

Digital Inclusion Forum

11th July 2023

13:30 – 15:00

Agenda

| | | | |
|---|--|--------------|----------|
| Welcome and introductions | Rachael Forbister | 13.30 | 5 |
| AHSN and digital inclusion update | Rachael Forbister | 13.35 | 5 |
| National Delivery Plan 2023 – Digital Poverty Alliance | Paul Finnis | 13.40 | 20 |
| Understanding Digital Exclusion across North Tyneside | Dr Goran Erfani, Dr Gemma Wilson-Menzfeld and Wally Charlton | 14.00 | 40 |
| Q&A | Dr Goran Erfani, Dr Gemma Wilson-Menzfeld and Wally Charlton | 14.40 | 15 |
| Next steps and close | Rachael Forbister | 14.55 | 5 |

The background features a dark blue field with a network of white and blue location pin icons connected by thin white lines. The pins vary in size and are scattered across the frame, creating a sense of interconnectedness and global reach. The text 'digital poverty alliance' is centered in a light green, lowercase, sans-serif font.

digital
poverty
alliance

*Paul Finnis: CEO at DPA and Learning Foundation
Tom Lowe: Head of Policy and Comms at DPA and
Learning Foundation*

What is the Digital Poverty Alliance?



The DPA is a charitable coalition convening individuals and organisations from across business, government, charity and education, with the sole aim of eradicating digital poverty in the UK, and ultimately globally.

The Digital Poverty Alliance was founded by The Learning Foundation and is supported by Currys and the Institute of Engineering and Technology



LEARNING
FOUNDATION

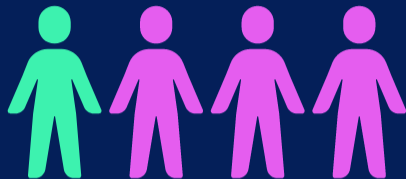
IET The Institution of
Engineering and Technology

The DPA is a community response



SO, WHAT IS DIGITAL POVERTY?

“The inability to interact with the online world, when where and how an individual needs to”.



One in four, or 26% of young people (8–25), do not have access to a laptop, with the key reason being cost (Nominet Digital Youth Index, 2022)



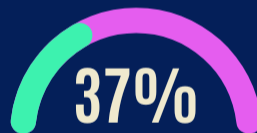
PEOPLE IN THE UK

or 10.2 million, lack foundational digital skills (Lloyds Bank Essential Digital Skills, 2022).



STATE SCHOOL TEACHERS

reported that all of their students have internet access., compared to 51% in the private sector (Sutton Trust, 2021)



OVER-75S

the equivalent of nearly 2 million people, in England are still digitally excluded (AgeUK, 2021)



YOUNG PEOPLE

in the UK cannot do everything that they want to online because of limits to their family's data allowance (Nominet Digital Youth Index, 2022).



Having the power to improve the lives of others is a privilege, one that is closely associated with its own sense of obligation. Acting on these powerful feelings of responsibility is an excellent way of reinforcing our own personal values and feel like we're living in a way that abides by our beliefs.

– PAULA COUGHLAN, CHIEF PEOPLE, COMMUNICATIONS & SUSTAINABILITY OFFICER, CURRYS PLC



As our lives become more digital, a huge number of people are being left behind. If we're to solve poverty in the UK, we must address digital exclusion. Whether it's accessing education, the social security system, job opportunities or cheaper gas and electricity, it's core to how we live.

Learn more at www.digitalpovertyalliance.org

A National Delivery Plan



A route map to **2030**



Focusing **attention**



Setting out **actions**



Identifying **key stakeholders**



Bringing **organisations** together

Society is becoming increasingly digitised



The routes for accessing and managing healthcare are becoming increasingly digitised. We also see this trend in financial services as physical bank branches are replaced by online banking.

Over time it is likely that digital broadcast television will transition to internet-based transmission.

Services provided by local government are increasingly offered exclusively via online channels.

But, the affordability of digital services is a real issue in the context of cost-of-living crisis.

The six missions

1. Increase awareness across society about the need for sustainable and strategic action to end digital poverty.
2. Ensure affordable connectivity and guarantee full digital access for those in need.
3. Improve standards of accessibility, safety, and inclusiveness across all digital products and services.
4. By 2030, significantly reduce the proportion of individuals without essential digital skills and ensure the sustainability, and expansion, of these skills in response to changing technologies and needs.
5. Enhance knowledge and understanding of digital poverty among all stakeholders, including citizens, governments, and the public and private sectors, through the development and utilisation of research.
6. Increase local capacity to provide joined-up digital inclusion support to individuals and communities.

Key actions



- Enhance community-based support for digital skills to meet people's needs.
- Increase assistance for connectivity and devices to improve access.
- Enhance signposting in local support services for digital inclusion support.
- Collaborate with health and social care services to promote digital inclusion.
- Explore data sharing across local services for targeted digital support.
- Improve support for accessibility needs, including assisted technology.

Taking the Plan forward



We will set up a new National Delivery Committee to help take the plan forward and coordinate activity.

We will integrate support for the six missions into our pledge journey.

We will release an updated version of the plan on an annual basis to ensure it remains adaptive to the wider context and trends.

JOIN THE CAUSE

Find out more

Visit our website and discover the work we're doing across the UK:

www.digitalpovertyalliance.org

Join the hub



Got ideas?

Please contact Tom Lowe at

tom@digitalpovertyalliance.org

Registered address: Index House, St George's Lane,
Ascot, SL5 7ET



TOWN & COMMUNITY

TOWN & COMMUNITY

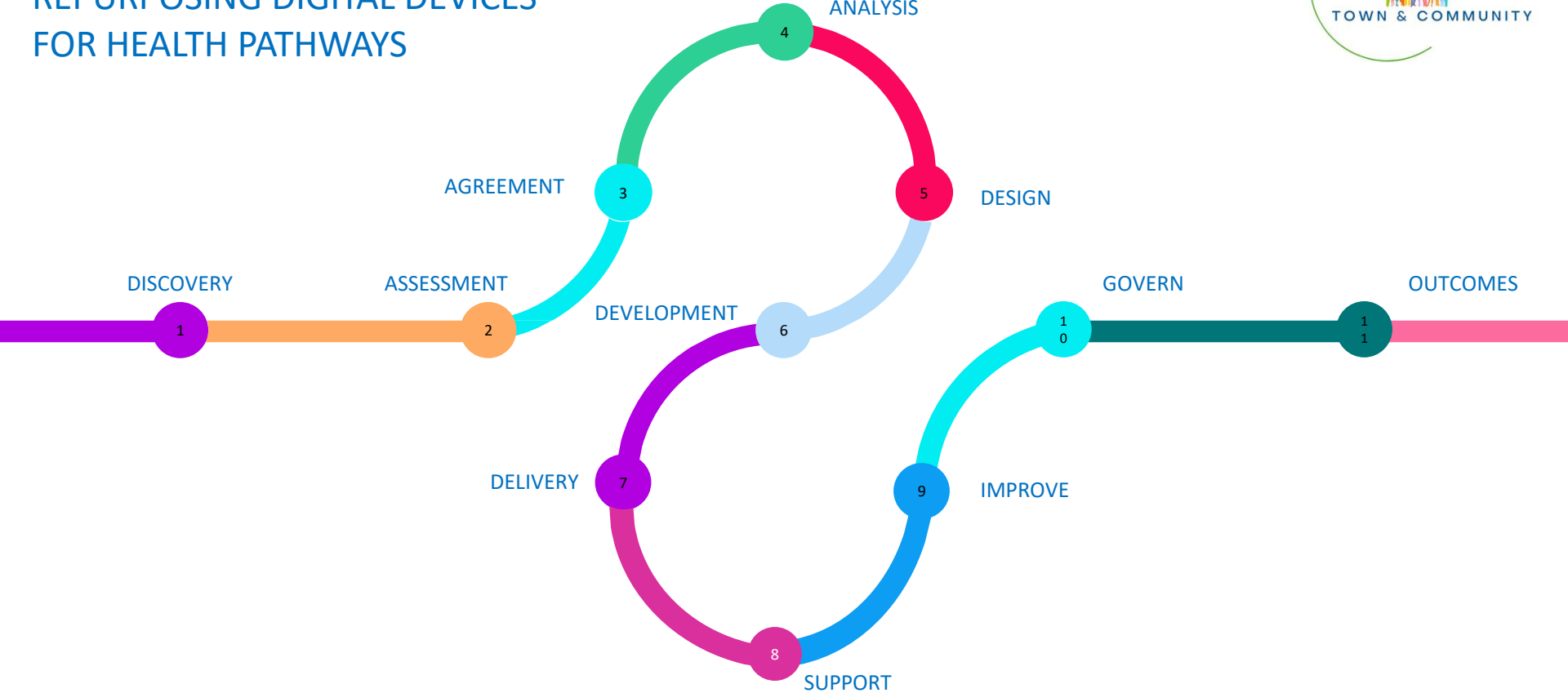
BUILDING STRONGER TOWNS AND COMMUNITIES



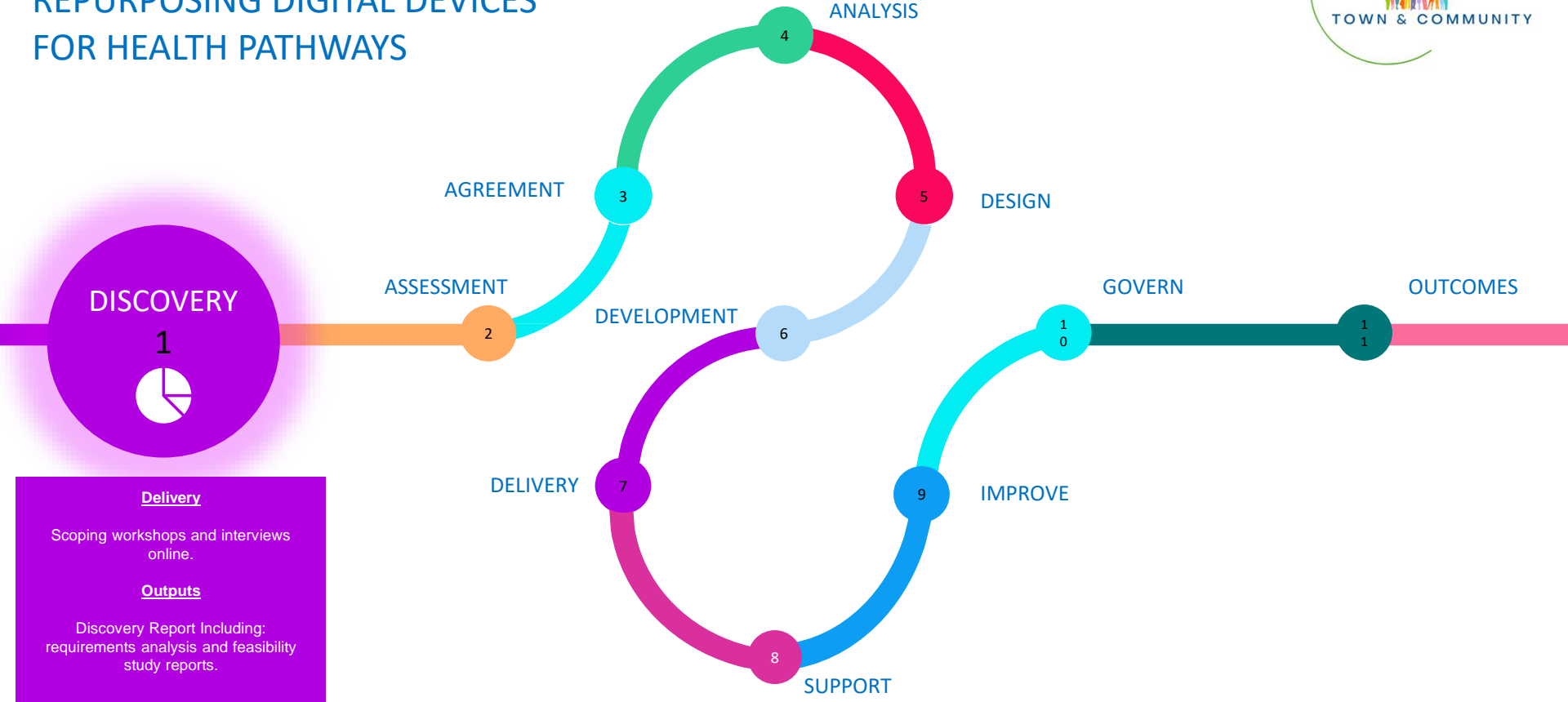
A not-for-profit organisation delivering digital inclusion services

- 01 Primary and Secondary School Education 'STEAMS' Programmes**
Science Technology Engineering Arts Mathematics Sports with Nissan, the Beacon of Light and STEM Learning UK.
- 02 Digital Equipment Pilot Projects in North East and North Cumbria for Health Management Pathways**
with Children and Young People's NE and N Cumbria Diabetes Network, Investing In Children, Type 1 Kids Diabetes, Renal, Maternity, and Cardio.
- 03 Equality, Diversity and Inclusion Projects and Programmes**
with the Disability Networks, Beacon of Light, eSports, Arts and Dance Influencers, and KAVE Immersive Spaces.
- 04 Regional, National and International Education, Training and Awareness for Corporate Digital Responsibility**
with the Digital Poverty Alliance, Academic Health Science Networks, and KAVE Immersive Spaces.
- 05 Community Digital Huts in East Africa (Uganda and Kenya)**
with the Outcast Activist Forum in Uganda, and support from Digital Poverty Alliance.

EPIC DELIVERY MODEL REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS

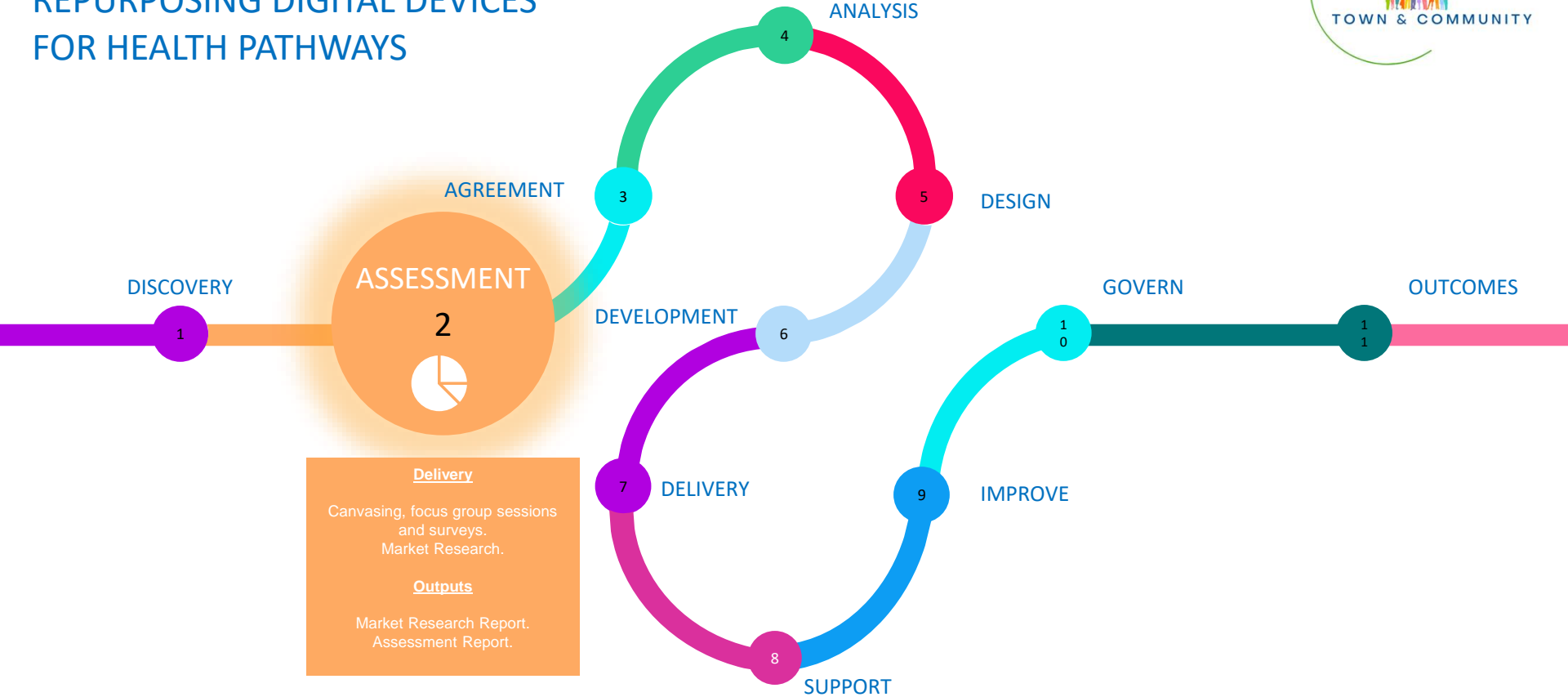


EPIC DELIVERY MODEL REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS

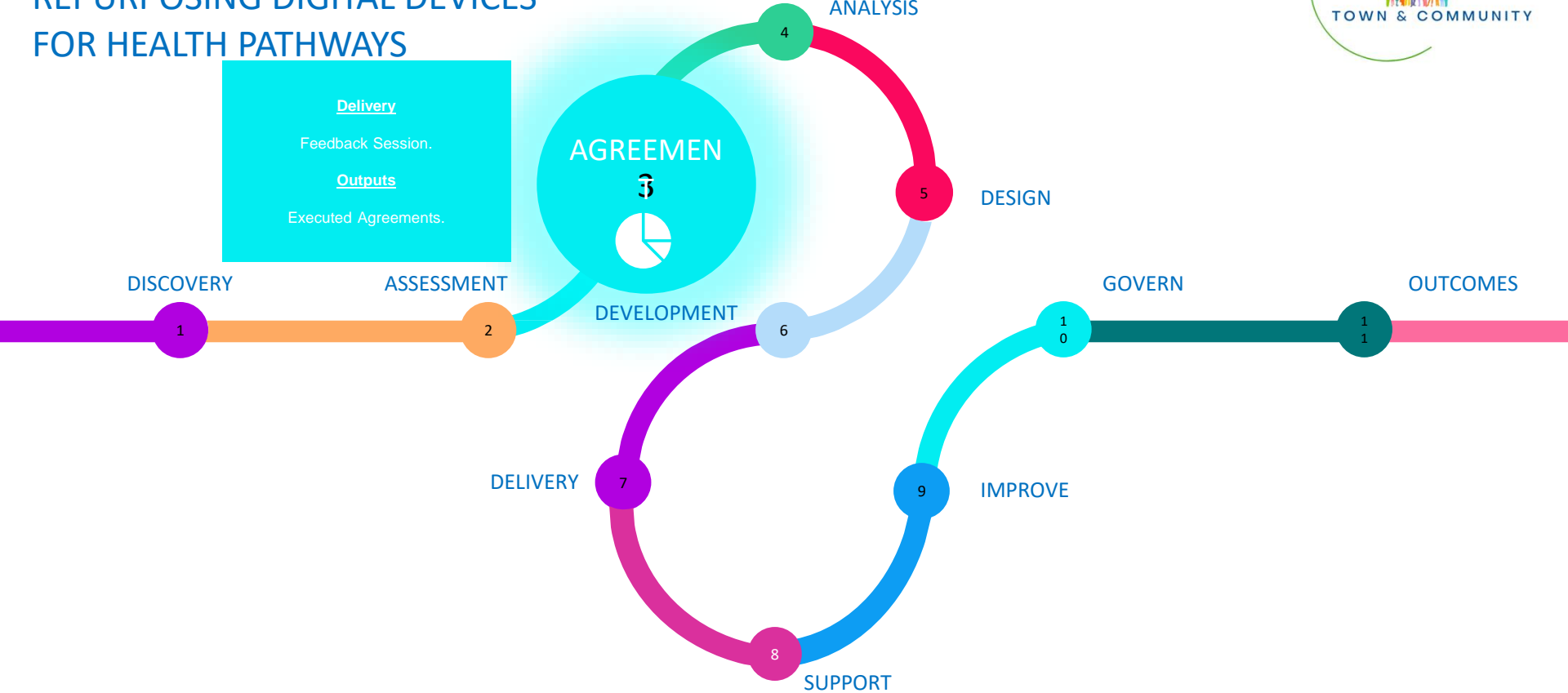


EPIC DELIVERY MODEL

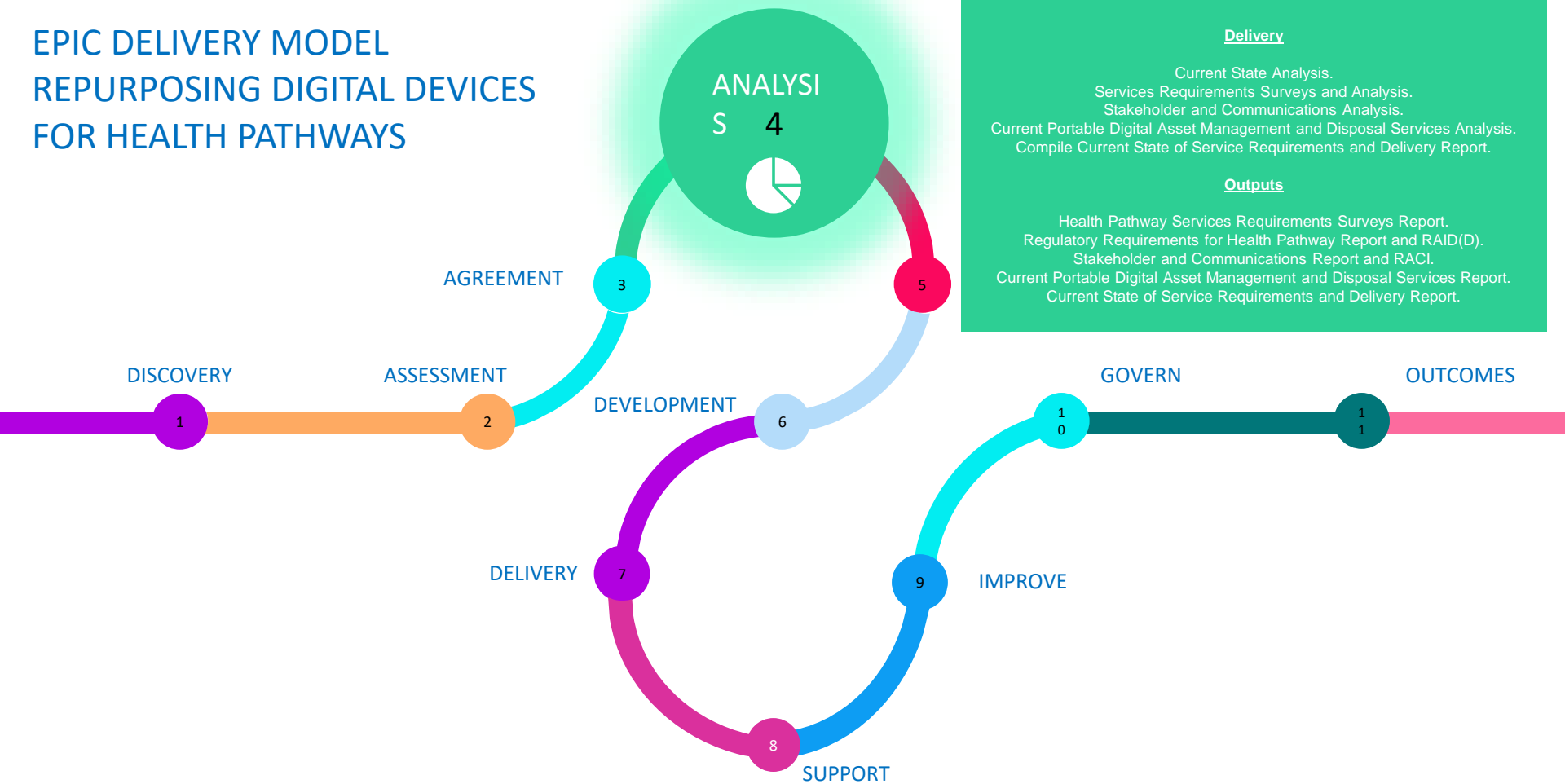
REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS



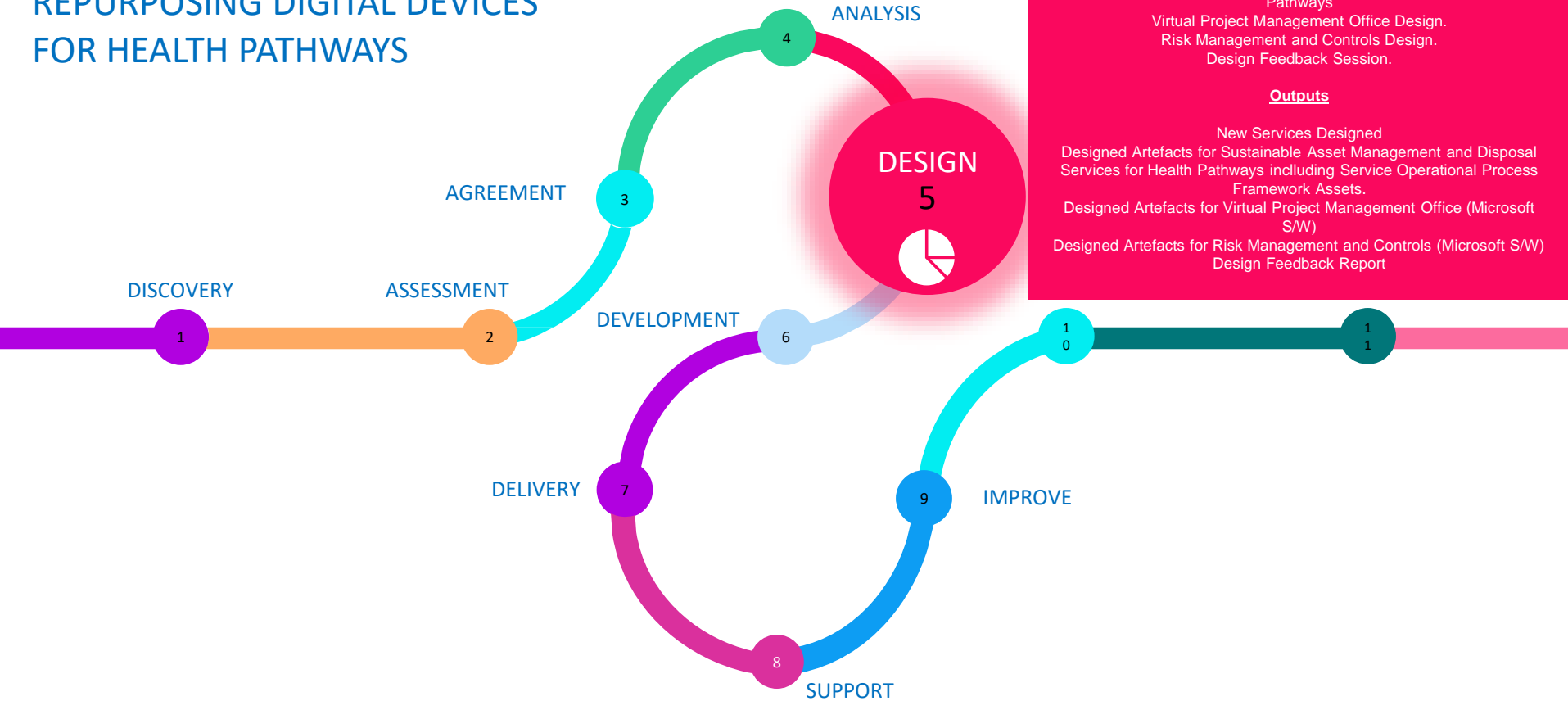
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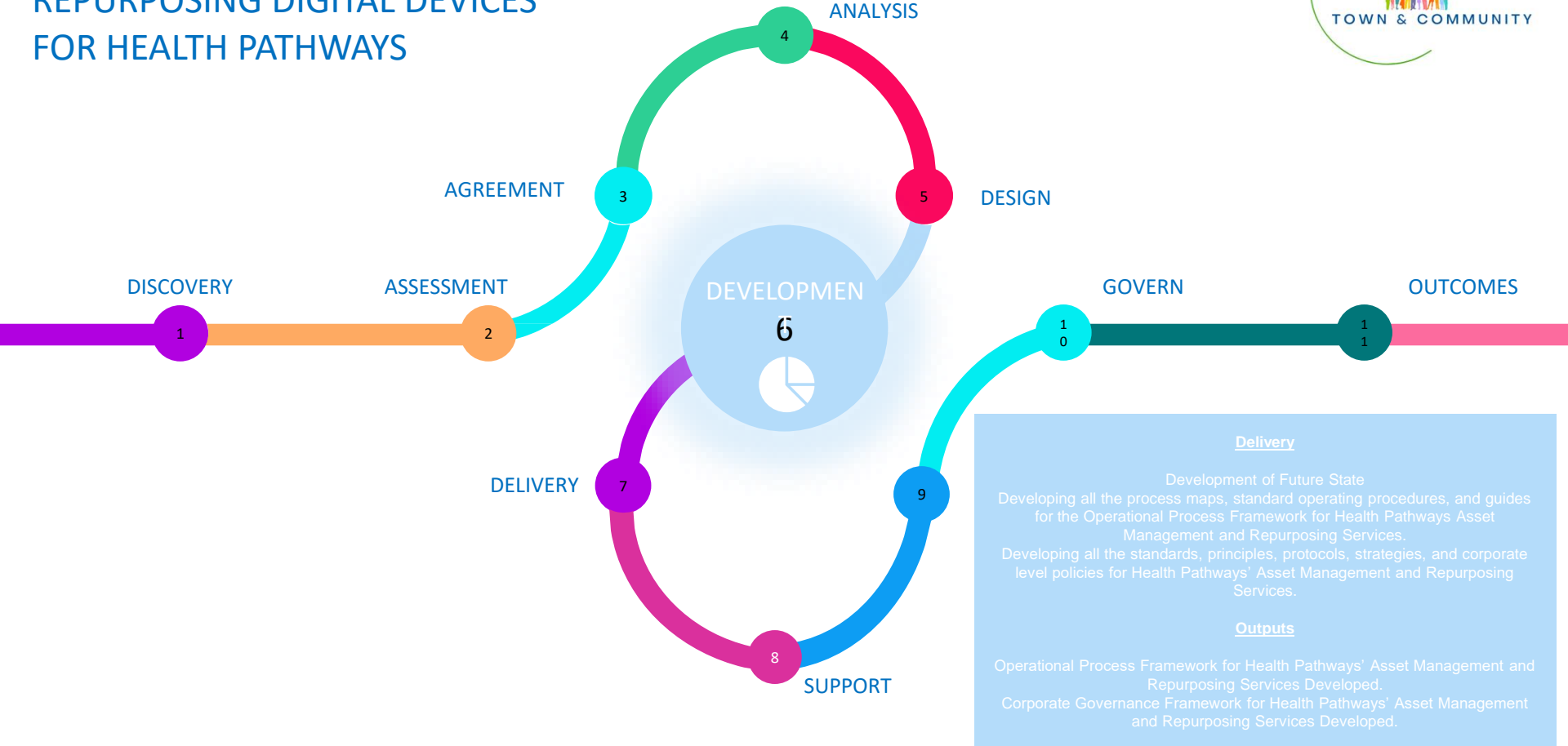
EPIC DELIVERY MODEL REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS



EPIC DELIVERY MODEL REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS

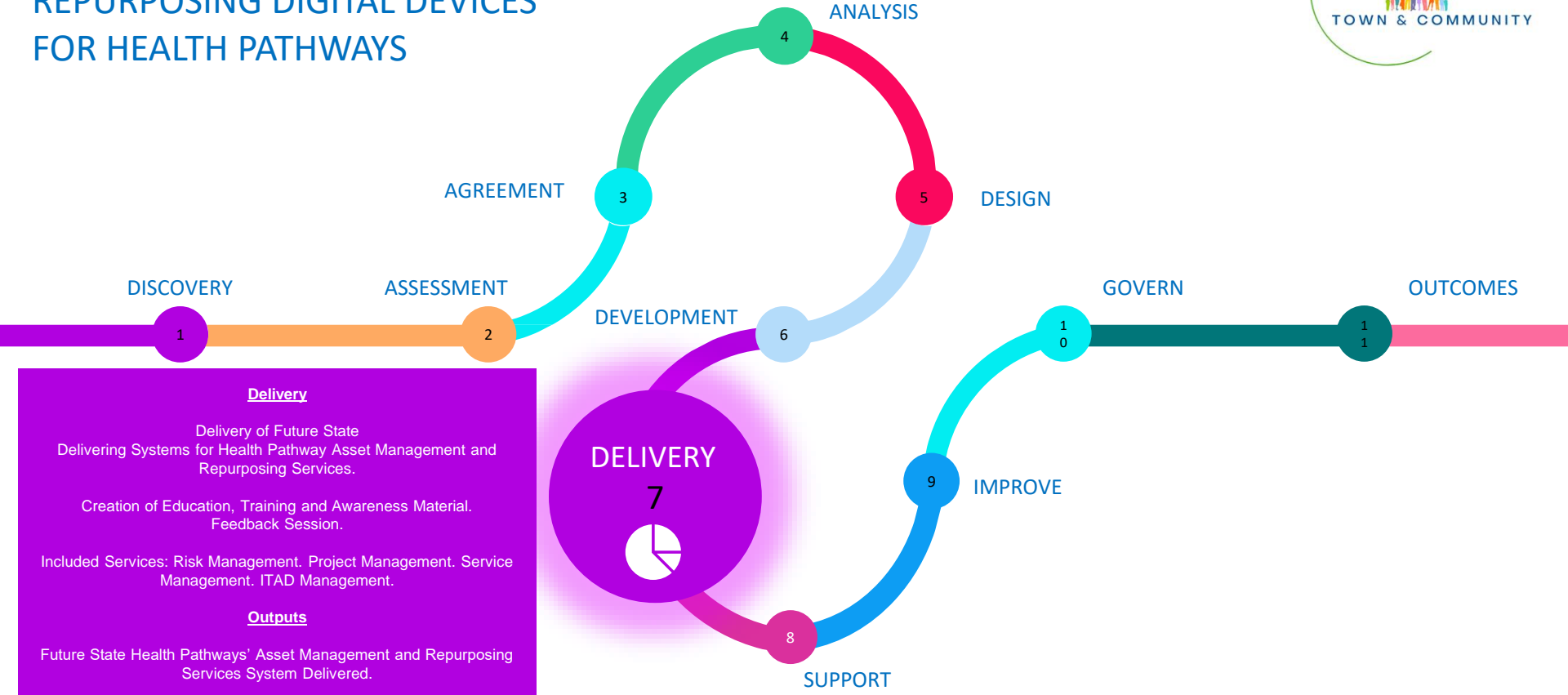


EPIC DELIVERY MODEL REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS



EPIC DELIVERY MODEL

REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS



Delivery

Delivery of Future State
Delivering Systems for Health Pathway Asset Management and Repurposing Services.

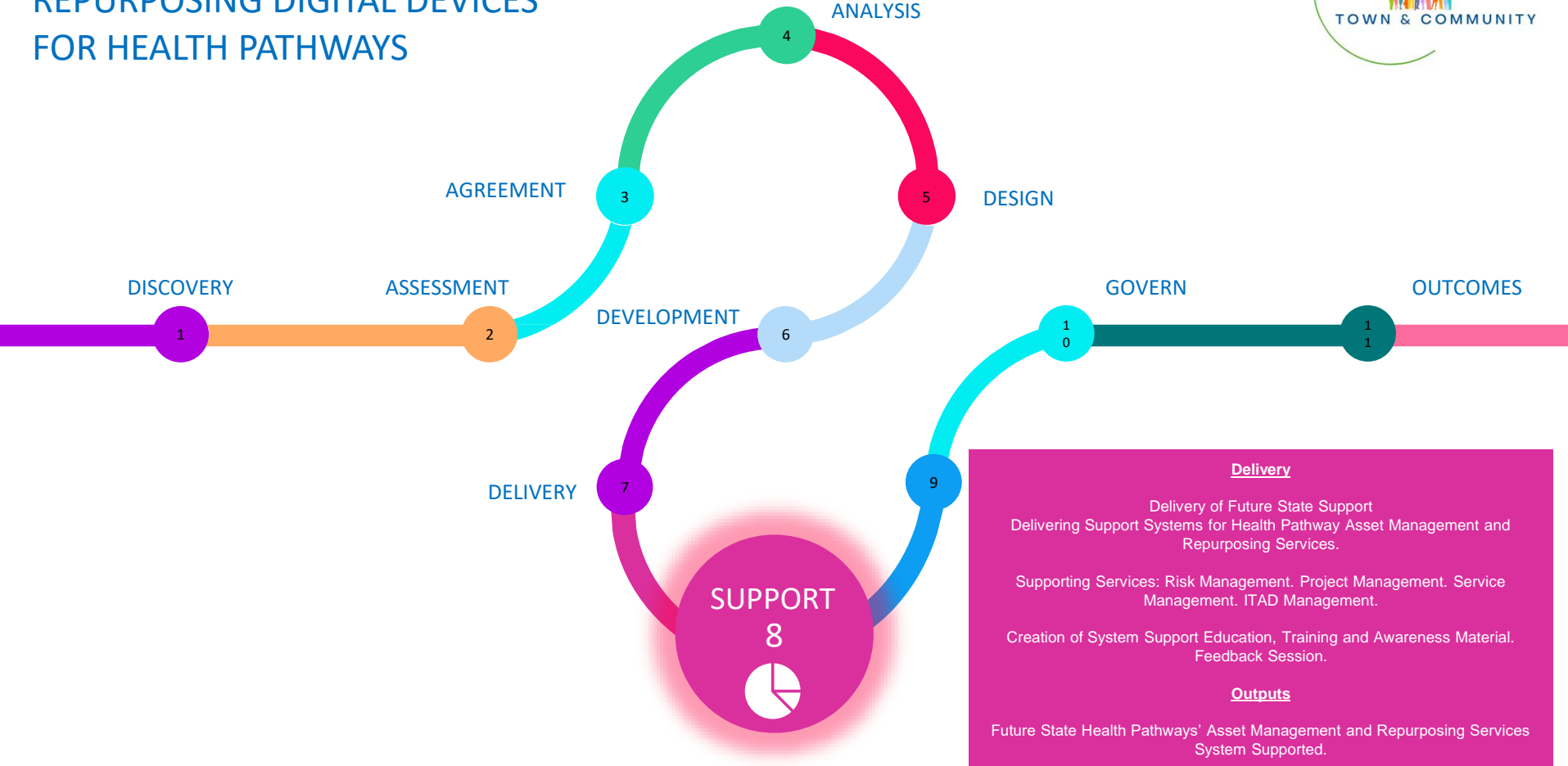
Creation of Education, Training and Awareness Material.
Feedback Session.

Included Services: Risk Management. Project Management. Service Management. ITAD Management.

Outputs

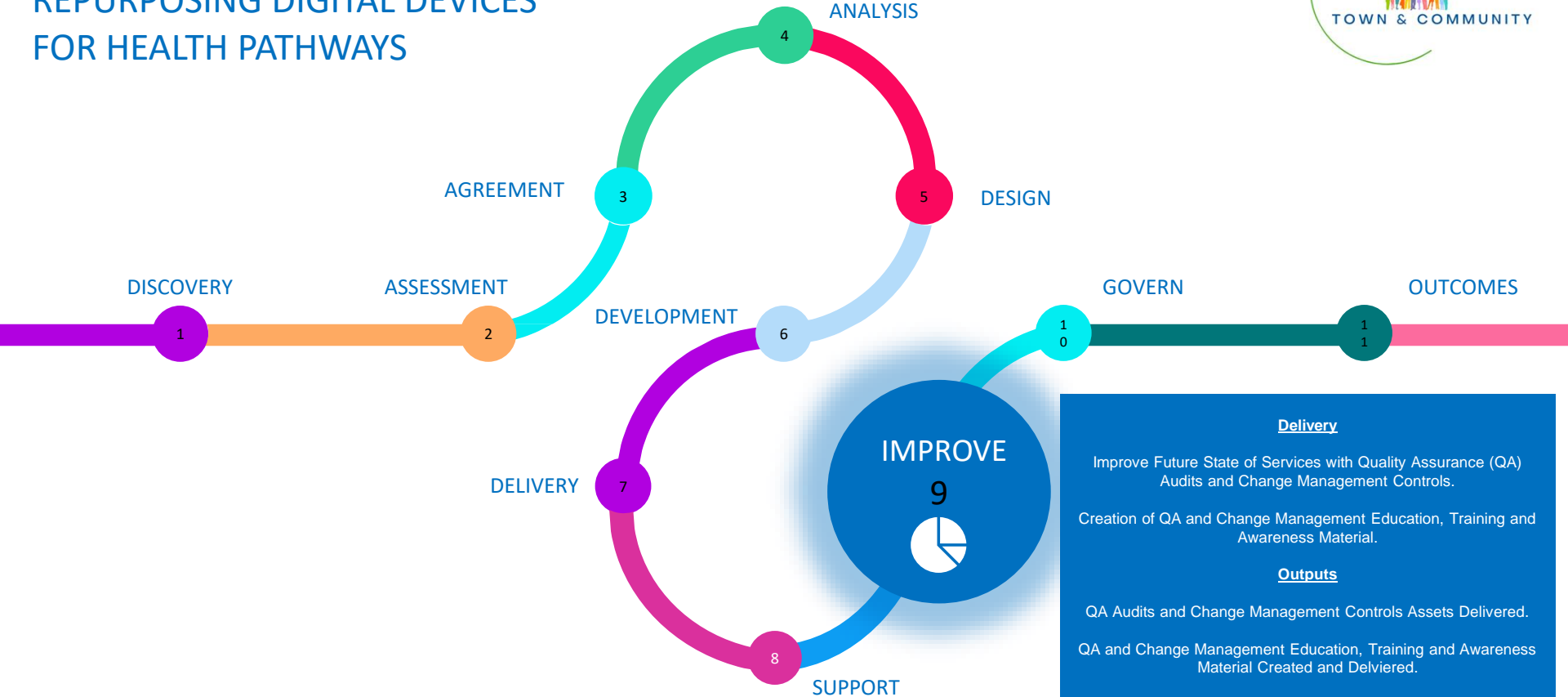
Future State Health Pathways' Asset Management and Repurposing Services System Delivered.

EPIC DELIVERY MODEL REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS



EPIC DELIVERY MODEL

REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS



Delivery

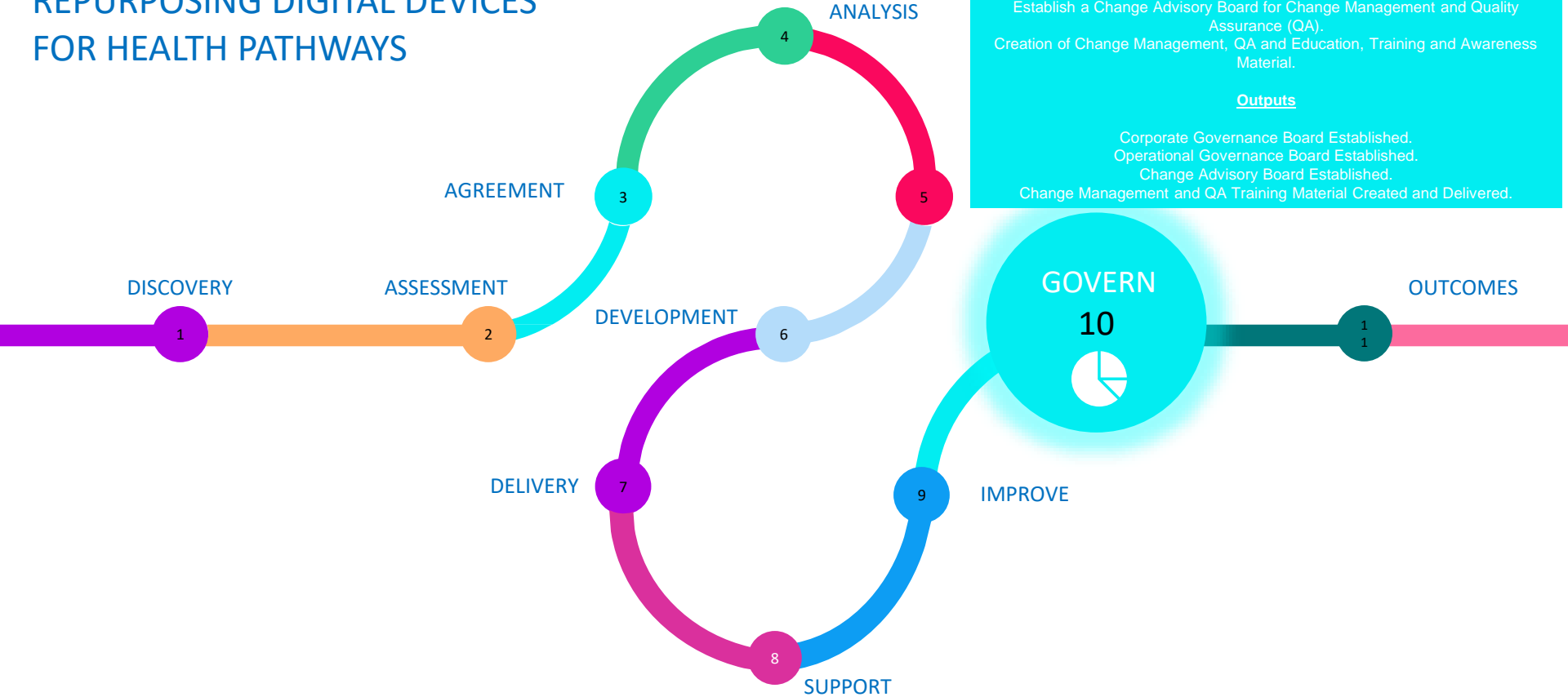
- Improve Future State of Services with Quality Assurance (QA) Audits and Change Management Controls.
- Creation of QA and Change Management Education, Training and Awareness Material.

Outputs

- QA Audits and Change Management Controls Assets Delivered.
- QA and Change Management Education, Training and Awareness Material Created and Delivered.

EPIC DELIVERY MODEL

REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS



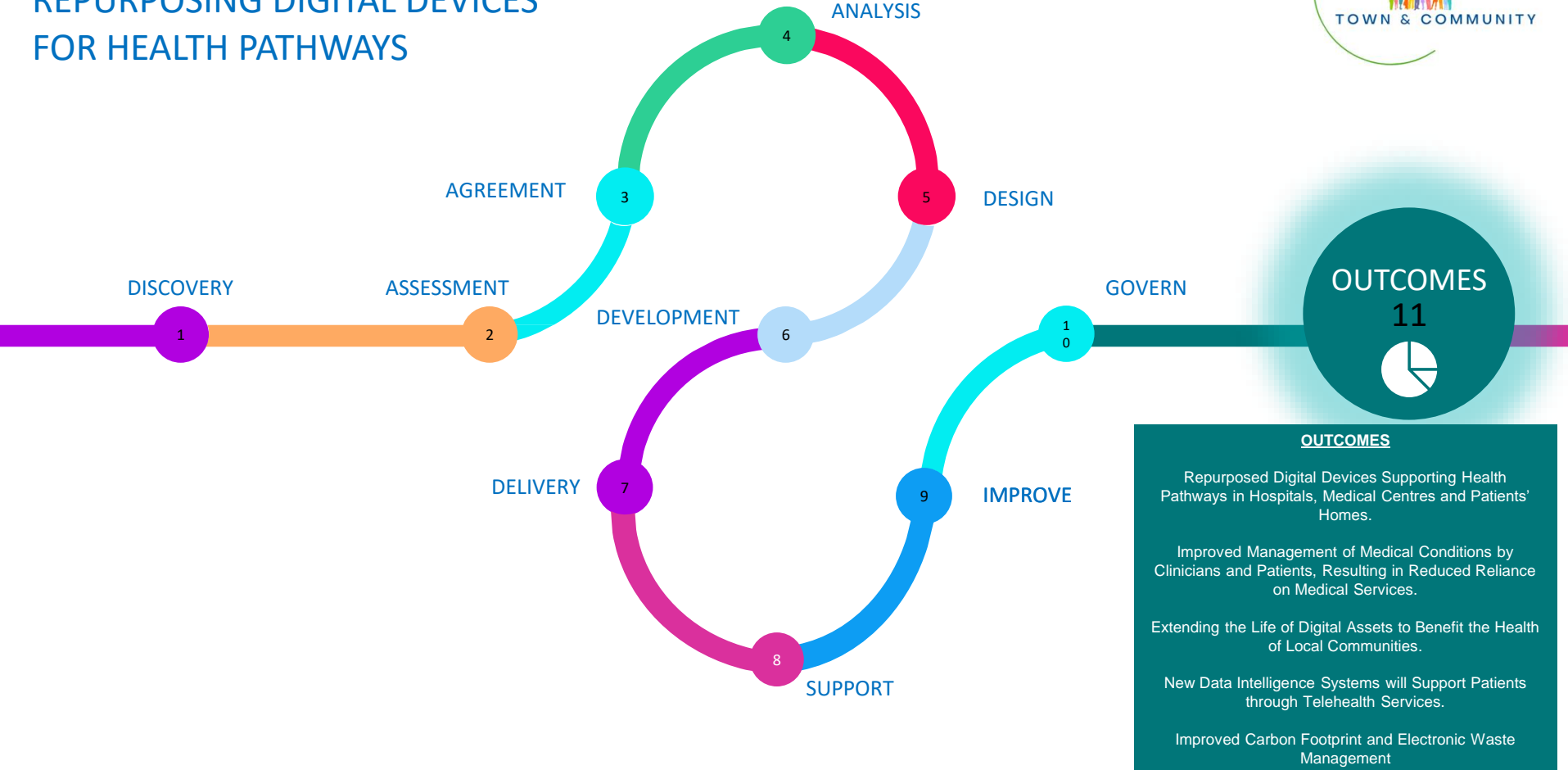
Delivery

- Establish a Governing Board for Corporate Governance.
- Establish an Operational Governing Board for Services Delivery and Continuous Improvement
- Establish a Change Advisory Board for Change Management and Quality Assurance (QA).
- Creation of Change Management, QA and Education, Training and Awareness Material.

Outputs

- Corporate Governance Board Established.
- Operational Governance Board Established.
- Change Advisory Board Established.
- Change Management and QA Training Material Created and Delivered.

EPIC DELIVERY MODEL REPURPOSING DIGITAL DEVICES FOR HEALTH PATHWAYS



Thank you for your time



If you would like to learn more about what we are doing in the North East & Cumbria, UK, and Africa, then please visit our website.

<https://www.townandcommunity.co.uk/>

or contact:

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07704 133022



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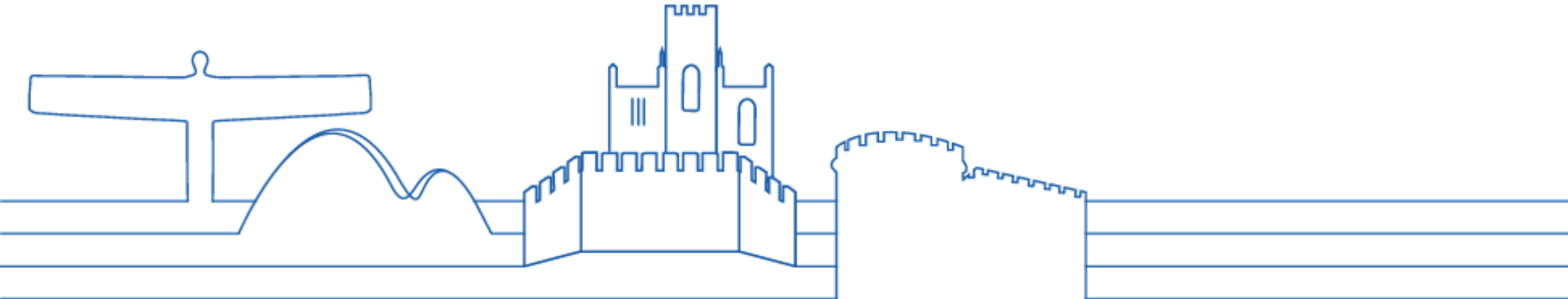


**Newcastle
University**



**North East and
North Cumbria**

Understanding Digital Exclusion across North Tyneside



Research Team

Dr Gemma Wilson-Menzfeld

Dr Goran Erfani

Mr Wally Charlton

Dr Holly De Luca

Professor Katie Brittain

Professor Alison Steven

Dr Lesley Young-Murphy



Introduction

- Digital technology is a ubiquitous part of everyday living for many individuals across the UK.
- This steadfast rate of digital improvement is not slowing down, and in fact, rapidly rose during the COVID-19 pandemic when international restrictions came into play, limiting our lives to the confines of our own homes.
- Despite evidence of digital exclusion in the North East as a whole, there is currently very little known about the extent of digital exclusion and digital poverty across more local boroughs, including North Tyneside.





Defining Digital Exclusion



Level One:
Access



Level Two: Skills
and Usage



Level Three:
Tangible
Outcomes

DIGITAL EXCLUSION



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North East and
North Cumbria

Digital Exclusion in this study

A lack of digital **access**, lack of digital **use**, lack of **confidence** in using digital tools, and/or lack of digital **skills**.

Respondents clustered as 'digitally excluded' if the individual self-reported one or more of the above-mentioned indicators.

Research Aim: *explore and gain a more in-depth understanding of digital exclusion across North Tyneside*

1

Identify the scale and characteristics of digitally excluded groups

2

Understand the key factors contributing to digital exclusion

3

Map solutions to improving digital inclusion

Methodology

Sequential Explanatory Mixed-methods Study

Stage 1: Large Cross-sectional Survey ($n=9,181$)

Stage 2: Focus Groups ($n=3$)

This study was approved by Northumbria University Ethics Online System (Reference Number: 40123) and Integrated Research Application System (IRAS) for health and social care/community care research (Project ID Number: 304555).

Stage One - Survey Design & Implementation

- Pilot testing (n=35) to ensure content *validity and reliability of measurements* before the final survey was disseminated.
- Collecting comments and feedback covering the *clarity, relevance, formatting, and style* of the survey and revising the questions based on suggestions made by a panel of experts.
- Initial engagement and the logistics of how the survey was written, delivered, and communicated was in itself an enormous task but absolutely essential.



Stage One: Participant Recruitment

- **Inclusion criteria:**

 - Aged 18 years or over

 - Living in North Tyneside

- **Census study approach :**

 - Surveys mailed to all households across North Tyneside.

- **Offering a range of modes of participation:**

 - Paper-based**

 - Phone-based**

 - Web-based**

 - Helped maximise response rate (9.3%)
 - Inclusive approach for individuals with different digital access and digital skills
 - Increasing the reliability and validity of the results reported.
 - Liaising/working with care home management teams & homeless shelters, to facilitate the dissemination of the survey to individuals who may have been most digitally excluded



Stage One – Digital exclusion and mode of participation in the survey

- If you're 'digitally excluded', the probability of NOT participating in an online survey is more than 99%.
- Most digitally excluded respondents (1,101 respondents) preferred paper-based surveys to the online survey.
- Only 29 of 1,130 digitally excluded respondents (less than 3%) returned the survey electronically.

Chi-Square Tests

| | Value | df | Asymptotic Significance (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|------------------------------------|----------------------|----|-----------------------------------|----------------------|----------------------|
| Pearson Chi-Square | 210.973 ^a | 1 | <.001 | | |
| Continuity Correction ^b | 209.778 | 1 | <.001 | | |
| Likelihood Ratio | 295.942 | 1 | <.001 | | |
| Fisher's Exact Test | | | | <.001 | <.001 |
| Linear-by-Linear Association | 210.950 | 1 | <.001 | | |
| N of Valid Cases | 9181 | | | | |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 205.30.

b. Computed only for a 2x2 table

Stage One – Sample population

*Frequency of sample population by mode of participation**

| Mode of participation | Frequency (n) | Percentage (%) |
|------------------------------|----------------------|-----------------------|
| Paper-based survey | 7,513 | 81.8 |
| Web-based survey | 1,668 | 18.2 |
| Total | 9,181 | 100 |

*Twelve respondents completed the survey over the phone, and these were grouped with paper-based responses for analysis.

Stage One – Sample population

- Most **female** (60%), predominantly **white** residents (97%), married (61%), **aged between 60-79 years old** (54%)
- Average age 63 ($SD= 15.05$, range 18-101 years), median age of 66 years old
- Most reported **some educational qualifications** less than 11% no qualifications
- Most self-reported annual **household income** (54%) **£40,000 or less**, most own their homes outright (62%)

Stage One – Sample population

Descriptive statistics for interval variables

| Interval variables | N | Range | Minimum | Maximum | Mean | Std. Deviation |
|--|-------|-------|---------|---------|-------|-------------------|
| <i>Age</i> | 8,810 | 83 | 18 | 101 | 63.18 | 15.05 |
| <i>Household size</i> | 9,069 | 7 | 1 | 8 | 2.00 | 0.96 |
| <i>Time spent on digital technologies (per week)</i> | 8,990 | 140 | 0 | 140 | 22.96 | 20.82 |
| <i>Time spent on internet (per week)</i> | 8,967 | 140 | 0 | 140 | 18.94 | 20.11 |



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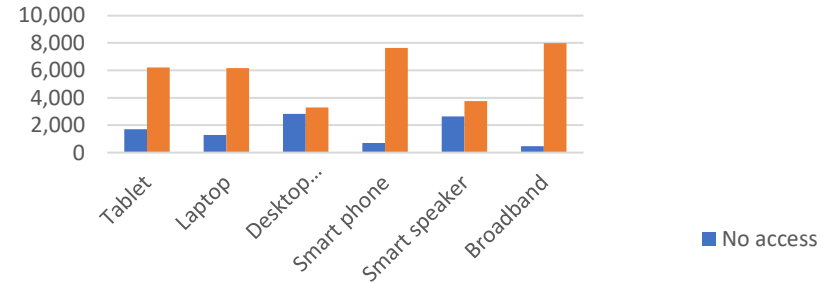
North East and
North Cumbria

Stage One – Time spent on internet

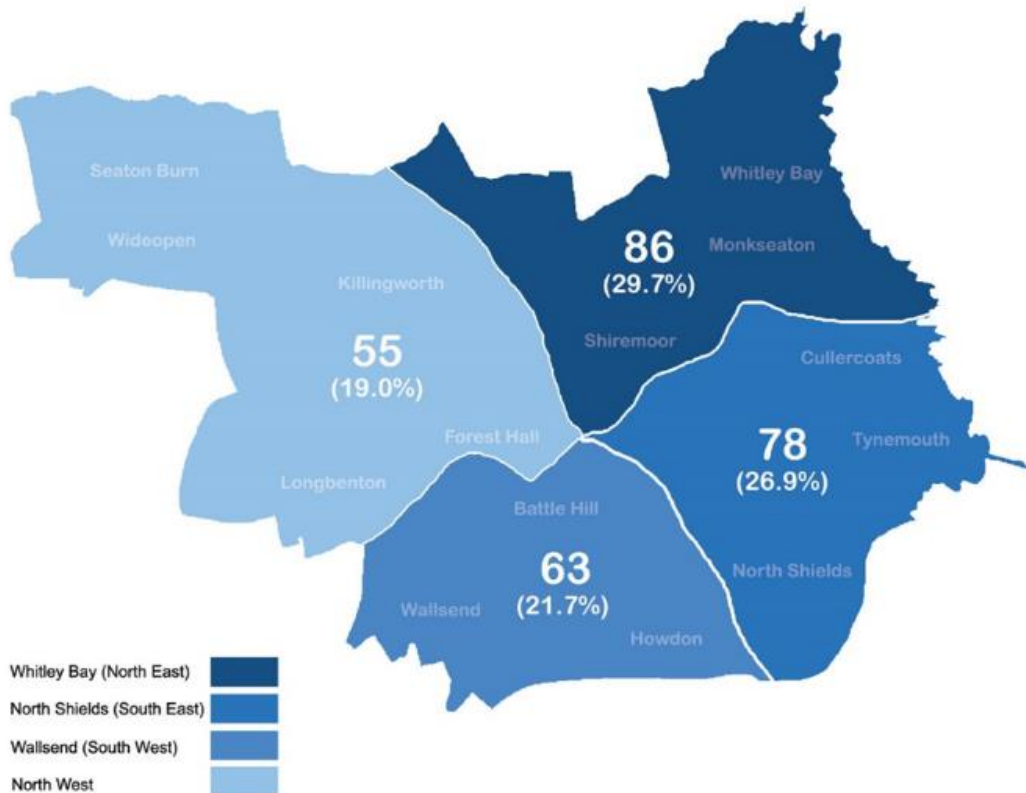


Stage One – Frequency and percentage of digital access to different digital tools

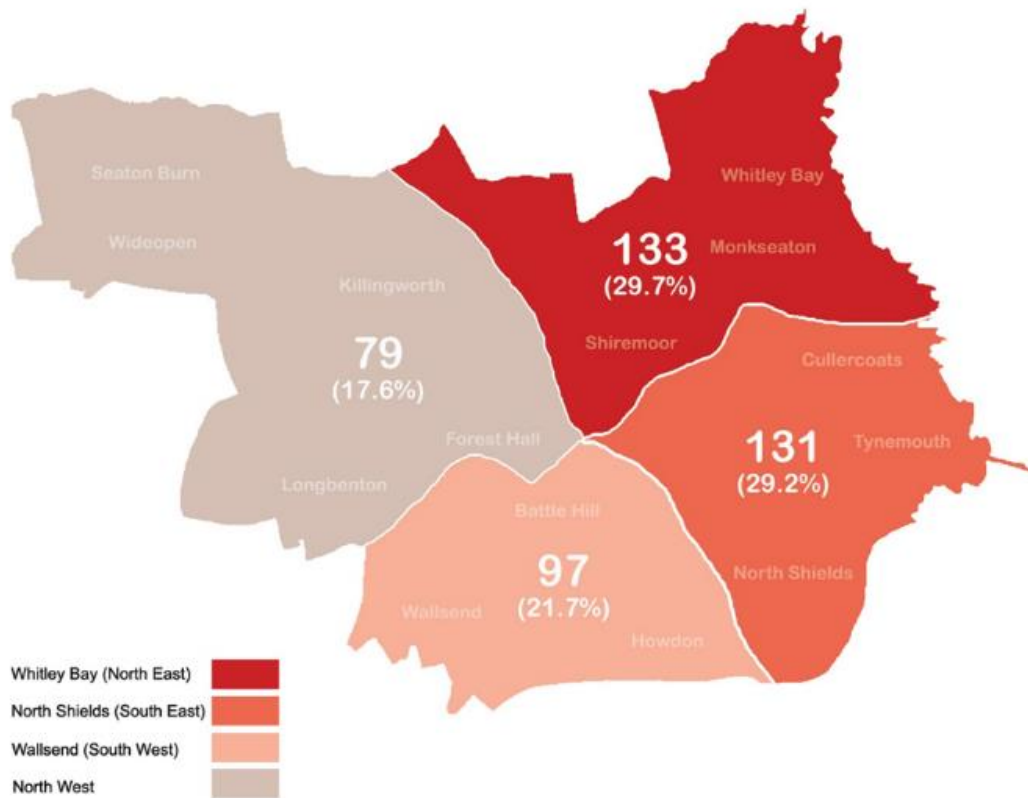
| Digital tools | Tablet | Laptop | Desktop Computer | Smart phone | Smart speaker | Broadba nd |
|---|------------------|------------------|--------------------------------|--------------------------------|--------------------------------|-------------------------------|
| No access | 1,703 (18.5%) | 1,279 (13.9%) | 2,814 (30.7%) | 705 (7.7%) | 2,634 (28.7%) | 476 (5.2%) |
| Own access and/or through someone else | 6,216 (67%) | 6,172 (67.2%) | 3,291 (35.8%) | 7,622 (83.0%) | 3,751 (40.9%) | 7,993 (87.1) |
| Missing values | 1,262 (13.7%) | 1,730 (18.8%) | 3076 (33.5%) | 854 (9.3%) | 2,796 (30.5%) | 712 (7.8%) |



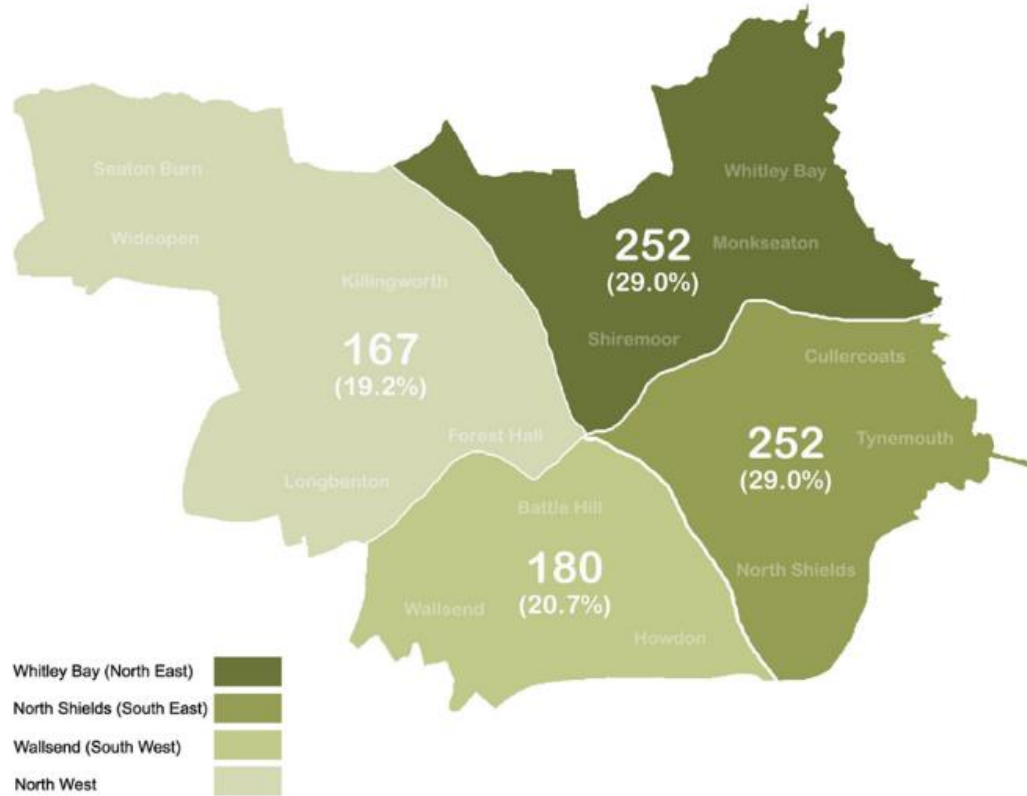
**Stage One –
Distribution of
lack of digital
access across
North Tyneside**



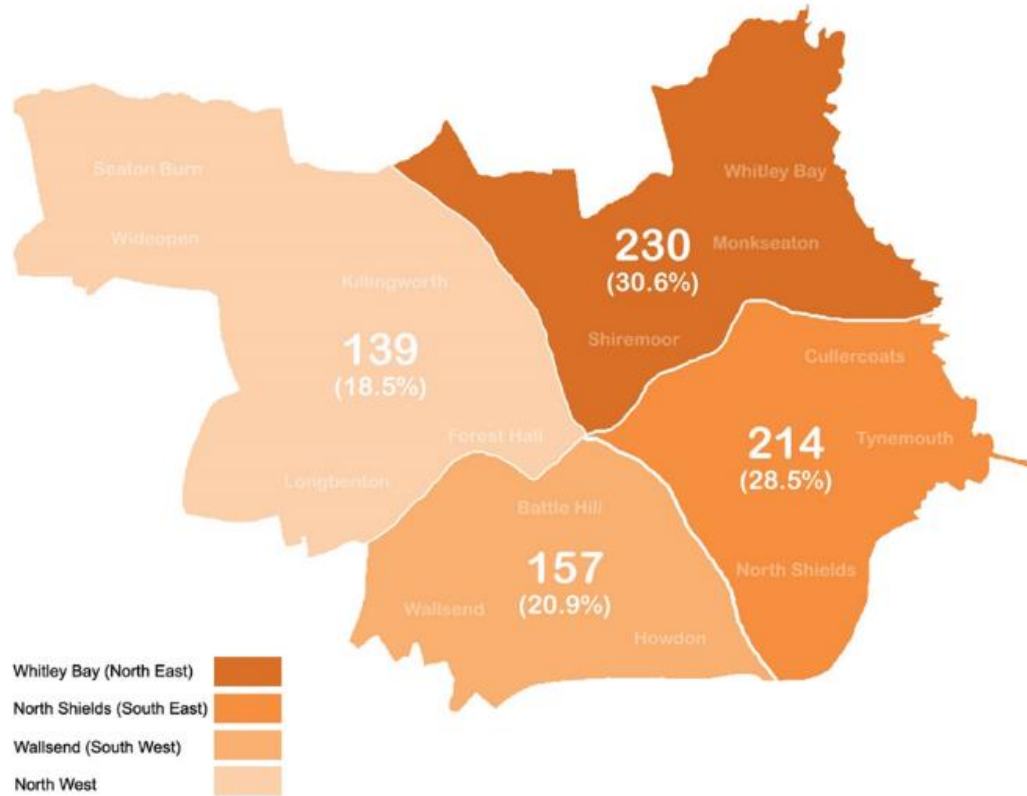
**Stage One –
Distribution of
lack of digital
use across
North Tyneside**



**Stage One –
Distribution of
lack of digital
confidence
across North
Tyneside**

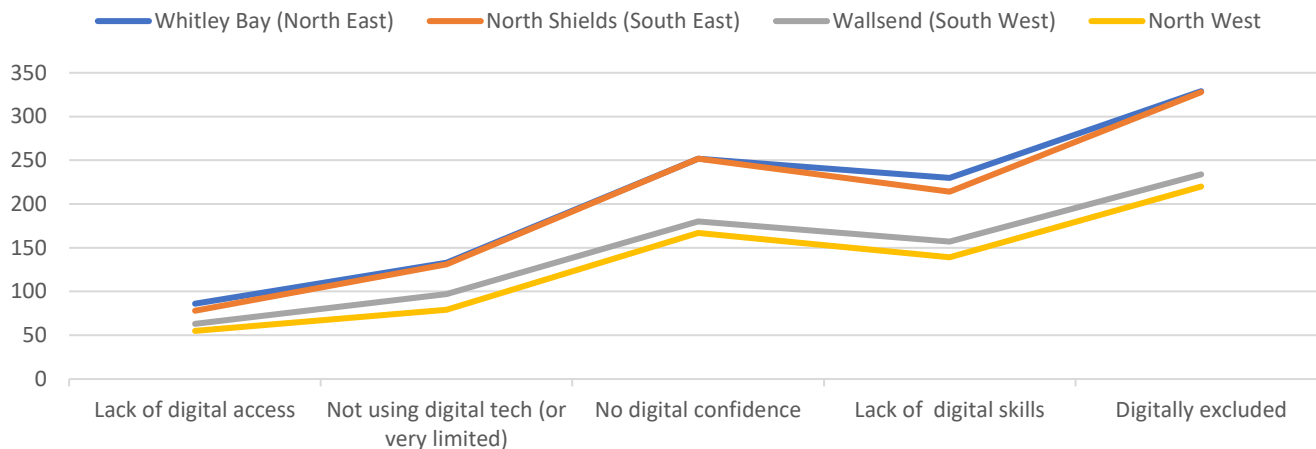


**Stage One –
Distribution of
lack of digital
skills across
North Tyneside**



Stage One – Similar Patterns across Localities

Frequency of residents who self-reported lack of digital access, no or very limited use of digital technologies, lack of confidence and digital skills in using digital tools, across four primary local care areas.



Stage One – Digital Exclusion & Disability

- Residents with disability or health conditions are more likely to be digitally excluded.
- This agrees with other research based on British cohort studies suggesting that disability affects the probability of being digitally excluded (Dutton et al., 2009; Bunyan, and Collins, 2013).

Chi-Square Tests

| | Value | df | Asymptotic Significance (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|------------------------------------|----------------------|----|--------------------------------------|----------------------|----------------------|
| Pearson Chi-Square | 252.249 ^a | 1 | <.001 | | |
| Continuity Correction ^b | 251.174 | 1 | <.001 | | |
| Likelihood Ratio | 241.562 | 1 | <.001 | | |
| Fisher's Exact Test | | | | <.001 | <.001 |
| Linear-by-Linear Association | 252.221 | 1 | <.001 | | |
| N of Valid Cases | 8951 | | | | |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 387.56.

b. Computed only for a 2x2 table

Stage One – Digital Exclusion &
Annual Household Income

- This finding shows that households with income levels below £40k are more likely to be digitally excluded, and thus at higher risk of digital exclusion.

Chi-Square Tests

| | Value | df | Asymptotic Significance (2-sided) |
|------------------------------|----------------------|----|-----------------------------------|
| Pearson Chi-Square | 659.974 ^a | 4 | <.001 |
| Likelihood Ratio | 682.132 | 4 | <.001 |
| Linear-by-Linear Association | 494.391 | 1 | <.001 |
| N of Valid Cases | 7705 | | |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 67.13.

| | Model 1 tested socio-demographic variables as predictors for digital | | | | Model 2 added digital attitude variables to the regression equation | | | |
|--|--|-------|---------|----------------|---|-------|---------|----------------|
| | β | S.E. | p-value | Exp(β) | β | S.E. | p-value | Exp(β) |
| Socio-demographic variables | | | | | | | | |
| Gender ¹ | 0.261 | 0.112 | 0.020 | 1.298 | 0.148 | 0.139 | 0.284 | 1.160 |
| Age (in years) | -0.087 | 0.008 | 0.001 | 0.917 | -0.042 | 0.009 | 0.001 | 0.959 |
| Educational level ² | | | 0.001 | | | | 0.001 | |
| No qualifications | -1.433 | 0.160 | 0.001 | 0.239 | -0.846 | 0.199 | 0.001 | 0.429 |
| GCSEs or equivalent | -0.767 | 0.160 | 0.001 | 0.464 | -0.477 | 0.195 | 0.014 | 0.621 |
| Vocational education | -0.542 | 0.179 | 0.002 | 0.582 | -0.261 | 0.217 | 0.230 | 0.770 |
| Other qualifications | -0.541 | 0.219 | 0.013 | 0.582 | -0.153 | 0.267 | 0.566 | 0.858 |
| A levels or equivalent | 0.072 | 0.278 | 0.796 | 1.075 | -0.191 | 0.329 | 0.562 | 0.826 |
| Household income level ³ | | | 0.001 | | | | 0.056 | |
| Less than £20,000 | -2.419 | 1.025 | 0.018 | 0.089 | -1.738 | 1.046 | 0.176 | 0.023 |
| £20,000 - £40,000 | -1.975 | 1.019 | 0.052 | 0.139 | -1.395 | 1.035 | 0.248 | 0.033 |
| £40,000 - £60,000 | -1.320 | 1.033 | 0.201 | 0.267 | -1.085 | 1.051 | 0.338 | 0.043 |
| £60,000 - £80,000 | -1.263 | 1.087 | 0.245 | 0.283 | -1.107 | 1.111 | 0.331 | 0.037 |
| Employment status ⁴ | | | 0.324 | | | | 0.768 | |
| Employed Full-Time | 0.757 | 0.405 | 0.061 | 2.133 | 0.195 | 0.507 | 1.216 | 0.450 |
| Employed Part-Time | 0.906 | 0.408 | 0.026 | 2.474 | 0.410 | 0.514 | 1.506 | 0.550 |
| Unemployed | 0.583 | 0.555 | 0.294 | 1.792 | 0.695 | 0.687 | 2.003 | 0.521 |
| Self-employed | 0.447 | 0.494 | 0.365 | 1.564 | 0.247 | 0.612 | 1.281 | 0.386 |
| Retired | 0.864 | 0.370 | 0.020 | 2.372 | 0.276 | 0.476 | 1.318 | 0.518 |
| Unpaid/Voluntary work | 1.089 | 0.662 | 0.100 | 2.972 | 1.160 | 0.767 | 3.188 | 0.709 |
| Tenure groups ⁵ | | | 0.012 | | | | 0.109 | |
| Renter | -0.470 | 0.159 | 0.003 | 0.625 | -0.423 | 0.201 | 0.655 | 0.442 |
| Other | -0.001 | 0.379 | 0.998 | 0.999 | -0.074 | 0.475 | 0.929 | 0.366 |
| Household size (in numbers) | 0.362 | 0.102 | 0.001 | 1.436 | 0.408 | 0.120 | 1.504 | 1.188 |
| Aged between 18-59 (yes) ⁶ | -0.476 | 0.189 | 0.012 | 0.621 | -0.449 | 0.231 | 0.638 | 0.406 |
| Household disability (yes) ⁷ | -0.465 | 0.112 | 0.001 | 0.628 | -0.356 | 0.138 | 0.700 | 0.534 |
| Local primary care areas ⁸ | | | 0.019 | | | | 0.071 | |
| Whitley Bay (North East) | -0.442 | 0.158 | 0.005 | 0.643 | -0.385 | 0.192 | 0.045 | 0.680 |
| North Shields (South East) | -0.209 | 0.161 | 0.193 | 0.811 | -0.075 | 0.195 | 0.701 | 0.928 |
| Wallsend (South West) | -0.423 | 0.171 | 0.014 | 0.655 | -0.392 | 0.210 | 0.062 | 0.676 |
| Digital attitude variables | | | | | | | | |
| Privacy/security concerns ⁹ | | | | | 0.445 | 0.159 | 0.005 | 1.561 |
| Attending digital classes ¹⁰ | | | | | 0.058 | 0.341 | 0.864 | 1.060 |
| Willing to use digital tools ¹¹ | | | | | 3.325 | 0.147 | 0.001 | 27.801 |
| Believing COVID impact ¹² | | | | | 0.777 | 0.141 | 0.001 | 2.175 |
| Constant | 10.180 | 1.196 | 0.001 | 26369.59 | 4.010 | 1.321 | 0.002 | 55.145 |
| N | 6863 | | | | 6315 | | | |
| R ² Cox–Snell | 0.128 | | | | 0.235 | | | |
| R ² Nagelkerke | 0.308 | | | | 0.568 | | | |
| Hosmer and Lemeshow statistic | 4.043 | | 0.853 | | 7.146 | | 0.521 | |
| Classification (%) | 92.7 | | | | 94.4 | | | |

Stage One – Logistic regression models to understand the determinants of those digitally excluded in North Tyneside

Notes: The reference categories selected in the model were: female, ² degrees or equivalent, ³ more than £80,000, ⁴ unable to work, ⁵ homeowners (with or without a mortgage), ⁶ no household member aged between 18-59, ⁷ households who do not have a disability (or health conditions), ⁸ those who reside in North West, ⁹ those who do not have privacy/security concerns when online, ¹⁰ those who have not attended any digital classes in last 5 years, ¹¹ those who do not willing to use digital tools in daily life, ¹² those who do not believe COVID pandemic pushed them to use digital tools more often. ⁴ The category of 'students' was excluded from the analysis due to the small amount of data.

Stage One – Content Analysis

Open-text comments at the end of the survey analysed using Content Analysis

Generated evidence around potential solutions to future digital inclusion:

1. System support
 - Cheaper and more reliable broadband
 - More secure systems
2. The importance of choice
 - Non-digital offerings
 - Accessible digital offerings
3. Training, support, and advice services
 - Face-to-face classes
 - Drop-in sessions
 - A booklet
 - Telephone support service



Stage Two – Focus Groups

Three focus groups carried out with typically digitally excluded groups across North Tyneside:

- Members of the deaf community
- Women who have experienced domestic abuse
- Young people in sheltered accommodation

“[I regularly use] My banking app. Because it’s the only way to know if I’ve got money in the bank or not [...] I check it every day, just in case someone puts something in” (P007, Young people in sheltered accommodation)

“I’ve got a laptop at home, which I bought in the lockdown, or just before that, for... So that the kids could do work. Because I had nothing for them to use. And no help was given” (P006, Women who have experienced domestic abuse)

“Most of the time it’s good, you know, [...] live transcript. It’s good, but it’s not perfect. Speech will come up on the screen, sometimes you get different words. Something you haven’t said [...] There’s another problem that I have with that, I need to connect to Wi-Fi. [...] So, you can’t use it every time” (P002, Deaf Community)

Conclusions

- This is a pioneering study which is the largest of its kind.
- Study findings suggest the following factors predict digital exclusion:
 - Increasing age
 - Lower income
 - Lower (or no) education levels
 - Living with a disability, or living in a household with someone else living with a disability
 - Living in a smaller household
- The study reinforces the importance of considering the micro-geographical aspects of the digital divide.
- Digital exclusion is complex and has implications across, and within, cohorts.

Implications

- There is a large-scale and wide digital divide across North Tyneside — which is a major barrier to digital health and care transformation and other sectors.
- Identification and inclusion of digitally excluded groups could/should inform decision- and policy-making processes.
- Digital exclusion is a multi-factor phenomenon that requires an integrated and collaborative approach.
- Results call for reshaping policies/practices to tackle social exclusion.
- Further research is needed.

Key messages

Engagement

Policy
collaboration

The importance
of people and
data

Strategy before
technology

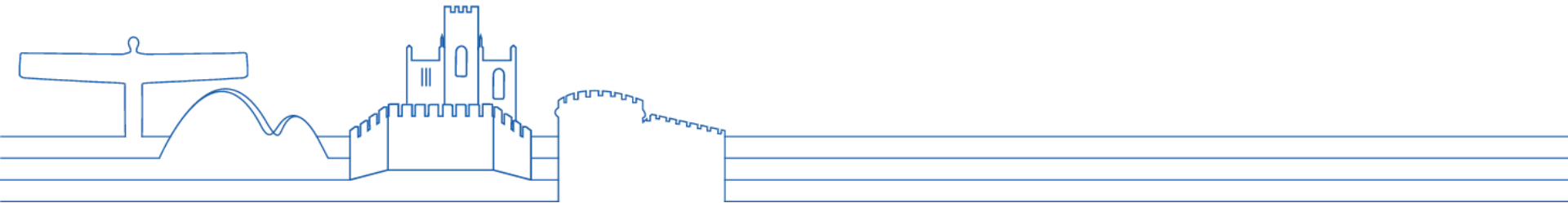
Challenge your
mission
statements

Logistics

Invest –
Finance/Time

Testing

Sharing the
findings



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THANK YOU

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