

Digital (and) Poverty: Access, Skills and Understanding

#digitalpoverty

#digifamnetwork

UWS UNIVERSITY OF THE
WEST *of* SCOTLAND

Today's schedule

- 13.00 Welcome and Introduction: Professor David McGillivray, UWS
- 13.10 ***Tackling Digital Exclusion: The Latest Evidence*** Prof David McGillivray, UWS
and David McNeill, SCVO
- 13.30 ***Digital Strategies for Tackling Poverty in Renfrewshire***
Paul Cameron, Digital Participation Officer, Renfrewshire Council
- 13.50 Facilitated group discussion (1) and refreshments
- 14.30 ***Mobile cultures' use of digital technology and new media for living and learning***
Dr Pauline Duncan and Maureen Finn, STEP, University of Edinburgh
- 14.50 ***A digital world for all? Examining Digital Inclusion and Behaviours
across Demographic Groups*** Anna Grant, Policy and Development Officer,
Carnegie UK Trust
- 15.10 Facilitated group discussions (2)
- 15.45 Final comments
- 16.00 Close

Tackling digital & social exclusion

Digital (and) Poverty workshop

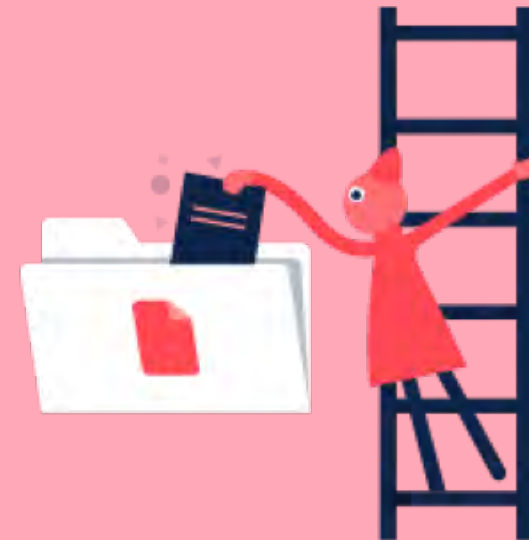


It's easy to forget...

8 out of 10 people use the internet daily, but these statistics hide a deeper digital divide

11% of adults have never used the internet

Older people, low income households and people with disabilities are amongst the most likely to be excluded



Internet uptake has stalled

Have all those that...

- want to be connected;
- can get a connection; and
- can afford the cost

done so?



What are the barriers?

Confidence and motivation

Access and affordability

Basic digital skills



21% lack basic digital skills

Managing Information



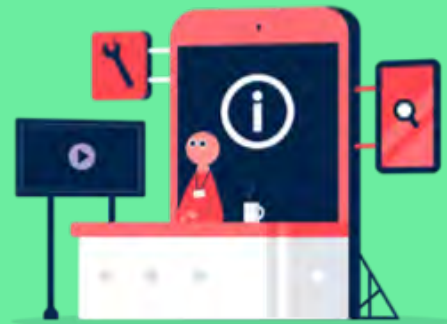
Communicating



Transacting



Problem Solving



Creating



Why it matters



What we know

Having *access* is no guarantee that people are able to access the associated social and economic benefits

People end up being doubly disadvantaged by being offline and/or without skills – contributes towards the ‘poverty premium’

Online households save up to £744 per year (around £200 for the lowest income households)



What we know

Ambitions to deliver more public services online, particularly welfare, risks further disenfranchising people who already face multiple forms of social exclusion

Those most in need of support from public services – are amongst the least likely to be online

Access to support is least available where it's needed most – and taken up by those who are more proficient

CAB surveys (2013/16) reveal just over half the respondents (54%) had internet at home, 36% had never used the internet; 11% hardly ever did so (Beattie-Smith, 2013)

The screenshot shows the GOV.UK website for Universal Credit. At the top, there is a black header with the GOV.UK logo and the text 'Universal Credit'. Below the header, a blue banner contains the word 'ALPHA' in white and the text 'This is a new service – your feedback will help us to improve it.' in black. The main heading is 'Universal Credit online' in a large, bold, black font. Below this, the text 'Use this service to:' is followed by a bulleted list: 'start a Universal Credit claim', 'switch your Universal Credit account online', and 'join your partner's Universal Credit claim'. Underneath the list is the heading 'Enter your postcode' followed by a white text input field. Below the input field is a green button with the word 'Start' in white. At the bottom, there is a blue link with a right-pointing triangle icon and the text 'Don't know what postcode to use?'.

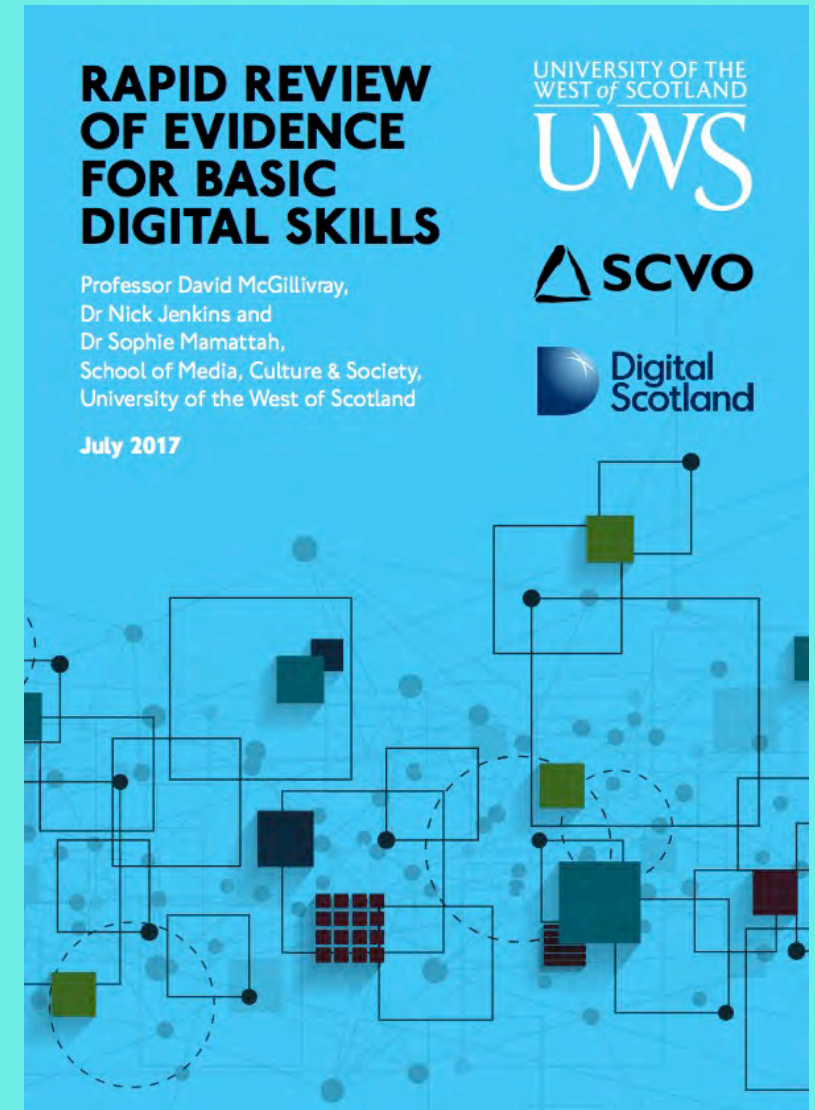
What we know

Focussing on 'use' as a metric of digital engagement is not all that useful (especially see Helsper, 2012 & Helsper & Reisdorf, 2016)

Better to look at 'whether the nature of their use [of ICT] enhances their life' (Helsper, 2012:13)

It can't be assumed that once ICT use has been begun it will be maintained unproblematically (Olphert & Damordan, 2013)

Bach et al (2013) propose a 'digital human capital approach' which links the digital with local community and culture



What works in tackling exclusion

Piercy (2016) suggests 3 avenues for successful interventions with hard-to-access populations:

- **Peer support:** a wide variety of approaches but tutor/mentee relationship is common to all
- **Home access:** a potential response to clear evidence that home-based internet access improves skills and builds confidence.
- **Shared practice:** focusing on cross-organizational collaboration to foster informal environments for skills learning and exchange within specialist service settings



What works in tackling exclusion

Interventions need to be considered as part of a broader approach to tackling social exclusion

Motivation is unique to each individual – need to find the ‘hook’ and facilitate repeated, informal face-to-face & one-to-one support

Smartphones are not a silver bullet

‘Hyper-local’ and embedded approaches to skills development are critical



Conclusions

Promoting **digital inclusion** in hard-to-reach populations requires a multi-faceted approach

Digital inclusion needs to be meaningful and consistent with users' overall needs and motivations

Digital participation requires development of digital capital and understanding

Leadership and mentorship are important

Greater understanding of the long-term impacts of **digital inclusion/exclusion** is needed.





We are on a mission, to give everyone in Scotland the basic digital skills they need to do their jobs, live their lives and confidently use different digital services. To do this, we need your help...

What we do...



What's the issue?

Basic Digital Skills

Research



Get involved

Sign the Charter

Resources

Affordable Broadband
Campaign



Get support

Digital Champion Training

Funding

Sign the Charter

When you sign Scotland's Digital Participation Charter, we ask you to commit to five key pledges - allowing Scotland to work together and skill up our digital nation.

- 1 Skill Up**
Ensure staff & volunteers have the opportunity to develop basic digital skills
- 2 Support Staff**
To help others learn basic digital skills and embrace digital tools
- 3 Support Scotland**
Contributing resources and practical support for Scotland in whatever ways you can
- 4 Back the Basics**
Support a common language based on digital participation and basic digital skills
- 5 Come Together**
Share what you are doing and its impact



Sign the Charter

Most importantly...

What can you commit to doing to support digital participation over the next year?

- Enable the internet to be accessible and affordable?
- Build motivation and confidence of your staff and/or service users to go online?
- Develop the basic digital skills of your staff and/or service users?



Resources



Need help to get online and develop your own basic digital skills?

[Find support near you and online](#) →

Want to help others develop their basic digital skills?

[Get support to be a digital champion](#) →

Want to understand the latest research and evidence on digital participation?

[View links to recent reports and publications](#) →

Want to promote Scotland's Digital Participation Charter?

[Download our brand guidelines and logos](#) →

PHDMCS1801)

Developing Digital 'Capital': Exploring evidence-based models of digital inclusion (Ref: PHDMCS1801)

University of the West of Scotland | School of Media, Culture & Society | Glasgow | United Kingdom



Dr N Jenkins
Prof D McGillivray





Friday, February 23, 2018



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 Back to Results



Thank you!

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Breakout Qs (1)

1. What *access* and *use* constraints exist for vulnerable groups, especially those living in poverty, when utilising digital technologies and environments?
2. From evidence or experience, what interventions work best in addressing these access and use constraints?
3. What are the new digital challenges to look out for on the horizon?

Breakout Qs (2)

1. What can we do to more effectively involve end users in the design and development of digital services to account for the complex effects of poverty and disadvantage?
2. How can 'evidence' of successful digital inclusion practice be shared effectively between academics, policy makers and practitioners?
3. What can we do to ensure that those delivering digital services and learning interventions are well prepared to support 'digitally savvy citizens', across the life course?