

# Digital Innovation and Efficiency Committee

Item No.

<b>Report title:</b>	<b>Digital Inclusion Strategy</b>
<b>Date of meeting:</b>	<b>6 March 2018</b>
<b>Responsible Chief Officer:</b>	<b>Tom McCabe - Executive Director, Community and Environmental Services</b>
<b>Strategic impact</b> The objectives of harnessing digital inclusion <sup>1</sup> include: <ul style="list-style-type: none"><li>■ Improving people's economic and life chances – through employment, education, saving money, creativity and entrepreneurialism</li><li>■ Supporting health and social progress – healthy lifestyles, communicating and connecting, leisure and entertainment, democratic and civic participation</li><li>■ Supporting social inclusion and equality</li></ul>	

## Executive summary

This strategy outlines why digital inclusion is an issue for Norfolk and the steps proposed to address the barriers that Norfolk people face in getting on line. It provides data on the numbers and groups of people that are digitally excluded and explains the costs of digital exclusion to individuals, to Norfolk County Council, to society and the local economy.

The strategy aims to address the main barriers to digital inclusion for the groups of people most likely to be disadvantaged by not being online. Barriers include access, affordability, digital literacy and skills, motivation and trust. The definition of digital exclusion for the purposes of this strategy is 'people who are unable to get online or who lack basic digital literacy skills to make the best use of the opportunities of being online'. This includes regularity and range of use of the internet'

The proposed vision and high level strategy are as follows:

***Every Norfolk resident has ability to take full advantage of the opportunities and benefits of accessing online services and harnessing internet technology.***

### Strategy

- Prioritise activity that will have the highest impact, both for individual outcomes and NCC cost avoidance
- Improve communication and co-ordination of activities related to digital inclusion
- Focus on initiatives that will reduce barriers to digital exclusion by harnessing the motivations of digitally excluded individuals
- Work with partner organisations, both public and private sector, to agree local priorities and maximise impact

### Recommendations:

**To endorse the Digital Inclusion Vision and Strategy and recommend its approval at P&R committee to improve digital inclusion in Norfolk.**

<sup>1</sup> Taken from the Government Digital Inclusion Evaluation toolkit

## 1. Proposal

1.1. We live in an increasingly digital world where many people are already benefitting from the internet, digital TV and mobile communications. When individuals are digitally active it can improve the accessibility of services and support to people who find themselves physically and emotionally isolated, whilst also providing employment opportunities both in digital careers and other industries that make use of digital technology.

1.2 Put simply, digital inclusion is all about local residents having the ability to use the internet and other digital channels to do things that benefit them in their daily life. It is about ensuring that local people have access to services but also about ensuring that people have the digital literacies to take part fully and safely in society online.

### **Proposed Vision:**

Every Norfolk resident has ability to take full advantage of the opportunities and benefits of accessing online services and harnessing internet technology.

### 1.3 **Proposed Strategy**

**Prioritise activity that will have the highest impact, both for individual outcomes and NCC cost avoidance.**

We propose to work with the most disadvantaged groups where the returns will be greatest, not just for the individuals concerned, but also in terms of return on investment for Norfolk County Council. Many of the initiatives set out to meet our savings agenda will require our citizens to be digitally literate. An example is in Adults Social Care where assistive technology has the potential to reap some significant savings if residents are able to use and exploit it.

### 1.4 **Improve communication and co-ordination of activities related to digital inclusion**

Better co-ordination of provision, progression and referral routes for digital skills and support would increase the efficacy of the services provided. There is no county wide approach of branding of digital services and limited information is provided to citizens around current access and skills training availability. We have already made progress in co-coordinating our Library and NCLS offers, and this could be extended further to other organisations and partners.

### 1.5 **Focus on initiatives that will reduce barriers to digital exclusion by harnessing the motivations of digitally excluded individuals**

We have identified a number of innovative actions that can be progressed quickly to support digital inclusion in the county.

Barrier	Action
Access	<ul style="list-style-type: none"><li>• Build broadband infrastructure as a condition into housing planning</li><li>• Improve WiFi in libraries and key public buildings and promote the use of public access computers in libraries</li><li>• Link to redesign of mobile library service</li></ul>
Affordability	<ul style="list-style-type: none"><li>• Provide “recycled” computers for priority groups, based on key criteria/ skills course completion</li><li>• Work with voluntary sector to develop schemes for vulnerable groups</li></ul>
Skills	<ul style="list-style-type: none"><li>• Enable NCC workforce - promote digital training to NCC staff and members</li><li>• Develop coherent and comprehensive digital training offer</li><li>• Family learning in conjunction with schools</li></ul>

	<ul style="list-style-type: none"> <li>• Norfolk as a test site for digital “entitlement” offer</li> <li>• Develop a standard digital accreditation</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>• Develop specific “hook” based courses e.g. how to manage finances, how to change your energy supplier</li> <li>• Create digital leaders/ champions across NCC and wider Norfolk volunteer network</li> <li>• Communications campaign on benefits of digital</li> <li>• Develop “model” of assistive technology and adaptations to show social workers and carers</li> </ul>
Trust	<ul style="list-style-type: none"> <li>• Work with voluntary sector to develop a network of volunteers</li> <li>• Develop Buddy schemes (intergenerational partnering)</li> <li>• Identify digital skills advocated in NCC and partner organisations</li> <li>• Family Cyber Security workshops</li> </ul>

1.6 **Work with partner organisations, both public and private sector, to agree local priorities and maximise impact**

Our colleagues in the Norfolk Districts, and VCSE sector come into contact with many of the people who would benefit most from being digitally included and we would hope to work with them in the development and rollout of this strategy. At present, most of the current provision is available to *all* residents and not necessarily targeted towards those with specific needs – for example job seekers, benefit claimants, older people and other excluded groups. Research indicates that different approaches are needed to engage different key groups, so a more targeted approach may be more successful.

## 2. Evidence

- 2.1. Digital inclusion is important to Norfolk County Council in its move towards delivering more information and services online, as well as important in supporting Norfolk citizens in becoming digitally savvy.

Digital inclusion is a cornerstone of the Government’s Digital Strategy, stating *“that for the UK to be a world leading digital economy that works for everyone, it is crucial that everyone has the digital skills they need to fully participate in society...enabling people in every part of society – irrespective of age, gender, ability, ethnicity, health conditions or socio-economic status – to access the benefits of the internet”*<sup>2</sup>. Digital skills are important not just for individuals but also for the wider economy. People who acquire digital skills can benefit through wider choice and lower prices available when managing their daily lives online. Appendix 1 provides information on the benefits of being online.

2.2. **What does Digital Inclusion look like in Norfolk?**

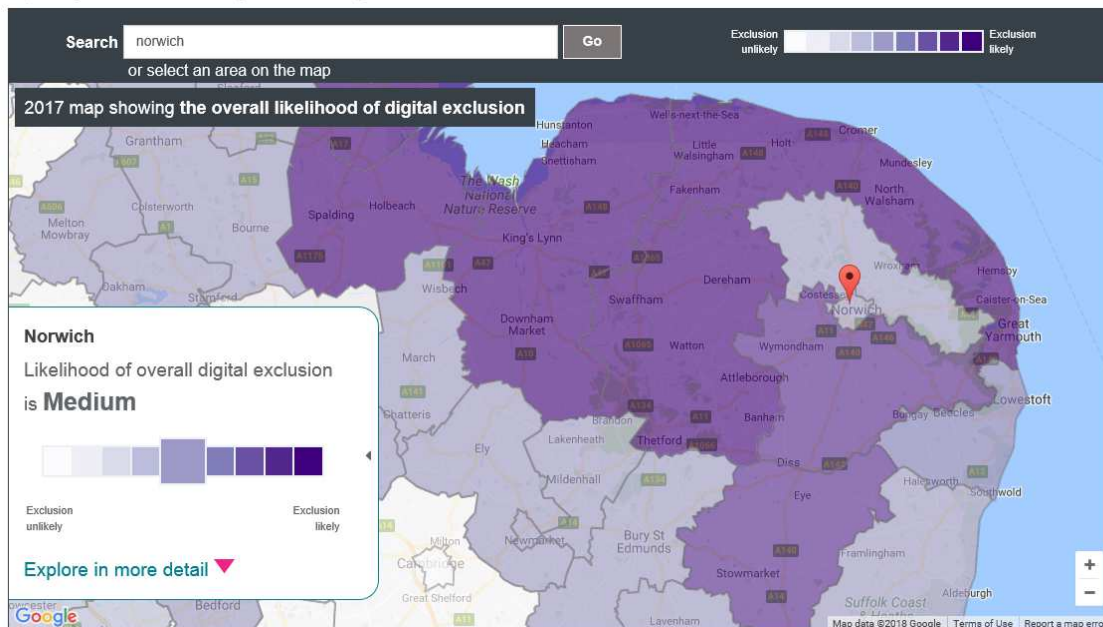
Despite the good work already underway (see Appendix 2), there are still some key areas to address in Norfolk. This section provides data about digital inclusion in Norfolk, more detailed information can be found in Appendix 4.

- 2.3. The latest Digital Exclusion heat map, developed by the Local Government Association, the LSE and Lloyds Banking Group<sup>3</sup> shows that the overall likelihood of digital exclusion in Norfolk is **HIGH**. The heat map uses eight different digital and social metrics to calculate the overall likelihood of exclusion.

The data on the heat map is displayed by district and is shown below. A more detailed version of the breakdown by district can be found in Appendix 4.

<sup>2</sup> <https://www.gov.uk/government/publications/uk-digital-strategy/uk-digital-strategy>

<sup>3</sup> <http://heatmap.thetechpartnership.com/>



## 2.4. Which groups are most impacted by digital exclusion?

For simplicity, the following 4 groups have been identified as being the most disadvantaged by digital exclusion and where an inclusion strategy can potentially have biggest impact (more information on the specific impacts can be found in Appendix 4 and 5) :

- Job seekers, including those claiming universal credit
- Low income families, including children
- Older people (socially isolated people)
- People with disabilities

## 3 Financial Implications

- 3.1 There are no significant financial implications associated with agreeing the strategy set out in this paper. As part of the Library Universal Offers, we will focus 1 FTE from the Library service to support this work. All initiatives will be analysed in terms of their effectiveness.

The successful reduction of digital exclusion will support Adults Social Care and Children's in their demand management approaches, and will be set out in the "digital citizen" element of the Norfolk Futures work.

### Linking in to Norfolk Futures

The corporate Norfolk Futures work stream – *Smarter Information and Advice* is predicated on a speeded up channel shift towards digital, based on the premise that the provision of better online information and advice will enable NCC to reach a wider audience at a lower cost, therefore **shifting demand from costly professional resource to a digital offer**

In order for this to happen we need to support residents in making this shift.

The Norfolk Futures work stream – *Digital Norfolk* has the ambition for Norfolk to be a place where all appropriate local government services are available online and are used safely and effectively by most residents. It is based on the assumption that residents '**have the knowledge/skills to use them**'.

The Norfolk Futures work stream – *Promoting Independence for Vulnerable People* focuses on reducing admissions to long term formal care by providing earlier, better interventions that prevent, reduce and delay the need for formal care. It identifies that change will only be possible through a **step change in technology and connectivity**

## Officer Contact

If you have any questions about matters contained in this paper or want to see copies of any assessments, eg equality impact assessment, please get in touch with:

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## Appendix 1 Background Information

Digital Exclusion is often described in these terms

- a. **Digital literacy and skills** - being able to use computers, the internet and mobile technology such as smart phones.
- b. **Accessibility** – Ranging from broadband connectivity and assistive technology to the design and provision of services to meet all users' needs.
- c. **Affordability** - affordable access to the internet and digital devices is still an issue for many people in the UK. Partly in the hands of private sector providers, it is also something Norfolk County Council can help to address, for example, through Better Broadband for Norfolk

The absence of any of these three things can be the root cause of digital exclusion, but we cannot underestimate the power of more subjective issues. In this respect, two other factors which influence whether or not people are prepared to shift to digital channels. These are:

- a. **Motivation** - knowing the reasons why digital is a good thing, and
- b. **Trust** – will my data be safe; can I really get a council service online?

Digital by Default is part of the UK Government strategy – the government aims to make digital services most citizens preferred option when using government services. The actions set out in the strategy aim to reduce the number of people without basic digital skills and capabilities by 25% through incentivising citizens to go online by moving more information and services online and by obliging citizens to go online by making some services digital only.

This growing focus on online delivery increases the importance of ensuring that Norfolk's residents are able to access online services. We know that some residents especially some older residents, residents with disabilities, as well as residents living in social housing may require significant support to be able to use online services.

There are 5 main basic digital skills which are commonly used as a benchmark for digital inclusion

- Managing information: Find, manage and store digital information and content
- Communicating : Communicate, interact, collaborate, share and connect with others
- Transacting: Purchase and sell goods and services; organise your finances; register for and use digital government services
- Problem-solving: Increase independence and confidence by solving problems using digital tools, and finding solutions
- Creating: Engage with communities and create basic digital content

Digital Skills are explained in more detail at appendix 3

### Barriers people face to being online

#### **Skills**

People may be able to access social media such as Facebook or Skype, however this

masks the fact that many lack basic ICT skills, including how to fill out forms or use email for example. Lacking digital skills makes it harder for a person to access employment and training opportunities and compounds the levels of financial and other exclusions that they face.

The ability to fully use the internet to access a range of services requires a wide array of skills. As well as requiring support to develop skills online, many users are fearful of doing something wrong when using a computer or accessing the internet. In addition to developing confidence using a computer and the internet, the skills required include basic reading skills.

### **Access**

Access to the internet is the basic prerequisite for digital inclusion and comprises both access to hardware (a computer, laptop, tablet or smartphone) and the ability to go online (through a wifi or data connection). This access can be at home or work or through public access facilities eg at a library or job centre.

The cost of kit and connectivity i.e. broadband packages, stops some people from getting online. Finding affordable and flexible methods of connectivity is challenging and currently, for many excluded groups, the additional cost of line rental is a barrier. There exists some problems with broadband connectivity in parts of the County. Better Broadband for Norfolk is currently working in the county to provide fibre broadband coverage. The library service offers free public access wifi in its 47 locations

Access to the internet is used as a measure of digital inclusion. Access does not mean use. As smartphones and tablets become increasingly cheap and universal, many people are likely to own this technology without the skills and motivation to use it. Using smartphone ownership to measure digital inclusion is problematic as while residents may have smartphones with capacity to use the internet, many people only use them to receive and make calls and text messages. 85% of adults in the UK own a smartphone and 71% of 55 -75 year olds now own a smartphone.

Depending on the online activity, different types of hardware and different access points are more or less suitable. Smartphones provide limited capacity to enable complex online activity such as e-learning or form filling.

### **Benefits of Being Online**

- **Enhanced education** and training opportunities via online learning, enhancing skills, building employability and supplementing formal education.
- **Democratic participation and citizenship** through access to vast amounts of resources and information, supporting the acquisition of knowledge – building active citizens.
- **Improved levels of health and healthy lifestyles** as a result of better connections with health care professionals and technology enabled shift to remote monitoring and the delivery of care in the home. People can also access resources and Apps to support and monitor their attempts to becoming more active, improving diet and reducing harmful behaviours such as smoking, drinking too much alcohol etc.
- **Reduced social isolation and improved social inclusion** by being part of and connected to the social and cultural opportunities, trends, ideas and communications tools which will increasingly shape our everyday lives. Social isolation is a significant problem in the UK, especially amongst older people. In 2016 Norfolk County Council launched its 'In Good Company' campaign. Whilst basic digital skills can help people to stay in contact and connect with their community, their friends and their



families, it is not true for all cases and can in fact heighten the sense of social isolation they feel. The same is true of people with disabilities, who are another group of people that are also significantly impacted by digital exclusion.

- **Employability benefits and jobs** - New routes to apply for and secure employment - evidence shows that having digital skills helps improve the likelihood that a person can find a job or progress to a better paid job.
- **Earning benefits** – research shows that people in work who acquire digital skills achieve a rise in earnings of between 3%-10%.
- **Confidence** - for many it is hard to imagine living in a world without the internet and using computers, tablets or smart phones as part of our daily lives, whether professionally or personally. However, for those that have never taken part in the digital world, it can be isolating and damaging to people's self-image. Access to the internet and improved digital skills has been proven to give individuals a significant confidence boost that has a positive impact on their day to day lives. People who had taken part in IT skills training later in life described getting a substantial confidence boost as a result.
- **Financial inclusion/savings** – Whilst there are many causes of financial exclusion, digital exclusion is becoming a particular issue as more products and services become “online only” or “digital by default”. There is a link between digital exclusion and people who face financial difficulties in their daily lives. Digital inclusion can lead to access to cheaper financial services, wider choice of products, improved financial independence and online payments. The Good Things Foundation's ‘State of the Digital Nation’ 2017 report<sup>4</sup> identifies that people who used online shopping for purchasing groceries, clothes etc. on average saved £744pa.

## Measurement of Digital Inclusion Activities

The Government has produced an evaluation framework which can be adapted to measure the effectiveness of NCCs activities



<sup>4</sup> <https://www.goodthingsfoundation.org/research-publications/digital-nation-2017>



## Appendix 2 Current NCC Digital Inclusion Initiatives

An awareness of the importance of digital inclusion is not new and different Council services and partner organisations have developed different actions to support local residents to become digitally included.

In its most recent update to the UK digital inclusion strategy the government identified the “importance of **developing the role of libraries in improving digital inclusion** to make them the ‘go-to’ provider of digital access, training and support for local communities.”<sup>5</sup>

NCC is also committed to ensuring “that adults who lack core digital skills can access specified basic digital skills training free of charge, where it is made available by providers as part of the publicly-funded adult education offer. This will mirror the approach taken for adult literacy and numeracy training.”

The current Offer from Norfolk Libraries and Norfolk Community Learning Services includes:

- Free internet access since 2000 and 560 free to use computers available at all library sites
- Free access to public WIFI in all libraries
- Good Things Foundation and Learn My Way – delivering online learning. Libraries are UK online centres
- Google Digital Garage supporting improved digital awareness for business start ups available in libraries
- Volunteer computer buddies offering one to one support in libraries
- NCLS and NLIS courses – Get Digital and I connect
- Code Clubs, Jobs Clubs and Assisted Digital offer in libraries
- Themed Workshops, for example, Online Safety in libraries
- IT Apprenticeships from NCLS
- Basic and intermediate IT Skills offered by NCLS
- Digital skills for finding work or a better job, including online job search and CV writing offered by NCLS
- Fully online and blended learning across a range of vocational programmes offered by NCLS

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<sup>5</sup> <https://www.gov.uk/government/publications/uk-digital-strategy/2-digital-skills-and-inclusion-giving-everyone-access-to-the-digital-skills-they-need>

## Appendix 3 The Five Basic Digital Skills

1. <b>Managing information:</b> Find, manage and store digital information and content	
<b>SAFETY</b> <ul style="list-style-type: none"> <li>Identify and assess accurate information</li> <li>Use security tools when web browsing</li> <li>Regularly update and run virus software</li> <li>Manage parental controls</li> </ul>	<b>INDIVIDUAL</b> <ul style="list-style-type: none"> <li>Use a search engine to find the information you need</li> <li>Search for deals on comparison websites</li> <li>Bookmark useful websites and services you use often</li> <li>Store data on a device or in the cloud</li> </ul>
2. <b>Communicating :</b> Communicate, interact, collaborate, share and connect with others	
<b>SAFETY</b> <ul style="list-style-type: none"> <li>Understand how to manage identities</li> <li>Protect yourself from scams</li> <li>Use the right security/privacy settings (including parental controls)</li> </ul>	<b>INDIVIDUAL</b> <ul style="list-style-type: none"> <li>Keep in touch using email, instant messaging, video calls and social media</li> <li>Post on forums to connect with communities</li> <li>Leave feedback on shopping websites and services providers about purchases or experiences</li> </ul>
3. <b>Transacting:</b> Purchase and sell goods and services; organise your finances; register for and use digital government services	
<b>SAFETY</b> <ul style="list-style-type: none"> <li>Use secure websites for financial transactions</li> <li>Protect your personal data</li> <li>Respect the privacy of others/third parties</li> <li>Protect yourself from fraud or scams by recognising secure websites</li> </ul>	<b>INDIVIDUAL</b> <ul style="list-style-type: none"> <li>Complete a Universal Credit application</li> <li>Order your shopping</li> <li>Book your travel</li> <li>Manage your bank account</li> <li>Understand and use marketplaces to buy and sell</li> </ul>
4. <b>Problem-solving:</b> Increase independence and confidence by solving problems using digital tools, and finding solutions	
<b>SAFETY</b> <ul style="list-style-type: none"> <li>Use accurate sources of support</li> <li>Avoid malicious websites, scams and pop-up windows</li> </ul>	<b>INDIVIDUAL</b> <ul style="list-style-type: none"> <li>Teach yourself simple tasks using video lessons</li> <li>Use feedback from other internet users to solve common problems</li> <li>Access support services such as 'live chat'</li> </ul>
5. <b>Creating:</b> Engage with communities and create basic digital content	
<b>SAFETY</b> <ul style="list-style-type: none"> <li>Be aware of copyright; protect your personal data</li> <li>Respect the privacy of others/third parties</li> </ul>	<b>INDIVIDUAL</b> <ul style="list-style-type: none"> <li>Create a social media post</li> <li>Create a text document (e.g. CV)</li> <li>Create and share a photo album</li> <li>Create and share feedback using shopping websites</li> </ul>

## Appendix 4 Digital Exclusion Data

The UK ONS Labour Market Survey 2017 highlighted the following:

### UK Internet use by age and gender %

	Men	Women
<b>ALL</b>	<b>90.2</b>	<b>87.6</b>
<b>16 - 24</b>	99.1	99.2
<b>25 - 34</b>	99.1	99.1
<b>35 - 44</b>	98.3	98.5
<b>45 - 54</b>	96.0	96.3
<b>55 - 64</b>	89.9	90.2
<b>65 – 74</b>	79.1	76.0
<b>75+</b>	47.2	35.4

### UK internet use by ethnic group %

	Used in last 3 months	Used over 3 months ago	Never Used
<b>White</b>	88.4	1.8	9.6
<b>Mixed</b>	96.2	0.7	3.0
<b>Indian</b>	90.6	1.3	8.0
<b>Pakistani</b>	90.3	1.1	8.4
<b>Bangladeshi</b>	87.0	1.5	11.3
<b>Chinese</b>	98.3	0.7	1.0
<b>Other Asian</b>	93.8	0.6	6.0
<b>Black/African/ Caribbean</b>	92.1	1.7	6.1
<b>Other</b>	94.1	1.0	4.9

### UK Internet use by disability/no disability %

Age	Used internet in last 3 months	Used internet in last 3 months	Never used internet	Never used internet
	Disabled	No disability	Disabled	No disability
<b>16 - 24</b>	97.1	99.5	2.3	0.2
<b>25 - 34</b>	96.2	99.4	2.4	0.2
<b>35 - 44</b>	94.8	99.1	3.4	0.5
<b>45 - 54</b>	89.2	97.9	7.6	1.4
<b>55 - 64</b>	80.4	93.8	15.7	4.8
<b>65 – 74</b>	69.4	82.6	26.0	14.1
<b>75+</b>	34.0	50.0	57.9	43.1



In terms of the factors impacted on digital exclusion we can summarise the following:

**Age:** Internet access and use is most strongly associated with age.

**Gender:** There is no significant difference in internet use between women and men under the age of 65. A gender difference is evident among older age groups. However, internet use among women aged 75 and over has almost trebled since 2011

**Disability:** Disability can be a significant barrier to accessing the internet and online services. People with disabilities or with long term health problems are less likely to have access to the internet compared to people with no health problems. The prevalence of disability increases with age.

**Ethnicity:** National data shows that white and Bangladeshi residents are less likely to use the internet

Indicators show that those who are digitally excluded also tend to be disadvantaged socially and financially. Nationally, digital exclusion also affects some of the most vulnerable and disadvantaged groups in our society:

- Those in social housing – 37% of those who are digitally excluded are social housing tenants
- 44% of people without basic digital skills are on lower wages or are unemployed
- 6% of people who lack digital skills are between 15-24 years old. Only 27% of young people who are offline are in full-time employment.
- Social grade affects internet access, with lowest use of the internet in social grades DE (typically lower income households) and highest use in social grades AB and C1. Internet use is also highest amongst social grades AB and C1 households particularly for transactional purposes such as internet banking and paying for council services online.

### ***Impact on Low Income Families***

The range of retail, financial and comparison services available online means that goods and services are cheaper when purchased online.

The Good Things Foundation 2017<sup>6</sup> estimated that citizens can save £744 per year from shopping and paying bills online and that people living in the 3.6 million low income households in the UK which are digitally excluded are missing out on savings of over £1billion a year from shopping and paying bills online. 52% of people who use the internet frequently report that they feel more confident about managing their finances.

(It should be noted that digital inclusion in itself is not sufficient to make these savings, and people also need to have the ability to pay for things online via banks)

### ***Impact on Children***

ICT and computer courses in schools are part of the curriculum and there is a requirement for children and young people to complete homework and

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<sup>6</sup> <https://www.goodthingsfoundation.org/research-publications/digital-nation-2017>

assignments on computers. The impact of digital exclusion cannot be underestimated. Given that lessons and revision materials are online, being digitally excluded makes it much harder for children from low income families to access the same learning opportunities as their peers.

A PWC report published in 2009, the Economic Case for Digital Inclusion<sup>7</sup> suggested that if the 1.6 million children who live in families which do not use the internet got online at home, it could boost their lifetime total earnings by over £10 billion through improved educational attainment. The report goes on to say that if all digitally excluded children had a computer at home, GCSE performance could increase by 4.5%.

A generational digital divide also exacerbates the risk of children and young people using the internet at home unsupervised, with parents not understanding the possible risks and dangers of being online. This means that parents need to be as digitally included as their children

### ***Impact on Older People***

Digital technology can help overcome social isolation, especially for older and disabled residents who are less able to leave their homes on a regular basis. The Good Things Foundation 2017 estimates that 51% of people who use the internet frequently feel less isolated as a result.

Reducing social isolation is not only beneficial in its own right, it also supports improvements in health and well being

A wide range of health and social services can be provided online including Skype and Facetime consultations and health advice.

### ***Impact on People with Disabilities***

Some groups of people in Norfolk face unique challenges in getting online and accessing the internet. These groups often experience poorer lifelong outcomes compared to the population as a whole, and as a result, they are often the people that the Council particularly wants to engage with digitally – to promote independence in the most cost effective ways possible.

Appendix 5 gives a brief overview of the different groups in Norfolk and the nature of the barriers they face.

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<sup>7</sup> [www.parliamentandinternet.org.uk/wp-content/uploads/Final\\_report.pdf](http://www.parliamentandinternet.org.uk/wp-content/uploads/Final_report.pdf)

## Appendix 5: Digital Inclusion Issues for People with Protected Characteristics

<b><i>Groups of users in Norfolk and the nature of the barriers they face:</i></b>	
<b>User group</b>	<b>Potential Impact</b>
People with mobility impairments or chronic health conditions, that physically restrict motor ability, cause pain, fatigue, poor concentration or memory	This can make it difficult to use a mouse, keyboard or touchscreen; sit at a computer; remember information, or progress through lots of different windows/forms.
Blind and visually impaired people	This can make it difficult or impossible to see the screen. These users often find that although a website's landing page is accessible with screen reader technology, subsequent pages are not – which is frustrating and confusing.
Deaf and hearing impaired people	This can make it difficult or impossible to hear audio. Also, many deaf and hearing impaired people have low literacy levels, so often struggle to understand and navigate web content.
People with learning difficulties	This can make it difficult to understand and navigate web content.
People who are neurodiverse (a term that describes people with neurological differences such as Autism, Dyslexia, Dyspraxia, Attention Deficit Disorders and Dyscalculia)	<p>This can make it difficult to concentrate in busy, noisy or harshly bright surroundings such as public spaces.</p> <p>It may make it difficult to understand complex web content, or use standard hardware or operational systems, which present multiple choices and configurations.</p> <p>People with dyslexia frequently struggle to read black text on white background. Very few websites offer colour tint options on their websites.</p> <p>People who have hyperactivity or attention disorders may find it difficult to concentrate or become easily distracted.</p>
People with mental health issues, which may cause poor concentration, memory, understanding or anxiety	<p>This can make it difficult to understand and navigate web content.</p> <p>It can also make it difficult to use the internet in public spaces, due to anxiety about being around others or in unfamiliar surroundings.</p>
Adults and children whose first language is not English, or who are newly arrived in Norfolk	<p>This can make it difficult for adults to understand and navigate web content.</p> <p>Many people who are not fluent in English are anxious about using online services/forms because they are worried they may make errors within forms and do not want to submit the wrong information.</p> <p>A lot of websites offer Google Translate as an option to make text accessible. This is fine for simple text, but for more complex information there may be accuracy issues.</p>
Gypsy, Roma and Traveller	Gypsy, Roma & Traveller (GRT) children are unlikely to



children and adults	<p>have internet access or the right kit, yet school curriculums, paperwork and processes are increasingly technologically-based. This is a major issue because GRT young people experience some of the worst outcomes of any ethnic or social group in the country or Norfolk, including below average educational attendance and attainment, low literacy levels, and higher levels of special educational needs and disability.</p> <p>Because of the low literacy levels, many GRT people find navigating complex web information difficult. Culturally, they may be reluctant to ask for or receive help.</p> <p>The transient nature of some families means access to broadband and WiFi especially in rural parts of Norfolk is limited. Internet access via 3G or 4G is costly and may depend on a person having a smartphone contract, which many may not.</p>
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The ability to address some of the impacts of digital inclusion can be more difficult for some specific groups.

Issue	Explanation
<b>Cost of start-up and contracts</b>	<p>Many disabled people (particularly those with the most severe impairments) and other groups, such as older people and Gypsy, Roma Traveler people are on low incomes. Cost is a barrier due to the price of the kit, installation, connection charge and ongoing network fees.</p> <p>Securing broadband involves signing a contract, and credit checks. This may cause challenges for people on a low income with poor credit history (and in the case of GRT people, no formal address).</p>
<b>Cost of assistive technology</b>	<p>Disabled people can use assistive technologies such as text-to-speech screen readers, dictation systems, voice activated software, screen readers or magnification software to help them use keyboards and touch-screens or see what is being displayed on screen. However, this comes at a significant cost. For example, JAWS is the industry standard assistive software for blind people, but costs £838 and version updates can be over £200. In addition, additional hardware may be needed such as a fast PC to run the software, a larger monitor and a specialist keyboard. This package would have to be periodically upgraded, which represents substantial lifetime costs, unaffordable to many.</p>
<b>Inaccessible public sector web content that is not compatible with assistive technology</b>	<p>Currently, 40 per cent of UK local authority websites are not accessible to disabled people, having failed stringent independent testing by the Society of Information Technology Management (Socitm), which assesses and rates local authority websites.</p> <p>Badly designed web technology makes it difficult or impossible for people using assistive technologies to access information and self-service functions. Public</p>

Issue	Explanation
	<p>sector websites can be inaccessible in several ways:</p> <ul style="list-style-type: none"> <li>• Websites are not consistently coded to incorporate built-in accessibility - relying instead on users having expensive software.</li> <li>• Websites are often incompatible with assistive technologies. For example, websites are built without taking screen readers into consideration, making them difficult for blind people to use. Even the most sophisticated screen reading software cannot help users make sense of what they are using when content is unstructured or elements do not have labels. Easier or cheaper access to assistive technology is pointless if websites remain incompatible and difficult to use.</li> </ul>
<p><b>The complexity of web information</b></p>	<ul style="list-style-type: none"> <li>• People who have learning difficulties, are deaf, neurodiverse, have poor memory or concentration or low literacy or language skills find the relative complexity of web information and the need for strong literacy skills a great challenge. Web pages are text heavy, and content is written in a way that is hard to understand, hard to navigate and difficult to use.</li> <li>• People with learning difficulties face particular issues, because public agencies do not consistently integrate 'Easy Read' alternatives into web content. Although some sites have Easy Read documents on some pages, users with learning difficulties would not be aware of this without prior knowledge, or have the skills to find it through navigation.</li> <li>• Similarly, despite the technology being available, BSL videos are not consistently used on websites. Short clips giving an overview of a subject can often significantly improve access – but only if they are used on every page. It is an enormous source of frustration to disabled people that while some pages may be accessible, other pages linked to them are not.</li> <li>• These are some of the reasons why many local authorities are struggling to move beyond the Socitm AA web accessibility rating. Consistent use of Easy Read overlays, audio and video options are criteria for AAA compliance.</li> <li>• Processes (such as form filling) can often take a long time to complete, with 'time out' shut-down or no save functions. This causes difficulties for people who can only use the internet for short periods of time.</li> </ul>
<p><b>Location/travel</b></p>	<p>The nature of a person's disability – e.g. a severe mobility impairment and the high cost of accessible travel - or cultural issues for some people (e.g. GRT people) means it may be unrealistic to expect them to</p>

Issue	Explanation
	access the internet at public locations.
<b>Knowledge and access to advice/help</b>	<p>Many people lack the knowledge to get started - they do not know how to set up their kit, know which assistive technologies would best suit them/be most cost effective, how to order or install these, or know what to do if they go wrong, and they cannot afford to bring someone in to fix a problem.</p> <p>They may lack the technical knowledge to use built-in accessibility functions on their computer or web browser e.g. ctrl &amp; + will enlarge text on the screen.</p> <p>In addition, internet technologies are rapidly changing and often people struggle to keep up with new interfaces and different devices.</p>
<b>Confidence</b>	<p>Many disabled, older and GRT people are concerned that they don't know 'how it works' and have fears and anxieties around 'doing something wrong' or appearing incompetent.</p>
<b>Negative perceptions based on past experience</b>	<p>Some people, such as deaf and hearing impaired people, or GRT people, have faced barriers to online information for so long, they see the web as something that has nothing to do with them.</p> <p>Many disabled people are discouraged from accessing online services because past experience has shown that although they may be able to access a landing page, they will not be able to get much further.</p> <p>Changing this culture/will be challenging unless real strides are taken to enhance access.</p>
<b>Security and risks</b>	<p>Some people are worried that their information is not safe online. They are concerned about malware and phishing, the threat of fraud, identity theft, viruses and many other online security issues. If something does go wrong, they may have no one to turn to for help about what to do.</p> <p>Some people have had negative experiences using the internet, through hate-related bullying and harassment within social media.</p>