacked interest also lacked the skills to engage demonstrating many of those who say the internet is ‘not for me’ will also fall within this group, particularly those in the oldest age group. This again relates to their fewer years of education but most importantly, their ‘fluid intelligence’ which can be summarised as:

*“The ability to apply logic or knowledge from other areas of experience to deal with new problems and situations – makes it especially difficult to learn a completely new skill. Retirement quickens the decline in cognitive functions as these begin to deteriorate through lack of use, memory, capacity to learn and self-perception”<sup>39</sup>.*

Although age itself is not a key predictor of non-use, the capacity to learn underpins why older people in particular feel it is too complicated. Yet the ability to learn is not limited to older non-users. People of working age will also feel it is too complicated due to level of literacy, experience with education and the type of work experienced over their lifetime.

## Proxy use

Although people who are least proficient and feel the internet is too complicated are the least likely to seek support to improve their skills, asking a friend or family member to help with digital is more likely among people in D & E households and older users<sup>40</sup>. This might be due to poor experiences in educational environments which leads individuals to seek informal support from friends and family but it is unclear what this support looks like.

It is possible that this group do not seek support to overcome their complications as the support they truly need is not available. Work from SCVO found access to support that develops basic digital skills is least available where it’s needed most explaining why D & E households turn to social

37 Mallows & Lister, Future of skills & Lifelong learning: How can we motivate adults to engage in literacy and numeracy learning? (2016). Accessed at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/590873/skills-lifelong-learning-motivating-engagement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/590873/skills-lifelong-learning-motivating-engagement.pdf)

38 Eynon & Helsper, Adults learning online: digital choice and/or digital exclusion? (2011).

39 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

40 Ofcom, Adults’ Media Use and Attitudes Report. (2018).

networks for digital support<sup>41</sup>.

## Personas within this group

Through the interviewing process we were able to speak with people that fitted within this main group. This uncovered five personas falling into this category which reveal the underlying reasons for people saying 'it's too complicated'. These can be summarised as:

1. It takes a lot of time for me to get my head in to this and the travel time to get support is too much
2. When I've tried this before I couldn't do it – the software or website didn't make sense to me
3. When I've tried this before I couldn't do it – the equipment used was a mystery to me
4. I don't have the confidence to learn anything new at all
5. I don't have the right skills and I'm unable to access support

The **full set personas** are available as a separate document detailing the demographic traits and support needs.

## 4. It's too expensive

### Definition: The equipment or going online is too expensive

The final barrier identified for non-users in this research is the cost of accessing the internet. This is related to the affordability of devices as well as connection costs for running these devices.

*"It's very expensive. It's gone up to £46 because of late payments."*

**Interviewee**

### Who is affected?

Current research has found ex-users are more likely than non-users to point to lack of access and high costs as reasons for not using the internet.<sup>42</sup> Yet for the non-users who do report this tend to be disproportionately disadvantaged.

Cost is more of a concern for individuals with low income and households of lower social status where the cost of going online is a larger percentage of their disposable income, making it expensive for this group. The oldest and youngest non-users are most likely to mention this barrier, particularly those in the youngest age bracket who are not in work or have a lower level income.

These high costs are also more likely to be an issue for those who have low confidence in their literacy abilities, fewer years of education, are unemployed and those in D & E households as these variables are key predictors of income.

Interestingly, the affordability of internet connection and devices is an important factor for certain regions as 25% of adults in Scotland's most deprived areas have reported that they do not use the internet (compared to Scotland's national average of 16%)<sup>43</sup>. However, when analysing the Ofcom data, location and multiple deprivation variables were not significant for cost nor for the other motivational groups<sup>44</sup>.

## Deeper reasons

Unlike the other motivational barriers, the majority of individuals who say the internet is too expensive tend to do so simply because being online is too expensive for them. Although, people with negative opinions about ICT are more likely to indicate they are not using the internet due to

41 SCVO, Tackling digital exclusion in Scotland. (2017). Accessed at <https://storage.googleapis.com/digital-participation-charter/tackling-digital-exclusion-in-scotland-a4.pdf>

42 Helsper & Reisdorf, A quantitative examination of explanations for reasons for internet nonuse. (2015).

43 SCVO, Tackling digital exclusion in Scotland. (2017).

44 Ofcom, Adults' Media Use and Attitudes Report. (2018).

costs suggesting they possibly do not see the value for money<sup>45</sup>.

This research has started to uncover the underlying reasons why people provide this reason but if this was unpicked further, we might be able to understand an individual's financial situation as well as personal circumstances that are prohibiting internet use. For some non-users who fall within this group, they may be in financial hardship and point of crisis where learning digital skills is simply not the right time.

*"Universal Credit does not include money for having broadband at home"*

**Interviewee**

## Proxy use

There is little evidence to support how those with cost barriers make use of proxies to go online. As cost is related to access to devices or internet, we can only assume from our own knowledge and previous research that this group of non-users utilise proxies in the same way as those who express the other motivational barriers.

## Personas within this group

Through the interviewing process we were able to speak with people that fitted within this main group. This uncovered three personas falling into this category which reveal the underlying reasons for people saying 'the cost of going online is too much for me'. These can be summarised as:

1. I have a low income and I am being forced to use the internet because of changes to the benefit system and Universal Credit
2. I can't afford to buy a broadband package at home
3. I will not get as good a connection as other people so why pay for that

The [full set personas](#) are available as a separate document detailing the demographic traits and support needs.

## Chapter 5

# Recommendations for approach

<sup>45</sup> Eynon & Helsper, Adults learning online: digital choice and/or digital exclusion? (2011).







Throughout this research we have identified a number of models of support that may assist people facing motivational barrier to accessing the internet. The following sections detail these at a general level for the four main groups.

## It's not for me

Integrating basic skills provision into other learning activities can make the internet seem more attractive, as can increasing the diversity of provision. There is a need to downplay the digital element of being online and find the 'hook' so people see the personal relevance e.g. managing finances not digital skills<sup>46</sup>. Feedback from Online Centres has suggested that the term digital promotes fear, particularly if the need to use it is forced. As such, it is important to make it relevant to the user and allow them to determine what they want to know. For this group of people, the digital skills need to be the indirect benefit of support.

*"Need to find something learners are interested in, learning just about computers is boring. Also need to change it each time so they can see the different uses for the internet - NHS, YouTube, Amazon."*

**Online Centre, November 2018**

Digital inclusion policy and practice should focus efforts on moments of transition and crisis, where people benefit from support services. Through a nudge approach, these can provide entry point into digital by making it relevant and integrated<sup>47</sup>.

Helping older people to get online requires intensive, tailored support, and an open-ended time commitment, especially for those experiencing low confidence and facing multiple barriers and disadvantages<sup>48</sup>.

To address the fear element, people need more informed but impartial advice on software, devices and connectivity otherwise they will drop out due to technical problems. As the internet is viewed as an 'experience technology' where trust grows with positive engagement, positive learning experiences need to be encouraged by using a nudge approach<sup>49</sup>. Online Centres have highlighted that people do not need to know everything. They do, however, need to be informed of the benefits and what they are potentially missing out on. It is, therefore, important to raise awareness of the possibilities through digital as long as they are also aware that they can't break anything.

Responsibility also lies on both government and technology businesses to invest in new forms of public engagement and education to show the value of being online. Motivational campaigns using mass media, backed by local organisations can have significant impact such as the BBC Second Chance campaign and the Skills for Life campaign<sup>50</sup>. Outreach work, coupled with taster provision have been successful strategies to stimulate participation among disengaged groups in general learning activities.

Technology companies should also be transparent and accountable by adopting clear, terms and conditions that make explicit how services operate and how personal information is used<sup>51</sup>. Through our interviews, it was made apparent that this would aid in addressing the wariness people have of the internet, particularly those with low literacy. A number of interviewees highlighted the need to see that large companies are being held to account for data breaches and the internet is being

46 Mallows & Lister, Future of skills & Lifelong learning: How can we motivate adults to engage in literacy and numeracy learning? (2016).

47 SCVO, Tackling digital exclusion in Scotland. (2017).

48 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

49 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

50 Doteveryone, People, Power and Technology: The 2018 Digital Attitudes Report. (2018). Accessed at <http://attitudes.doteveryone.org.uk/files/People%20Power%20and%20Technology%20Doteveryone%20Digital%20Attitudes%20Report%202018.pdf>

51 Doteveryone, People, Power and Technology: The 2018 Digital Attitudes Report. (2018). Accessed at <http://attitudes.doteveryone.org.uk/files/People%20Power%20and%20Technology%20Doteveryone%20Digital%20Attitudes%20Report%202018.pdf>

policed.

More tailored and specific approaches for this group can be found in the personas.

## I don't have the right support

Support needs to be based in a familiar, informal and accessible physical location with interpersonal support<sup>52</sup>. The support should come from encouraging and informal volunteers/tutors combined with peer learning to effectively communicate the benefits of digital. Discussion with Online Centres reinforces this. And our interviewees spoke about the need to be surrounded by people who have also been in a similar situation. In addition, one to one support often works best so people are able to ask questions freely and gain an immediate response without feeling embarrassed.

*"There was no pressure to keep going, being able to come in [on] my own time, whenever I wanted to and didn't feel trapped. There was time to take a break and to think about it rather than cramming in my head with information I didn't know about"*

*"There's no restrictions, the access is there and there's no time limit, could come in the morning and stay while 6. At the library, you're restricted, there is a time limit."*

## Interviewees talking about support they had received

Having access to a device alone can be enough to motivate people to learn digital as they have a reason to learn<sup>53</sup>. Yet support needs to be provided for those who have lower literacy abilities or self-efficacy to create a positive learning experience. Ongoing support is needed to support the development of the individual and enhance their current skill sets<sup>54</sup>. For others, they will need to gain foundation skills and access other support services first before starting to learn digital skills.

More tailored and specific approaches for this group can be found in the personas.

## It's complicated

Similarly for those who find they do not have the right support, individuals who feel the internet is too complicated needs to experience tailored 1-1 support. Again this support needs to be ongoing and aimed at increasing the understanding as well as skills of individuals<sup>55</sup>. As people who provide this reason are most likely to be those most in need and most likely to avoid seeking support, outreach may be the most effective means of engaging this group.

Online Centres have also highlighted that a nudge approach from family and ongoing repetition can be effective alongside time and patience. Families need to show, rather than do, and the device used has an impact. In particular, the need to use one device only, possibly a tablet, has been suggested.

More tailored and specific approaches for this group can be found in the personas.

## It's too expensive

As access is more problematic for D & E households, there needs to be affordable packages or devices for low income households<sup>56</sup>. This moves the responsibility of addressing the cost barrier away from the individual or community organisations that provide support, and onto key players in the

[tudes.doteveryone.org.uk/files/People%20Power%20and%20Technology%20Doteveryone%20Digital%20Attitudes%20Report%202018.pdf](https://tudes.doteveryone.org.uk/files/People%20Power%20and%20Technology%20Doteveryone%20Digital%20Attitudes%20Report%202018.pdf)

52 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

53 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

54 Good Things Foundation & CfAB, I Am Connected: new approaches to supporting people in later life online. (2018).

55 Mallows & Lister, Future of skills & Lifelong learning: How can we motivate adults to engage in literacy and numeracy learning? (2016).

56 SCVO, Tackling digital exclusion in Scotland. (2017).

digital landscape such as technology companies or broadband providers. Thinking about different packages, price structures, broadband speeds and equipment costs all form part of the wider support model for encouraging non-users of the internet.

*"If someone gave me a laptop, or a smartphone only cost £5 a week, if it was on that flexible basis where you only pay a certain amount and manage to afford it then it would be acceptable."*

#### Interviewee

More tailored and specific approaches for this group can be found in the personas.

## Chapter 6

### Limited users







Good Things Foundation's '[The Real Digital Divide?](#)' report, published in 2017, introduced a new model for analysing the scale and makeup of 'limited users' of the internet. This used the Ofcom data as well. Although we have not focused on these users particularly through this report, we have analysed the latest Ofcom data in the same way as above.

This shows stark similarities between the demographic / circumstantial traits of non-users, those saying 'it's not for me' and limited users. It demonstrates that there is an inequality that persists into how people use the internet, not just between those that use and those that don't. Furthermore, this may now be a potentially fluid space where people move between non- and limited-use.

More specifically:

- Those who left education at or under 16 years are **2.3 times more likely** to be limited users than those who left education after 21
- Those who are not "very" confident about their literacy are **2.7 times more likely** to be limited users than those that are
- Those earning less than £10,399 pa are **3.2 times more likely** to be limited users than those earning over £52,000 pa
- Those in NRS social grades D & E are **1.6 times more likely** to be limited users than those in social grades A & B





## Chapter 7

# Acknowledgements

Thank you to the following people and organisations. This research would not have happened without their support, effort and commitment.

- **Ian Caveney** and the rest of the team at **BT** for supporting this research from the start and steering the project throughout.
- **Professor Simeon Yates** at the **University of Liverpool** for bringing insight, guidance and analytical expertise.
- **Jessica Rees** and the rest of the team at **Ofcom** for making available the data from their Media Literacy Survey for analysis.
- The research project team at **Good Things Foundation**: Tom French, Lauren Quinn, Duncan Milroy and Matthew Moxon. And thank you for the rest of the staff team for support and guidance along the way.
- The ongoing and continuing input of organisations in the **Online Centres Network**, particularly those that provided feedback at workshops during the Good Things Foundation conference and those that identified individuals that may be suitable for interviewing as part of this project.



# Appendix 1: Methodology for data analysis

The data analysis carried out as part of this research was carried out by Professor Simeon Yates of University of Liverpool and was steered by some of the initial findings from the literature review.

## Step 1: Building a predictive model

### Method

The model was developed using SPSS24 running on MacOS. The model is a Binary loglinear analysis. We have used the 2017 Ofcom Media Literacy Survey data. As the goal was to build a robust inductive model – not to test theory – the Forward Selection (Likelihood Ratio) method was used to pick out the variables with the greatest predictive value. A wide range of demographic factors separated out as dichotomous categorical variables (yes/no – feature present or absent) were used.

### Results

Model

Table 1 below lists the key predictive variables.

Table 1: Main model

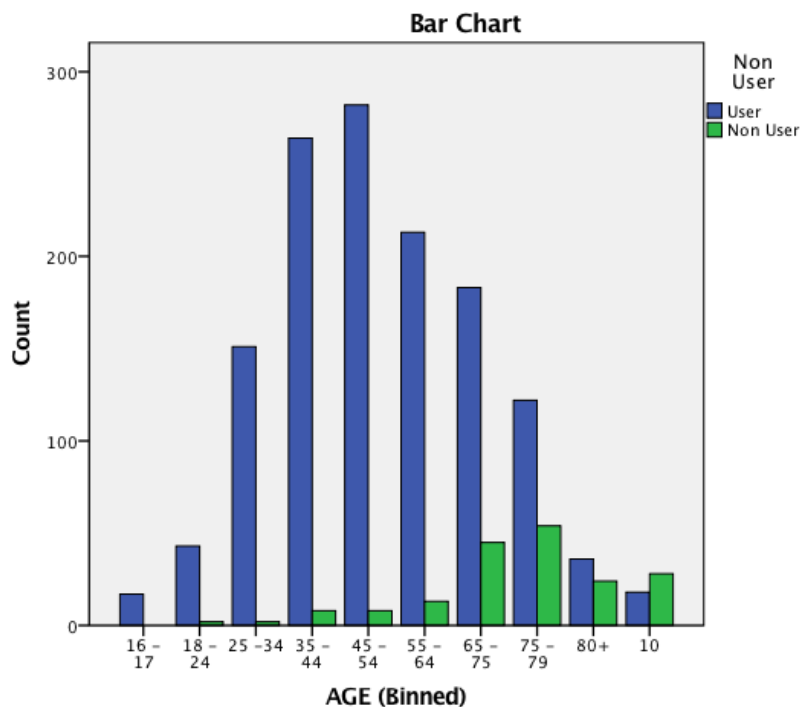
Variable	B	S.E.	Wald	d f	Sig.	Exp( B)
<b>Social Class AB</b>			22.32 2	3	0	
<b>Social Class C1</b>	0.659	0.363	3.301	1	0.06 9	1.933
<b>Social Class C2</b>	1.32	0.354	13.89 1	1	0	3.74 2
<b>Social Class DE</b>	1.526	0.352	18.74 4	1	0	4.59 9
<b>Co-habiting</b>	1.139	0.566	4.05	1	0.0 44	3.124
<b>Single</b>	-0.933	0.312	8.933	1	0.0 03	0.39 3
<b>Working full-time (30 hours per week plus)</b>	1.669	0.362	21.23 8	1	0	5.30 7
<b>Left education aged 16 or under</b>	-1.032	0.227	20.61 7	1	0	0.35 6
<b>Very confident</b>	1.582	0.231	46.6 89	1	0	4.86 3
<b>Constant</b>	-5.941	943.2 95	0	1	0.99 5	0.00 3

Table 2: Interpretation

Variables in the Equation	
<b>Social class</b>	The lower a person's social class the more likely they are to be a NON-USER
<b>Alone - I am the only adult in the household</b>	If the person is alone in the house they are more likely to be a NON-USER of the internet
<b>Not in full time work</b>	If the person is not in full time work they are more likely to be a NON-USER of the internet
<b>Finished education Aged 16 or under</b>	If the person finished education before 16 they are more likely to be a NON-USER of the internet
<b>Very confident with literacy</b>	Those people who are very confident with literacy are more likely to be USERS of the internet

Importantly though non-users are likely to be older (see graph below) – age itself is not a predictor. Just because you are old does not mean you are more likely to be a non-user. Rather though the predictive factors above correspond with age –the specific features are far more important than age.

Figure 1: Age and user type



### Reasons for not going on-line

We found that reasons for not going on-line clustered into two main groups (Figure 3):

- Cost
- Other reasons

Within other reasons there we 3 groups:

- Too complicated
- Equipment and help
- Not for me and trust

Modelling these 4 areas against the same set of variables for the non-users produces very poor statistical results. This is likely due to the very small number of cases for each response, the overlap in responses (this was a “tick all that apply”) question and the fact that “not for me” was the predominant response. There is evidence that younger non-users may be more likely to cite cost issues (see below) – but overall there is limited statistically robust variation in reasons given for not being on-line.

## Step 2: Further interrogation using R

### Model of non-users

The goal has been to identify the key features of people who are non-users of the Internet. We have used the 2017 Ofcom Media Literacy Survey data. The overall results from a binary logistic regression are presented in Table 2, with the full method described below. From this we can conclude the following, the six main predictors are:

- Level of education
- Age
- Presence of children in home
- Literacy
- Income
- Social class

Table 1 outlines the impact of each of these:

Variable	Sig	Odds ratio
Age Left Education (16 or under; 17-18; 19-20; 21 or over)	***	0.622
Age (10 year blocks from 26 to 86+)	***	1.796
Number Children Under 18 in Household	***	0.805
Not "Very" Confident with Literacy (Yes/No)	***	3.487
Income	**	0.844
NRS Social Class (AB; C1; C2; DE)	***	1.525

Table 2: Model of non-users

	Estimate	Std. Error	z value	Pr(> z )		Odds Ratio	2.50%	97.50%
<b>(Intercept)</b>	<b>-5.478</b>	<b>0.632</b>	<b>-8.670</b>	<b>0.000</b>	<b>***</b>	<b>0.004</b>	<b>0.001</b>	<b>0.014</b>
<b>Age Left Education (16 or under; 17-18; 19-20; 21 or over)</b>	<b>-0.474</b>	<b>0.089</b>	<b>-5.343</b>	<b>0.000</b>	<b>***</b>	<b>0.622</b>	<b>0.520</b>	<b>0.738</b>
<b>Age (10-year blocks from 26 to 86+)</b>	<b>0.586</b>	<b>0.053</b>	<b>10.992</b>	<b>0.000</b>	<b>***</b>	<b>1.796</b>	<b>1.622</b>	<b>2.000</b>
Has Health Condition with Impact (Yes/No)	0.131	0.176	0.745	0.456		1.140	0.805	1.607
<b>Number Children Under 18 in Household</b>	<b>-0.217</b>	<b>0.061</b>	<b>-3.578</b>	<b>0.000</b>	<b>***</b>	<b>0.805</b>	<b>0.707</b>	<b>0.898</b>



<i>Not "Very" Confident with Literacy (Yes/No)</i>	<b>1.249</b>	<b>0.179</b>	<b>6.971</b>	<b>0.000</b>	<b>***</b>	<b>3.487</b>	<b>2.457</b>	<b>4.964</b>
Income (< £10,400, to £15,599; to £25,999; to £36,399, to £51,999; > £51,999)	-0.169	0.052	-3.224	0.001	**	0.844	0.760	0.934
Deprivation Index (Low; Medium; High)	0.096	0.138	0.693	0.488		1.100	0.839	1.442
Location (Urban/Rural)	0.132	0.215	0.615	0.539		1.141	0.745	1.734
<i>NRS Social Class (AB; C1; C2; DE)</i>	<b>0.422</b>	<b>0.085</b>	<b>4.948</b>	<b>0.000</b>	<b>***</b>	<b>1.525</b>	<b>1.292</b>	<b>1.805</b>
Significance. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1								

## Differentiating non-users

Similar models were run on the main statements around reasons for not using the internet:

- Fear / it's not for me
- Costs
- Complications
- Equipment and support

With those people making these statements about why they did not use the internet being compared to the rest of the population. Only the fear of internet use produced a reasonable model where there was a good fit and a reasonable level of prediction. Though this model is less accurate than the general model of non-users. Though the majority of variables weakly statistically correlate (Cramers  $v < 0.2$ ) on a crosstabulation  $\chi^2$  with each of these concerns (see Table 5). Those not statistically linked are marked in yellow.

## Fear of internet use (or 'it's not for me')

The goal has been to identify the key features of people who are non-users of the Internet. We have used the 2017 Ofcom Media Literacy Survey data. The overall results from a binary logistic regression are presented in Table 4. From this we can conclude the following, the six main predictors are:

- Level of education
- Age
- Presence of children in home
- Literacy
- Social class

Table 3 outlines the impact of each of these:

Table 3: Key features of those stating "Fear of internet use / it's not for me" is the main barrier to uptake

	<b>Sig</b>	<b>OR</b>	<b>Effect</b>
<b>Age Left Education (16 or under; 17-18; 19-20; 21 or over)</b>	***	0.711	Those who left education at or under 16 years are 2.777 times more likely to be non-users than those who left education after 21
<b>Age (10 year blocks from 26 to 86+)</b>	***	1.649	Those over 86 years old are 20.079 times more likely to be non-users than those under 26
<b>Number Children Under 18 in Household</b>	***	0.596	Each child in the house makes you 1.678 times less likely to be a non-user
<b>Not "Very" Confident with Literacy (Yes/No)</b>	***	2.447	Those who are not "very" confident about their literacy are 2.447 times more likely to be non-users
<b>NRS Social Class (AB; C1; C2; DE)</b>	***	1.479	Those in NRS social grades D&E are 3.237 times more likely to be non-users than those in social grade s A&B

Table 4: : Model of those stating "Fear of internet use / it's not for me" is the main barrier to uptake

	<b>coe f</b>	<b>se( coe f)</b>	<b>low er</b>	<b>upp er</b>	<b>Chi sq</b>	<b>p</b>	<b>Sig</b>	<b>OR</b>	<b>Low er</b>	<b>Upp er</b>
<b>(Intercept)</b>	<b>-5.641</b>	<b>0.721</b>	<b>-7.089</b>	<b>-4.246</b>	<b>68.763</b>	<b>0.000</b>	<b>***</b>	<b>0.004</b>	<b>0.001</b>	<b>0.014</b>
<b>Age Left Education (16 or under; 17-18; 19-20; 21 or over)</b>	<b>-0.340</b>	<b>0.101</b>	<b>-0.548</b>	<b>-0.146</b>	<b>12.271</b>	<b>0.000</b>	<b>***</b>	<b>0.711</b>	<b>0.578</b>	<b>0.864</b>
<b>Age (10-year blocks from 26 to 86+)</b>	<b>0.500</b>	<b>0.060</b>	<b>0.384</b>	<b>0.623</b>	<b>Inf</b>	<b>0.000</b>	<b>***</b>	<b>1.649</b>	<b>1.468</b>	<b>1.865</b>
Has Health Condition with Impact (Yes/No)	0.121	0.194	-0.264	0.498	0.387	0.534		1.129	0.768	1.646
<b>Number Children Under 18 in Household</b>	<b>-0.517</b>	<b>0.159</b>	<b>-0.938</b>	<b>-0.258</b>	<b>26.057</b>	<b>0.000</b>	<b>***</b>	<b>0.596</b>	<b>0.391</b>	<b>0.773</b>
<b>Not "Very" Confident with Literacy (Yes/No)</b>	<b>0.895</b>	<b>0.195</b>	<b>0.510</b>	<b>1.277</b>	<b>20.374</b>	<b>0.000</b>	<b>***</b>	<b>2.447</b>	<b>1.665</b>	<b>3.587</b>
Income (< £10,400, to £15,599; to £25,999; to £36,399, to £51,999; > £51,999	-0.120	0.061	-0.242	-0.002	3.993	0.046		0.887	0.785	0.998
Deprivation Index (Low; Medium; High)	-0.037	0.156	-0.347	0.269	0.057	0.812		0.963	0.707	1.308
Location (Urban/Rural)	0.264	0.234	-0.202	0.717	1.247	0.264		1.302	0.817	2.048

<b>NRS Social Class (AB; C1; C2; DE)</b>	<b>0.3 92</b>	<b>0.0 96</b>	<b>0.2 04</b>	<b>0.5 83</b>	<b>16.9 20</b>	<b>0.0 00</b>	<b>***</b>	<b>1.47 9</b>	<b>1.2 26</b>	<b>1.79 1</b>
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Table 5: Chi2 tests of independence for all four concerns and demographic measures

<b>Analysis</b>	<b>chi</b>	<b>df</b>	<b>p</b>	<b>cv</b>
<b>Education vs Cost Barriers</b>	26.350	3.000	0.000	0.119
<b>Education vs Complication Barriers</b>	41.200	3.000	0.000	0.148
<b>Education vs Equip Support Barriers</b>	34.663	3.000	0.000	0.136
<b>Education vs Fear Barriers</b>	124.982	3.000	0.000	0.258
<b>Age vs Cost Barriers</b>	8.068	8.000	0.427	0.066
<b>Age vs Complication Barriers</b>	75.892	8.000	0.000	0.201
<b>Age vs Equip Support Barriers</b>	77.631	8.000	0.000	0.203
<b>Age vs Fear Barriers</b>	217.202	8.000	0.000	0.340
<b>Health Impact vs Cost Barriers</b>	23.624	1.000	0.000	0.117
<b>Health Impact vs Complication Barriers</b>	4.910	1.000	0.027	0.055
<b>Health Impact vs Equip Support Barriers</b>	9.489	1.000	0.002	0.075
<b>Health Impact vs Fear Barriers</b>	58.211	1.000	0.000	0.179
<b>Number Children vs Cost Barriers</b>	7.824	14.000	0.898	0.065
<b>Number Children vs Complication Barriers</b>	23.009	14.000	0.060	0.111
<b>Number Children vs EquipSupportBarriers</b>	19.655	14.000	0.141	0.102
<b>Number Children vs Fear Barriers</b>	74.197	14.000	0.000	0.199
<b>Literacy vs Cost Barriers</b>	28.127	1.000	0.000	0.127
<b>Literacy vs Complication Barriers</b>	36.555	1.000	0.000	0.143
<b>Literacy vs Equip Support Barriers</b>	49.852	1.000	0.000	0.167
<b>Literacy vs FearBarriers</b>	44.042	1.000	0.000	0.156
<b>Income vs Cost Barriers</b>	40.783	6.000	0.000	0.147
<b>Income vs Complication Barriers</b>	30.289	6.000	0.000	0.127
<b>Income vs Equip Support Barriers</b>	60.947	6.000	0.000	0.180
<b>Income vs Fear Barriers</b>	104.282	6.000	0.000	0.236
<b>Deprivation vs Cost Barriers</b>	1.842	2.000	0.398	0.031
<b>Deprivation vs Complication Barriers</b>	3.621	2.000	0.164	0.044
<b>Deprivation vs Equip Support Barriers</b>	4.146	2.000	0.126	0.047
<b>Deprivation vs Fear Barriers</b>	5.016	2.000	0.081	0.052
<b>Location vs Cost Barriers</b>	2.023	1.000	0.155	0.038
<b>Location vs Complication Barriers</b>	0.044	1.000	0.833	0.009
<b>Location vs Equip Support Barriers</b>	0.282	1.000	0.596	0.016
<b>Location vs Fear Barriers</b>	0.832	1.000	0.362	0.023
<b>Social Class vs Cost Barriers</b>	43.748	3.000	0.000	0.153
<b>Social Class vs Complication Barriers</b>	20.394	3.000	0.000	0.104
<b>Social Class vs Equip Support Barriers</b>	26.665	3.000	0.000	0.119
<b>Social Class vs Fear Barriers</b>	67.035	3.000	0.000	0.189

# Appendix 2: Methodology for interviews

## Overview

Following the literature review and Ofcom data analysis, we had settled on the four main groups. To dig a little deeper, we arranged a small number of interviews with non-users of the internet.

## Recruiting interviewees

To recruit interviewees, Good Things Foundation contacted members of the Online Centres network to explain what the research was about and that we were looking for non-users of the internet, particularly those that express barriers in a way that are loosely aligned with the four main groups. We encouraged Online Centres to fill in an online form where they could let us know that they had potential interviewees who met the brief. We did not collect any personal details at this stage. We then assessed the proposed interviewees to ensure we had spread across the four main groups. We then arranged interviews via the Online Centres.

## Numbers

We spoke with 13 non-users at 6 different Online Centres with geographic spread. Interviews were recorded and transcribed, Consent was obtained for anonymised quotations to be used in the final outputs. Any references to names in the quotations are not actual names of interviewees.

## The interview structure

Researchers at Good Things Foundation adopted a semi-structured interview approach, incorporating biographical / life history techniques. The is the interview schedule:

Question	Reason for question	Prompt	Research Question
Tell us a bit about yourself	Trying to uncover employment status, living arrangements, approximate age, the type of work they do if they are in work	How long have you lived in area? Where did you grow up? At what age did you leave school? Experience in education? How would you describe your literacy skills? Are you currently in work? What type of work do you do? Who lives in your household? What different jobs have you had during your lifetime?	2



<p>Tell me why you first came to the centre and what it is you needed help with e.g. benefit advice, finding a job, getting qualifications...</p>	<p>Establish their motivation for visiting the centre</p> <p>What personal challenges they might be facing</p> <p>How they heard about the centre</p> <p>Referral route</p>	<p>Have you done any learning at the centre?</p> <p>Are you interested in learning any new skills in general?</p> <p>Have you needed to use the internet for any activities?</p>	1, 2
<p>For this research, we are trying to understand the reasons people give for being offline. What best describes why you are offline?</p>	<p>Understand motivational barrier</p>	<p>For the following statements, please can you tell us how far you agree:</p> <p>'It's not for me or it's not safe'</p> <p>'I don't have the kit or the right help to know where to start'</p> <p>'Getting online/connected or using the internet is too hard'</p> <p>'The equipment or going online is too expensive'</p> <p>Which one is most important?</p>	1
<p>Tell me a bit more about this</p>	<p>Find out deeper reasons and understand their reasoning for this barrier.</p> <p>Find out what would happen if a solution to that barrier was provided.</p> <p>What would a solution look like for that barrier</p>	<p><u>Not for me</u></p> <p>Why do you feel its not for you? What do you mean by this?</p> <p>Why do you feel it's not safe?</p> <p>Is there anything in particular that makes you feel this way?</p> <p>What is your biggest concern about being online?</p> <p><u>Support</u></p> <p>What sort of help or kit would you need in order to go online?</p> <p>If [x] kit was provided would this enable you to go online? Would you be able to set this up or would you need someone to show you how to get started?</p>	1, 2, 3

		<p>If no, what else would you need?</p> <p>If [x] support was provided, would this enable you to go online?</p> <p>If no, what else would you need?</p> <p>Do you feel like you need 1-1 support in your learning?</p> <p>Would you need peer support or support from family members to go online?</p> <p>If support was provided in an informal environment, would this be of interest to you?</p> <p>How important are praise and encouragement when you're learning something new?</p> <p><u>Complicated</u></p> <p>Why do you feel it is too complicated?</p> <p>Is there something in particular that makes you feel this way?</p> <p>What would you need in order to make it easier for you to go online?</p> <p>If someone spent the time to show you how devices and the internet worked, would this enable you to go online?</p> <p><u>Cost</u></p> <p>Without disclosing personal details about your income, do you believe the overall cost of broadband and a device are too high to justify or is it personally too expensive for you?</p> <p>Would you say the cost of going online outweigh the personal benefits to you?</p> <p>Do you believe it is the cost of equipment, broadband connections or both that are preventing you from going online?</p> <p>If a device was provided for you, would this enable you to go online?</p> <p>If device and broadband connections were provided to you, would this enable you to go online?</p>	
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		If no, find out why	
Have you tried to use digital technology before? By this, we mean a computer, laptop, smartphone or tablet. If yes, please share details about the situation	Find out past experience with digital technology	Have there been multiple times where you've tried or just one occasion? When did you use digital? Where did it take place? Why did you try it? What motivated you? How would you describe your awareness and knowledge of the internet?	1, 3
Have you ever had the opportunity to use a computer, laptop, smartphone or tablet before but chose not to?	Find out attitude to digital	Did any of your previous workplaces use the internet? Is there a reason you were unable to take up this opportunity?	1
Would you say you are interested in using the internet or digital technology?	Find out why they are interested	Do you believe there are benefits to going online? What element of digital are you interested in learning about?	3
Has a friend or family member ever done something for you online?	Understand proxy use	If yes, what was this? Have they tried to show you how you could do this for yourself?	3

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

e: [research@goodthingsfoundation.org](mailto:research@goodthingsfoundation.org)  
t: 0114 3491619

