Scottish Executive

Digital Communities

Final Report

CONTENTS

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EXECUTIVE SUMMARY

- Digital exclusion continues to be important and needs to be addressed;
- The initiative did increase use of the internet and e-mail in the participating communities, especially in Bellsmyre where information and communications technology (ICT) usage was relatively low before the pilot;
- While people who did not use computers to start with used them less and for a more limited range of functions than those already using computers at the start of the project, it did provide an entry into ICT usage for new users;
- Most participants did clearly perceive benefits from taking part;
- However, there is a clear need to appraise new policies in detail to avoid deadweight, incentive compatibility and implementation problems;
- There was very significant dead-weight in this project. Targeted interventions are likely to be more cost-effective unless there is *a priori* evidence of low deadweight (e.g. new /uncommon technology);
- Programmes need to be tailored to the needs of participants, and in this it is essential to decide what specific benefits the technology can provide;
- Appropriate outcome objectives (e.g. achievement of a labour market qualification or access to particular services) can serve as a useful centre around which to build interventions;
- There is still a very significant group of people that do not take up the opportunity of ICT even if free access is provided. A completely different angle to reach these groups might need to be developed; and
- The focus of future digital inclusion interventions should be more on 'intangibles' (such as training and education and community portals) rather than 'tangibles' (such as computers).

LESSONS FOR FUTURE POLICY

- The overall rationale for intervention needs to be as clear as possible to ensure that the intervention is targeted appropriately;
- Community involvement is critical and this should start at the policy design stage to ensure that the objectives of community participants are taken into account;
- Programmes aimed directly at community participants need to be tailored to the needs of participants and to specific benefits the technology can provide;
- A detailed policy appraisal is crucial to ensure:
  - That target groups are defined and possible deadweight is recognised at the outset;
  - The objectives of the intervention are clearly stated;
  - That the intervention is the most effective and efficient way of achieving these objectives;
  - That the outcome objectives are at the centre of policy design;
  - That incentives are aligned with overall objectives;
  - That a baseline is established;
  - That implementation processes are designed to take account of the current baseline position;
- With the exception of a few areas where there are still hardware /infrastructure limitations, intervention to achieve digital inclusion is likely to be most effective (and necessary) if the focus is on 'intangibles' (such as training and education);
- In case interventions are focused on issues such as training and development, it will be worth considering the most effective method of delivery, which might include using existing providers such as schools and colleges; and
- Particular attention should be paid to the significant group of people who have in the past been hard to reach with traditional policy interventions.

A DEFINITION OF PROJECT AND OBJECTIVES

The Evaluation Context

A.1 The Scottish Executive commissioned DTZ Pieda Consulting, together with TNS Social Research, to undertake an evaluation of the Digital Communities initiative. The initiative had at its heart to create pilot Digital Communities in two disadvantaged areas of Scotland – one urban and one rural. After a competition, the areas chosen in March 2002 were Mull and 12 other north Argyll islands and Bellsmyre in West Dunbartonshire[1]. Within these areas about 3,500 homes received free personal computers (PCs) with free internet access for one year. In addition, a community-based web portal with locally developed content was established and an awareness campaign was started to make people aware of the benefits of being online. The total cost of the initiative was approximately £4.3m, translating into an average expenditure of over £1,200 per household.

A.2 The Digital Communities initiative was part of a wider drive by the Executive to address digital exclusion, following on from the digital inclusion strategy[2]. In April 2002, the Executive launched a £3.2m initiative to provide an additional 1,000 public access internet points[3]. In May 2002, the Connecting Communities Programme as part of the National Grid for Learning was launched which was aimed at training community learning practitioners in how best to use information and communications technology (ICT)[4]. The Enterprise network has also delivered digital inclusion projects on behalf of the Scottish Executive, such as Digital Inclusion Champions which were placed in Social Inclusion Partnerships[5]. Recently, the executive announced that Ayrshire's community organisations received computer equipment through the Public Internet Access Points Initiative[6].

A.3 This evaluation was designed to point to a way forward for digital inclusion policies rather than to be simply an account of what happened in terms of this particular initiative. Evaluating the processes and effects of the Digital Communities initiative is crucial to learning lessons on what has worked and what has not. This will help the Executive to establish what general direction digital inclusion policy might take in future. To measure what has worked we need to set the initiative within the broad digital inclusion policy objectives.

[1] Scottish Executive news release "Winners in Digital Communities initiative", 28.3.2002
[2] Digital Inclusion – Connecting Scotland's people, Scottish Executive, 29.9.2001
[3] Scottish Executive news release "Public access promised to Internet", 22.4.2002
[4] Scottish Executive news release "Bridging the Digital Divide", 14.5.2002
[5] See for example http://www.ltscotland.org.uk/communities/digitalinclusion/index.asp
[6] Scottish Executive news release "Internet expands in Ayrshire", 13.5.2002

Policy Rationale

A.4 Digital Communities is one of the policies included in the action plan of the Scottish Executive's Digital Inclusion strategy[7], published in September 2001.

A.5 Digital inclusion is an extension of social justice policy. In a changing society where information and communications technology becomes increasingly important for employment, access to services and community integration, some sections of the population have not been able to take part in the opportunities fully. Intervention in this area is based on two main elements of rationale:

- equity, where the policy objective is that everyone should have the opportunity to participate fully in the opportunities afforded by ICT; and
- positive externalities, where higher skills levels should lead to higher value added employment and higher economic growth.

A.6 To achieve these objectives, public intervention is necessary. Digital Inclusion and public intervention are an ongoing concern. The Digital Inclusion Audit published in June 2003 by the Digital Inclusion Champions noted:

- *"Currently 75% of centres are funded, staffed and maintained as part of statutory provision. It is clear that the public sector has an increasingly significant role in the delivery, maintenance and funding of community ICT facilities in Scotland."*[8]

A.7 The gap between ICT access of the general population and those in disadvantaged communities has been termed the "Digital Divide". The Executive notes:

- *"The Digital Divide is not generally related to a lack of telecommunications infrastructure but to poverty, lack of awareness and low skill levels. Those on low incomes; the unemployed; people with disabilities; people with poor literacy and numeracy skills – all have low rates of take-up and access to ICTs and the web."*[9]

A.8 The Executive highlights that the Digital Divide does not close of its own accord. While take-up is improving, the speed of technological change makes it even harder for disadvantaged groups in society to keep up with the skills necessary to take full part in the opportunities offered by new technologies. This will be particularly important as the scope of internet usage is expanding: "As content improves, technology advances, and general confidence in the internet increases, other areas such as accessing government information and services, e-commerce and personal finance will gain in importance."[10]

[7] Digital Inclusion – Connecting Scotland's people, Scottish Executive, 29.9.2001
[8] 'Digital Inclusion Audit', Digital Inclusion Champions, June 2003
[9] Digital Inclusion – Connecting Scotland's people, Scottish Executive, 29.9.2001, p. 6
[10] Ibid. p. 9

A.9 Monitoring the Digital Divide in relation to disadvantaged communities is part of the Social Justice milestones. The latest data show that access to home internet had increased from about 12% at the beginning of 1999 to more than three times that level by the end of 2002.[11] While this is an important improvement, there is a long way to go to bring up internet usage to the levels enjoyed by the more affluent parts of society.

A.10 Those groups disadvantaged by poverty and deprivation are not the only ones suffering from the Digital Divide. The Executive also acknowledges that certain areas within Scotland have a higher need to access services through the web due to their geography. "Having access to, and making good use of, the Internet can have a major impact on the lives of individuals and communities. For … those living in remote and rural areas, the Internet has a major contribution to make in helping them to live independent, healthy lives."[12]

A.11 To reflect these different aspects of digital inclusion, the Digital Communities pilot was designed to take place in an urban, deprived area and a rural, relatively inaccessible area. This will enable this evaluation to draw distinctions between the type of access issues which arise in rural areas and the more invisible barriers which might hinder uptake in more deprived areas.

A.12 The barriers to access to ICT are varied: "Costs, access, skills, cultural issues and a range of factors all play a part".[13] The Digital Communities initiative addresses specifically the cost of first time access but through awareness building and training it also aims at overcoming some of the skills and cultural issues preventing people taking part.

Evaluation Methodology

A.13 The Digital Communities initiative was designed around the broad objectives set out in the Digital Inclusion strategy. In particular:

- Awareness – where the Digital Communities initiative raised awareness at the beginning of the pilot;
- Access – where all households received a free computer and free internet access;
- Support – where training was provided alongside the computer;
- Skills – where the access to the computer and the internet provided participants with an opportunity to develop ICT skills;

[11] Social Justice - a Scotland where everyone matters: indicators of progress 2003
[12] Digital Inclusion – Connecting Scotland's people, Scottish Executive, 29.9.2001, p. 9
[13] Ibid, p. 10

- Content - where a community web portal was established; and
- Community involvement – where Local Authorities and other community representatives where closely involved in the roll-out of the pilot.

A.14 The main success criteria of the Digital Communities initiative are also set out in the Digital Inclusion strategy:

- Aiming to use ICT to tackle social exclusion;
- Creating a 'critical mass' of web users;
- Contributing to universal access to the web;
- Increasing the take-up of computers and the web in disadvantaged communities;
- Increasing skills in disadvantaged communities;
- Increasing community involvement to develop local online content and a local support network; and
- Creating partnerships with the private sector.

A.15 We have used these elements to develop an evaluation methodology which assesses Digital Inclusion against the following themes:

- Targeting – to assess what advantages and disadvantages arose from the method of targeting the initiative broadly on a geographical rather than thematic basis;
- Initial policy appraisal – to provide an indication of how well the initiative met its original objectives;
- Process – which is related to matching the technology to the infrastructure already in place and also the introduction and help participants received in the roll-out;
- Training and development – to assess whether training needs of participants were met;
- Impact on behaviour during the pilot – to determine what services were accessed, how different parts of the community used the internet and the usefulness of the community websites; and
- Long term impact - To attempt to determine how far the initiative has changed behaviour patterns, attitude and usage of ICT.

A.16 The main method of evaluating these aspects has been through a survey of residents, carried out by TNS Social Research. The methodology of this survey is described in the next section.

Survey Methodology

A.17 TNS Social Research conducted a longitudinal survey of computer recipients as part of the evaluation. This survey consisted of 3 waves as follows.

- **Wave 1 (baseline) - Data were collected at the baseline stage before any computers were installed.** The Wave 1 survey focused on collecting baseline data about attitudes and usage of computers prior to participation in the project, as well as participants' motivations for becoming involved.
- **Wave 2 (interim) - at a midway point some three months after computers were delivered.** Wave 2 explored issues connected with the installation process, as well as problems experienced in using the computer and sources of help accessed.
- **Wave 3 (final) - finally some twelve months after computers have been installed.** The final survey asked respondents for their views of what they had gained from participating.

A.18 All three surveys included "tracking" questions aimed at assessing the impact of participation on respondents' confidence using computers, the types of things they use computers for, their aspirations for future use, etc.

A.19 The first two waves were conducted by telephone and the final wave was administered face-to-face, by trained interviewers from TNS. At each wave, household level data were collected from the householder or their spouse/ or partner, but attempts were made to interview all household members aged 12 or older to find out their views on the project.

A.20 The sample for the baseline survey of participants was randomly selected from client databases provided by Digital Bellsmyre and NAIDC (North Argyll Islands Digital Community). This random selection process continued throughout the computer roll-out process. Household level data for the recipient group were weighted, initially by area in North Argyll and by telephone provider in Bellsmyre (to try and ensure that the profile of surveyed households was similar to the profile who actually took part in the project). At Waves 2 and 3, the household level data were also weighted based on household type (at Wave 1) and on whether the household owned a computer already before being offered one from the project. This was in order to offset the impact of differential participation or drop out at Waves 2 and 3 by different types of households and households with more or less previous access to computers (since we suspected that households who already owned computers might be more likely to continue to take part in the research than those who did not). Individual level data were unweighted at Wave 1, but was weighted based on the main activity of Wave 1 respondents for Waves 2 and 3 in order to offset the impact of differential participation or drop out by different types of individuals.

A.21 Surveys were also carried out in two control group areas – Inverclyde, which provided an urban control for the Bellsmyre participants, and Skye, Lochalsh and South West Ross and Cromarty, which provided a rural control for the North Argyll islands participants. Again, the first two Waves were conducted by telephone and the final Wave face-to-face. Telephone exchange codes for specific geographical areas were used to generate randomly phone numbers for the initial control sample.

A.22 In order to minimise the impact of any differences between the control and the recipient groups that did not relate to participation in the Digital Communities initiative, attempts were made to "match" the baseline control sample to the recipient sample for a range of criteria (e.g. household type, income level and computer ownership). Household level data were also weighted at each stage to match the (Wave 1) profile of recipient households for household type and computer ownership. Data for individual respondents to the control survey were weighted to match the profile of main activities of individual respondents from the baseline recipient survey. It is worth noting, however, that drop-out was considerably higher from the two control groups compared with the recipient groups (probably reflecting lower interest in the topic of the research). More detail on response rates and changes in the profile of recipient and control groups is provided in the appendix.

A.23 All data presented in this report are weighted unless indicated otherwise.

B BASELINE

Previous Computer Ownership

B.1 Twenty-six per cent of households in Bellsmyre and 50% in North Argyll already had a home computer when they were offered one from the project (Figure B-1)[14]. The majority of these had internet access from their existing computer (70% of those with a computer in Bellsmyre and 80% in North Argyll – Figure B-2). Further, 35% of respondents in Bellsmyre and 37% in North Argyll who did *not* already own a computer had plans to buy one when they were offered one from the project (Figure B-3). Therefore in North Argyll, 69% of all respondent households either owned a computer or had planned to buy one before they were offered one from the initiative, while in Bellsmyre, 52% either owned a computer already or had plans to buy one.

B.2 It is also worth noting that among respondents who did already own a computer, 30% in Bellsmyre and 32% in North Argyll had been planning to buy a new one or upgrade their existing machine before being offered a new computer through the project (Figure B-4). There was, therefore, provision of computers to households who either already had a suitable machine or did not need help to obtain one.

Points to note

The initiative chose a geographical focus rather than an attempt to segment the population according to need. As a result the project incurred a significant amount of deadweight. Using the most narrow definition, those already owning a computer and having access to the internet constituted 18% of households in Bellsmyre and 40% in North Argyll. Using the broadest definition, over half of households in Bellsmyre already had or planned to buy a computer, and in North Argyll this group constituted almost 70% of the population.

In view of the relatively high penetration of ICT, deadweight in this initiative was significant, especially in the rural area. By providing a technology that is relatively common, the initiative duplicated provision for many of the households involved. If similar schemes are pursued in future, they need to be targeted carefully by ensuring that specific groups are selected who have currently not got access to the technology in question.

[14] Based on all households who took part in Wave 1

Reasons for Becoming Involved

B.3 There were some interesting differences in the stated motivations for becoming involved in the Digital Communities projects between participants in Bellsmyre and North Argyll (Table B-1). Participants in Bellsmyre most commonly cite factors connected with learning (14% said they took part to learn how to use a computer/the internet;), or with providing opportunities for children to use computers (14% said they got involved "for children" generally and 10% to help children with school work, education or learning). Participants in North Argyll, on the other hand, were more likely to mention the advantages of being able to e-mail family and friends (13%) as well as being able to access information (12%). These findings are perhaps not particularly surprising given the demographic and geographical differences between the two areas. However, they do emphasise differences in the potential benefits of this kind of scheme to different kinds of communities.

Points to note

It is clear that the households involved had clear ideas about what they expected to achieve with computer and internet access. These objectives do not necessarily match the explicit objectives of the initiative set out initially. It is particularly striking that much of the involvement seems to have been driven by consideration of what their children might require from ICT. This is not to say that these outcomes are not worthwhile in their own right – rather future policy initiatives should make much more explicit reference to the expressed requirements of the target group.

It is also worth appraising explicitly at the outset why particular target groups might get involved in an initiative such as digital communities. There are a number of drivers that are not objectives of the intervention which might be important to households, such as direct material gain. These might alter behaviour and are likely to reduce the effectiveness of the intervention if not taken into account from the start.

C SET-UP AND IMPLEMENTATION

Implementation Process

C.1 Computers were delivered and installed in participants' homes by trained engineers from PC World. The engineers were provided with an 'orientation' script to follow to explain the basics of how to use the computer to participants. The Interim survey included a number of questions about the installation process.

C.2 A significant proportion of respondents in both areas felt the time taken by the engineer to explain how to use the new computer was not long enough (43% in North Argyll and 36% in Bellsmyre – see Figures C-1 and C-2).

C.3 Older respondents in North Argyll (but not Bellsmyre) were significantly more likely to say the amount of time spent explaining how to use the computer was too short. This probably reflects lower levels of initial computer usage among older participants and, unsurprisingly, suggests the level of support required in introducing people to computers is likely to be significantly more for older people.

C.4 Twenty-two per cent of respondents in North Argyll and 15% in Bellsmyre were dissatisfied with the way the person who installed the computer explained how to use it (Figure C-3). Some of the difficulties in both areas may have related to the fact that the engineers were working to relatively tight timescales for delivering and installing the equipment. Some of the respondents who were dissatisfied commented that the engineers "seemed in a rush".

Points to note

If similar projects are undertaken in the future, there is a need to consider how to balance the efficient roll-out and delivery of computers against the need to provide a proper induction as soon after delivery as possible, particularly for groups that might have a requirement for more in depth help such as older participants. It may be that it would have been better to separate delivery and installation from 'orientation', with the latter provided by local tutors hired by the project.

D DIGITAL INFRASTRUCTURE

Physical Infrastructure

D.1 Half (48%) of all households in North Argyll and 43% in Bellsmyre had experienced problems with the computers at the time of the interim survey (Figure D-1). By the final survey (Figure D-2), these figures had not fallen in North Argyll although slightly fewer households in Bellsmyre appeared to be still experiencing problems (33%).

D.2 The most common types of problems at both stages and in both areas were the computer crashing or freezing; inability to get on to the internet and a slow internet connection (Table D-1). Fewer households in the final survey had problems sending e-mails, which may suggest that early problems in this respect were a result of lack of confidence/knowledge rather than problems with the equipment.

D.3 Overall, around half of respondents in both areas who had experienced any problems at the Interim stage had problems with the internet or e-mail.

D.4 In North Argyll, this may be connected with the fact that the NAIDC project encountered problems early on with the presence of DAX lines, where one phone line is split between several households, on the islands. While adequate for telephone calls, DAX lines lead to very slow internet access speeds. They are also expensive to replace.

D.5 While Bellsmyre did not encounter similar problems relating to the quality of phonelines in the area, there were issues surrounding (a) the proportion of participants who had Telewest rather than BT phone accounts (which created some problems around the type of internet account that could be provided) and (b) the proportion of households with no active landline.

D.6 The Digital Bellsmyre project discovered that roughly 1 in 10 of the households that had signed up to participate in the project did not have active landlines. The project arranged for phonelines to be installed or re-activated for these households, but again this led to delays in the roll-out of the computers and contractual complications in terms of both needing to negotiate with BT to arrange this process and revisions to the contract between the project and these households to ensure that the project did not become liable for paying their phone bills.

Points to note

These problems suggest a need to make a full assessment of the available physical infrastructure and the scope for improving this *before* committing to such projects so that the financial and time costs of e.g. installing broadband, replacing bad phone lines, re-activating or installing landlines, etc. can be taken into account at the planning stages.

Support for Problems

D.7 Participants in each community had various options if they needed help with their computer. In both areas, they could contact the Freeserve helpline for help with internet access problems, the PC World helpline for problems with their equipment, "Digital champions" or community support workers trained by the project to give help in the community, and finally the projects themselves. In North Argyll, a website was set up by a local resident which also provided help and advice for participants (the 2000 Friends website), while in Bellsmyre some participants also contacted Telewest for help.

D.8 The most common source of help accessed in both areas was friends and family members, rather than any formal source (43% of households in North Argyll and 39% in Bellsmyre reported contacting family or friends for advice or help about a problem at the Interim survey stage – Table D-2).

D.9 Households in North Argyll, but not Bellsmyre, appeared to be more likely to contact formal sources of advice and help at the time of the final survey compared with the Interim survey. Given that the proportions of households reporting problems with their computers in the Interim and Final surveys were very similar, this may indicate increased awareness of the help available or increased willingness to use it.

D.10 At the interim survey, respondents in North Argyll were most satisfied with the length of time taken by, and the quality of advice received from, Digital Champions or community support workers and the 2000 Friends website to deal with their queries or problems. They were significantly less satisfied with the length of time taken by North Argyll Council/NAIDC and by the Freeserve helpline and were less satisfied with the quality of the help or advice received from North Argyll Council/NAIDC.

D.11 Respondents in Bellsmyre were most satisfied with the length of time taken by, and quality of advice received from, Digital Champions or community support workers and from West Dunbartonshire Council/Digital Bellsmyre.

D.12 The main reasons given for being dissatisfied with the quality of the advice received was that it did not help, or that the problem was still unresolved, that it took too long to resolve problems and that they had experienced difficulties getting help in the first place (e.g. because the phone line was always busy).

D.13 The findings on satisfaction should be treated with some caution, as they are based on the small numbers of respondents who had actually contacted each organisation at the Interim stage. However, they suggest that accessibility is a key factor affecting whether support offered adequately meets user needs. The local based services (e.g. Digital Champions, West Dunbartonshire Council) tended to produce higher satisfaction by respondents.

Points to note

Support is crucial to ensure that these types of projects are successful. People seem to prefer locally based support rather than helplines. There also is a need to consider the speed at which problems are rectified.

Training Provision

D.14 The Digital Communities projects were required to ensure training was provided to increase the level of ICT and web skills in the two communities.

D.15 Just over 40% of respondents in Bellsmyre and 48% of respondents in North Argyll had already taken part in some computer training in the past before taking part in the Digital Communities projects. Most of this training did not lead to any qualification.

D.16 The final survey asked respondents whether they had been offered any training and learning opportunities to help them get the best use out of their new computers. Around a third of respondents in each area said they had not been offered any training or learning opportunities (Table D-3).

D.17 Further, 30% of respondents in North Argyll and 23% in Bellsmyre agreed or strongly agreed with the statement "There was not enough training or learning on offer to help me use the new computer", suggesting that there was some mismatch between the supply of training or learning and participants' needs (See Table G-4).

D.18 The most common type of training people did recall being offered was training on basic computer use, such as using the mouse or the keyboard, followed by training on using Windows and using e-mail.

D.19 Take-up of training in both areas appeared to be fairly low based on the survey results. Although around two-thirds of respondents in each area did recall being offered training or learning to help them use their new computers, of these three-quarters had not taken part in any (Table D-4). Overall, 84% of respondents in Bellsmyre and 83% in North Argyll either did not recall being offered any training or had not taken-up the opportunities on offer.

D.20 In North Argyll, the main reason for not taking-up offers of training was that respondents did not feel they needed any (47% of respondents who did not take-up offers of training), probably reflecting the higher levels of prior computer training and computer ownership in North Argyll. In Bellsmyre, while a quarter of respondents said they did not need any training (24%), 1 in 5 said the times for training were not suitable for them, suggesting that perhaps the practical arrangements for training did not always meet the needs of the community in Bellsmyre (Table D-5).

D.21 Overall, 33% of respondents in Bellsmyre and 40% in North Argyll were 'very' or 'fairly satisfied' with the training and learning opportunities offered to them to help them use their new computers (Figure D-3). Fifteen per cent in Bellsmyre and 16% in North Argyll were 'very' or 'fairly dissatisfied', while 52% and 42% respectively did not know how to answer this question, probably because they had decided not to take these offers up and therefore did not feel able to comment on the quality of what was offered.

D.22 In Bellsmyre, 64% of those who were dissatisfied said this was because they were not offered any training or did not hear about any. In North Argyll, 28% of those who were dissatisfied said this was because they were offered training too long after getting their computer while 16% said the courses were not suitable or were too basic. This suggests a need to ensure that training is in place and ready to start before providing computers to individuals who may be unfamiliar with them.

D.23 Findings from both the Interim and Final surveys suggest a relatively wide range of topics that participants in the Digital Communities projects wanted to learn about to help them use their new computer (Table D-6). Older respondents and respondents who had not taken part in computer training before were more likely to identify a fairly narrow and specific range of training needs based around basic tasks, like using e-mail and the internet. However, other respondents expressed interest in training on topics such as using spreadsheets and databases, web design, using graphics packages or digital photography, etc. Interest in these types of topics was higher among respondents at Wave 3 compared with respondents at Wave 2, while interest in training on using e-mail or the internet fell between these Waves.

D.24 At the Interim survey, a relatively high proportion of respondents in Bellsmyre said they did not know what they would like training on (15%). This may suggest that at the time there was a need to highlight the types of things computers can be used for and the types of training available, since people "don't know what they don't know".

Points to note

Due to limited resources, this project focused on training about the basics – particularly e-mail and internet use. There was also an attempt to target the groups of participants most likely to need help with this (e.g. older people and those without prior computer knowledge). However, a wide variety of additional, more advanced training needs were identified by participants which is a requirement at the heart of digital exclusion[15]. There appears to be a need for a much more explicit strategy to supply targeted training or to point participants in the right direction – e.g. through distance learning, local college courses, etc. Future projects should attempt to focus much more explicitly on training and development needs and related outcome objectives rather than hardware or infrastructure.

Community Portals

D.25 The Digital Communities projects were required to develop community-based web-portals with local content relevant to each community, including relevant on-line public and commercial services. The two community portals were Bellsmyre.com and Argyll.com. The final survey assessed attitudes towards these portals among participants in the Digital Communities.

D.26 The Bellsmyre portal appears to be more successful in terms of the proportion of respondents accessing it and the frequency with which they have accessed it. Sixty-seven per cent of respondents in Bellsmyre reported having looked at Bellsmyre.com compared with the 44% of North Argyll respondents reporting having looked at Argyll.com. Further, half (49%) of the respondents in Bellsmyre who had accessed Bellsmyre.com had looked at it 10 or more times, compared with 38% of respondents in North Argyll who had accessed Argyll.com this often (Figure D-4).

[15] This demand for further training is in line with findings from other relevant policy evaluations. For example, the evaluation of the impact of the Wired up Communities initiative on the Carpenters Estate in Newham showed that almost half of the participants wanted further training despite 4/5 of respondents being satisfied with the basic training provided (DfES Research Report RR517).

D.27 Just 11% of respondents who had accessed Bellsmyre.com and 8% who had accessed Argyll.com reported using the websites to look for information on computer problems, suggesting they have both taken on a broader role in providing information for and about the two communities, rather than remaining narrowly focused on the Digital Communities projects (Table D-7). However, Bellsmyre.com appears to have been somewhat more successful in providing content of interest to residents, based on the range of items respondents reported looking at on each website. Around half of all respondents who had looked at either Bellsmyre.com or Argyll.com reported using the sites for information about local events or local news. However, over a third of respondents who had looked at Bellsmyre.com had logged on to on-line discussion forums on Bellsmyre.com (compared with 4% of North Argyll participants who accessed Argyll.com); 15% had looked at information on local health services (compared with 3% for Argyll.com); and 13% had looked at on-line competitions.

D.28 Bellsmyre residents who had accessed Bellsmyre.com were more likely than North Argyll residents who had accessed Argyll.com to state there was nothing that could be improved about the website (65% compared with 38%). A variety of suggestions for improving the websites were given by relatively small proportions of respondents in both areas (Table D-8), including the following:

- more about the community or community events, or including a community notice board (7% North Argyll, 2% Bellsmyre)
- more community input (4% North Argyll, 1% Bellsmyre)
- the websites should have been running earlier (some suggested before the computers were delivered) (3% North Argyll, 1% Bellsmyre).

D.29 Thirty-one per cent of all respondents in Bellsmyre and 28% in North Argyll said they were 'very likely' to use their community portal in the future. A further 30% in Bellsmyre and 33% in North Argyll said they were 'fairly likely' to access them in the future. In combination with findings on the relatively high proportion of respondents, particularly in Bellsmyre, who had accessed the sites, this suggests that the community portals are valued by participants in the Digital Communities projects.

Points to note

A significant proportion of the participants accessed the community portal repeatedly during the implementation of the pilot. In general, the community portal was seen as useful and the majority of participants reported that they were likely to use the portal in future. This seems to suggest that the community portals addressed a need that was not met before the pilot.

E USE OF AND ATTITUDES TOWARDS COMPUTERS

Levels of Computer and Internet Usage Before and After Implementation

E.1 Prior to participation in the project, 52% of individual respondents in Bellsmyre and 61% in North Argyll already used computers. A further 23% of Bellsmyre and 18% of North Argyll Baseline survey respondents indicated that while they did not already use computers they had used them at some point in the past, bringing the total proportion of Baseline survey respondents who had used computers to 75% in Bellsmyre and 79% in North Argyll.

E.2 By the final survey, the majority of respondents (94%) in both areas had used the new computer. However, a small but significant proportion of respondents who indicated they did not use computers prior to participating in the project had still not used the new computer by the final survey (8% in North Argyll and 10% in Bellsmyre – see Figures E-1 and E-2).

E.3 At the Baseline survey, 48% of respondents in Bellsmyre and 64% of respondents in North Argyll had used the internet already.

E.4 By the final survey, 85% of respondents in Bellsmyre and 89% in North Argyll had used their new computer to access the internet. However, this varied significantly depending on whether they already used the internet prior to participating in the project (Figures E-3 to E-4). In Bellsmyre, just 2% of those who had already used the internet indicated that they had not used the new computer to access the internet, compared with 22% of previous "non-users". In North Argyll, 20% of previous non-users had still not used the new computer to access the internet by the final survey, compared with 3% of previous internet users.

E.5 Tables E-1 to E-2 indicate the number of hours respondents spent on (any) computers by the final survey (Wave 3) cross-tabulated by the number of hours they spent on computers at the Baseline survey (Wave 1). Table E-1 indicates that among respondents in North Argyll who did not use computers at all or who used them less than once a week at the time of the Baseline survey, computer use has increased but still remains fairly low – 66% of those who did not use computers at Wave 1 use them for five hours or less each week by Wave 3, while 20% use them for between six and ten hours a week. This broad pattern is also found in Bellsmyre, where 54% of those who did not use computers at Wave 1 used them for five hours a week or less at Wave 3. However, there did appear to be a slightly higher level of usage among some previous non-users in Bellsmyre compared with North Argyll – 28% of previous non-users in Bellsmyre, compared with 15% in North Argyll, reported using computers for 11 hours or more each week at Wave 3.

Points to note

These findings appear to suggest that, while clearly the project has increased use of computers and the internet in the two communities overall, (a) there were relatively high levels of use of computers and the internet already in both communities, but particularly in North Argyll and (b) for a significant proportion of participants who were previously less engaged with computers and the internet, the project has not had a large impact in terms of increasing computer and internet use.

Patterns of Usage Before and After the Implementation

Computers

E.6 The most popular uses of computers identified by each of the three surveys were e-mail and accessing the internet (Tables E-3 and E-4). Respondents in Bellsmyre were more likely than respondents in North Argyll to report using computers for school work at each wave, reflecting the higher proportion of households with younger families in that area.

E.7 There were significant differences in the proportions of respondents saying they used the new computer for various tasks at Wave 2 and Wave 3 depending on whether they had already used computers at Wave 1. For example, 80% of Bellsmyre respondents who already used computers at Wave 1 said they had used the new computer for e-mail at Wave 2, compared with 61% of those who did not already use computers.

E.8 In general, the main uses participants made of their computers tended to be internet related rather than related to PC packages. For instance, at the final survey 84% of respondents in Bellsmyre had used their new computer for accessing the internet and 71% for e-mail, compared with the next most popular uses of playing games (59%), writing letters and other documents (56%) and listening to music CDs (56%). This may suggest that for future projects other mechanisms to facilitate internet access, such as Digital TVs and satellite, could be considered as alternatives to PCs.

The Internet

E.9 In using the internet, the most common tasks reported by the final survey were using e-mail and finding information about goods and services (Table E-5).

E.10 There were some differences in the patterns of internet access between areas – for example, respondents in Bellsmyre were more likely to report using their new computer for general browsing or surfing, and playing or downloading music or games, while respondents in North Argyll were more likely to have used them for non-grocery shopping, probably reflecting the greater geographical remoteness of the area.

E.11 There were also some differences in patterns of internet use depending on whether or not respondents had previously used computers (Tables E-6 and E-7). For example, respondents who had not previously used computers were less likely than other respondents to report using the internet for tasks like buying or ordering tickets and services, finding information about goods or services, finding information related to education, etc. This was true at both Wave 2 and Wave 3 and in both Bellsmyre and North Argyll. However, by Wave 3 respondents who had not previously used computers were not significantly less likely than users to report using the internet for e-mail or for general browsing and surfing. Unsurprisingly, this appears to suggest that respondents who had not previously used computers are using the internet for a more limited range of basic tasks than respondents with previous computer experience.

Points to note

The main usage of the computers/internet seems to have been communication (e-mail) and consumption/retailing. There was little evidence that people used them for access to government services or employment related activities.

Future Aspirations for Computer/Internet Use

Computers

E.12 There are differences in the aspirations for future computer use of respondents who did and did not already use computers prior to participating in the project. For example, at the baseline survey North Argyll respondents who did not already use computers were more likely to state that they wanted to use the computer for basic tasks like accessing the internet (35%), e-mail (30%) and writing documents or other letters (14%) (Table E-8) than those who did already use a computer. Respondents who had already used computers were more likely than those who had not to mention using computers to perform more complex tasks in the future – for example using photography applications (15%) or other graphics or design packages (12%). However, by the final survey these differences between former users and non-users were not as apparent. For example, in North Argyll 21% of previous users and 22% of previous non-users said they would like to use computers for e-mail in the future, while 15% of previous users and 9% of previous non-users said they would like to use them for photography applications.

E.13 Similar patterns emerge in Bellsmyre (Table E-9). For example, 10% of previous users and 8% of previous non-users said they would like to use computers for using or creating databases in the future at Wave 3 (compared with 6% and 1% at Wave 1).

E.14 This may suggest that the aspirations of participants who did not previously use computers have widened as a result of taking part in the Digital Communities projects.

E.15 In general, the range of things that respondents in Bellsmyre would like to use computers for in the future appears to have increased considerably by Wave 3. This pattern does not emerge as strongly for North Argyll. This may in part relate to the fact that participants in North Argyll were more likely to use computers already, and may therefore be expected to have fewer "out-standing" future aspirations for expanding their use. However, even if analysis is confined to respondents who did not use computers already, respondents to the final survey in Bellsmyre identified a wider range of computer activities they would like to take up in the future compared with respondents in North Argyll. This may, therefore, suggest that the Bellsmyre project has been more successful in "broadening participants' horizons" in terms of their perceptions of what they could do with computers in the future.

The Internet

E.16 Respondents in both Bellsmyre and North Argyll stated that they enjoyed using the internet most for e-mail (23% Bellsmyre, 21% North Argyll). In Bellsmyre, this was followed by general browsing and surfing (20%) and in North Argyll by finding information about hobbies and interests (13%).

E.17 Future aspirations for internet use generally reflected current patterns of usage – for example, the most popular use of the internet in Bellsmyre was for e-mail and this was also the most commonly mentioned task people would like to use the internet for in the future (Table E-5). Again, for future projects it may be worth investigating other means of accessing the internet and e-mail, since these do not necessarily have to be PC-based.

Impact on Confidence Using Computers

E.18 Tables E-10 and E-11 show changes in the mean confidence for performing various tasks on the computer between the baseline and final surveys for all recipient and control group respondents who took part in both surveys. These show that across <u>both</u> the urban and rural recipients <u>and</u> control groups confidence has increased for many of the tasks listed.

E.19 Although the control groups for the final surveys are not a perfect match for the recipient groups, in that they both include a higher proportion of respondents who already used computers at the time of the baseline survey, the findings for the control areas do highlight the fact that confidence using computers is likely to increase naturally over time as more people use ICT to do more things. From these findings, it is not, therefore, possible to attribute any increases in confidence to participation in the Digital Communities project.

E.20 However, it is worth noting that 45% of respondents in Bellsmyre and 43% of respondents in North Argyll "strongly agreed" that they had become better at using computers as a result of taking part in the Digital Communities project.

E.21 It is also worth noting differences in the confidence levels of respondents who did and did not use computers already at Wave 1. With a few exceptions, the mean confidence scores for respondents who already used computers at Wave 1 show that their confidence performing various tasks tended to increase at each subsequent wave (Table E-12). Respondents who did not use computers at the start of the project showed improvements in confidence in relation to basic tasks such as sending an e-mail, finding information on the internet and opening an attachment from an e-mail (Table E-13). However, they appeared to be *less* confident overall in relation to other tasks such as writing a letter on a computer, using a computer to create a poster with pictures and words on it, creating a spreadsheet of household expenses, etc. This may suggest that respondents who did not use computers already have concentrated their efforts on using e-mail and the internet, but have perhaps become more aware of their limitations in relation to other tasks it is possible to perform with a computer than they were prior to participating in the project.

Impact on Attitudes to ICT

E.22 In the final survey, 68% of respondents in Bellsmyre and 75% of respondents in North Argyll stated that they would find it very or fairly inconvenient if they did not now have a home computer. However, there were significant differences in the responses of people who already had a home computer before taking part in the Digital Communities project and those who did not (Table E-14). Those who did not already own a home computer before being given one by the project were much less likely to say they would now find it 'very inconvenient' and more likely to indicate that they would find it 'not very' or 'not at all inconvenient' if they did not now have a home computer. This suggests that the project has not been entirely successful in changing participants' attitudes to ICT in so far as at least some respondents do not appear to see particularly strong advantages in having a home computer.

E.23 Similarly, respondents who did not own a home computer at Wave 1 were less likely to say they would find it "very inconvenient" if they did not have home internet access and more likely to say they find this "not at all inconvenient" (Table E-15), suggesting that the project has not been entirely successful in convincing all participants of the usefulness or importance of internet access.

E.24 Tables E-16 and E-17 show changes in the overall importance placed on internet access for various activities among respondents who took part in Waves 1 and 3 by whether or not they used the internet already at the baseline survey. Overall the importance placed on internet access appears to have decreased between the baseline and final surveys in relation to most of the activities listed. This is true for both respondents who did and did not use the internet at the start of the project, although the decrease in the importance placed on the internet is more marked for those who did not use the internet at the start. Again, this result appears somewhat counter-intuitive. However, it may be that at the start of the project participants (particularly those who had not used the internet before) had high expectations of the types of things they would be able to use the internet for or the new opportunities it would create but that these expectations were not borne out as the project progressed. This might be because participants experienced difficulties accessing the internet (e.g. slow connections, as discussed above), because they needed more training and support to help them use it, or it could simply be that the participants felt they had over-estimated the importance of the internet in relation to some activities.

E.25 Respondents were asked which of the things they might use the internet for was most important to them (Table E-18). A higher proportion of respondents in North Argyll compared with those in Bellsmyre cited keeping in touch with friends and family as the most important thing for them (54% compared with 47%), while finding employment and careers information was most important for 10% of Bellsmyre respondents compared with 3% in North Argyll.

Points to note

Overall confidence in ICT usage has increased. However, this also happened in areas which did not take part in the project, which might indicate a more general trend towards higher ICT penetration. In general, the project was more successful in Bellsmyre in terms of potential future usage. This may in part relate to the fact that participants in North Argyll were more likely to use computers already, and may therefore be expected to have fewer "out-standing" future aspirations for expanding their use. However, even taking this into account, the Bellsmyre project has been more successful in "broadening participants' horizons" in terms of their perceptions of what they could do with computers in the future. However, the project has not been entirely successful in changing participants' attitudes to ICT as some respondents do not appear to see particularly strong advantages in having a home computer.

F IMPACT ON ACCESS TO SERVICES AND EDUCATION

Participation in Education

F.1 Section D, above, discusses participation in computer training and learning arranged by the Digital Communities projects. Participants were also asked a range of questions relating to computer training and education more broadly.

F.2 Twenty-three per cent of Bellsmyre respondents and 18% of North Argyll respondents had taken part in some other computer training, for example training at school, college or work, in the last year. Of those who had taken part in any computer training, 28% of Bellsmyre and 19% of North Argyll respondents reported that this training led to a qualification, compared with roughly a third of those who had participated in computer training in each of the control areas.

F.3 Respondents who had already taken part in computer training leading to a qualification at Wave 1 were also more likely to have taken part in computer training leading to a qualification in the 12 months prior to Wave 3 (Table F-2). Again, this may suggest that it tends to be people who were already engaged with computers who continued to take this forward since participating in the project, rather than people with more limited previous experience.

F.4 Seventy-three per cent of Bellsmyre respondents and 77% of North Argyll respondents had not taken part in any other education or training, not relating to computers, in the last 12 months, while 13% in Bellsmyre and 11% in North Argyll had taken part in on-the-job training (Table F-3). Smaller proportions in each area had taken part in further education, university courses, adult education or another type of learning. Differences between the recipient and control areas in terms of participation in education and learning not relating to computers were not significant at the final survey.

F.5 Forty-four per cent of Wave 3 respondents in Bellsmyre and 43% in North Argyll said they were 'very' or 'fairly likely' to take part in some kind of education or training in the next 12 months (Table F-4). This compares with 61% of baseline respondents in Bellsmyre and 60% of baseline respondents in North Argyll who said they were likely to take part in education or training in the next 12 months at the time of the baseline survey, probably reflecting the fact that at the baseline survey respondents anticipated taking part in education or training relating to the project.

F.6 Wave 3 respondents in Bellsmyre and North Argyll did not appear to be more likely to anticipate taking part in education or training in the next 12 months than respondents in the two control groups.

F.7 Based on these findings, there does not appear to be any concrete evidence that the project will lead to any long-term increase in the uptake of education, training or learning opportunities, although there may have been a short-term increase as some participants took part in training relating to the projects.

F.8 Overall 41% of Bellsmyre respondents and 42% of North Argyll respondents said they would be 'very' or 'fairly likely' to take part in on-line learning or education in the future if it were available. Tables F-5 and F-6 show the likelihood of respondents taking part in online learning in the future at the time of the final survey cross-tabulated by how likely they felt this was at the baseline survey. These tables do indicate a possible shift in attitudes among some respondents who said they were not likely to take part in on-line learning at the time of the baseline survey – for example, in Bellsmyre, 19% of those who originally said they were "not very likely" to take part in on-line learning in the future said they were now "very likely" to take part in such activities. It is worth noting that a much higher proportion of respondents in Bellsmyre than in North Argyll (29% compared with 8%) stated that they did not know how likely they were to take part in on-line learning in the future, while in North Argyll a higher proportion (50% compared with 30% in Bellsmyre) seemed more definite that they were "not very" or "not at all likely" to take part in on-line learning in the future.

F.9 Fifty-five per cent of respondents in Bellsmyre and 54% in North Argyll who had taken part in education or training not relating to computers said they had used their computer either "a lot" or "a fair amount" to help with this education or training (Table F-7).

Points to note

While the project did not seem to lead to any long-term increase in the uptake of education, training or learning opportunities, some participants seemed more likely to use e-learning as a method to access training and education.

Convenience of Accessing Services

F.10 Sixty-six per cent of respondents in Bellsmyre and 59% in North Argyll agreed or strongly agreed with the statement "I can access goods and services online now that I could not get before I took part in the project" (Table F-8). In North Argyll, respondents who did not use computers already at Wave 1 were more likely to "strongly agree" with this statement than those who had used computers already. This suggests that participants do perceive benefits in terms of access to services from taking part in the project.

F.11 However, the surveys also included a series of questions asking about the convenience of accessing a range of specific services, such as post office, bank, etc. The picture emerging from this is more opaque – while some respondents indicated that they would find it more convenient to access these services at Wave 3 compared with Wave 1, others indicated that they would find it less convenient (Table F-9).

Points to note

It is not possible to conclude that home internet access has had a positive impact on accessing specific public services. The types of services people were considering when they indicated that they could now access goods and services online appear to be services such as e-mail or internet shopping.

G OVERALL ASSESSMENT BY PARTICIPANTS

Perceptions of Benefits

G.1 The final survey asked participants what they thought they personally had gained from participating in the Digital Communities project and what they thought the community had gained from participation.

G.2 The main personal benefits identified by respondents from both communities were learning about what computers can do or learning something generally, being able to contact people or talk to others, or to meet new people, and free internet access (Table G-1). Around 1 in 10 respondents in each area said they had gained confidence on the computer and around the same proportion cited greater or easier access to information as a key benefit. Thirteen per cent of respondents in Bellsmyre and 18% in North Argyll said they had not gained anything or that they had not used the new computer.

G.3 In terms of benefits for the community, responses differed more between the two areas, reflecting the different geographic and demographic profiles of the two areas (Table G-2). The most common response in North Argyll was participation had allowed people to get in touch more easily (33% of respondents in North Argyll, compared with 7% in Bellsmyre). Twelve per cent or respondents in Bellsmyre (compared with 4% in North Argyll) said that it was good for children or could help with school work, while 11% (compared with 3% in North Argyll) said the project had provided computers for people who could not have afforded to buy one. A wide range of other benefits for the community were identified by respondents, including knowing what is going on in the community through websites, bringing people together and opening up new opportunities or broadening experiences of life in general.

What Could Have Been Done Differently?

G.4 The main suggestions from both areas as to what could have been done differently related to training. Fifteen per cent of respondents in Bellsmyre and 12% in North Argyll said they would have liked more or better training. In North Argyll, issues around the timing of training appeared to be more acute, with 19% saying they would have liked more training or support early on in the project. Eight per cent of respondents in North Argyll and 4% in Bellsmyre said they would have liked more or better support in general, while 8% in North Argyll and 3% in Bellsmyre commented that the timing and/or organisation of the installation could have been better.

G.5 Other suggestions, made by a relatively small proportion of respondents (4% or less) in each area, included more or better information about the project; allocating computers to those who really need them; one-to-one training or in-home training; better spec computers; and that the money could have been used in different ways.

G.6 Forty-eight per cent of Bellsmyre respondents said there was nothing that they would have liked to be done differently, compared with 32% in North Argyll, which again tends to suggest higher levels of satisfaction with the project in Bellsmyre.

Sustainability

G.7 The overwhelming majority of households in both areas who took part in the final survey said they planned to keep their computer (97% in North Argyll and 96% in Bellsmyre).

G.8 Overall, 77% of households in each area were also planning to pay to continue to use the internet from home once the first year of the project was finished (Figure G-1). The majority of the remaining households were not sure whether or not they would pay for continued access.

G.9 In Bellsmyre, households who did not own a home computer prior to being offered one by the project were more likely than households who already owned a home computer to say they were <u>not</u> planning to pay for continued internet use after the first year of the project was over (10%, compared with 2% of those who already owned a home computer). In North Argyll, respondents who did not own a home computer at the start of the project were more likely to be unsure whether they would continue to pay for home internet access (22%, compared with 12% of those who already owned a home computer).

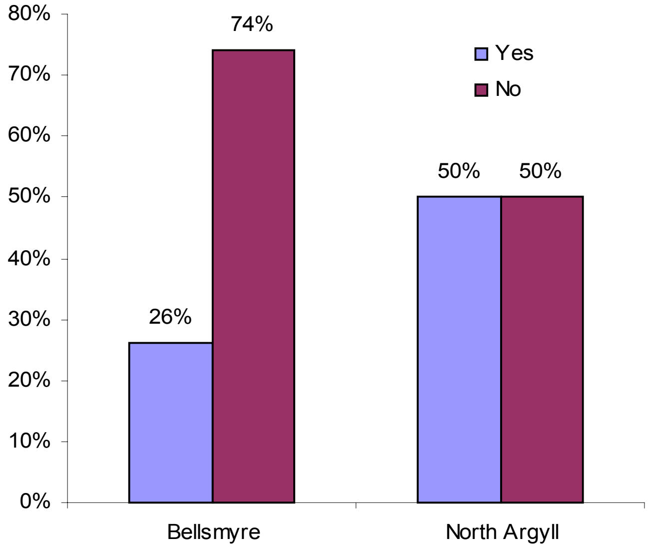
G.10 There appeared to be some lack of knowledge among participating households about the actual costs of internet access (Figure G-2). Forty per cent of Bellsmyre households and 38% in North Argyll said they were not aware of the costs, per month, of dial-up internet access. It may be that some households who were not currently planning to carry on paying for internet access would be prepared to do so if they had more information about these costs.

Points to note

The main personal benefits identified by respondents from both communities were learning about what computers can do or learning something generally, being able to contact people or talk to others, or to meet new people, and free internet access. Most people expressed a desire for more training and 3/4 of households in each area were planning to pay to continue to use the internet from home once the first year of the project was finished.

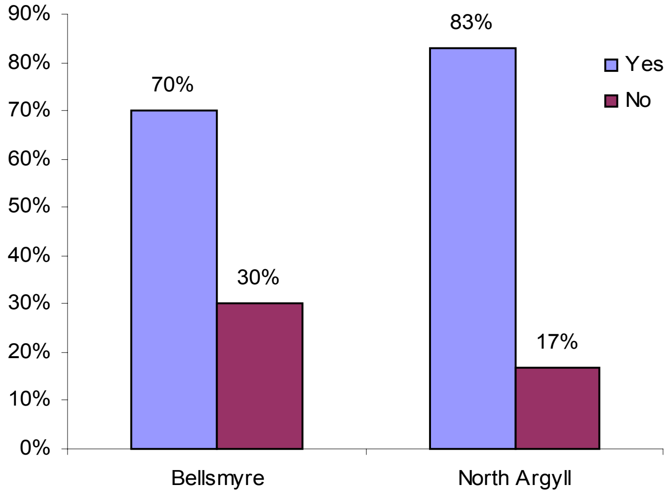
H TABLES AND FIGURES

Figure B-1 – Whether household already had a home computer before being offered one by the project (% of Wave 1 households)



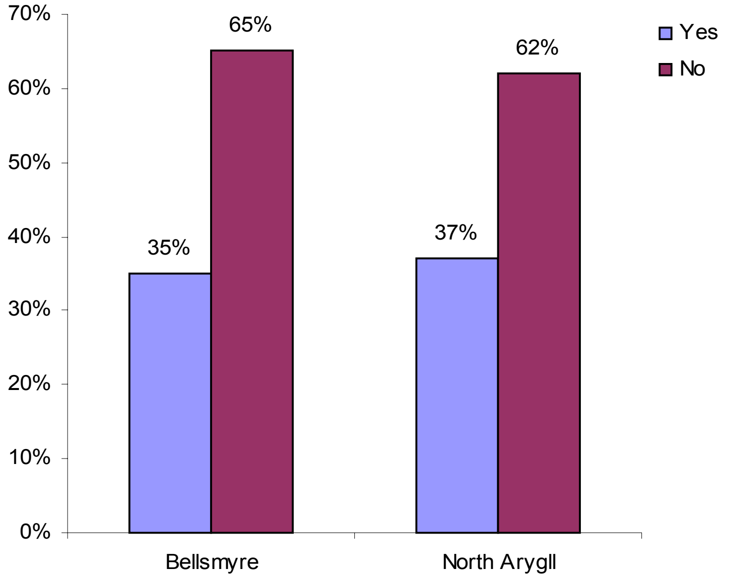
Bases: Bellsmyre = 465; North Argyll = 435

Figure B-2 – Whether home computer had internet access (% of Wave 1 households who already had a home computer)



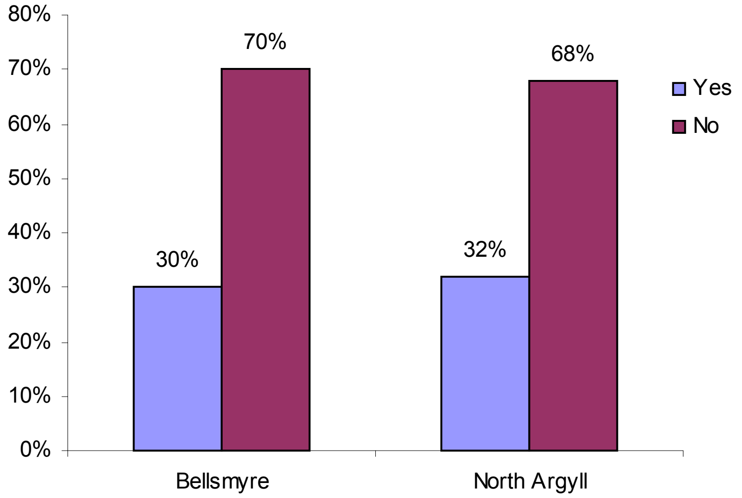
Bases: Bellsmyre = 132; North Argyll = 226

Figure B-3 – Whether planned to buy a home computer before being offered one by the project (% of Wave 1 households who did not already have a home computer)



Bases: Bellsmyre = 333; North Argyll = 209

Figure B-4 – Whether planned to upgrade computer or buy a new one before being offered one by the project (% of Wave 1 households who already had a home computer)

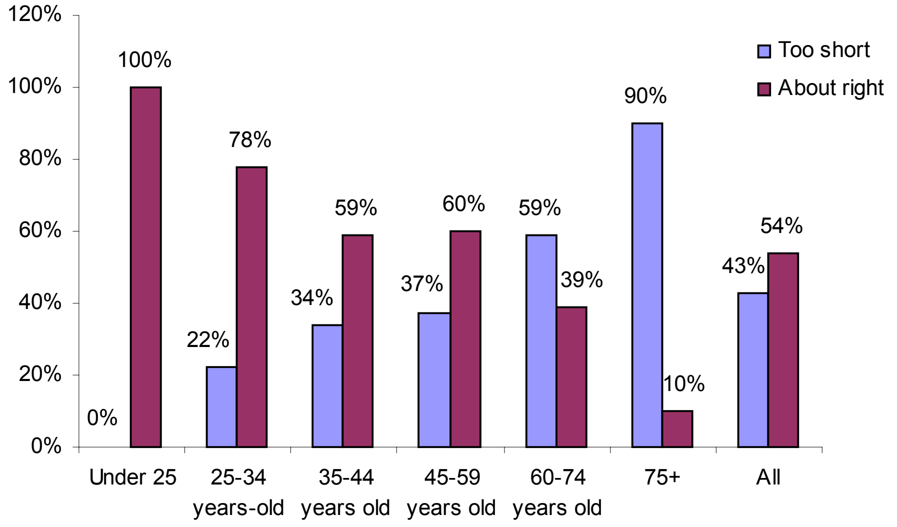


Bases: Bellsmyre = 132; North Argyll = 226

Table B-1: Reasons for becoming involved in the project (% of Wave 1 households)

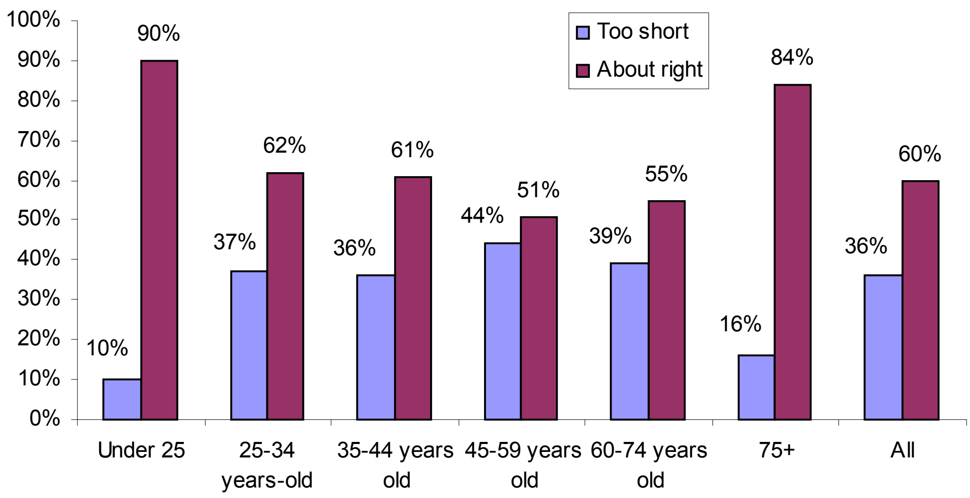
Reason	Bellsmyre	North Argyll
To learn how to use a computer/the internet	14	12
For children (general)	14	3
For children to help with school work/education/learning	10	4
Good idea generally	10	13
To get a free computer	10	18
To be able to e-mail family and friends	8	13
Like computers/enjoy using computers	7	7
To get free internet access	7	2
Educational reasons/to help with learning	6	2
General interest/something to do	6	3
To develop computer skills for jobs/improve job prospects	5	6
To be able to access information generally	4	12
Planning on getting a new computer	4	4
To improve existent computer skills	4	3
Could not afford a computer	4	4
Good idea for the area/community	3	7
Because it was offered	3	8
Computers part of life nowadays/keep up-to-date	3	4
To be part of the community	3	3
To be able to access information about jobs	3	*
For grandchildren	3	*
To replace/update old computer	1	4
Don't know	7	9
BASES	*465*	*435*

Figure C-1: Perceptions of the appropriateness of the installation time by age – North Argyll



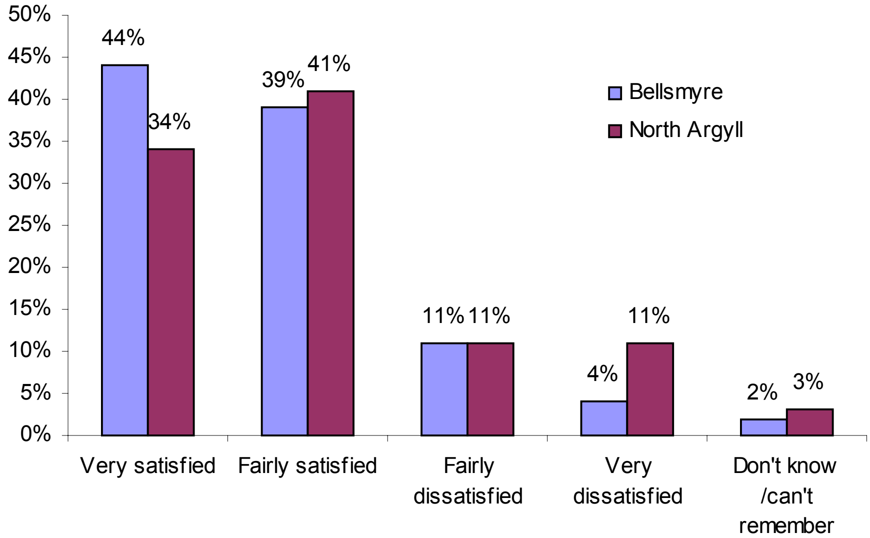
Base = 290, household members present at the installation

Figure C-2: Perceptions of the appropriateness of the installation time by age – Bellsmyre



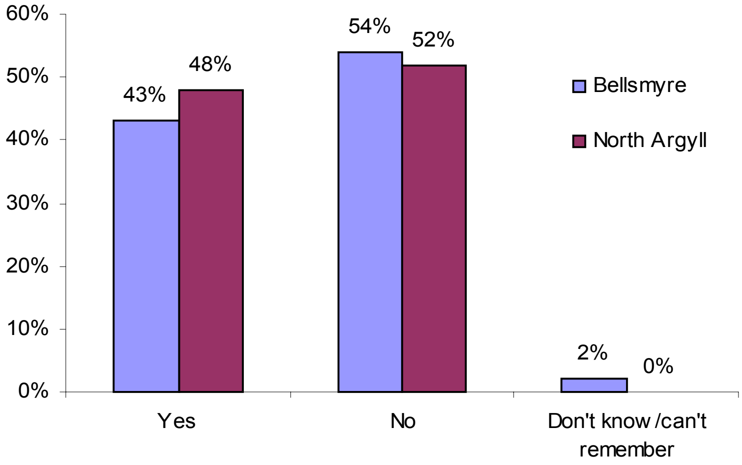
Base = 261, household member present at the installation

Figure C-3: Overall satisfaction with the installation briefing



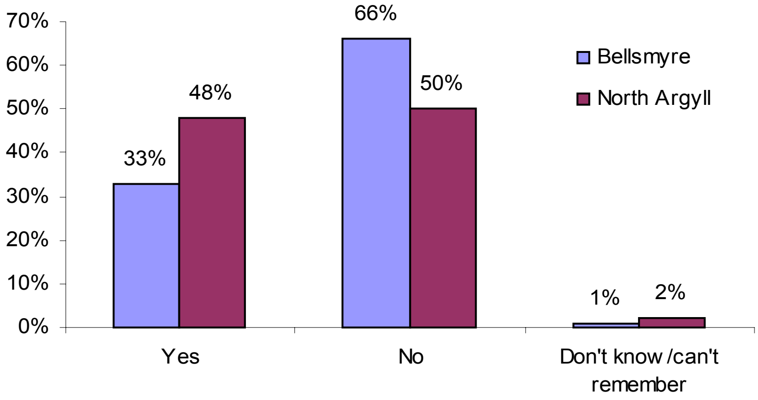
Bases: Bellsmyre = 261; North Argyll = 290 (household members present at the installation)

Figure D-1: Whether household experienced any problems using computer at Wave 2 (% of households)



Bases: Bellsmyre = 306; North Argyll = 338

Figure D-2: Whether household experienced any problems using computer in 6 months prior to Wave 3 (% of households)



Bases: Bellsmyre = 254; North Argyll = 300

Table D-1: Types of problems encountered using new computer (% of households reporting problems)

	WAVE 2		WAVE 3	
	Bellsmyre	**North Argyll**	**Bellsmyre**	**North Argyll**
Keeps crashing/screen freezes/stops working	37	33	39	34
Can't get onto the internet	25	20	24	24
Slow connection/takes a long time to get onto the internet	15	17	21	26
Problems sending e-mails	8	16	4	7
Problems printing	6	12	16	11
Problems using particular programmes (e.g. Word)	8	9	1	2
Problems downloading things from the internet	5	4	2	5
Problems with telephone bill	4	6	1	1
Computer damaged by lightning	-	3	-	-
Problems with anti-virus software (e.g. difficulties installing, keeps flashing up anti-virus notices)	2	3	-	1
Difficulties familiarising self with equipment/understanding how to use it	1	4	-	1
Problems with miscellaneous software packages	-	1	4	5
Other problems with hardware (not printer or mouse) – e.g. disk drive not working	4	-	1	12
BASES	*125*	*168*	*84*	*147*

Table D-2 – sources of help accessed by area at Interim and Final surveys (% of households)

	BELLSMYRE		NORTH ARGYLL	
	Interim (Wave 2)	**Final (Wave 3)**	**Interim (Wave 2)**	**Final (Wave 3)**
The PC World Helpline	13	11	12	20
A Digital Champion/Community support worker	9	14	12	23
The Freeserve Helpline	12	11	16	24
Friends and family members	39	28	43	48
West Dunbartonshire Council/Digital Bellsmyre	17	16	NA	NA
North Argyll Council/NAIDC	NA	NA	10	20
Telewest	7	6	NA	NA
2000 Friends website	NA	NA	6	20
BASES	*306*	*253*	*338*	*300*

Table D-3 –Training and learning opportunities offered (% of respondents to Wave 3 survey)

	Bellsmyre	**North Argyll**
None/nothing	35	33
Training on basic computer use – e.g. using mouse or keyboard	59	62
Training on using Windows	34	41
Training on using e-mail	34	40
Training on using the internet	30	38
Training on word processing – e.g. using Word	21	32
Others	1	1
Don't know/can't remember	1	3
BASES	*392*	*481*

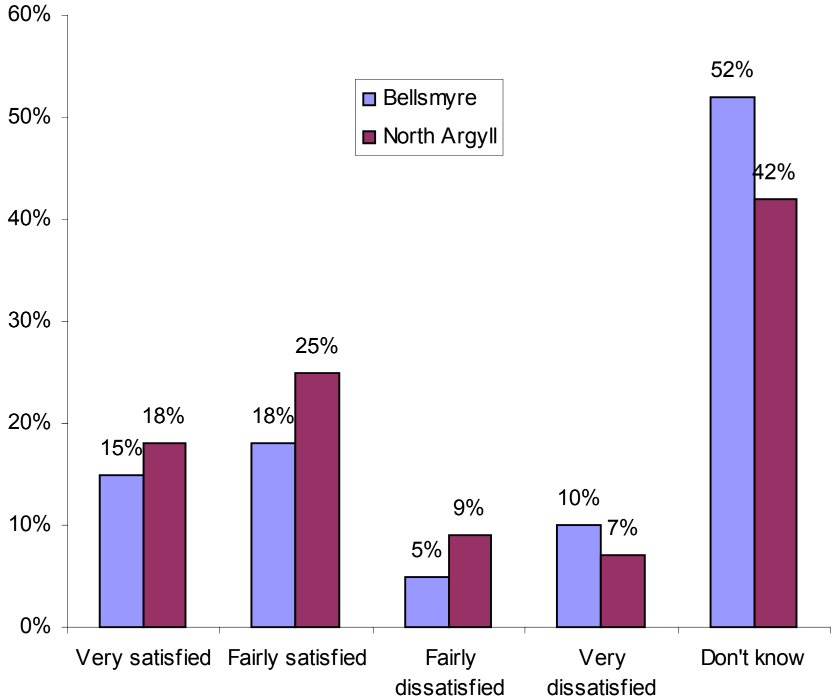
Table D-4 –Participation in training/learning opportunities offered (% of respondents to Wave 3 survey who recall being offered training or learning opportunities)

	Bellsmyre	North Argyll
None – not taken part in any	75	74
Training on basic computer use – e.g. using mouse or keyboard	21	24
Training on using Windows	13	19
Training on using e-mail	14	18
Training on using the internet	13	18
Training on word processing – e.g. using Word	10	14
Others	*	1
BASES	*252*	*315*

Table D-5 –Reasons not taken part in training or learning opportunities (% of respondents to Wave 3 survey who recall being offered training or learning opportunities but did not take part)

	Bellsmyre	North Argyll
Didn't need any	24	47
Too busy/other commitments	20	21
Times not suitable	19	5
Relied on family and friends instead	8	5
Courses not suitable	7	4
Learned about computers elsewhere – e.g. at college	7	3
Ill health/health problems	4	2
Not interested/couldn't be bothered	3	8
Other	6	4
BASES	*187*	*234*

Figure D-3 – Satisfaction with training and learning opportunities offered (All Wave 3 respondents)

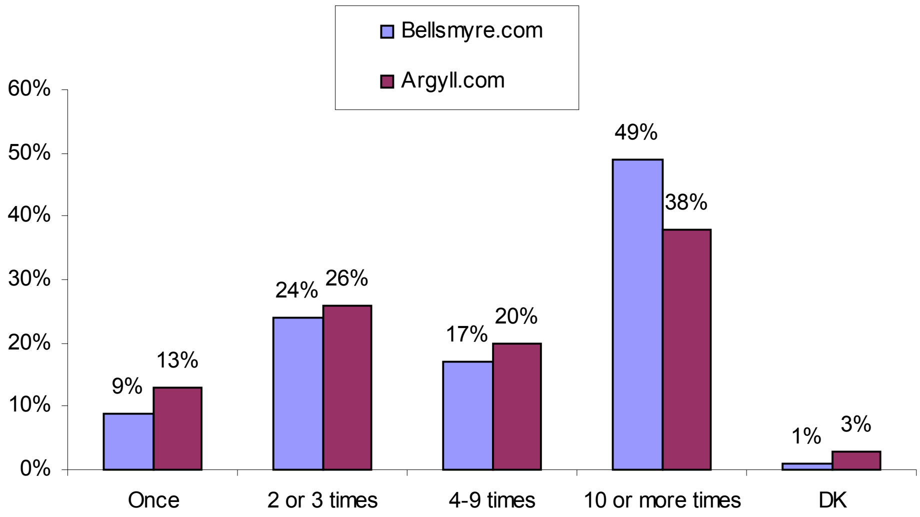


Bases: Bellsmyre = 392; North Argyll = 481

Table D-6 –Types of things would like to learn about to help get best from new computer (%)

	BELLSMYRE		NORTH ARGYLL	
	Interim (Wave 2)	Final (Wave 3)	Interim (Wave 2)	Final (Wave 3)
Nothing	19	48	22	44
Basic information on how to use	23	7	21	7
Using computers to find out about hobbies and interests	8	-	5	-
How to get better use out of it/use it more efficiently generally	-	6	-	11
Using the internet	14	4	12	4
Using e-mail	8	2	8	3
Using graphics packages/ scanning/digital photography	2	6	7	10
Web design/building websites	3	5	5	8
Using spreadsheets	4	6	5	8
Word processing skills	4	3	4	*
Using databases		4	1	4
Don't know	15	-	7	4
BASES	*361*	*392*	*428*	*481*

Figure D-4 – How often looked at Bellsmyre.com/Argyll.com websites (% of respondents who have ever looked at them)



Bases: Bellsmyre = 262; North Argyll = 211)

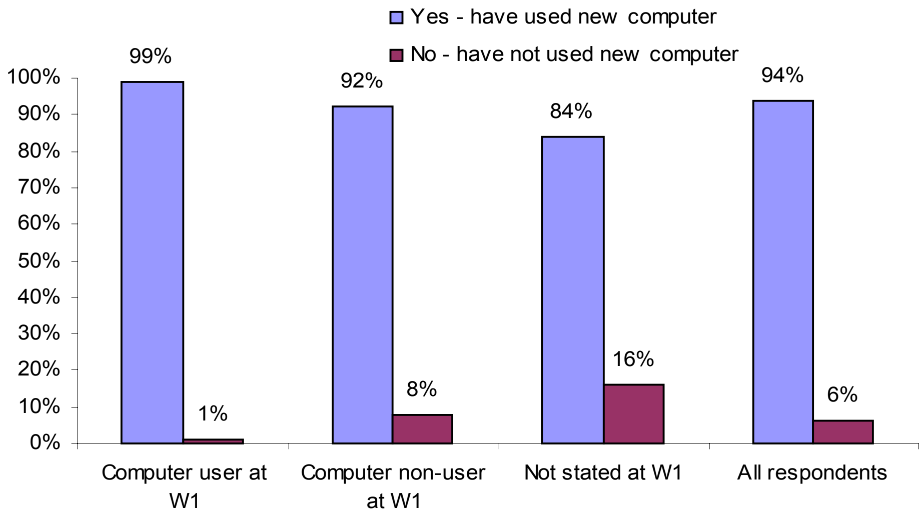
Table D-7 – What looked at on Bellsmyre.com/Argyll.com websites (% who have ever looked at websites)

	Bellsmyre	North Argyll
Information about local events	52	51
Local news	52	55
On-line discussion forums	36	4
Information about local health services	15	3
Competitions	13	-
Information about computer problems	11	8
Information about computer training	11	7
Information about local transport – e.g. timetables	10	11
Information about other education/training	6	7
Photos/pictures	4	4
Info on other services – e.g. Housing Assoc., Police	2	1
General info about local area – e.g. wildlife, local history	2	6
BASES	*258*	*211*

Table D-8 – What, if anything, could have been done differently about Bellsmyre.com/Argyll.com websites (% who have ever looked at websites)

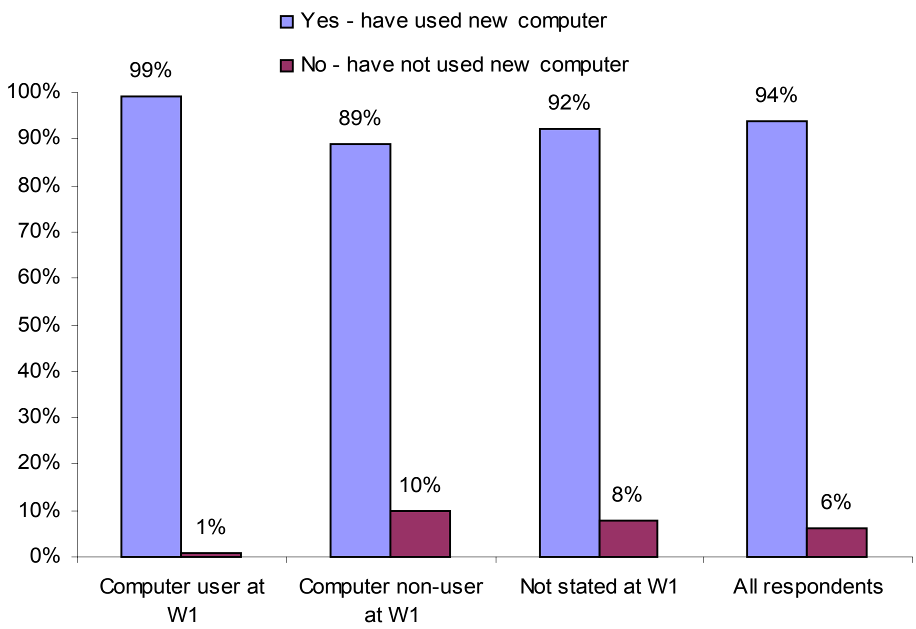
	Bellsmyre	North Argyll
More about community/local events/community notice board	2	7
Update more regularly	2	4
Better layout/design	2	-
More computer help/help with training	1	4
Should have been running earlier/before computers went out	1	3
More community input	1	4
Better advertising of website	-	2
Other	7	7
Nothing	65	38
Don't know/not stated	19	33
BASES	*258*	*211*

Figure E-1 – NORTH ARGYLL: Whether used new computer yet (Wave 3) by whether respondent already used computers at Wave 1 (% of Wave 3 respondents)



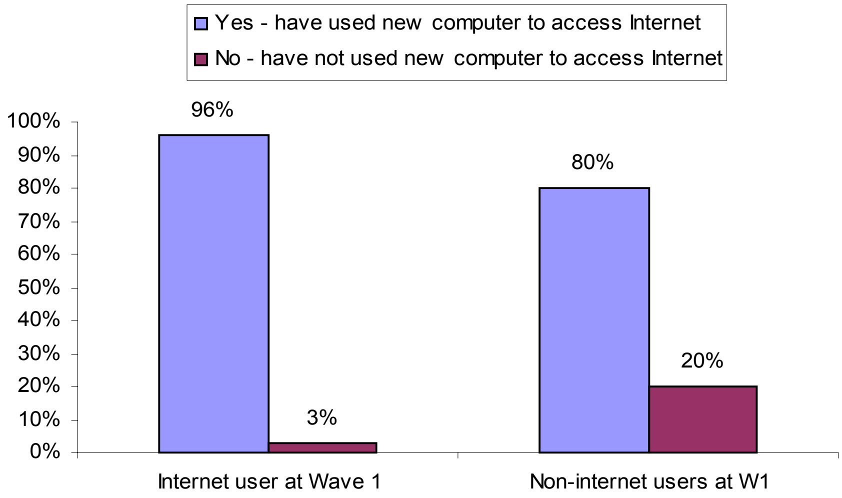
Bases: Computer user at W1 = 244; Computer non-users at W1 = 158; Not stated = 79; All = 481

Figure E-2 – BELLSMYRE: Whether used new computer yet (Wave 3) by whether respondent already used computers at Wave 1 (% of Wave 3 respondents)



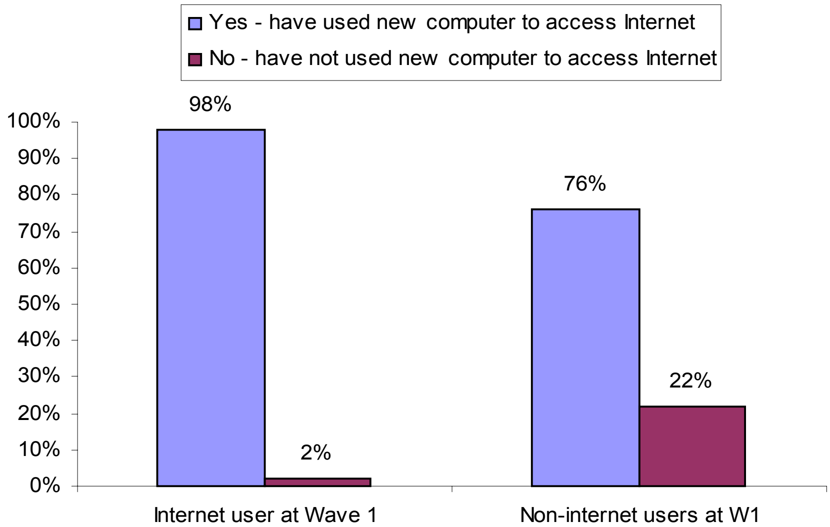
Bases: Computer user at Wave 1 = 166; Computer non-users at W1 = 175; Not stated = 51; All = 392

Figure E-3 – NORTH ARGYLL: Whether used new computer to access internet (Wave 3) by whether respondent ever used internet at Wave 1 (% of Wave 3 respondents)



BASES: Internet users at W1 = 256; internet non-users at W1 = 146

Figure E-4 – BELLSMYRE: Whether used new computer to access internet (Wave 3) by whether respondent ever used internet at Wave 1 (% of Wave 3 respondents)



BASES: Internet users at W1 = 154; internet non-users at Wave 1 = 187

Table E-1 – NORTH ARGYLL – Hours per week spent on computers at Wave 3 by hours spent on computers at Wave 1 (% of Wave 3 respondents)

NO. OF HRS/WEEK SPENT ON COMPUTERS AT WAVE 3	NUMBER OF HOURS/WEEK SPENT ON COMPUTERS AT WAVE 1						
	Up to 5 hours	6-10 hours	11-20 hours	More than 20 hours	Did not use computers at W1	Used computers < once a week at W1	ALL
None	3	-	-	-	4	6	2
Up to 5 hours	52	35	18	18	62	62	48
6-10 hours	31	31	26	21	20	4	23
11-20 hours	5	24	28	15	9	21	12
More than 20 hours	9	11	28	46	6	8	14
BASES	89	47	43	51	213	15	456

Table E-2 – BELLSMYRE – Hours per week spent on computers at Wave 3 by hours spent on computers at Wave 1 (% of Wave 3 respondents)

NO. OF HRS/WEEK SPENT ON COMPUTERS AT WAVE 3	NUMBER OF HOURS/WEEK SPENT ON COMPUTERS AT WAVE 1						
	Up to 5 hours	6-10 hours	11-20 hours	More than 20 hours	Did not use computers at W1	Used computers < once a week at W1	ALL
None	2	-	-	3	6	-	4
Up to 5 hours	39	27	11	17	48	68	40
6-10 hours	21	27	27	14	18	15	19
11-20 hours	15	19	11	11	15	4	14
More than 20 hours	22	20	50	55	13	13	22
BASES	59	29	18	36	205	22	370

Table E-3 – NORTH ARGYLL – What used computer(s) for at each Wave by whether already used computers at Wave 1 (% of respondents who claim to use a computer at each stage[16])

	What used computers for at Wave 1	What used new computer for at Wave 2		What used new computer for at Wave 3	
	All who already used computers at Wave 1	Already used computers at Wave 1	Did not already use computers at Wave 1	Already used computers at Wave 1	Did not already use computers at Wave 1
Writing letters or other documents	91	81	54	78	46
E-mail	88	91	82	88	72
Accessing the internet	85	94	85	89	72
Playing games	32	53	56	43	45
Photography applications	42	50	32	41	23
Other graphics/design packages	43	33	15	31	11
Using/creating spreadsheets	53	35	17	34	9
Using/creating databases	46	26	6	21	4
Playing music CDs	39	48	36	35	21
Educational packages/on-line learning	38	27	20	22	8
Business development/promotion	36	14	4	17	7
Keeping in touch with community activities/events	47	37	25	37	21
Doing school work	13	14	8	11	5
None of these/don't know	-	-	2	1	6
BASES	*244*	*209*	*114*	*241*	*145*

[16] Excluding those whose computer use at Wave 1 was not stated.

Table E-4 –BELLSMYRE – What used computer(s) for at each Wave by whether already used computers at Wave 1 (% of respondents claim to use a computer at each stage[17])

	What used computers for at Wave 1	What used new computer for at Wave 2		What used new computer for at Wave 3	
	All who already used computers at Wave 1	Already used computers at Wave 1	Did not already use computers at Wave 1	Already used computers at Wave 1	Did not already use computers at Wave 1
Writing letters or other documents	75	70	47	69	40
E-mail	69	80	61	80	62
Accessing the internet	75	96	75	91	77
Playing games	54	74	66	56	59
Photography applications	23	31	19	32	16
Other graphics/design packages	34	21	10	20	8
Using/creating spreadsheets	48	28	11	35	10
Using/creating databases	38	17	6	19	10
Playing music CDs	54	77	58	62	46
Educational packages/on-line learning	48	34	10	22	11
Business development/promotion	13	6	1	16	1
Keeping in touch with community activities/events	35	43	32	31	25
Doing school work	27	26	11	23	10
None of these/don't know	3	-	3	1	4
BASES	*166*	*126*	*115*	*164*	*156*

[17] Excluding those whose computer use at Wave 1 was not stated.

Table E-5 – internet use, enjoyment and future aspirations (% of Wave 3 respondents[18])

	BELLSMYRE			NORTH ARGYLL		
	Current use	**What enjoy using internet for most**	**What would like to use internet for in future**	**Current use**	**What enjoy using internet for most**	**What would like to use internet for in future**
Using e-mail	58	23	32	58	21	15
Finding info about goods and services	53	6	21	59	12	16
General browsing or surfing	52	20	20	39	12	10
Finding info about hobbies and interests	36	10	15	41	13	17
Buying or ordering tickets and services	33	3	16	28	2	11
Non-grocery shopping	31	5	11	44	11	15
Playing or downloading music	24	4	13	10	1	5
Playing or downloading games	22	7	9	8	2	3
Finding info related to education	21	3	9	19	4	10
Finding info about health	11	1	4	11	1	4
Finding info about sport	11	2	4	6	1	2
Using or accessing local info	10	1	6	10	1	4
Looking for work	8	1	6	3	*	1
Finding info about entertainment	8	1	5	4	-	1
Personal banking/financial investment activities	8	1	6	13	2	5
Looking up the latest news	7	-	2	11	1	2
Using or accessing government/official sites	5	-	1	6	*	2
On-line learning	3	*	4	5	1	4
Nothing/none of these	1	3	29	1	7	29
BASES	*331*	*331*	*392*	*428*	*428*	*481*

[18] NB Current use and what enjoy for most are based on all respondents who have used the new computer to access the Internet. Future use is based on all respondents, including those who have not yet used the new computer to access the Internet. For what they enjoy using the Internet for most, respondents could only pick one answer.

Table E-6 –NORTH ARGYLL – What used internet for at each Wave by whether already used computers at Wave 1 (% of respondents claiming to use the internet at each stage[19])

	Internet use at Wave 1		Internet use at Wave 2		Internet use at Wave 3	
	Already used computers at Wave 1	**Did not already use computers at Wave 1[20]**	**Already used computers at Wave 1**	**Did not already use computers at Wave 1**	**Already used computers at Wave 1**	**Did not already use computers at Wave 1**
Buying or ordering tickets and services	29	15	30	14	35	20
Finding info about goods/services	28	16	46	35	65	51
Finding info related to education	16	5	22	15	23	10
Finding info about hobbies and interests	32	17	34	39	45	40
Finding info about entertainment	5	9	12	9	6	2
Using e-mail	19	19	15	24	60	54
Looking up the latest news	4	2	18	9	13	7
Finding info about health	7	3	5	3	12	10
Info about sport	3	10	6	9	6	6
General browsing or surfing	28	25	35	43	40	43
Grocery shopping	3	3	5	4	1	1
Non-grocery shopping	24	19	35	24	49	42
On-line learning	5	-	2	-	9	1
Personal banking/financial investment activities	4	5	6	2	19	4
Playing/downloading games	2	2	3	2	8	7
Playing/downloading music	5	4	8	4	10	9
Using or accessing government/official sites	4	-	4	2	10	3
Using or accessing local info	6	-	5	4	13	6
Business promotion	7	-	4	-	5	1
For work-related purposes	5	2	2	-	1	1
BASES	*219*	*37*	*199*	*101*	*239*	*124*

[19] Excluding those whose computer use at Wave 1 was not stated.
[19] This would include people who did not use computers at the time of the baseline survey but had used them in the past.

Table E-7 –BELLSMYRE – What used internet for at each Wave by whether already used computers at Wave 1 (% of respondents claiming to use the internet at each stage)

	Internet use at Wave 1		Internet use at Wave 2		Internet use at Wave 3	
	Already used computers at Wave 1	**Did not already use computers at Wave 1**	**Already used computers at Wave 1**	**Did not already use computers at Wave 1**	**Already used computers at Wave 1**	**Did not already use computers at Wave 1**
Buying or ordering tickets and services	25	24	27	15	39	27
Finding info about goods/services	23	19	43	27	58	51
Finding info related to education	23	10	24	11	29	7
Finding info about hobbies and interests	29	28	46	36	39	33
Finding info about entertainment	9	9	17	7	9	7
Using e-mail	21	16	24	29	58	56
Looking up the latest news	9	3	11	9	8	6
Finding info about health	6	11	6	2	14	8
Info about sport	8	4	12	5	11	8
General browsing or surfing	19	17	38	37	52	53
Grocery shopping	3	4	3	-	3	7
Non-grocery shopping	12	13	20	10	38	27
On-line learning	4	3	2	1	4	3
Personal banking/financial investment activities	2	-	5	3	12	3
Playing/downloading games	10	-	10	8	20	16
Playing/downloading music	9	3	13	8	23	18
Using or accessing government/official sites	3	-	-	1	7	4
Using or accessing local info	3	3	7	2	11	10
Business promotion	2	-	1	-	3	1
For work-related purposes	1	-	1	1	-	-
BASES	*124*	*30*	*121*	*91*	*159*	*132*

Table E-8 –NORTH ARGYLL – What would like to use computers for (more often) in future at each Wave by whether already used computers at Wave 1 (% of respondents who took part in all 3 Waves)

	Future aspirations Wave 1		Future aspirations Wave 2		Future aspirations Wave 3	
	Already used computers at Wave 1	**Did not already use computers at Wave 1**	**Already used computers at Wave 1**	**Did not already use computers at Wave 1**	**Already used computers at Wave 1**	**Did not already use computers at Wave 1**
Writing letters or other documents	4	14	6	10	18	20
E-mail	10	30	5	13	21	22
Accessing the internet	15	35	5	12	18	26
Playing games	1	3	*	3	3	6
Photography applications	15	4	14	14	15	9
Other graphics/design packages	12	5	12	9	9	13
Using/creating spreadsheets	8	4	9	4	10	7
Using/creating databases	7	3	6	5	9	3
Playing music CDs	1	1	2	3	6	5
Educational packages/on-line learning	7	8	6	4	11	11
Business development/promotion	3	10	5	2	9	4
Keeping in touch with community activities/events	6	2	3	7	6	7
Doing school work	*	1	*	1	3	2
Web design/creating web pages	4	-	4	1	4	-
Accessing goods online – e.g. shopping, holidays, flights	1	4	1	2	-	2
None of these/nothing/don't know	32	25	50	53	33	29
BASES	*244*	*158*	*244*	*158*	*244*	*158*

Table E-9 – BELLSMYRE – What would like to use computers for (more often) in future at each Wave by whether already used computers at Wave 1 (% of respondents who took part in all 3 Waves)

	Future aspirations Wave 1		Future aspirations Wave 2		Future aspirations Wave 3	
	Already used computers at Wave 1	**Did not already use computers at Wave 1**	**Already used computers at Wave 1**	**Did not already use computers at Wave 1**	**Already used computers at Wave 1**	**Did not already use computers at Wave 1**
Writing letters or other documents	6	12	7	8	26	26
E-mail	12	28	6	14	34	43
Accessing the internet	20	32	6	11	38	36
Playing games	5	2	2	2	21	27
Photography applications	8	2	6	6	21	17
Other graphics/design packages	5	2	9	3	18	10
Using/creating spreadsheets	9	2	6	1	15	9
Using/creating databases	6	1	5	1	10	8
Playing music CDs	3	2	2	3	25	22
Educational packages/on-line learning	7	9	6	4	13	11
Business development/promotion	5	1	5	2	3	2
Keeping in touch with community activities/events	4	4	1	1	11	12
Doing school work	5	2	*	1	11	6
Web design/creating web pages	1	-	2	1	2	1
Accessing goods online – e.g. shopping, holidays, flights	1	6	-	1	-	1
None of these/nothing/don't know	49	28	59	62	27	30
BASES	*166*	*175*	*166*	*175*	*166*	*175*

Table E-10 –BELLSMYRE AND INVERCLYDE: Mean confidence scores[21] using computers for different tasks at Wave 1 and Wave 3 (% of respondents who took part in Wave 1 and Wave 3 surveys)

	WAVE 1		WAVE 3	
	Bellsmyre	**Inverclyde**	**Bellsmyre**	**Inverclyde**
Writing a letter on a computer	0.82	0.94	0.80	1.27
Creating a folder on your computer to save the letter in	0.27	0.67	0.48	0.93
Sending an e-mail	0.51	0.61	1.02	1.12
Finding information on the internet	0.55	0.76	1.16	1.09
Buying something on the internet	-0.09	0.12	0.58	0.47
Opening an attachment from an e-mail	0.16	0.35	0.71	0.77
Using a computer to create a poster with pictures and words on it	*	0.20	0.01	0.62
Creating a computer spreadsheet of your household expenses	-0.20	0.04	-0.20	0.31
Installing new software onto your computer	-0.33	-0.01	0.06	0.08
Joining an internet chatroom	-0.68	-0.89	-0.22	-0.22
Banking online	-0.65	-0.25	-0.39	-0.08
Creating address labels for Christmas cards using a database of addresses	-0.25	0.21	-0.31	0.08
Dealing with minor problems with a computer – e.g. when it crashes	-0.39	-0.14	0.02	0.09
Designing your own website	-1.16	-1.09	-1.32	-1.16
Learning on the internet	0.33	0.32	0.17	0.65
Applying for a job online	-0.37	-0.19	0.08	0.55
Attaching a new piece of hardware	-0.68	-0.52	-0.40	-0.13
BASES	*392*	*134*	*392*	*134*

[21] Mean scores were calculated by assigning values from -2 to +2 to each response – so if a respondent was "very confident" they scored +2, "fairly confident" +1, "not very confident" -1 and "not at all confident" -2. The mean scores show the average score across all respondents, where the maximum score is +2 and the minimum -2.

Table E-11 –NORTH ARGYLL AND SKYE: Mean confidence scores[22] using computers for different tasks at Wave 1 and Wave 3 (% of respondents who took part in Wave 1 and Wave 3 surveys)

	WAVE 1		WAVE 3	
	North Argyll	**Skye etc.**	**North Argyll**	**Skye etc.**
Writing a letter on a computer	1.17	0.77	0.92	1.13
Creating a folder on your computer to save the letter in	0.55	0.63	0.56	0.81
Sending an e-mail	0.89	0.77	1.15	1.19
Finding information on the internet	0.62	0.52	0.99	0.95
Buying something on the internet	0.29	0.15	0.47	0.60
Opening an attachment from an e-mail	0.27	0.23	0.57	0.72
Using a computer to create a poster with pictures and words on it	0.18	*	0.05	0.12
Creating a computer spreadsheet of your household expenses	0.01	-0.17	-0.31	-0.16
Installing new software onto your computer	0.03	-0.28	0.03	-0.06
Joining an internet chatroom	-1.00	-1.01	-0.83	-0.98
Banking online	-0.33	-0.55	-0.43	-0.34
Creating address labels for Christmas cards using a database of addresses	0.06	-0.11	-0.27	0.03
Dealing with minor problems with a computer – e.g. when it crashes	-0.30	-0.50	-0.21	-0.08
Designing your own website	-1.10	-1.40	-1.26	-1.41
Learning on the internet	0.23	-0.22	0.11	0.16
Applying for a job online	-0.57	-0.72	-0.40	-0.24
Attaching a new piece of hardware	-0.34	-0.56	-0.32	-0.24
BASES	*481*	*314*	*481*	*314*

[22] Mean scores were calculated by assigning values from -2 to +2 to each response – so if a respondent was "very confident" they scored +2, "fairly confident" +1, "not very confident" -1 and "not at all confident" -2. The mean scores show the average score across all respondents, where the maximum score is +2 and the minimum -2.

Table E-12 –Mean confidence scores[23] using computers for different tasks at each Wave (% of respondents who took part in all three waves and ALREADY USED computers at Wave 1)

	BELLSMYRE			NORTH ARGYLL		
	Wave 1	**Wave 2**	**Wave 3**	**Wave 1**	**Wave 2**	**Wave 3**
Writing a letter on a computer	1.21	1.19	1.36	1.57	1.52	1.54
Creating a folder on your computer to save the letter in	0.86	0.93	1.10	1.11	1.32	1.23
Sending an e-mail	1.02	1.44	1.46	1.35	1.64	1.62
Finding information on the internet	1.04	1.41	1.58	1.01	1.32	1.46
Buying something on the internet	0.24	0.70	1.11	0.74	1.01	1.10
Opening an attachment from an e-mail	0.73	1.08	1.35	0.78	1.15	1.25
Using a computer to create a poster with pictures and words on it	0.42	0.33	0.57	0.57	0.49	0.69
Creating a computer spreadsheet of your household expenses	0.21	0.13	0.37	0.32	0.23	0.33
Installing new software onto your computer	0.10	0.53	0.55	0.43	0.60	0.68
Joining an internet chatroom	-0.33	-0.31	0.17	-0.89	-0.70	-0.40
Banking online	-0.28	-0.18	0.04	0.02	0.16	0.30
Creating address labels for Christmas cards using a database of addresses	0.11	0.11	0.16	0.19	0.11	0.35
Dealing with minor problems with a computer – e.g. when it crashes	0.10	0.34	0.46	0.16	0.29	0.39
Designing your own website	-1.11	-1.23	-1.22	-1.02	-0.97	-0.95
Learning on the internet	0.58	0.77	0.58	0.48	0.58	0.67
Applying for a job online	-0.22	0.06	0.50	-0.30	-0.04	0.25
BASES	*166*	*166*	*166*	*244*	*244*	*244*

[23] Mean scores were calculated by assigning values from -2 to +2 to each response – so if a respondent was "very confident" they scored +2, "fairly confident" +1, "not very confident" -1 and "not at all confident" -2. The mean scores show the average score across all respondents, where the maximum score is +2 and the minimum -2.

Table E-13 –Mean confidence scores[24] using computers for different tasks at each Wave (% of respondents who took part in all three waves and DID NOT use computers already at Wave 1)

	BELLSMYRE			NORTH ARGYLL		
	Wave 1	**Wave 2**	**Wave 3**	**Wave 1**	**Wave 2**	**Wave 3**
Writing a letter on a computer	0.42	0.36	0.11	0.54	0.33	0.16
Creating a folder on your computer to save the letter in	-0.38	-0.22	-0.32	-0.39	-0.22	-0.34
Sending an e-mail	-0.03	0.71	0.50	0.15	0.80	0.64
Finding information on the internet	0.02	0.53	0.65	-0.03	0.49	0.40
Buying something on the internet	-0.43	-0.48	-0.03	-0.43	-0.28	-0.31
Opening an attachment from an e-mail	-0.44	-0.13	-0.04	-0.69	0.14	-0.27
Using a computer to create a poster with pictures and words on it	-0.45	-0.64	-0.76	-0.45	-0.84	-0.96
Creating a computer spreadsheet of your household expenses	-0.61	-0.74	-0.96	-0.47	-0.99	-1.16
Installing new software onto your computer	-0.80	-0.67	-0.58	-0.63	-0.73	-0.79
Joining an internet chatroom	-1.04	-0.86	-0.72	-1.15	-1.42	-1.43
Banking online	-0.99	-1.09	-0.92	-0.88	-1.21	-1.39
Creating address labels for Christmas cards using a database of addresses	-0.64	-0.75	-0.94	-0.15	-0.82	-1.06
Dealing with minor problems with a computer – e.g. when it crashes	-0.91	-0.84	-0.58	-1.03	-0.96	-1.04
Designing your own website	-1.21	-1.31	-1.63	-1.23	-1.52	-1.65
Learning on the internet	0.08	-0.10	-0.32	-0.16	-0.38	-0.59
Applying for a job online	-0.54	-0.62	-0.44	-1.01	-1.26	-1.23
BASES	*175*	*175*	*175*	*158*	*158*	*158*

[24] Mean scores were calculated by assigning values from -2 to +2 to each response – so if a respondent was "very confident" they scored +2, "fairly confident" +1, "not very confident" -1 and "not at all confident" -2. The mean scores show the average score across all respondents, where the maximum score is +2 and the minimum -2.

Table E-14 –How inconvenient would find it if did not have home computer by whether household already owned a computer at Wave 1 (%)

	BELLSMYRE		NORTH ARGYLL	
	Yes – owned a computer at Wave 1	**No – did not own a computer at Wave 1**	**Yes – owned a computer at Wave 1**	**No – did not own a computer at Wave 1**
Very inconvenient	54	39	68	39
Fairly inconvenient	21	26	17	23
No strong feelings	10	10	5	11
Not very inconvenient	8	8	6	7
Not at all inconvenient	5	15	5	19
Don't know/not sure	3	2	-	*
BASES	*143*	*249*	*272*	*209*

Table E-15 –How inconvenient would find it if did not have home internet access by whether household already owned a computer at Wave 1 (%)

	BELLSMYRE		NORTH ARGYLL	
	Yes – owned a computer at Wave 1	**No – did not own a computer at Wave 1**	**Yes – owned a computer at Wave 1**	**No – did not own a computer at Wave 1**
Very inconvenient	54	40	68	41
Fairly inconvenient	20	22	15	18
No strong feelings	11	10	5	13
Not very inconvenient	9	7	7	7
Not at all inconvenient	4	19	5	20
Don't know/not sure	2	2	-	2
BASES	*143*	*249*	*272*	*209*

Table E-16 –Views on importance of internet access for different activities – Mean scores[25] at Wave 1 and Wave 3 (% of respondents who took part in Wave 1 and Wave 3 and HAD USED THE INTERNET ALREADY at Wave 1)

	BELLSMYRE		NORTH ARGYLL	
	Wave 1	**Wave 3**	**Wave 1**	**Wave 3**
Being able to access local services	1.14	0.22	0.69	0.22
Accessing training and learning opportunities	1.34	0.60	0.93	0.19
Finding employment/careers information	0.95	0.39	-0.20	-0.78
Keeping in touch with friends/ family	1.36	1.24	1.52	1.37
Being able to buy products/ services	0.45	0.55	1.00	1.06
Meeting new people	-0.49	-0.86	-0.87	-1.36
BASES	*154*	*154*	*256*	*256*

Table E-17 –Views on importance of internet access for different activities – Mean scores at Wave 1 and Wave 3 (% of respondents who took part in Wave 1 and Wave 3 and HAD NOT USED THE INTERNET ALREADY at Wave 1)

	BELLSMYRE		NORTH ARGYLL	
	Wave 1	**Wave 3**	**Wave 1**	**Wave 3**
Being able to access local services	0.91	-0.15	0.75	-0.25
Accessing training and learning opportunities	1.25	-0.38	0.81	-0.41
Finding employment/careers information	0.46	-0.68	-0.57	-1.53
Keeping in touch with friends/ family	1.17	0.76	1.47	0.88
Being able to buy products/ services	0.53	-0.30	0.51	0.20
Meeting new people	-0.13	-1.12	-0.37	-1.49
BASES	*187*	*187*	*146*	*146*

[25] Mean scores were calculated by assigning values from -2 to +2 to each response – so if a respondent said internet access was "very important" they scored +2, "fairly important" +1, "not very important" -1 and "not at all important" -2. The mean scores show the average score across all respondents, where the maximum score is +2 and the minimum -2.

Table E-18 – Which of different things might use internet to access is most important to respondents (% of Wave 3 respondents)[26]

	Bellsmyre	North Argyll
Keeping in touch with friends and family	47	54
Being able to buy products and services	12	17
Finding employment/careers information	10	3
Accessing training and learning opportunities	9	6
Being able to access local services	7	3
Work/business	1	2
Hobbies	1	1
Banking	-	1
General information	-	1
Not stated	13	10
BASES	*392*	*481*

[26] This question was asked of respondents after the question on the importance of Internet access for different activities.

Table F-1 –Whether computer training led to a qualification at Wave 3 (% of Wave 3 recipient and control respondents who had taken part in any computer training)

	Bellsmyre	Inverclyde	North Argyll	Skye
No, none leading to a qualification	55	54	59	67
Yes, SCOTVEC module	7	7	2	6
Yes, European Computer Driving License	5	11	6	3
Yes, CLAIT certificate	-	2	1	9
Standard grade	8	5	2	6
Other	10	16	8	6
DK/can't remember	17	11	22	3
BASES	*151*	*41*	*166*	*85*

Table F-2 –Whether computer training led to a qualification at Wave 3 by whether took part in computer training leading to qualifications at Wave 1 (% of Wave 3 respondents)

	BELLSMYRE			NORTH ARGYLL		
	Not taken part in computer training at Wave 1	None leading to a qual'n at Wave 1	Computer qual'n at W1	Not taken part in computer training at Wave 1	None leading to a qual'n at Wave 1	Computer qual'n at Wave 1
No, none leading to a qualification	58	58	32	60	63	43
Yes, SCOTVEC module	3	12	12	2	1	7
Yes, European Computer Driving License	3	6	12	4	9	15
Yes, CLAIT certificate	-	-	-	-	-	-
Standard grade	12	4	4	2	2	-
Other	2	13	34	6	7	30
DK/can't remember	23	13	6	26	18	15
BASES	*83*	*50*	*17*	*99*	*51*	*14*

Table F-3 –Whether taken part in any education/training not relating to computer in last 12 months - Wave 3 recipient and control responses (% of Wave 3 respondents)

	Bellsmyre W3	Inverclyde W3	North Argyll W3	Skye etc. W3
No, none	73	69	77	72
On-the-job training	13	13	11	14
An FE college course	3	4	1	2
A university based course	1	5	1	1
Distance learning/Open University	*	2	2	2
School	8	4	5	5
Adult education or evening class	1	7	2	3
Other	1	3	*	1
BASES	*392*	*134*	*481*	*314*

Table F-4 –Likelihood of taking part in any education or training in next 12 months - Wave 3 recipient and control responses (% of Wave 3 respondents)

	Bellsmyre W3	Inverclyde W3	North Argyll W3	Skye etc. W3
Very likely	23	31	23	22
Fairly likely	21	28	20	25
Not very likely	11	22	15	32
Not at all likely	31	16	36	18
Don't know	14	3	5	4
BASES	*392*	*134*	*481*	*314*

Table F-5 – BELLSMYRE - Likelihood of taking part in online learning or education in the future (Wave 3) BY stated likelihood of taking part in online learning at Wave 1 (% of Wave 3 respondents)

WAVE 3	WAVE 1 Likelihood of taking part in on-line learning or education in the future: Very likely	Fairly likely	Not very likely	Not at all likely	DK/ missing[27]	ALL
Very likely	22	23	19	14	13	20
Fairly likely	28	26	15	10	12	21
Not very likely	7	7	10	5	6	7
Not at all likely	15	20	33	37	24	23
Don't know	28	24	23	34	45	29
BASES	*80*	*140*	*73*	*31*	*68*	*392*

Table F-6 – NORTH ARGYLL - Likelihood of taking part in online learning or education in the future (Wave 3) BY stated likelihood of taking part in online learning at Wave 1 (% of Wave 3 respondents)

WAVE 3	WAVE 1 Likelihood of taking part in on-line learning or education in the future: Very likely	Fairly likely	Not very likely	Not at all likely	DK/ missing[28]	ALL
Very likely	31	17	11	6	13	17
Fairly likely	32	30	21	13	22	25
Not very likely	9	18	24	24	15	17
Not at all likely	23	27	34	49	43	33
Don't know	5	8	10	8	7	8
BASES	*104*	*138*	*98*	*53*	*88*	*481*

[27] E.g. because respondent took part in Wave 3 but not Wave 1, so no Wave 1 data to compare for them.

Table F-7 – How much, if at all, used computer to help with education or training not relating to computers? (% of Wave 3 recipient and control respondents who took part in some education or training not relating to computers)

	Bellsmyre W3	Inverclyde W3	North Argyll W3	Skye etc. W3
A lot	25	30	28	27
A fair amount	30	17	26	20
Not much	6	11	13	17
Not at all	38	42	32	32
Don't know	1	-	1	4
BASES	*104*	*50*	*118*	*105*

Table F-8 –Agreement with statement "I can access goods and services online now that I could not get before I took part in the project" BY whether or not used a computer at Wave 1 (% of Wave 3 respondents))

	BELLSMYRE		NORTH ARGYLL	
	Already used computers at Wave 1	Did not already use computers at Wave 1	Already used computers at Wave 1	Did not already use computers at Wave 1
Strongly agree (+2)	38	35	29	43
Agree (+1)	33	29	27	25
Neither agree nor disagree (0)	11	8	7	10
Disagree (-1)	9	5	20	9
Strongly disagree (-2)	9	19	17	12
Don't know	1	3	1	1
Mean score	0.82	0.58	0.32	0.80
BASES	*166*	*175*	*244*	*158*

[28] E.g. because respondent took part in Wave 3 but not Wave 1, so no Wave 1 data to compare for them.

Table F-9 –Changes in convenience of accessing services (% of Wave 3 respondents)[29]

	Access more convenient at Wave 3 than Wave1		Convenience same		Access less convenient at Wave 1 than Wave3		Unable to compare	
	BM	**NA**	**BM**	**NA**	**BM**	**NA**	**BM**	**NA**
Post office	13	16	26	39	38	27	23	18
Bank	17	22	27	32	32	26	24	19
Doctor's surgery	18	14	26	35	35	33	21	18
Grocery/food shop	15	19	25	34	38	29	22	18
Other shops (e.g. clothes shops)	25	22	22	32	33	27	20	19
Job Centre	18	14	21	24	25	18	36	44
Chemist/pharmacist	14	20	25	31	41	29	20	19
Education services (e.g. school, further education, higher education)	16	18	34	20	22	28	27	34
Police	14	19	29	28	35	27	22	25
Careers Service	18	14	23	17	22	19	37	50
Hospital outpatients department	19	17	21	26	39	35	21	21
BASES	392	481	392	481	392	481	392	481

[29] Respondents were asked to rate the convenience of accessing various services, if they needed to, on a scale from "very convenient" to "very inconvenient" in both the baseline and final surveys. Those who gave a more positive answer at the final survey were coded as rating "Access more convenient at Wave 3 than Wave 1". Those who gave the same answer were coded "Convenience the same" and those who were less positive were coded as "Access less convenient …". Where respondents took part in the one survey but not the other or gave "don't know" as an answer at either the baseline or follow-up survey, they were classed as "unable to compare".

Table G-1 – What personally gained from participating in Digital Communities project (%)

	Bellsmyre	North Argyll
Learned more about what computers can do/learnt something generally	25	19
Being able to contact people/talk to others, meet new people	14	16
(Free) access to the internet	11	18
Gained confidence on the computer	11	9
A free computer	8	9
Greater/easier access to information	8	11
Broadens experiences/gives you wider scope	7	4
Help with homework/children use it	5	3
Useful generally	5	*
A better computer	2	3
Access to e-mail	2	8
Nothing/not much/haven't used it	13	18
Don't know	4	2
BASES	*392*	*481*

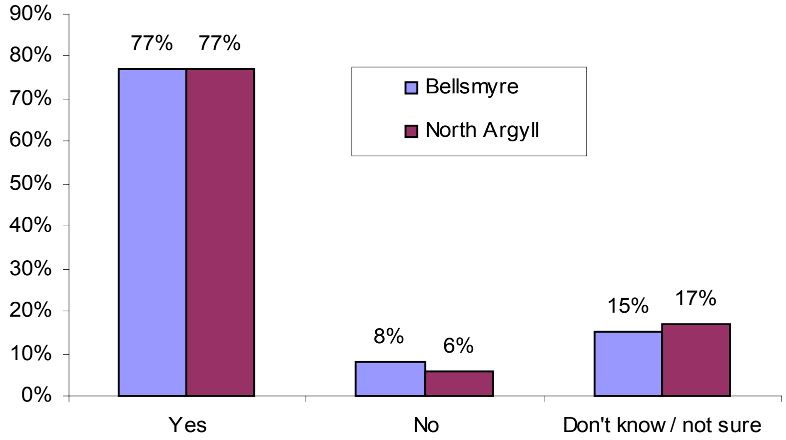
Table G-2 – What community gained from participating in Digital Communities project (%)

	Bellsmyre	North Argyll
Gained knowledge of computers, the internet, etc.	18	17
Good for children/helps with school work	12	4
Provided computers for people who couldn't have afforded to buy one	11	3
Know what's going on in the community through websites	9	4
Has brought people together	7	8
Can get in touch with people more easily	7	33
Has opened up new opportunities/broadened experiences of life in general	6	9
Good for employment	4	*
Gives people a change to learn about computers who otherwise wouldn't	3	7
It's a talking point	3	5
Internet access/use	2	10
Nothing	2	3
Don't know	27	17
BASES	*392*	*481*

Table G-3 – What would like to have been done differently about the Digital Communities project (%)

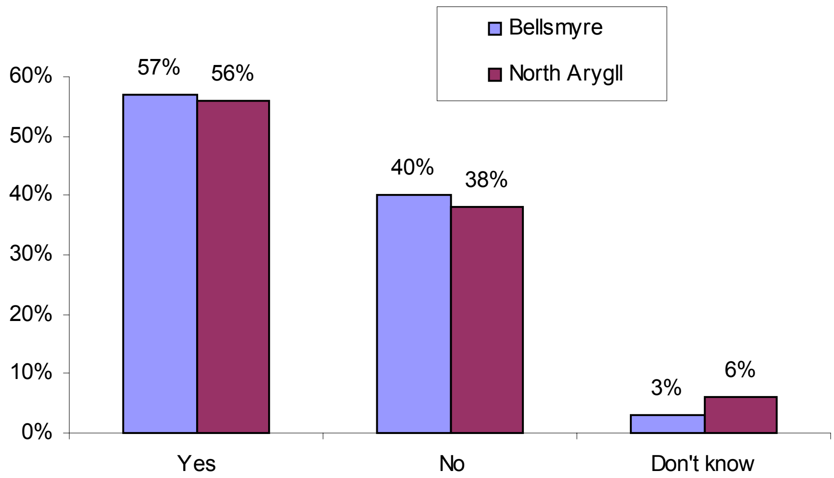
	Bellsmyre	North Argyll
More/better training	15	12
More/better support	4	8
More/better info about the project	4	4
Allocate computers to people who really need them	4	2
More training/support early on	3	19
One-to-one training/in-home training	3	2
Better timing/organisation for installation of computers	3	8
Money could have been used in different ways	2	1
Better spec computers	-	3
Other	5	6
Nothing	48	32
Don't know	9	7
BASES	*392*	*481*

Figure G-1 – Whether planning to pay to continue to use the internet from home after first year of project (% of Wave 3 households who are not planning on getting rid of computer)



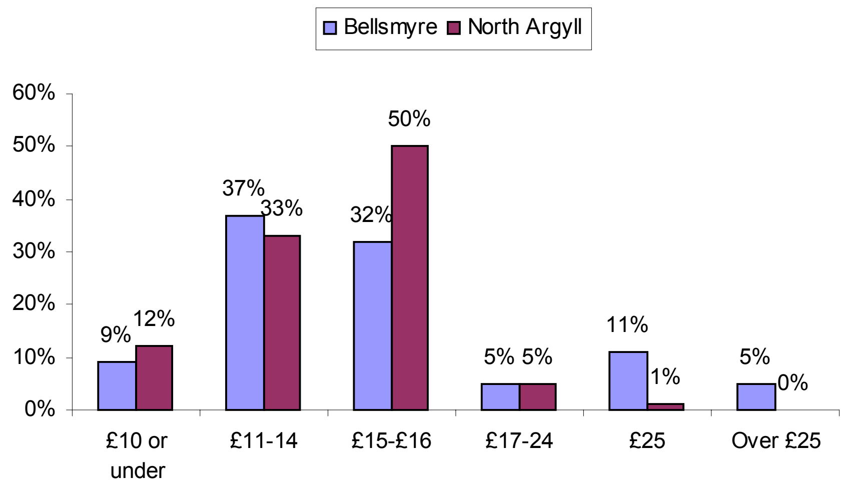
BASES: Bellsmyre = 248; North Argyll = 294

Figure G-2 – Whether aware of costs, per month, of dial-up internet access (% of Wave 3 households)



BASES: Bellsmyre = 253; North Argyll = 300

Figure G-3 – Estimated costs per month of dial-up internet access (% of Wave 3 households who stated they were aware of costs of internet access)



BASES: Bellsmyre = 149; North Argyll = 166

Table G-4 – Agreement with statements about the Digital Communities projects (% of respondents)

	Strongly agree		Agree		Neither		Disagree		Strongly disagree		Don't know	
	B	NA	B	NA	B	NA	B	NA	B	NA	B	NA
I have become better at using computers as a result of taking part in the project	45	43	20	29	8	7	9	9	9	12	-	*
There was not enough support available to help when things went wrong with my computer	6	14	8	14	19	14	29	29	25	12	12	17
I have felt more in touch with the local community since taking part in the initiative	15	13	28	29	26	12	19	26	11	19	1	1
There was not enough training or learning on offer to help me use the new computer	11	15	12	15	18	7	29	37	22	17	9	10
I can access goods and services online now that I could not get before I took part in the project	36	33	30	26	10	9	8	16	13	15	2	1

SURVEY METHODS

Background

H.1 TNS Social conducted a longitudinal survey of computer recipients as part of the evaluation. In addition, a survey was carried out in two control group areas at similar intervals. In the recipient areas, data were collected at the baseline stage before any computers were installed (referred to as the "baseline survey" or "Wave 1" in this report), at a midway point some three months after computers were delivered (the "interim survey" or "Wave 2"), and finally some twelve months after computers were installed ("final survey" or "Wave 3"). The first two waves were conducted by Computer Assisted Telephone Interviewing (CATI) and the final wave was administered face-to-face, by trained interviewers from TNS Social. At each wave, household level data were collected from the householder or their spouse/or partner, but attempts were made to interview all household members aged 12 or older to find out their views on the project.

H.2 Wave 1 focused on collecting baseline data about attitudes and usage of computers prior to participation in the project, as well as participants' motivations for becoming involved. Wave 2 explored issues connected with the installation process as well as problems experienced in using the computer and sources of help accessed. The final wave asked respondents for their views of what they had gained from participating. All three waves included "tracking" questions aimed at assessing the impact of participation on respondents' confidence using computers, the types of things they use computers for, their aspirations for future use etc. All questionnaires were developed by TNS Social in consultation with the Scottish Executive.

Recipient Sample

H.3 Each household that received a computer through the Digital Communities initiative was required to sign a user agreement with either North Argyll Council or West Dunbartonshire Council. The user agreement informed participants about the evaluation and obtained consent for their contact details to be passed to the evaluation team. Spreadsheets containing the name of the person in each household who signed the user agreement for the computer and their address and phone number were then provided to TNS Social by the North Argyll Islands Digital Community (NAIDC) and Digital Bellsmyre project teams. The sample for the survey was randomly selected from these databases by the TNS Social Team.

H.4 The computers were rolled out over several months (primarily between June and October 2002 in North Argyll and between July and October 2002 in Bellsmyre) and participant databases were added to and updated during the interviewing period. In order to ensure that late participants were not excluded, the random sample selection process continued throughout most of the computer roll-out process. Interviewing was also staggered in line with the roll-out schedule so that most interviews were carried out in the month prior to the respondents' computer being installed.

H.5 Although only the person who signed the user agreement for the computer was named in the sample, interviewers asked to speak to everyone in the household aged 12 or over. This was intended to provide a more complete picture of how the computers were being used and their impact on households in the two communities. The total number of individual baseline interviews achieved therefore was higher than the total number of household interviews – 726 individual interviews were conducted in Bellsmyre and 663 in North Argyll.

H.6 The sample for the interim and follow-up waves consisted of all respondents who took part in the baseline survey and who had given consent for us to recontact them for a further interview. In addition, at Wave 3 interviewers were also allowed to interview other household members who had not taken part in the previous waves but wanted to take part when the interviewer called at their home. At Wave 3, all participants were paid a small financial incentive to thank them for taking part (this also applied to control survey participants – see section below).

RESPONSE RATES

Baseline Recipient Surveys

H.7 Table 1 below contains details of sample numbers and response rates for the baseline surveys in the two digital communities. The column referring to "ineligible sample" primarily relates to households who were excluded because they had already received their computer. The survey was designed to be a genuine baseline survey of attitudes and experiences *prior* to receiving the PCs, so a screener question was included to exclude anyone who had received their computer before being interviewed. Response rates are based on the total amount of sample issued minus any ineligible sample, since these households could not qualify for inclusion in the survey.

Table 1: Sample and response rates for North Argyll and Bellsmyre baseline surveys

Area	Total sample issued to interviewers	Ineligible sample	Household interviews achieved	Refusals /terminated interviews	Household response rate
North Argyll	849	139	435	82	61%
Bellsmyre	849	138	465	46	65%

Source: Baseline survey and figures provided by NAIDC and Digital Bellsmyre project teams

H.8 In total, approximately 1,800 households in North Argyll and 1,512 households in Bellsmyre participated in the Digital Communities project.[30] The baseline survey therefore covered around a quarter of participating households in North Argyll and around a third in Bellsmyre.

Follow-up Recipient Surveys

H.9 Table 2 shows the number of individuals and households interviewed for the baseline, interim and final surveys in North Argyll. Interim interviews were carried out with 77% of the 435 households from the baseline survey, and with 65% of the 663 individuals originally interviewed. Sixty-eight per cent of the original households also took part in the final survey, while slightly more individuals within those households took part in the final survey than had taken part in the interim survey. At the final survey, interviewers attempted to interview everyone in the household aged 12 or older, even if they did not take part in the previous waves. Of the 481 participants interviewed at Wave 3, 406 had also taken part at Wave 1 – 61% of the original 665 individual respondents.

Table 2: Household and individual respondents in North Argyll

	No. of household interviews	No. of individual interviews
Wave 1 - Baseline survey	435	663
Wave 2 – Interim (3 month) survey	338	428
Wave 3 - Final (12 month) survey	300	481

[30] NB these figures were supplied by the projects in December 2003. It is possible that the eventual number of households participating in Bellsmyre will be slightly higher, since this does not include late applications received during December 2003.

H.10 Table 3, below, shows the number of individuals and households in Bellsmyre interviewed for each of the three waves. Interim interviews were carried out with 66% of households and 50% of the individuals who took part in the baseline survey. Final interviews were carried out with 54% of the original households while slightly more individuals within those households took part in the final survey than had taken part in the interim survey. In total, 344 of the individual respondents interviewed for Wave 3 were also interviewed at Wave 1, so the sample for Wave 3 included 47% of the original Wave 1 respondents.

Table 3: Household and individual respondents in Bellsmyre

	No. of household interviews	No. of individual interviews
Wave 1 - Baseline survey	465	726
Wave 2 – Interim (3 month) survey	306	361
Wave 3 - Final (12 month) survey	253	392

Weighting the Recipient Data

Weighting the Baseline Survey Data

H.11 Baseline data collected from the main respondent in each household were weighted to reduce the impact of any sampling effects caused by the timing of the roll-out in different areas and different types of customer. For example, in Bellsmyre BT customers were slightly under-represented because the timing of the computer installations for BT customers did not allow as much time for interviewing as was available for interviewing Telewest customers. Similarly, in North Argyll the time between the sample of participating households being passed to TNS and the installation in Tiree did not allow as much time for interviewing as was available for the other islands. Weighting the data allows us to restore the proportion of interviews from each of the categories used for weighting so that the profile more closely matches the actual profile of participants in the project on these criteria.

H.12 In Bellsmyre, the weights therefore reflect the proportion of households who received computers who use two different phone suppliers (Telewest and BT) or who had no phone line at the time of the baseline interviews. In North Argyll, the weights reflect the actual distribution of computers to households across the 13 islands. In each case, the weights were based on information provided by the two projects in December 2002.

H.13 Tables 4 and 5 provide more information about the weights used, and show the weighted and unweighted household profiles for Waves 1 and 3.

Table 4: Weighting information for North Argyll household level data (%)

	BASELINE (WAVE 1)		FINAL (WAVE 3)	
	Proportion of households interviewed	Weighted proportions	Proportion of households interviewed	Weighted proportions
Lismore/Kerrera	7	5	7	5
Tiree	5	15	6	15
Coll	5	4	5	4
Mull/Iona	55	57	56	58
Colonsay/Oronsay	4	2	3	2
Seil & Easdale	17	12	16	12
Luing & Shuna	8	4	7	4
BASES	435	435	300	300

Table 5: Weighting information for Bellsmyre household level data (%)

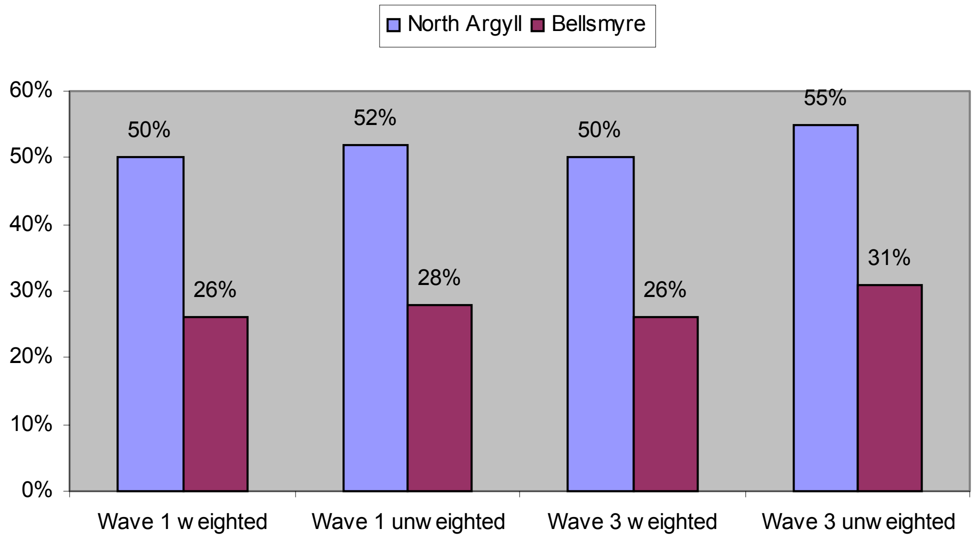
	BASELINE (WAVE 1)		FINAL (WAVE 3)	
	Proportion of households interviewed	Weighted proportions	Proportion of households interviewed	Weighted proportions
BT customers	17	35	15	35
Telewest Customers	73	54	75	54
No-phone line	10	11	10	11
TOTAL	465	465	253	253

Weighting the Interim and Follow-up Data

H.14 At Waves 2 and 3 of the recipient surveys the household level data were also weighted based on household type (at Wave 1) and based on whether the household owned a computer already before being offered one from the project. This was in order to offset differential participation or drop out at Waves 2 or 3 by different types of households and households with more or less previous access to computers. This was because we knew that there were some key differences in the findings for different types of households (e.g. in terms of whether they had already planned to buy a computer at the start of the project) and households with more or less previous experience. Individual level data were unweighted at Wave 1, but was weighted based on the main activity of respondents at Wave 1 for Waves 2 and 3. Again, this was in order to offset differential participation or drop out by different types of individuals, since we knew that, for example, a much higher proportion of working individuals compared with non-working individuals had used computers already at Wave 1.

H.15 Figure 1, below, shows the weighted and unweighted proportions of surveyed households who owned computers *prior* to participating in the project at Waves 1 and 3.

Figure 1 – Proportions of households who already owned a computer prior to Wave 1 survey - weighted and unweighted (% of Wave 1 and Wave 3 households)



BASES: NA Wave 1 = 435; BM Wave 1 = 465; NA Wave 3 = 300; BM Wave 3 = 253

H.16 Tables 6 and 7 show the weighted and unweighted profiles of households by household type for each of the three Waves.

Table 6 – NORTH ARGYLL – Weighted and unweighted household type at each wave (% of households)

	BASELINE (WAVE 1)		INTERIM (WAVE 2)		FINAL (WAVE 3)	
	Weighted	Un-weighted	Weighted	Un-weighted	Weighted	Un-weighted
Single, no children	19	20	19	18	19	19
Single parent	5	5	5	5	5	5
Couple with children	18	18	18	21	18	20
Couple, no children	23	23	23	24	23	23
Single Pensioner	18	16	18	13	18	14
Pensioner Couple	17	19	17	19	17	19
BASES	*435*	*435*	*338*	*338*	*300*	*300*

Table 7 – BELLSMYRE – Weighted and unweighted household type at each wave (% of households)

	BASELINE (WAVE 1)		INTERIM (WAVE 2)		FINAL (WAVE 3)	
	Weighted	Un-weighted	Weighted	Un-weighted	Weighted	Un-weighted
Single, no children	24	23	24	23	24	21
Single parent	22	22	22	20	22	21
Couple with children	19	20	19	23	19	20
Couple, no children	14	13	14	14	14	13
Single Pensioner	14	13	13	11	13	15
Pensioner Couple	8	9	8	8	8	11
BASES	*465*	*465*	*306*	*306*	*253*	*253*

H.17 Finally, tables 8 and 9 show the weighted and unweighted profiles of respondents in terms of their main activity at Wave 1, comparing Waves 1 and 3 to show any change over the course of the research. These show that a slightly higher proportion of retired people and young people and a slightly lower proportion of full-time workers took part in Wave 3 compared with Wave 1 in Bellsmyre, while in North Argyll, a slightly lower proportion of full-time workers took part in Wave 3 compared with Wave 1.

Table 8 – BELLSMYRE – Weighted and unweighted profile of WAVE 1 MAIN ACTIVITIES (% of individual respondents to baseline and final surveys)

	BASELINE (WAVE 1)	FINAL (WAVE 3)	
	Un-weighted	Weighted	Un-weighted
Under 16	7	7	10
Self-employed	3	3	3
Employed full-time	31	31	26
Employed part-time	10	10	9
Looking after home/family	6	6	7
Permanently retired from work	17	17	20
Unemployed	12	12	11
In Full-time education	5	5	3
Sick	7	6	8
Not stated[31]	-	3	4
BASES	*726*	*392*	*392*

[31] These are people for whom we do not have information about their working status at Wave 1 – for example because they were new household members at Wave 3 or they refused their working status at Wave 1.

Table 9 – NORTH ARGYLL – Weighted and unweighted profile of WAVE 1 MAIN ACTIVITIES (% of individual respondents to baseline and final surveys)

	BASELINE (WAVE 1)	FINAL (WAVE 3)	
	Un-weighted	**Weighted**	**Un-weighted**
Under 16	4	4	6
Self-employed	27	25	27
Employed full-time	23	22	18
Employed part-time	10	10	11
Looking after home/family	6	5	5
Permanently retired from work	25	23	23
Unemployed	3	3	2
In Full-time education	2	2	1
Sick	1	1	1
Not stated[32]	-	5	5
BASES	*658*	*481*	*481*

[32] These are people for whom we do not have information about their working status at Wave 1 – for example because they were new household members at Wave 3 or they refused their working status at Wave 1.

Control Surveys

H.18 To enable comparisons to be made between the two recipient areas and areas where no intervention had taken place, control surveys were carried out in two areas. The rural control survey (for comparison with the North Argyll Islands) was carried out in Skye and five of the nearby islands (Raasay, Canna, Muck, Eigg and Rum), mainland Lochalsh and the Southwest corner of Ross and Cromarty (including Lochcarron, Shieldaig, Applecross, Kishorn and Achnashellach). The urban control survey (for comparison with Bellsmyre) was carried out in the Social Inclusion Partnership area of Inverclyde. These areas were selected on the basis of their broad similarity to the two recipient areas in terms of their urban or rural natures, deprivation levels, etc. The control surveys were carried out at similar intervals to the recipient surveys, although they started two to three months later than the baseline recipient surveys in order to allow time to analyse the profile of recipient households and to attempt to match the control households with these (see below under quotas for discussion of this).

Response Rates and Drop-out

H.19 Tables 10 and 11 show the number of households and individuals who took part in each of the control surveys. The drop out rate by control households, particularly in Inverclyde, was much higher than for recipient households – probably reflecting a lower level of interest in the topic of the survey given that these households were not participating in an equivalent project. Results from the final control survey have therefore been used relatively cautiously in this report, given the small numbers involved.

Table 10: Household and individual respondents in Inverclyde

	No. of household interviews	No. of individual interviews
Wave 1 - Baseline survey	420	598
Wave 2 - Interim (3 month) survey	224	265
Wave 3 - Final (12 month) survey	89	134

Table 11: Household and individual respondents in Skye, Lochalsh and South West Ross and Cromarty

	No. of household interviews	No. of individual interviews
Wave 1 - Baseline survey	456	598
Wave 2 - Interim (3 month) survey	274	371
Wave 3 - Final (12 month) survey	188	314

Quotas

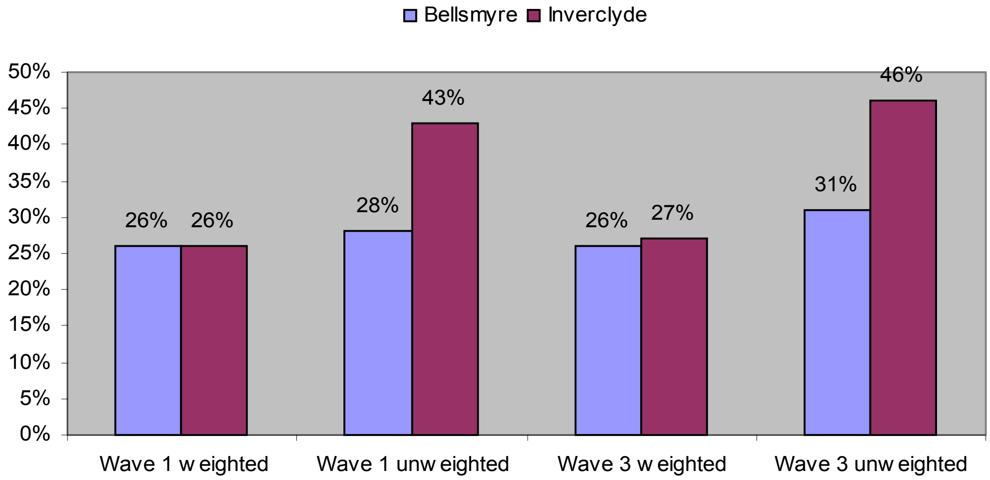
H.20 At the initial stages of the baseline control surveys, broad quotas were set for the control interviews (based on the geo-demographic profiles of the two areas) in order to ensure that the households interviewed were broadly representative of the types of households in the two control areas. Quotas were set on household type (couples with children, couples without children, pensioners, single parent households and other types of household), and on tenure (owner occupiers, private renters and social renters). Screening questions were used at the start of the questionnaire in order to ensure that the right mix of households was interviewed.

H.21 Once approximately half the required number of interviews in each area had been achieved, interviewing was stopped and new, more stringent quotas were set. Baseline interviews with participants in the Digital Communities were complete by this stage, and data from the recipient interviews were analysed to produce a profile of the households who took part. This information was used to try and ensure that the profile of households in the control groups was similar to the profile of participant households. New quotas were set based on a combination of income and household type (e.g. low income pensioners and medium income couples with kids). Quotas were also set on computer ownership, based on information on the proportion of households in the two Digital Communities who already owned a computer prior to participating in the project. However, difficulties achieving the required number of interviews in Inverclyde led to these quotas being relaxed towards the end of fieldwork, hence the somewhat higher proportion of households who owned computers compared with the proportion in the Wave 1 Bellsmyre survey (see Figure 2).

Weighting

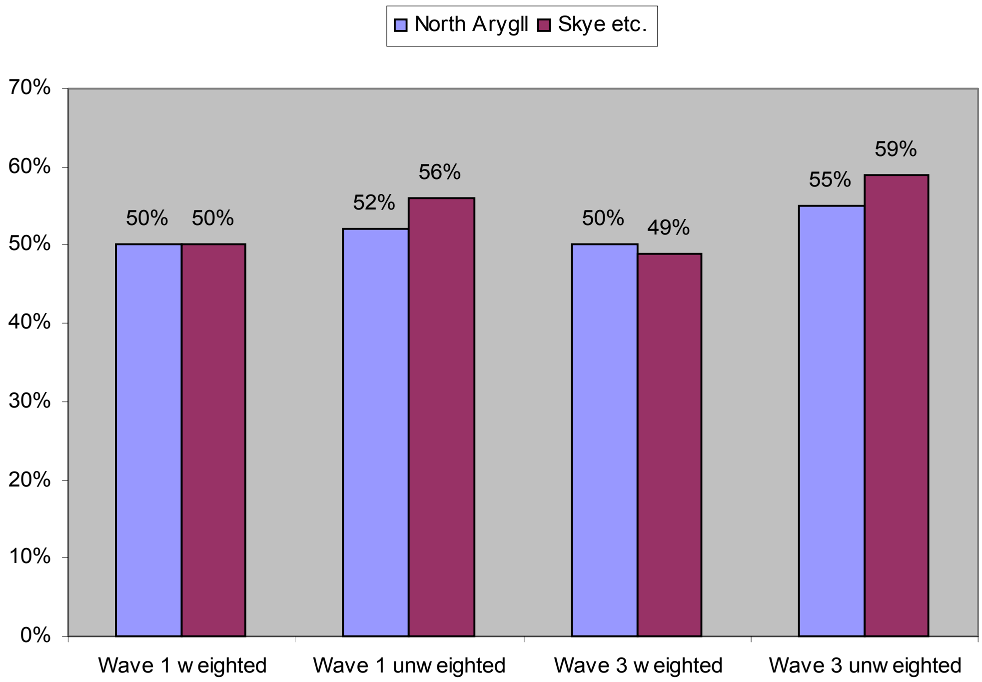
H.22 Although the matching process above enabled control households to be similar to recipient households, the profile of control households was still slightly different to that of households who took part in the recipient survey. In order to try to ensure that any differences in the data could be attributed to differences based on participation in the Digital Communities initiatives rather than to differences in the characteristics of the two samples, the control data were, therefore, weighted. Household level data were weighted to match the profile of recipient households on household type and computer ownership. Individual control data were weighted to match individual recipient data on current activity. At each stage, the control data were weighted using these same proportions, based on the profile of the baseline recipient samples. Figures 2 and 3 and tables 12 to 15 provide some more information on the weighted and unweighted profiles of control group households and individuals.

Figure 2 – Proportions of urban recipient and control households who already owned a computer prior to Wave 1 survey - weighted and unweighted (% of households)



Bases: BM Wave 1 = 465; IC Wave 1 = 420; BM Wave 3 = 253; IC Wave 3 = 89.

Figure 3 – Proportions of rural recipient and control households who already owned a computer prior to Wave 1 survey - weighted and unweighted (% of households)



BASES: NA wave 1 = 435; Skye Wave 1 = 456; NA Wave 3 = 300; Skye Wave 3 = 188.

Table 12 – SKYE, LOCHALSH AND SOUTH WEST ROSS & CROMARTY– Weighted and unweighted household type at each wave (% of households)

	BASELINE (WAVE 1)		INTERIM (WAVE 2)		FINAL (WAVE 3)	
	Weighted	Un-weighted	Weighted	Un-weighted	Weighted	Un-weighted
Single, no children	19	19	19	20	19	20
Single parent	5	3	5	4	5	4
Couple with children	19	20	18	21	19	23
Couple, no children	23	21	23	22	23	20
Single Pensioner	18	18	18	15	18	14
Pensioner Couple	16	19	17	17	16	19
BASES	*456*	*456*	*274*	*274*	*188*	*188*

Table 13 – INVERCLYDE – Weighted and unweighted household type at each wave (% of households)

	BASELINE (WAVE 1)		INTERIM (WAVE 2)		FINAL (WAVE 3)	
	Weighted	Un-weighted	Weighted	Un-weighted	Weighted	Un-weighted
Single, no children	24	30	24	33	24	33
Single parent	22	15	22	16	22	20
Couple with children	19	17	19	18	19	15
Couple, no children	14	14	14	11	15	12
Single Pensioner	13	15	13	13	16	16
Pensioner Couple	8	9	8	7	7	4
BASES	*420*	*420*	*224*	*224*	*89*	*89*

Table 14 – SKYE, LOCALSH AND SOUTH WEST ROSS & CROMARTY – Weighted and unweighted profile of WAVE 1 MAIN ACTIVITIES (% of individual respondents to baseline and final surveys)

	BASELINE (WAVE 1)		FINAL (WAVE 3)	
	Weighted	**Un-weighted**	**Weighted**	**Un-weighted**
Under 16	3	3	3	9
Self-employed	26	12	25	10
Employed full-time	23	27	22	20
Employed part-time	10	11	10	14
Looking after home/family	6	7	5	8
Permanently retired from work	25	31	24	28
Unemployed	3	2	3	1
In full-time education	2	2	2	4
Sick	1	3	1	2
Not stated[33]	*	*	5	5
BASES	*584*	*578*	*314*	*314*

[33] These are people for whom we do not have information about their working status at Wave 1 – for example because they were new household members at Wave 3 or they refused their working status at Wave 1.

Table 15 – INVERCLYDE – Weighted and unweighted profile of WAVE 1 MAIN ACTIVITIES (% of individual respondents to baseline and final surveys)

	BASELINE (WAVE 1)		FINAL (WAVE 3)	
	Weighted	Un-weighted	Weighted	Un-weighted
Under 16	4	4	4	10
Self-employed	3	2	3	1
Employed full-time	32	36	32	32
Employed part-time	10	12	10	13
Looking after home/family	7	6	7	3
Permanently retired from work	18	22	18	8
Unemployed	13	7	12	4
In full-time education	5	5	5	8
Sick	7	6	7	9
Not stated[34]	*	*	1	1
BASES	*506*	*506*	*134*	*134*

[34] These are people for whom we do not have information about their working status at Wave 1 – for example because they were new household members at Wave 3 or they refused their working status at Wave 1.