

Understanding the Digital Divide



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Foreword



The Co-operative Councils' Innovation Network is a collaboration between local authorities who are committed to finding better ways of working for, and with, local people for the benefit of their local community.

Given that focus on collaboration I'm particularly pleased to see the broad basis for this Policy Lab, bringing together as it does the learning from

seven individual member councils and the Greater Manchester Combined Authority. It is also a very timely piece of work. The pandemic has highlighted a number of cracks and inequalities in society and the impact on those people on the wrong side of the digital divide has been hugely exacerbated. During lockdown the internet became the place where so many people met to learn, work and socialise. But not everyone was able to get online. I'm proud to see the difference that co-operative councils are making to understand and close that divide.

**Councillor Sharon Taylor OBE,
Leader Stevenage Borough Council and Chair of
the Co-operative Councils' Innovation Network**



In 2020, and following two Poverty Truth Commissions, Cheshire West and Chester Council declared a Poverty Emergency. Our borough is a great place to live where most residents have a good quality of life – health, education, and

incomes are all above average, crime is low, and the economy is productive and growing – but, as they do across the country, persistent inequalities remain.

The digital divide is not always the result of poverty but is common to many people who are struggling financially and is yet another barrier that people face to accessing information, education, employment and services. People may be digitally excluded because they don't have decent broadband in their community, they cannot afford the devices and data

to access that broadband, they don't have the skills and knowledge to do what they want online, or they simply don't have any interest in the digital world. But those who are excluded have lost their link to a wealth of information, services and opportunities.

During a year when so many schoolchildren, families, community groups and workplaces have become used to learning, socialising and working together online it's been more apparent than ever that access to the internet is a household utility that should be thought of alongside power and water. I'm proud to see the work that has been undertaken in the midst of the pandemic to better understand who is digitally excluded, why they are excluded and, most importantly of all, how councils, communities and local partnerships can work co-operatively to bridge that digital divide.

**Councillor Louise Gittins
Leader Cheshire West and Chester Council and
member of the Cooperative Councils Innovation
Network Executive Oversight Committee**

Introduction

Thank you to the Co-operative Councils Innovation Network for commissioning this work, which looks to tackle Digital Poverty and the Digital Divide by building a more robust data picture of who is experiencing digital exclusion, where they are, what their barriers are to accessing services and social contact online, and the interventions that would most effectively support them to become more digitally engaged.

The work underpinning this project was undertaken during 2021 and was affected by COVID-19 restrictions. This created difficulties for collecting data on digital access and literacy, but also created the challenge of teaching digital skills virtually.

This work was led by Cheshire West and Chester Council and contributing organisations were:

- Cardiff Council
- Cheshire West and Chester Council
- Greater Manchester Combined Authority
- Kirklees Council
- Newcastle Council
- Plymouth Council
- Rochdale Council
- Sunderland Council

Co-operative values

Work undertaken by the CCIN and its members seeks to reflect, uphold and strengthen the agreed co-operative values and principles.



What is digital exclusion and the digital divide?

Access to the internet is becoming increasingly essential to modern life. Whether it is school work, job search, paid work, applying for benefits or banking, more and more aspects of life are digital by default. Those who are not on-line can effectively be penalised or even excluded as a result. A fact that was highlighted during the national COVID lockdown when schooling, socialising and many services moved online.

The digital divide is the gap between those who can confidently and conveniently go on-line and those who cannot – those who find themselves digitally excluded.

The reasons for exclusion are many and varied, but tend to fall across two broad categories:

- **Personal:** not having the interest, skills or confidence
- **Technological:** not having appropriate and affordable access to data and devices

Terms such as digital exclusion can imply that someone is either included or they are not. The reality is that individuals ability to use online services can vary depending on the task they are trying to achieve and their changing circumstances; devices can break and data can run out.

The Policy Lab Approach

This policy lab has taken a two pronged approach to digital exclusion:



Learning

- Collating and analysing data
- Resident Consultation

Responding

- Informing Adult learning approaches
- Access to equipment

Learning and Responding: Executive Summary

Exploring existing data:

There is no single, nationally-consistent dataset that provides information on who is and who is not digitally excluded. However, there are a range of datasets from which to draw contextual or summary information about an area and its prevalence of digital exclusion. Our first focus was therefore to draw together a list of these potential datasets, and to create, where possible, additional information.

The Digital Exclusion Risk Index tool was created as part of this programme to support areas wanting to know more about where digital exclusion is more likely to occur. It is the obvious place to start, nationally, for understanding digital exclusion geographically. It provides a swift, effective, and free mapping tool which will highlight those small areas in a local authority area which are most likely to be digitally excluded.

This can be supported by additional desktop analysis of free-to-use data from:

- The Consumer Data Research Centre's Internet User Classification
- ONS digitally hard to count
- ONS Paper census requests data set

And, particularly if these are data sets you already have access to, purchased data from:

- CACI's ACORN
- Experian Mosaic

Whilst this data provides a good foundation for understanding the overall geography and demography of digital exclusion, it does not necessarily pick up on distinctive local issues, or the situational effects of digital exclusion. It needs to be complemented by local quantitative and qualitative data.

Generating data:

Whilst most authorities involved in the policy lab undertook some form of residents survey, it is difficult to ensure that such surveys reach the correct respondents when exploring issues of exclusion. This has been exacerbated by the challenge of the COVID-19 pandemic and the restrictions put in place to manage infection rates which made it harder to contact people.

Approaches that policy lab contributors found useful include:

- Using existing household postal surveys to collate household level data from a wide sample of respondents, without any reliance on
- Using community and voluntary sector partners to disseminate surveys and to encourage and support people to respond
- Promoting surveys through libraries and community centres
- Providing call centre staff with stock questions to ask callers to better understand why they are choosing to phone rather than accessing services on-line
- Undertaking targeted telephone surveys of households believed likely to be digitally excluded
- Use of officers out in the community with handheld devices – such as community wardens or COVID wardens – who can complete surveys with people in areas being targeted due to known deprivation or a lack of survey responses from other approaches
- Hosting structured discussions with existing groups and partnerships with relevant interests

Examples of survey questionnaire are used within the toolkit at the end of this report, but key questions to ask are around:

- How frequently do you use the internet?
- How confident do you feel with digital technology
- Do you feel that the equipment you have allows you to use the internet in the way you need to?
- Has the pandemic changed the way that you use digital technology
- What stops you from using the internet?
 - The cost of devices and data
 - The skills and ability to use technology
 - Lack of interest
 - Concerns about privacy and security

Sunderland found that 58% of local respondents felt that they were using the internet more as a result of the pandemic.

It's important that questions don't focus solely on financial and technical barriers. In Cheshire West

the three most common obstacles to digital inclusion raised by respondents were all person-centred issues:

- no interest in the internet
- do not have the skills to use internet
- concerns about privacy/security

It is worth noting that even some respondents who described themselves as internet users also described their devices, broadband or access to data as meaning they were unable to access the internet as they feel they need to.

Promoting Digital Skills:

Digital Skills are essential and a lack of them is a key barrier for many digitally excluded people. Policy lab contributors began by mapping the existing offer, take-up and satisfaction and then identifying gaps. However this was the area most impacted on by the pandemic. As community centres closed and training moved online, providers had to develop new courses to teach digital skills virtually. New cohorts of learners



with specific interests were also created as those on furlough or newly redundant sought to improve their skills.

As a result responses developed through the policy have not been, and could not be, completed systematically and further work is needed to implement training systematically and consistently to start to provide baselines and additional evidence about how to respond.

Providers found that advertising courses as digital skills was less effective. Participants wanted to learn skills for a reason, not as an end in itself. Courses were more popular when advertised against a specific task:

- **employment** - how to find and apply for work digitally;
- **health** - making a virtual GP appt and accessing health support on-line
- **family** - how to support your kids on-line;
- **life on-line**: providing the more general digital skills for those requesting them

Try before you buy approaches have also proved useful, allowing people to try a chromebook, a laptop or a tablet before deciding on which is the right device for them

Access to Devices

A number of authorities have developed schemes to give local people access to devices. Kirklees developed hubs in areas of deprivation, loaning devices to local people who could link with the hubs for skills and connectivity. Next steps will include exploring the potential for a rural hub which will focus on barriers of will and skill rather than affordability.

Try before you buy approaches have also proved useful, allowing people to try a chromebook, a laptop or a tablet before deciding on which is the right device for them. Kirklees have found that Chromebooks are their preferred devices, primarily because of the low maintenance requirements and the ease by which a device can be passed from one user to the next without compromising the privacy and data security of users.

Newcastle developed a useful 'What's In the Box' approach alongside a device loan scheme. Participants were contacted by phone and talked through the process of opening up their new device, plugging it in, charging it, turning it on and then linking it to the internet.

A key learning point is that access is not the same as use. To make the best use of resources, participants need to be contacted during the loan period to check that they are using their device and to offer support to overcome any barriers. A common barrier was found to be people running out of data – as such, where schemes are providing data access as well as devices, it's suggested that the additional cost of unlimited data is a useful investment. An alternative option suggested has been to consider free WIFI hotspots.

Whilst there has been anecdotal feedback on the success of systems, effective systems have not yet been developed to monitor and understand the impact of such schemes on participants.

Learning: Collating and analysing data

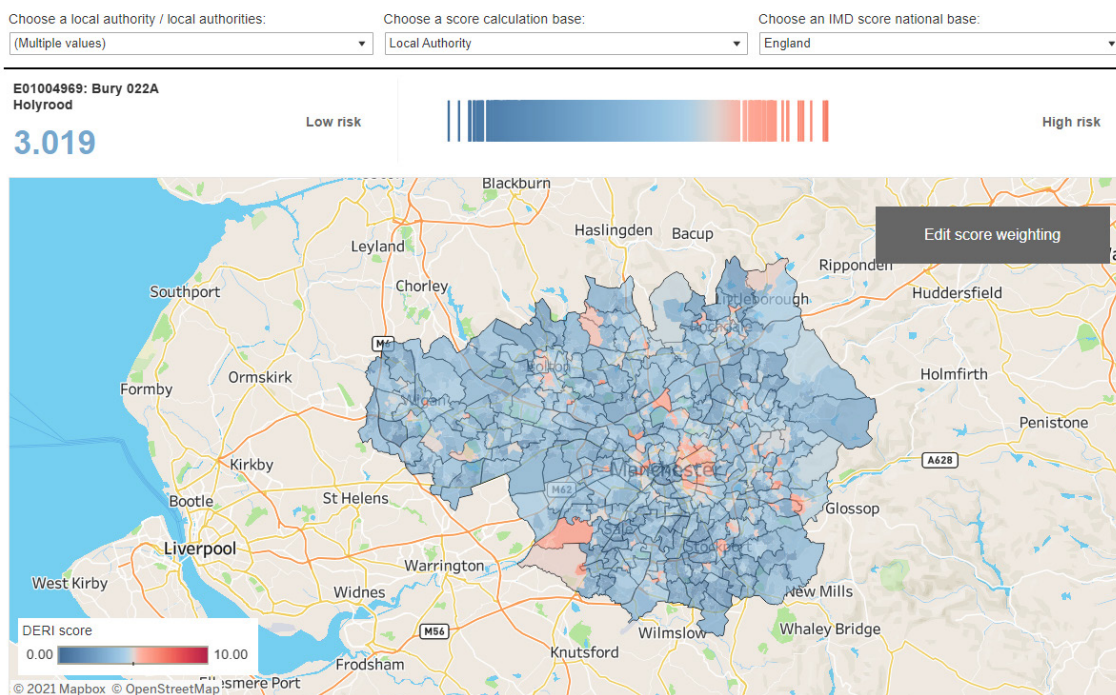
Establishing any digital inclusion initiative requires an evidence base. There are numerous existing resources to draw upon. At first glance it can be difficult to establish which of these are most relevant. Beyond these existing resources, there is much more to be understood about digital exclusion below the borough level. Independent research can shed light on surprising pockets of digital exclusion. Collaboration and deliberation over the methods of understanding digital exclusion will enable us all to build a clearer picture and more effectively tackle the problem.

The Digital Exclusion Risk Index

Approach taken?

We utilised an existing digital exclusion risk index created by Salford City Council, and attempted to expand this to Great Britain. We sought guidance and feedback from users across the country, which helped to formulate what data should be included and excluded in the risk index, as well as how a tool to explore the data could be structured.

Digital Exclusion Risk Index DERI Score



We have iterated the tool and the risk index to incorporate more information; shared each iteration with colleagues from public, private, academic and third sector partners; wrote up and shared notes on the methodology and changes in each iteration; and shared both the datasets and calculated risk index openly online.

The tool and datasets are now all open, with the methodology and data available on GitHub bit.ly/3Gs9a0F, and the tool available on Tableau bit.ly/3uedJJw

What was your experience?

It was useful to share our work out wider than our initial focus of just Greater Manchester. It gave us greater insight as to how people might use the tool – in

particular, the datasets used were on an LSOA basis, while users noted that they would want to be able to see and understand where wards were in relation to the data.



Co-production

The tool was designed with partners from other organisations and parts of the country. Suggestions for different datasets were incorporated and tested across the country.

Expanding beyond Greater Manchester also opened up new conversations about different data access and availability, and the identification of new potential datasets to use. For example, speaking with colleagues in Glasgow highlighted the variance in deprivation indices between the GB nations. This led to a change in the approach of the tool and the dataset to allow for these variations.

Producing something nationally also helped to start wider conversations about how each area

approaches digital inclusion, and provided new ideas about what we might do in Greater Manchester to support digital inclusion.

What was useful about the approach?

The openness of the methodology and tool allowed us to gather feedback from multiple organisations about what did and didn't work. Using Teams video calls also allowed us to see how people used the tool, and allowed us to gauge what changes might be needed.



New models of meeting priority needs

The approach changes the focus from identifying individuals towards understanding the areas of highest risk of digital exclusion. By overlaying this with key priority groups, users can also help to prioritise digital inclusion support for people in the priority groups, who live in areas most at risk of digital exclusion.

What were the challenges you faced?

The main challenges faced were about the methodology and data to use. The CCIN group provided great connections to different places who were considering the same issues as us, and allowed that conversation. Identifying the best datasets to deal with these issues was the most difficult challenge. A key issue was in trying to split out risk of digital exclusion from digital inclusion. Many areas in looking

at mapping digital exclusion had used digital activity as a component of the risk index. However, this digital activity usually came from local, non-consistent datasets (e.g. proportions of residents paying their council tax bill online) or from commercial datasets (e.g. ACORN, MOSAIC). This led to the difficult decision to remove the activity component from the analysis, to ensure that a national dataset could be created that was consistent and open to all.



Innovation

Many councils have considered or attempted to create a risk index, focused on an individual area and using open datasets. GMCA created a national dataset changing the methodology and tool, allowing users to change the priority of different datasets

Reviewing existing data and exploring new data

There is a range of nationally available data, either free-to-use or with an associated cost, which can be used to explore digital exclusion within a borough. What follows is a discussion of the methods Cheshire West and Chester Council (CW&C) and fellow CCIN members used to understand digital exclusion within the borough to support the development of a Digital Programme and Digital Inclusion Strategy.

Acorn

Acorn is a licensed product of CACI which divides UK postcodes into 62 demographic types. Types are formed of households exhibiting similar traits and behaviours, they are classified by the likelihood that households within them possess certain characteristics. Acorn provides a valuable starting point and indicator of where digital exclusion might be found.

Approach taken:

Digital exclusion is not a binary and is often subjective. Cheshire West and Chester chose to define 'digitally excluded' as those households which were 1.5 times more likely than the average to access the internet less than once a month. This produced a list of 11 types, 10 of which were present in the borough. These types presented us with the characteristics we would expect digitally excluded residents to exhibit. Using postcode data, we identified wards which contained the greatest number of households deemed likely to be digitally excluded. (The 11 types were 30, 31, 44, 45, 46, 47, 48, 55, 57, 58, 59)

What was Cheshire West and Chester's experience:

Acorn offers a useful first impression for understanding excluded residents' geographic distribution and demographic profile. However, it is likely that other resources will provide a more accurate account of exactly how many residents are digitally excluded.

What was useful about the approach:

The council was already subscribed to Acorn and insights gathered from the relevant 'types' strengthened arguments made using national research about who in the borough needed support. They suggested that age and deprivation were key factors linked to digital exclusion.

The geographical data was valuable. Postcode data, unlike LSOA-level data, can be shaped into ward-level data. Ward data proved useful for explaining digital exclusion hotspots to stakeholders. Later engagement showed that the proximity of digital support is a major factor determining whether excluded residents will use it. Knowledge about digital exclusion hotspots can be profitably contrasted with the locations of existing support to determine where more attention is required.

What were the challenges Cheshire West and Chester faced:

Acorn's quantitative data is of uncertain value. The need to draw an arbitrary line regarding the likelihood that households possess a certain characteristic introduces ambiguity and may conceal digital exclusion in types which fall below the line. At Cheshire West and Chester we shied away from referencing the number of households which fell into our 10 types.

Consumer Data Research Centre - Internet User Classification

The Internet User Classification (IUC), last updated in 2018, classifies each Lower Super Output Area (LSOA) on a 1-10 scale according to several indicators of internet use. It is a free resource which can be accessed online

What was Cheshire West and Chester's experience:

The IUC proved useful for corroborating the geographic data found through Acorn. However, the IUC's reliance on LSOAs hindered its usage in Cheshire West and Chester. LSOA boundaries do not conform to place names or wards, hence when engaging with stakeholders, it is difficult to explain exactly where support is needed. That said, there are benefits of LSOA-level data which may render this resource more useful for other authorities.

What was GMCA's experience:

The IUC provides a good overview of the socio-demographics of users, but it needs to be put in context. It leads to an estimate of the types of individuals who might need support, but not the overall scale of the problem in Greater Manchester.

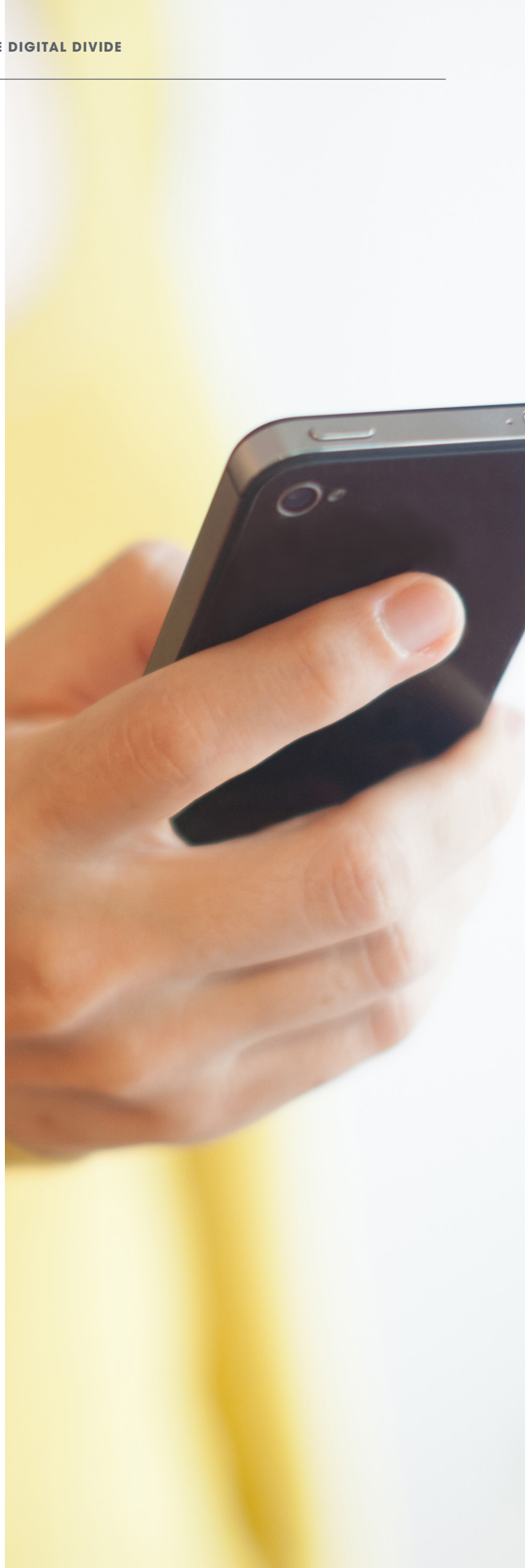
ONS Digitally Hard to Count

Authorities have access to the ONS report prepared for the 2021 census within which LSOAs are rated on a 1-5 'digitally hard to count' scale. The scale was produced using information about driving licence applications (online or on paper), broadband uptake and median age group.

What was Cheshire West and Chester's experience:

Cheshire West and Chester has investigated this data but did not make much use of it. Comparing with Acorn and the IUC, it seems that, perhaps by not explicitly factoring in deprivation, the ONS produced some surprising results. Cheshire West possesses very few "digitally hard to count" LSOAs, with none rated above 4. Among the top 5 we find one area said to primarily contain wealthy families, a fact which does not fit in with our other findings. Among the 135 LSOAs rated 1 on the "digitally hard to count" scale, 27 are rated between 7 and 9 by the IUC.

It is entirely possible that the ONS has uncovered hidden pockets of digital inclusion and exclusion, hence further investigation is needed.



Ofcom Connected Nations reports and data

Ofcom's reports provide insight down to postcode level into the quality of broadband and mobile data connections.

What was Cheshire West and Chester's experience:

This data proved useful for exploring the infrastructure-driven element of digital exclusion. It was used to create a map of "not-spots" to prioritise for broadband rollout.

Digital communities Wales digital exclusion data

Data is available on the spread of digital skills in Wales from the 2020 national survey.

What was Cardiff's experience:

This could provide an insight into the scale of digital exclusion. No information on demographic or geographic location specific to within Welsh regions.

National surveys (Lloyds Bank Digital Survey, Age UK analysis etc.)

Various surveys are available at a national level, offering an insight into the demographics of digital exclusion.

What was GMCA's experience:

GMCA made use of national surveys, taking the percentage of individuals in a particular cohort that were digitally excluded and applying that percentage to the cohort in Greater Manchester (e.g. Age UK estimate of those not online aged 75+, around 85% do not want to be online - we applied this to the GM over 75 population to derive an estimate). While not providing exact scale, the data can be indicative, even if multiplying across different data sources and datasets. Each dataset provided us with potentially more information about the main digitally excluded groups, and our main priority groups.

Other resources

Limited by both time and cost, we could not explore all means of understanding digital exclusion of which we were made aware. Below are additional resources we did not explore but which may be of value.

Like Acorn, Experian Mosaic is a geodemographic segmentation tool, presenting many of the same benefits and drawbacks. As a likely substitute for Acorn, it ought to prove useful.

Data is available from the ONS on which areas saw more requests for paper censuses. No Policy Lab participants explored this data. We would encourage other authorities to investigate.

Conclusion

None of the participants in the Policy Lab felt satisfied with their understanding of digital exclusion. It was felt that numbers alone could not tell the full story. In some cases, a 'names, not numbers' approach is being pursued. Many local authorities and other public sector organisations will hold information as flags on systems or otherwise that indicate a degree of digital exclusion (e.g. contact with the council is by letter; GP note that the patient cannot access online appointments etc). This approach would provide more information to create a more targeted approach between relevant organisations.

Building a response to digital exclusion requires both a top-down and bottom-up understanding of the issue. Acorn data and a residents survey are valuable to understand the size and shape of the problem, but a deeper understanding is invaluable for any digital inclusion programme.

The resources described above were valuable for understanding the geography and demography of digital exclusion. However, they could not provide the nuance necessary to shape an effective strategy. Understanding in detail the difficulties faced by our residents uncovered surprising pockets of exclusion. This required engagement with excluded residents.

Learning: Resident Consultation

Among policy lab participants, residents surveys were the most commonly used method of understanding digital exclusion within a local authority area, far outstripping desk-based research and using existing datasets. They were used to understand the scale, demographics, and geographic distribution of digital exclusion, with varying degrees of success.

Consulting the residents of Cardiff

Approach taken?

Initially conducting a scoping and mapping exercise of individuals digital exclusion needs, Cardiff Council undertook an additional consultation throughout 2021 to analyse the effectiveness of service delivery and if needs remained the same. This included a public consultation delivered over a 4 week period shared with participants engaging with local authority provision. Targeting actively engaging participants led to more participation than the initial consultation. Questions remained similar and provided context in terms of establishing service delivery as part of Cardiff Council's Digital Support team and wider Adult Learning provision. In addition to the work undertaken with engaging individuals, Cardiff citizens were encouraged to partake in the consultation. Just under 1,300 individuals participated in the consultation. The consultation was promoted on the 'Homepage Scrolls' of the Council website and also made available on the Cardiff Research Centre 'Live Consultation' page. There was a dedicated Social Media push using the Council's Facebook and Twitter accounts.

What was your experience?

Initially, aiming to engage with individuals to complete the consultation proved difficult. With

lockdown easing throughout the summer, a semblance of normal service delivery resumed but footfall across local community hubs remained relatively low. Whilst the consultation was live and available across 17 different sites, only 18 individuals completed a paper consultation. Having to adapt our initial thoughts, the service engaged with service users accessing Cardiff LA provision. This led to an uptick in the number of surveys completed.

As part of the consultation some of the key findings included:

- Over two in five (45.4%) use facilities for internet access and 43.7% use provision for Free wifi
- 36.2% of individuals accessing provision would prefer to attend Adult Learning courses in a hybrid manner if digital support was made available.
- 18.1% believe Cardiff LA could deliver further digital support including accredited training, tablet gifting schemes and laptop loan schemes.

What was useful about the approach?

Engaging with participants actively enrolled on services led to the increase in participation. Noticing the failure of the paper consultation, adapting quickly led to the completion of just under 1,300 surveys with many individuals declaring their digital inclusion needs and how they would like to engage with provision. Working with services engaging with local communities led to the participation of a wide spectrum of individuals, particularly across the Southern Arc of the city – most notably known for its deprivation. Working with services who support over 55's, long term unemployed individuals, economically inactive individuals, individuals accessing financial support provision and Adult Learning provision, the consultation reached individuals most likely to face digital barriers.



Democratic Engagement

Local people were engaged through an open consultation primarily focussing on the support local communities would wish to receive from Adult Learning and Digital Support

What were the challenges you faced?

Engaging with individuals to complete the consultation proved challenging. Limited to paper surveys, social media promotion and an online portal, conducting a digital survey on digital deprivation was a difficult challenge.

Establishing a cohort of individuals who were already engaging with provision and willing to complete the consultation was a useful approach. However, this could paint a picture of disparity due to the service individuals were engaging and already requiring support with elements of the consultation. As a case, we still required to engage with a wider group of individuals which was a challenge that was difficult to overcome.

Limiting the number of questions asked on the consultation was another difficult challenge. Trying to scope as much data as possible whilst minimising the response time was a difficult balancing act. This led to the reduction in questions asked.

Consulting the residents of Cheshire West and Chester

Cheshire West and Chester's consultation was three-pronged:

- Specific questions included within the local resident postal survey
- Targeted telephone survey
- Focus Group

Resident survey

Approach taken

Cheshire West and Chester included questions on digital inclusion in our 2019 residents survey, a random postal survey sent out to 16,000 local households with 3,210 returned. Defining 'digitally excluded' as those who described themselves as 'hardly ever' or 'never' accessing the internet, we found that around 7% of adults in the borough were digitally excluded. This is a somewhat different figure to the ONS's 2019 figure

suggesting that 9.4% of the borough's population had not accessed the internet within the last three months. This difference led us to treat the survey's figure with caution.

What was useful about the approach:

Despite the discrepancy with the ONS' figures, the use of the resident survey for providing a whole-borough estimate of the number of digitally excluded residents has one substantial benefit. The survey is easily replicable and will be repeated within a few years, potentially enabling us to measure the impact of our digital inclusion initiative. If we were to reduce the number of excluded residents, we could not see this difference in Acorn, as it uses national data to infer characteristics possessed by similar households, nor could we rely on the IUC, as it is refreshed irregularly. This benefit of independent research cannot be matched by any existing dataset.

This research was most important in shaping our understanding of why residents are not online. We learnt that the three greatest obstacles to digital inclusion were all person-centred issues (no interest in the internet, do not have the skills to use internet, concerned about privacy/security). This led us to design a strategy based on developing digital skills and winning hearts and minds.

We found that around 7% of adults in the borough were digitally excluded

¹ Tom French, Lauren Quinn and Simeon Yates, "Digital Motivation: Exploring the reasons people are offline" (February 2019), (https://www.goodthingsfoundation.org/sites/default/files/digital_motivations_final_0.pdf) (Accessed 09/04/2021).

What were the challenges you faced:

Though data was collected in the survey on other characteristics, it was decided that the response rate was not great enough to draw conclusions about levels of exclusion in certain geographies etc. We considered the residents survey to be complementary to Acorn data, not a substitute.

The survey offered a simplistic view of the causes of digital exclusion. When providing multiple-choice questions, each answer contains innumerable different thoughts and feelings. Research by Liverpool University and the Good Things Foundation found, for example, that among those who say the internet is 'not for me', many are hampered by an aversion to learning new skills, brought about by negative experiences earlier in life. More research was needed to understand such complex attitudes.

Conclusion:

The residents survey provided valuable data on both how many people in the borough were offline and why they were offline. The survey was crucial to the design of our digital inclusion strategy. However, the results it provided were rather simplistic and more information was required to gain support for specific interventions.

Targeted Telephone Survey**Approach taken:**

To better understand why residents were not online, Cheshire West and Chester and our partners, organisations identified as likely to be in contact with digitally excluded residents (primarily housing associations and third sector organisations), conducted a telephone survey. We asked questions of residents who describe themselves as internet users and those who don't.

The survey was crucial to the design of our digital inclusion strategy

What was useful about the approach:

The survey revealed that even among self-described internet users there are likely to be digitally excluded individuals. This was revealed by the question "Do you feel that the equipment you have allows you to use the internet in the way you need to?". Of 118 internet users, 25 stated that their devices or broadband and mobile data connections were insufficient to enable them to access the internet as they feel they need to. Given that these 25 respondents described themselves as internet users, it is likely that they are invisible in local or national statistics that focus on internet usage. Nonetheless they are hindered in their ability to access digital services.

The survey revealed several other important facts. Asking whether residents were aware of digital support in their area provided evidence that greater effort was needed to communicate the availability of support.

What were the challenges you faced:

The information presented by this survey was by no means a representative sample of the borough. It was likely not even a representative sample of digitally excluded residents. Respondents had to already be in contact with one of our partner services and had to be reachable by phone.

Conclusion:

This deep-dive survey was immensely valuable for shaping our understanding digital exclusion in our borough, revealing some surprising information. It has played a key role in shaping our response to the problem. A full version of the survey is attached in the toolkit section of the report.



**Democratic
Engagement**

Engaging with people with lived experience of poverty is actively engaging those most likely to be digitally excluded in developing approaches to promoting inclusion

Focus Group

Approach taken:

Seeking to enhance our understanding of digital exclusion, we worked with our Poverty Inspirers Focus Group to discuss obstacles to digital inclusion. This provided valuable support for our other findings. The issues the group considered most profound were: the high cost of getting online, the difficulties faced when applying for jobs using only a smartphone and mobile data, and concerns about privacy and security preventing residents from engaging in online transactions. In conversations about accessing support, it was agreed that support provided in local, familiar places, like libraries, would be most appealing to excluded residents. Referencing these residents' lived experiences imbued our proposals with much force in discussions with stakeholders.

Consulting the residents of Plymouth

Approach taken?

A questionnaire was developed to find out where and why people were digitally excluded. There is a paper and online version of the form which is included in the toolkit section of this report. The digital version appears on the local authority website and the paper version has been distributed through libraries, charities, housing associations, community trusts and organisations which help people who are vulnerable. These groups were all drawn together through the formation of the Plymouth Digital Inclusion Network. The network helps to share information and respond to requests for help.

Work has started with a local CIC to develop a digital signposting tool which will include an interactive map detailing where and when people can gain access to skills training, devices and or connectivity in their local area.

What was your experience?

During lockdown, it was difficult to distribute as many copies of the survey as we would have liked. The signposting tool is not yet in place but again having the Digital Inclusion Network in place has helped to get messages out to a wide audience quickly.

What was useful about the approach?

The formation of the Digital Inclusion Network has raised awareness and brought together organisations who might not otherwise have known about each other or realised that they shared a common problem. The need for developing skills to access online services was shared for those needing a medical consultation with those looking for work and those who didn't know how to video call their family. Many organisations were happy to take copies and including prepaid envelopes for completed copies. Libraries in particular have played an extremely useful role in handing out copies of the survey and being collection points for collecting completed copies. They are safe, trusted and free spaces which provide all of the various requisites for people to be able to access digital. This has led to the extension of my role as digital inclusion lead and I will be operating from within the library service.

What were the challenges you faced?

It was difficult to recoup as many copies of the survey as we would have liked to give a full reflection of the level of digital exclusion and the reasons but the responses that we did receive followed the national position. Many people were 50+ and in lower income brackets. There was a lack of motivation in the 50+ age range and lack of access to devices.

The creation of the signposting tool has taken longer than anticipated and so it has not been possible to fully explore data on the impact of signposting.



New models of meeting priority needs

The formation of the Digital Inclusion Network to help people as quickly as possible to access devices, connectivity and the skills to be able to operate online. This included the creation of a group of volunteer telephone digital champions

Consulting the residents of Sunderland

Approach taken:

Let's Talk Digital - Sunderland created and launched a Let's Talk Digital Survey across the summer 2021, engaging with residents through face-to-face meetings, consultation events and linking with the

Council's customer service centre and local voluntary and community sector. The Council also worked with their neighbourhood COVID Marshals and the Holiday, Activity and Food programme to ensure the hardest to reach communities were reached and given the opportunity to share their views on all things digital.



Maximising social value

Sunderland Council worked in partnership with Protech, a local company that repurposes ICT equipment and updates software to enable equipment to be re-used

What was your experience?

Positive experience – opportunity to challenge and do something different to make a change for the local communities across Sunderland.

Opportunity to work with partners across the neighbourhoods to ensure we reached as many residents as possible to feed into our Let's Talk Digital consultation. Working across the voluntary sector, link with youth and school holiday providers and even asking the COVID Marshals to help when walking around the area. Everyone enjoyed working altogether on this project as everyone appreciate the mutual benefits. The Customer Service network enjoyed asking residents the survey questions at the end of every customer phone call as most customers who phone the council for support, do so because they are not comfortable undertaking the transactional task online. Therefore, understand why not, is helping the customer service network at the Council to adapt its systems and processes and communications to encourage more residents to go online for service support. They are also signposting residents who are keen to change and get more digital, to the local voluntary sector support which is available.

What was useful about the approach?

Let's Talk Digital – working across all partners to enable the survey to be as far-reaching as possible. The information then collated via the research is informing transformational change and a review of procurement and social value as well as supporting the Voluntary and Community Sector in Sunderland to create an Alliance which maximises their outcomes and ensures all partners engage positively with the sector to support delivery of priorities within neighbourhoods, working hand in hand with communities.

What were the challenges you faced?

Let's Talk Digital – surveying harder to reach communities who are not online. Therefore, significant creative thinking was required to ensure we reached all community groups – digital poverty means just that, residents are not able to access ICT, therefore to ask them how we improve this, we must consult face to face. The way Sunderland Council works across Neighbourhoods with their partners and particularly with the VCS, meant they were able to quickly collaborate and bring resources together to support with the survey. Survey results are being shared with all partners involved as they in turn can use the information to support future projects etc.

Response: digital learning for adults

Digital learning in Kirklees

Approach taken:

Our Adult Learning throughout the pandemic for the year 2020-21 was solely an Online offer. Kirklees Adult Learning is delivered via a subcontracted model mostly from venues out in communities, with lockdown and class size restrictions, this was the only way we could safely deliver. Our curriculum was fed by resident demand during this period with our most popular courses being:

- Mental Health First Aid
- Food Hygiene
- Challenging Behaviour from tots to teens
- Family Learning, Phonics and Maths

The demand for these courses were doubled in comparison to previous years as a direct result of lockdowns and home schooling, a testing time for the family dynamic. Food Hygiene was proportionately affected due to lockdowns/restricted tiers as residents wanted to support their communities and volunteer at foodbanks.

What was your experience?

We engaged 1343 learners in online learning sessions, our retention, pass and achievement have remained consistent with previous years, but our attendance has seen the most impact from online learning. We have found that Online learning for those with access to devices removes more barriers than it creates, it removed childcare and transport barriers and with our device loan scheme we were able to support those who were digitally excluded.

Kirklees Council Adult & Community Learning

	Academic year	Attendance	Delivery
Current Year	2020-21	98%	Full online offer
Previous Academic Years	2019-20	96%	Mixed offer, start of pandemic - Online from March 2020
	2018-19	93%	Classroom - out in the community
	2017-18	93%	Classroom - out in the community

What was useful about the approach?

Online learning has helped us to reach residents who had not previously taken part in adult learning. For residents who were on furlough, they wanted to stay busy and keep mentally active. Having the Food Hygiene course for volunteers supported capacity at many of our foodbanks so that they could remain fully staffed and deliver their aid in a safe way.

What were the challenges you faced?

Some tutors did not have enough IT experience to deliver online. Additional Continuous Professional Development was put on for all tutors including tutorials for interactive learning tools, eg. Padlet, Quizlet, mentimeter etc. Some staff did not have the equipment needed to deliver from home and additional IT resources were needed.



New models of meeting priority needs

Our digital inclusion offer would not have worked without linking technical expertise with wider organisational knowledge of local communities. Digital Inclusion now has a steadfast presence at most council officer meetings and is considered more thoroughly within our approach and how we engage with the public.

Digital Learning in Newcastle

Newcastle developed a useful 'What's In the Box' approach alongside a device loan scheme. Participants were contacted by phone and talked through the process of opening up their new device, plugging it in, charging it, turning it on and then linking it to the internet.

The participants then received twice weekly calls for 8 weeks, during these one hour telephone calls the participants were led through the Learn My Way, Online Basics course. Library accounts were set up for each participant and in sessions seven and eight they were shown how to sign up to the Libby and BorrowBox Apps so that they could download free Ebooks, audio books and magazines.

This easy introduction to the online Learn My Way resource, encouraged the participants to continue to work on their own through the range of Learn My Way courses which were of most relevance to them. 30 Housing Plus residents completed the eight week training, ages ranged from 57 to 90 and most of them lived alone.

The main trend of feedback from participants was that taking part in this programme allowed them to have not only a one-to-one digital learning experience but that they had a twice weekly interaction with someone outside their home, which was so valuable to them during the periods of lock down shielding.

Digital Learning in Plymouth

Approach taken?

For many years prior to lockdown, there were organisations who were helping people to improve their digital skills, to have access to devices and to have access to connectivity. Libraries and community groups in particular provided for all of these requirements. Lockdown revealed just how much people were suffering because of the closure of these buildings. Plymouth City Council decided that the best approach to take to help people was for as many organisations as possible to join forces to provide devices, free data and remote skills training. The intention was also for everybody to be aware of

what help and initiatives were available, to increase the number of people being helped and to reduce duplication.

NHS, GPS, housing associations, local authority departments, charities, community trusts, refugee services, homeless services. All of these organisations and more were approached and asked if they would like to join the Plymouth Digital Inclusion Network. Terms of Reference and governance were drawn up and agreed upon. A newsletter is sent out monthly and there is a quarterly conference.



Social Partnership

Plymouth City council working with local charities, NHS, Community Trusts and community groups to reduce levels of digital exclusion.

What was your experience?

All of the groups who were invited to take part were happy to do so. Some groups are more proactive than others but generally most members of the network have continued to be engaged.

What was useful about the approach?

Everybody has an equal voice and has a way of quickly sending out requests for help and information. Requests for help have come from the local soup run who needed mobile phones for some of their homeless clients, the local rotary club asked for laptops to be distributed to schoolchildren, the local Timebank joined with a community interest company (CIC) to collect and refurbish devices, which have been distributed across the city.



Co-production

Plymouth City council are working with a local CIC to create a digital signposting tool to display where access to devices, training and connectivity can be found.

What were the challenges you faced?

Forming the network meant finding the right people to speak to within many diverse organisations.

Some organisations are less receptive to being part of an organisation which is seen as being run by a local authority. All the way through there has been a lot of reiteration that this is an equal partnership, not a local authority led initiative.

The Plymouth Digital Inclusion Network worked with the Workers Education Association to provide digital skills courses, supported by Lloyds bank providing laptops and data packages for students with issues such as learning difficulties.

During Autumn 2020 1262 students completed courses, with the oldest being a 98 year old looking to develop their skills to enable them to get online. Over Christmas a series of lectures and free activities such as a virtual walk, mince pie and chat were offered to those who were lonely or vulnerable. Over 500 students signed up to attend the lectures.



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Response: Digital Access

Digital Access in Kirklees

Approach taken?

Working collaboratively with local community organisations to develop a number of Digital Hubs in community venues across the local authority area. Digital hubs are spaces where digitally excluded residents could gain access to the internet, devices or skills, including loaning a device (chromebook) and or data.

Our vision was to use Hubs to support our Digital Citizen aspiration - where all residents could gain or improve their digital skills and confidence and become digitally included.

Our hubs were specifically chosen to be in community areas where there is anticipated high digital exclusion, based on Local Super Output Area (LSOA) level information and local knowledge. Community

centres were chosen as they have developed the relationship with their communities over a period of time, it was felt that due to the nature of equipment loans (semi valuable asset) that this relationship was best kept within their local centres to encourage and foster mutual respect and trust.

Council developed processes, training and resources for loaning the equipment.

Support meetings were set up monthly as a forum for hubs to get together to discuss any technical issues, learning and skills needs.

IT colleagues have been instrumental in the implementation of this project, navigating national shortages, licensing and setting devices up to be user ready as well as giving their time and expertise to support meetings.



What was your experience

The pandemic severely hampered the roll out of the Digital Citizen aspiration. All learning was moved online with no face-to-face delivery, for those with no digital skills this reinforced their digital exclusion barrier. All hub activity also stopped. Kirklees as a district was also hampered due to being included in some of the more restricted tiers during 2020 outside of the national lockdown stages. Out of lockdown, Kirklees also had local restrictions due to the Delta variant, nearly all hubs continue to report that residents are still quite nervous about returning to public spaces. This has led to our loaning service being the more predominant digital inclusion activity during this project.

We purchased 200 Chromebooks:-

- 65 reserved specifically to support the unemployed
- 35 reserved specifically to support those with ESOL needs
- 100 to support the remainder of residents digitally excluded

The above devices were purchased for digital hub work, it's important to note as a council we also purchased over 1200 Chromebooks to support our young people excluded from their online learning (in addition to 4800 supplied by DofE), 300 Facebook portal devices so that care home residents (private and public) could stay in contact with their loved ones.

A soft launch of the Digital Hubs saw an initial uptake of the Chromebook loaning offer with steady applications. Our hubs in the south of the district saw more uptake than those in the north partially due to overlaps with Ramadhan and then the concerns with the Delta variant. Activity since September has picked up and is starting to even out.

We had very little data to support our thinking heading into our Digital Inclusion journey, most of our strategy has been based on local intelligence from our VCS and community sector. We anticipated that most of our loans would be to residents from areas of most disadvantage, recent data shows that this is true.

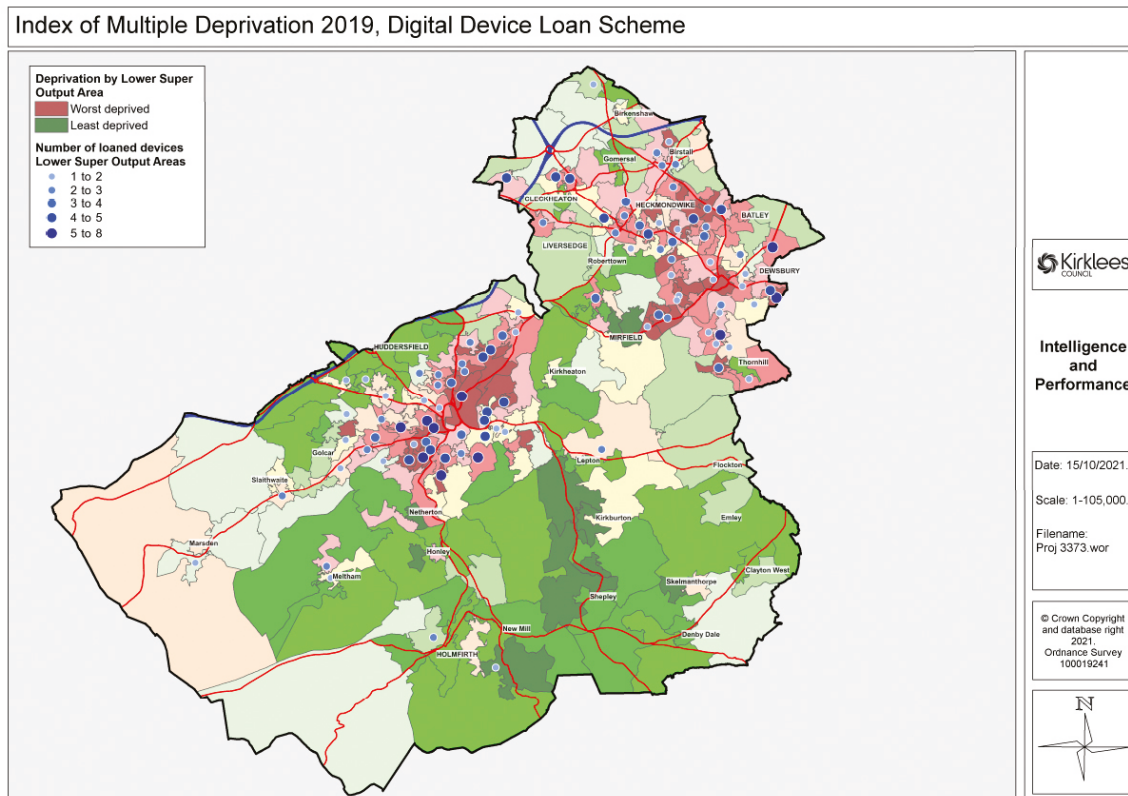
- 81% of loans have been to 30% most deprived LSOA's.
- 31% of loaned devices were for job search purposes
- 56% of loaned devcies were for training/ education/courses/learning
- The response to our question of Are there any reasons that you did not already have access to a device or the internet before this project? Is that affordability is the predominant barrier (80%).



EN arrived from Libya in late 2019. He only had very limited digital access on his phone and he could not access online ESOL classes or even the assessment to get him into the right class. Then COVID hit and he had to wait for restrictions to ease at the end of Lockdown 1 to have a face-to-face assessment. He was put on the list to receive a Chromebook and data dongle and the equipment was delivered to him. Only a week later he gained his Leave to Remain status. Using the equipment, he was able to apply for his bank card and benefits online. Also, being able to use online tools to calculate how much housing benefit he would have meant he also was able to find private accommodation.

Once in his new accommodation, he started his job search and it was not long before he was offered a job at Warehouse.

Without the loan of the equipment EN's outcome could have been very different. The delay in getting his bank card due to face-to-face restrictions in Lockdown 3, not being able to apply for his benefits without his bank card could have left him in a hostel or even homeless. Again, having digital access enabled EN to apply for jobs and very quickly he was offered the job at Warehouse within 3 months of getting his Leave to Remain.



What was useful about the approach

Using our community centres as hubs, and their relationship with those who have loaned equipment has demonstrated that there is a desire to honour the trust in being loaned a semi-valuable piece of equipment. To date we have had only one device that has been misappropriated.

Now that centres are opening up again, having our Digital Cafes as a relaxed informal introduction to digital skills is helping to encourage residents to once again be more social as well as digitally included. We are timing a second soft launch of digital hubs alongside Get Online Week.

Digital Inclusion for the last 18 months has been a hot topic, the pandemic expedited our Digital Inclusion offer. A number of DI partnerships have been established and will remain as Kirklees recognises the vital role DI has with our residents.

What were the challenges you faced

Initially Chromebooks proved more challenging technically with our Hub Coordinators than anticipated, quite different to a standard laptop. This was remedied through extra and one to one technical support sessions.

Covid has been a major challenge, we have been unable to put on skills course for those with no skills. Chromebooks had to be issued using appropriate developed protocols. Some learners with few skills did loan equipment and were supported via telephone so that they could access their online learning courses, which is the number 1 reason people wanted to loan equipment, outside of the specialised employment support offer.

Staff internal and partners external have gone above and beyond to support residents though phone calls, dropping off equipment and generally supporting residents during their digital journey.

We have given data (MiFi dongles) to those who were excluded due to data poverty. Our learning curve here was not to cap data, learning online can take up a significant amount of data, we found this was used much too quickly and wanted residents to have the full benefits of having a digital device. Not to be used just for learning but for the wider aspects too, shopping, social media, entertainment etc. Unlimited data options were sought at maximum of 3 months, with the option to extend if needed.

Digital Access in Sunderland

Approach taken?

In March 2021, East Sunderland Area Committee approved funding to implement the Go! Get Online project, which involves The Box Youth and Community Project, Back on the Map, Sunderland Bangladesh International Centre, St Marks Community Association and Blue Watch Youth Centre delivering a mixture of community development methods to target people most excluded due to the digital divide, these are: young people, low income families, unemployment, people with learning disabilities and BAME communities. In addition, the City Council's first Recycling Tech Appeal was launched which is a partnership between the Council and Protech, enabling all Sector's (including resident's) to donate old desktops and laptops which will then be upcycled and moved onto the Voluntary Sector at low prices.

What was your experience:

Opportunity to really think about social value from contracts – rather than just a tick box exercise, really working hard to maximise value through procurement to support communities. Working with Protech in such a targeted and coordinated way has enabled the Council to think wider with regard to corporate social responsibilities and how investments and procurement play a significant part in strengthening communities. Businesses want to support their local communities, but they often find it difficult to understand how to engage. This project has enabled the council to streamline its information and coordination activities across the city to maximise outputs from social value added to contracts and investments.

What was useful about the approach:

During April – July, the Go! Get Online programme has created 15 fully accessible Digital Community Hubs, with 198 new individuals having access to 1-2-1 personal digital support (in addition to 665 existing customers – total 863 in East Sunderland), 5 volunteers have been recruited to act as ICT Buddies supporting paid staff bridge the digital divide and develop digital skills and knowledge.

From August 2021, the Go! Get Online Recycling Project saw its first orders being placed by 12 voluntary and community groups from the City, which included 81 laptops and 51 desktops being upcycled and moved on to support the City's most vulnerable groups. The most popular beneficiaries are low income families and older people. The total value of the digital devices was £15,840. As awareness of the ICT recycling project has increased, other suggestions have been made from local community groups and charities, to expand the digital offer to include tablets and projectors. This element will be included from October 2021, which all goes towards narrowing the gap between societies digital excluded communities.

What were the challenges you faced:

resources initially to manage the project alongside other commitments and priorities as well as encouraging businesses and residents to donate their unwanted ICT kit. However the outcomes have surpassed initial predictions and the learning is informing future digital projects to reduce digital poverty.

For further information go to: <https://bit.ly/3GdmCVR>

The first 10 of more than 130 laptops donated by Sunderland City Council to help kick-start the online tech scheme, were handed over to Uplift Associates and are already being put to good use.

The City Council is encouraging other private and public sector organisations across Sunderland to donate equipment they no longer need to the online tech appeal. Members of the public can also donate unwanted devices to the appeal at secure donation points across the city.

Once wiped clean, restored to its factory settings and upgraded with Microsoft Office by Protech ready to be sent to its new home, the computer equipment is offered for sale at the low cost of £120 including VAT to registered charities and eligible VCS organisations which are members of the city's VCS Area Networks. This allows them to be distributed and shared with digitally excluded people/households at the same time as providing support to residents to improve their digital skills.

Other useful guides

Digital Inclusion Kit

Croydon and Leeds Councils were funded by the Ministry of Housing, Communities and Local Government to produce a really useful digital inclusion toolkit which is at digitalinclusionkit.org – Increasing digital inclusion for everyone

100% Digital Leeds

The 100% Digital Leeds programme is working to make Leeds the most digitally inclusive city for everyone. Their website includes information on their work and approach, case studies, and the support available to both local organisations and people.

Good Things Foundation

The Good Things Foundation are a social change charity seeking to help people improve their lives through digital. They produce an annual digital nation infographic and are the people behind get online week and learn my way, which has free courses to help people to learn digital skills to stay safe and connected.

Lloyds Consumer Digital Index and Essential Digital Skills Report

Lloyds Banking Group produce the Consumer Digital Index and Essential Digital Skills Report each year - the former is the UK's largest measure of digital and financial lives, which was published for the sixth time in May 2021. The latter is the UK's digital skills benchmark, measuring the basic tasks needed to access the online world, and the essential digital skills needed for life and work. Lloyds Bank commission this report on behalf of the Department for Education and to date over 12,000 individuals have been interviewed.

LGA Digital Inclusion Programme

The Local Government Association runs a Digital Inclusion Programme that supports 10 councils to work with specific cohorts of residents to support those who haven't had the skills, confidence or infrastructure to go online so they can benefit from the potential for digital tools and solutions to contribute to improving life outcomes.



Contributors Contact Details

The table below sets out the key contributors to the report, links to each organisation's digital inclusion webpages and useful contacts within each organisation.

Contributor	Website	Contact Name	Contact
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The Toolkit

Digital Exclusion Risk Index

The Digital Exclusion Risk Index tool and datasets are now all open, with the methodology and data available on GitHub bit.ly/3GhxamK

and the tool available on Tableau bit.ly/3GdNrsT

Residents Survey Questions – Cardiff Council

City of Cardiff Council Adult Learning Survey

We would like to understand how you use the current Adult Learning service in Cardiff.

Q1 Have you attended an Adult Learning course previously?

☐ Yes ☐ No

Q1a If yes, which Adult Learning Programme have you attended?

- ☐ Learning for Work
☐ Learning for Life
☐ DICE (Disability Inclusion in Community Education)
☐ Youth Courses
☐ Digital Support Services
☐ Not sure

Q5a How many Digital Support courses have you attended in the past 3 years ?

☐ 0 ☐ 1-2 ☐ 3-5 ☐ More than 5 ☐ Not sure

Q5b On a scale of 1 to 5 (1 being Not Satisfied and 5 being very Satisfied); how happy were you with the:

Course content ☐ Tutor ☐ Location ☐

Q6 Have you attended training in the Severn Road Learning Centre, in Canton?

☐ Yes ☐ No ☐ Not Sure

Q6b If yes, what other services did you use in the centre?

☐ Café ☐ Digital Support ☐ Internet Access ☐ Free Wifi

☐ Other, please specify

Q7 Would you like to see an increase in Digital services delivered by Adult Learning

☐ Yes ☐ No ☐ Not Sure

Q8 As part of this change we are moving away from standalone buildings, as part of this Severn Road would

Continued...

close, this would protect courses and reduce costs. Do you have comments on this change ?

.....

.....

.....

Q9 Would you prefer to learn digitally/online, face to face, or a mixture of both?

- ☐ Online with tutor present ☐ Face to face ☐ Mixture of both ☐ Tutorial (such as YouTube)

Q12 Is there any specific training you would like to see Adult Learning deliver, that is not currently offered?

- ☐ SIA Training
- ☐ Basic Skills
- ☐ Accounting/Bookkeeping
- ☐ CSCS Construction Card / other construction qualifications
- ☐ HGV Drivers Licence / other driving qualifications
- ☐ Personal Trainer
- ☐ Teaching Assistant
- ☐ Moving & Handling (All Wales Passport)
- ☐ Digital Support Training
- ☐ How to use a tablet
- ☐ Microsoft Office packages
- ☐ ICDL
- ☐ Other, please specify

Q13 What other services would you like to access whilst you are in the building to attend training?

- ☐ Nothing additional, just training
- ☐ Self-service:
free wifi, free internet access, free phone, waste/recycling bags
- ☐ Library services;
storytime, borrow books, quiet place to learn/work, newspapers/magazines
- ☐ Advice/information services;
housing advice, consumer advice, benefit advice, health advice, advice about other council services, advice from other organisations such as Citizens Advice, budgeting and debt advice, advice about fuel/water bills.
- ☐ Youth services;
Learning coach support, junior youth club, senior youth club etc
- ☐ Employment support;
job club, CV workshop, jobsearch/applying for work
- ☐ Digital Support:
access to digital devices (Tablet Gifting Scheme), Digital drop in surgeries, coding, Video Editing, Cyber Security, Web Design, Google Digital Garage, Microsoft Azure
- ☐ Other facilities/events;
community events, support group meetings, community meetings

Resident Survey Questions – Cheshire West and Chester

Introduction

Cheshire West and Chester Council are working with local communities and organisations to understand why some residents are not online. The Council and its partners would like to understand what could be done to help people to get online by asking residents to fill in this survey. The information provided will be shared and published to ensure it can be used to support individuals who are not online in Cheshire West and Chester.

1. How do you find out what is happening in your local area? (Tick all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Local newspaper | <input type="checkbox"/> Council website |
| <input type="checkbox"/> Social media | <input type="checkbox"/> Council building |
| <input type="checkbox"/> Talking Together | <input type="checkbox"/> From a councillor |
| <input type="checkbox"/> Friends and family | <input type="checkbox"/> Radio |
| <input type="checkbox"/> Internet | <input type="checkbox"/> Library |
| <input type="checkbox"/> Other (please specify): | |

2. How frequently do you use the internet?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> About once a day or more | <input type="checkbox"/> Once a month |
| <input type="checkbox"/> Every other day | <input type="checkbox"/> Hardly ever |
| <input type="checkbox"/> Twice a week | (continue to Q6) |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Never |
| <input type="checkbox"/> Once a fortnight | (continue to Q6) |

3. What do you use to access the internet? (Tick all that apply) (If answer to Q2 is not “Hardly ever” or “never”)

- | | |
|---------------------------------|---|
| <input type="checkbox"/> Laptop | <input type="checkbox"/> Smart TV |
| <input type="checkbox"/> Tablet | <input type="checkbox"/> Smart Assistant e.g Alexa, Google Home |
| <input type="checkbox"/> Mobile | <input type="checkbox"/> Other (please specify): |

4. Do you feel that the equipment you have allows you to use the internet in the way you need to? (If answer to Q2 is not “Hardly ever” or “never”)

- ☐ Yes (end survey)
- ☐ No
- ☐ Other (please specify):

5. Why do you feel the equipment you own does not allow you to use the internet in the way you need to?
(If answer to Q4 is "No" or "Other")

.....

.....

6. What stops you from using the internet? (If answer to Q2 is "Hardly ever" or "never")

- | | |
|---|--|
| <input type="checkbox"/> No interest in the internet | <input type="checkbox"/> Equipment to access the internet costs too much |
| <input type="checkbox"/> Do not have the skills to use the internet | <input type="checkbox"/> Poor internet service |
| <input type="checkbox"/> Concerns about privacy / security | <input type="checkbox"/> Disability prevents me using the internet |
| <input type="checkbox"/> Data / broadband to access the internet costs too much | <input type="checkbox"/> Lack of support in my local area |
| | <input type="checkbox"/> Other (please specify): |

.....

.....

7. Do you feel as though you miss out on anything from not being online? (If answer to Q2 is "Hardly ever" or "never")

- ☐ Yes ☐ No (continue to Q9)

8. What do you feel you miss out on? (If answer to Q7 is "Yes")

- | | |
|---|--|
| <input type="checkbox"/> Social interaction | <input type="checkbox"/> Events and activities |
| <input type="checkbox"/> Information about services | <input type="checkbox"/> Training |
| <input type="checkbox"/> Entertainment | <input type="checkbox"/> Searching for jobs |
| <input type="checkbox"/> Updates in the community | <input type="checkbox"/> Searching for volunteer opportunities |
| <input type="checkbox"/> Other (please specify): | |

.....

.....

9. Do you feel as though there are people you could ask within your local community to help you get online? (If answer to Q2 is "Hardly ever" or "never")

- ☐ Yes – but I would not know how to approach them ☐ Yes – but the support they offer does not suit my needs
- ☐ No ☐ Other (please specify):

.....

.....

10. Would you be interested in getting online, if so, what would get you interested in getting online? (tick all that apply) (If answer to Q2 is "Hardly ever" or "never")

- | | |
|--|---|
| <input type="checkbox"/> No | <input type="checkbox"/> Group session in the local community |
| <input type="checkbox"/> Equipment Loan | <input type="checkbox"/> Telephone support when setting up |
| <input type="checkbox"/> 1:1 session with a digital champion | <input type="checkbox"/> Ongoing telephone support |
| <input type="checkbox"/> Other (please specify): | <input type="checkbox"/> Physical Training Guide |

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Resident Survey Questions – Newcastle Council

Let's Talk Digital Survey 2021

Can you help Newcastle City Council find out more about what we need to do to make access to the internet easier for our residents?

Answering the questions below will help us gather valuable information that we can use to make a start.

About going online

1. Do you have an email address? ☐ Yes ☐ No

2. Do you use your email address? ☐ Yes ☐ No

3. Have you got broadband (an internet connection like Sky, BT, Virgin etc) in your home?

☐ Yes ☐ No ☐ Don't know

4. Do you have access to free Wi-Fi where you live? ☐ Yes ☐ No ☐ Don't know

5. If you do access free Wi-Fi, where do you go to do this?

☐ Library

☐ Bus or transport Hub

☐ Café/restaurant

☐ Community Centres

☐ City Centre Hotspot Points

☐ Other

6. Do you have a mobile phone? ☐ Yes ☐ No

7. Do you have any type of device that you can use consistently and reliably to connect to the internet - if so, what is it? (You can choose more than one)

☐ Smartphone (a mobile phone that connects to the internet)

☐ Computer

☐ Laptop

☐ Something else (please describe this)

☐ Tablet

☐ Smart TV

☐ I don't have any device that can connect to the internet

8. How would you describe your digital skills? You can choose more than one)

☐ I don't know how to use the internet

☐ I am not interested in learning how to use the internet

☐ I can contact my GP online

☐ I can do online mobile banking

☐ I can shop online

☐ I can update my Universal Credit journal online

☐ I can video-call my family and friends (Zoom, WhatsApp, Skype, Google Meet, etc)

☐ I can download a book/magazine from the internet

☐ I know how to use Google Docs

☐ I know how to use Word to create documents

☐ I can complete an online form

☐ I use email to communicate online

☐ I use Facebook, Twitter, Instagram or Snapchat to contact my friends and family

☐ I use the internet to read the news

☐ I use the internet to search for jobs

☐ I use the internet to look up my interests and hobbies

☐ Someone else helps me to use the internet

☐ I would like to learn more about how to use the internet

Continued...

9. What are the main barriers to you using the internet more?

- ☐ Cost ☐ Knowledge and training
☐ Confidence ☐ Other
☐ Privacy concerns

10. How confident do you feel using the internet on your own? ☐

Sliding scale 1 not very confident 10 very confident

About you

Please answer these questions, which will help us to see if there are differences between the views and experiences of different people in the survey. All the information you give will be kept completely confidential and you cannot be identified from your answers. We will not share your answers with anyone else, or use them for any reason other than helping us understand how different groups of people in Newcastle think about going online. You do not have to answer these questions, but it would be very helpful for us if you do.

11. How old are you?

- ☐ Under 16 ☐ 56-65
☐ 16-25 ☐ 66-75
☐ 26-35 ☐ 75 or above
☐ 36-45 ☐ Prefer not to say
☐ 46-55

12. What is your gender?

Male

Female

Prefer not to say

Prefer to self-describe:

13. To which of these groups do you consider you belong?

- ☐ White or White British ☐ Mixed ethnicity
☐ Asian or Asian British ☐ Another ethnic group – please describe this:
☐ Black or Black British
☐ Chinese ☐ Prefer not to say

14. Do you have a disability or a long-term health condition that affects your life?

- ☐ Yes ☐ No ☐ Prefer not to say

15. Which of the following would best describe you?

- Employed full-time (including self-employment) Not in paid work due to caring responsibilities
 Employed part-time (including self-employment) Raising a family or looking after the home
 In full- or part- time education or training Retired
 Not in paid work and looking for work Doing voluntary work
 Not in paid work due to illness or disability Other

16. What is the first part of your Post Code?

(We are asking this so that we can see whereabouts in Newcastle people answering the survey live.)

- | | |
|------------------------------|-------------------------------|
| <input type="checkbox"/> NE1 | <input type="checkbox"/> NE6 |
| <input type="checkbox"/> NE2 | <input type="checkbox"/> NE7 |
| <input type="checkbox"/> NE3 | <input type="checkbox"/> NE13 |
| <input type="checkbox"/> NE4 | <input type="checkbox"/> NE15 |
| <input type="checkbox"/> NE5 | |

Do you have any children under 18 living with you? ☐ Yes ☐ No

Do you own your own home? ☐ Yes ☐ No

If your home is rented, who is the rent paid to?

- ☐ Private Landlord
- ☐ Council
- ☐ Housing Association
- ☐ Other

Thank you for giving us your views. We will use your answers to help understand how people in Newcastle go online, and what digital skills people in our areas have. You can find out more about how we will do this by emailing us Getonline@newcastle.gov.uk or calling [0191 277 4100](tel:01912774100).

If you want to know how we can help you to get online and use the internet give us a call on [0191 277 4100](tel:01912774100) or look on our webpage bit.ly/35CVZx3

Resident Survey Questions – Plymouth Council

Getting online - a survey

There are lots of benefits to being online, but over 20,000 people in Plymouth have never used, or are not regular users of the internet.

As organisations such as retailers, banks, housing providers, healthcare providers and public sector bodies move to online services, having the right skills and internet access is becoming increasingly important.

During the Covid-19 lockdown, being online helped many people to stay in contact with family and friends, to keep up to date with the latest information,

and to carry out day to day tasks like food shopping and managing health conditions.

Plymouth City Council is working with partners across the city to better understand why people aren't benefitting from the advantages the internet offers. By understanding your reasons for not being online we can identify what (if any) help you might need. We'd be grateful if you could complete the following questionnaire. You do not have to give us your personal details, unless you wish to do so. However, if you do provide us with your details you'll be entered into a prize draw to win a Galaxy A40 Smartphone.

Q1 Have you used the internet (either with computer/tablet or a smartphone) in the last 3 months?

☐ Yes ☐ No

Q2 If you answered 'No' to Q1 please tick which of these reasons apply (you may tick as many boxes as you like)

- | | |
|--|---|
| <input type="checkbox"/> I can't afford the cost of an internet connection at home | <input type="checkbox"/> I don't trust the internet |
| <input type="checkbox"/> I have a mobile phone/tablet but I have a very limited data allowance and I can't afford more | <input type="checkbox"/> I have a disability that makes it hard for me to use a computer/internet |
| <input type="checkbox"/> I don't have a device I can access the internet with (computer/tablet/smartphone) | <input type="checkbox"/> I don't need to use the internet/use it very often |
| <input type="checkbox"/> I don't have the skills to get online | <input type="checkbox"/> I'm just not interested in going online |
| | <input type="checkbox"/> Other (Please expand) |

Q3 If you answered 'yes' to Q1, please tell us what you used the internet for (you may tick as many boxes as you like)

- | | |
|---|---|
| <input type="checkbox"/> To use social media | <input type="checkbox"/> To access a public service (council) |
| <input type="checkbox"/> To do online shopping | <input type="checkbox"/> To access a public service (non-council) |
| <input type="checkbox"/> To pay a bill | <input type="checkbox"/> To find something out |
| <input type="checkbox"/> To send/receive emails | <input type="checkbox"/> To make a complaint or report an issue |
| <input type="checkbox"/> To make a Skype/Zoom or similar call | <input type="checkbox"/> To make an enquiry |
| <input type="checkbox"/> To play a game | <input type="checkbox"/> Online banking |
| <input type="checkbox"/> Other (Please expand) | |

Q4 What do you think organisations could do to help people in the area where you live to get online? (You may tick as many boxes as you like)

- | | |
|--|---|
| <input type="checkbox"/> Run free IT training courses for people locally | <input type="checkbox"/> Work with suppliers locally and nationally to bring the cost of data and broadband packages down for people |
| <input type="checkbox"/> Provide more free to use computing facilities locally (e.g. in Libraries/Community Centres) | <input type="checkbox"/> Put me in touch with a volunteer in my area who can give me advice about getting online or help me with IT issues. |
| <input type="checkbox"/> Provide free or subsidised devices for people who would struggle to buy one otherwise | |
| <input type="checkbox"/> Other (Please expand) | |

.....

Q5 What is your postcode?

.....

Q6 Would you be interested in getting any help from PCC or partners with getting online or using IT equipment?

☐ Yes ☐ No

If you answered 'Yes' – please provide us with your name, address and a contact number below to allow us to get in touch with you about this later.

This information will be used solely for the purpose of helping us to design services which will could help you and others get online and to enter you into the prize draw.

Full name

.....

Address

.....

.....

Contact number

.....

How we will use your data

If you would like to be entered into a Prize Draw to win a Galaxy A40 smartphone phone kindly donated by BT, please provide us with your personal information in Q6.

Disclaimer: Please be aware that if you provide this information to us, PCC will take this as permission to use your data to help us design future services and schemes in our area that will help tackle digital exclusion. If you do not want your personal information used in this way, please do not complete this section.

The winner of the prize draw will be announced at the end of January 2021.

DATA PROTECTION NOTICE

Information given on this form will be used to provide feedback to Plymouth City Council. Your personal details will remain confidential and information will be securely kept by Plymouth City Council.

Continued...

How would you describe your ethnicity or cultural origin?

- | | |
|---|--|
| <input type="checkbox"/> White – British | <input type="checkbox"/> Mixed – White and Black Caribbean |
| <input type="checkbox"/> Any other Mixed Background | <input type="checkbox"/> Bangladeshi |
| <input type="checkbox"/> African | <input type="checkbox"/> Any other Group |
| <input type="checkbox"/> White – Irish | <input type="checkbox"/> Mixed – White and Black African |
| <input type="checkbox"/> Indian | <input type="checkbox"/> Any other Asian or Asian British |
| <input type="checkbox"/> Any other Black or Black British | <input type="checkbox"/> Mixed – White and Asian |
| <input type="checkbox"/> White – Any other White background | <input type="checkbox"/> Caribbean |
| <input type="checkbox"/> Pakistani | <input type="checkbox"/> Rather not say |
| <input type="checkbox"/> Chinese | |

Are you: male or female?

- ☐ Male ☐ Female ☐ Rather not say

What is your age?

- | | |
|--------------------------------|---|
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 45-59 |
| <input type="checkbox"/> 25-34 | <input type="checkbox"/> 60+ |
| <input type="checkbox"/> 35-44 | <input type="checkbox"/> Rather not say |

Residents Survey Questions – Sunderland Council

Let's Talk Digital Survey 2021

About going online

Do you have an email address? ☐ Yes ☐ No

Do you use your email address? ☐ Yes ☐ No

3. Have you got broadband (an internet connection like Sky, BT, Virgin etc) in your home?

☐ Yes ☐ No ☐ Don't know

4. Do you have access to free Wi-Fi where you live? ☐ Yes ☐ No ☐ Don't know

If you do access free Wi-Fi, where do you go to do this?

- | | |
|---|---|
| <input type="checkbox"/> Library | <input type="checkbox"/> Café/restaurant |
| <input type="checkbox"/> Bus or transport Hub | <input type="checkbox"/> Community Centres |
| <input type="checkbox"/> Other (please describe | <input type="checkbox"/> City Centre Hotspot Points |

Do you have a smart phone? ☐ Yes ☐ No ☐ Don't know

Do you have any type of device that you can use to consistently and reliably connect to the internet – if so, what is it? (You can choose more than one)

- | | |
|--|---|
| <input type="checkbox"/> Smartphone (a mobile phone that connects to the internet) | <input type="checkbox"/> Smart TV |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Something else (please describe this) |
| <input type="checkbox"/> Laptop | <input type="checkbox"/> I don't have any device that can connect to the internet |
| <input type="checkbox"/> Tablet | |

How would you describe your digital skills? You can choose more than one)

- | | |
|---|--|
| <input type="checkbox"/> I don't know how to use the internet | <input type="checkbox"/> I can complete an online form |
| <input type="checkbox"/> I am not interested in learning how to use the internet | <input type="checkbox"/> I use email to communicate online |
| <input type="checkbox"/> I can contact my GP online | <input type="checkbox"/> I use Facebook, Twitter, Instagram or Snapchat to contact my friends and family |
| <input type="checkbox"/> I can do online mobile banking | <input type="checkbox"/> I use the internet to read the news |
| <input type="checkbox"/> I can shop online | <input type="checkbox"/> I use the internet to search for jobs |
| <input type="checkbox"/> I can update my Universal Credit journal online | <input type="checkbox"/> I use the internet to look up my interests and hobbies |
| <input type="checkbox"/> I can video-call my family and friends (Zoom, WhatsApp, Skype, Google Meet, etc) | <input type="checkbox"/> Someone else helps me to use the internet |
| <input type="checkbox"/> I can download a book/magazine from the internet | <input type="checkbox"/> I would like to learn more about how to use the internet |
| <input type="checkbox"/> I know how to use Google Docs | |
| <input type="checkbox"/> I know how to use Word to create documents | |

Continued...

What are the main barriers to you using the internet more?

- ☐ Cost ☐ Privacy concerns
- ☐ Confidence ☐ Knowledge and training
- ☐ Other please explain

How confident do you feel using the internet on your own?

Sliding scale 1 not very confident 10 very confident

About you

Please answer these questions, which will help us to see if there are differences between the views and experiences of different people in the survey. All the information you give will be kept completely confidential and you cannot be identified from your answers. We will not share your answers with anyone else, or use them for any reason other than helping us understand how different groups of people in Sunderland think about going online. You do not have to answer these questions, but it would be very helpful for us if you do.

How old are you?

- ☐ Under 16 ☐ 56-65
- ☐ 16-25 ☐ 66-75
- ☐ 26-35 ☐ 75 or above
- ☐ 36-45 ☐ Prefer not to say
- ☐ 46-55

What is your gender?

- ☐ Male ☐ Prefer not to say
- ☐ Female ☐ Prefer to self-describe:

To which of these groups do you consider you belong?

- ☐ White or White British ☐ Mixed ethnicity
- ☐ Asian or Asian British ☐ Prefer not to say
- ☐ Black or Black British ☐ Another ethnic group – please describe this:
- ☐ Chinese

Do you have a disability or a long-term health condition that affects your life?

- ☐ Male ☐ Female ☐ Prefer not to say

Which of the following would best describe you?

- ☐ Employed full-time (including self-employment) ☐ Not in paid work due to caring responsibilities
- ☐ Employed part-time (including self-employment) ☐ Raising a family or looking after the home
- ☐ In full- or part- time education or training ☐ Retired
- ☐ Not in paid work and looking for work ☐ Doing voluntary work
- ☐ Not in paid work due to illness or disability ☐ Other (please describe this)

What is the first part of your Post Code? (We are asking this so that we can see whereabouts in Sunderland people answering the survey live.)

.....

Do you have any children under 18 living with you? ☐ Yes ☐ No

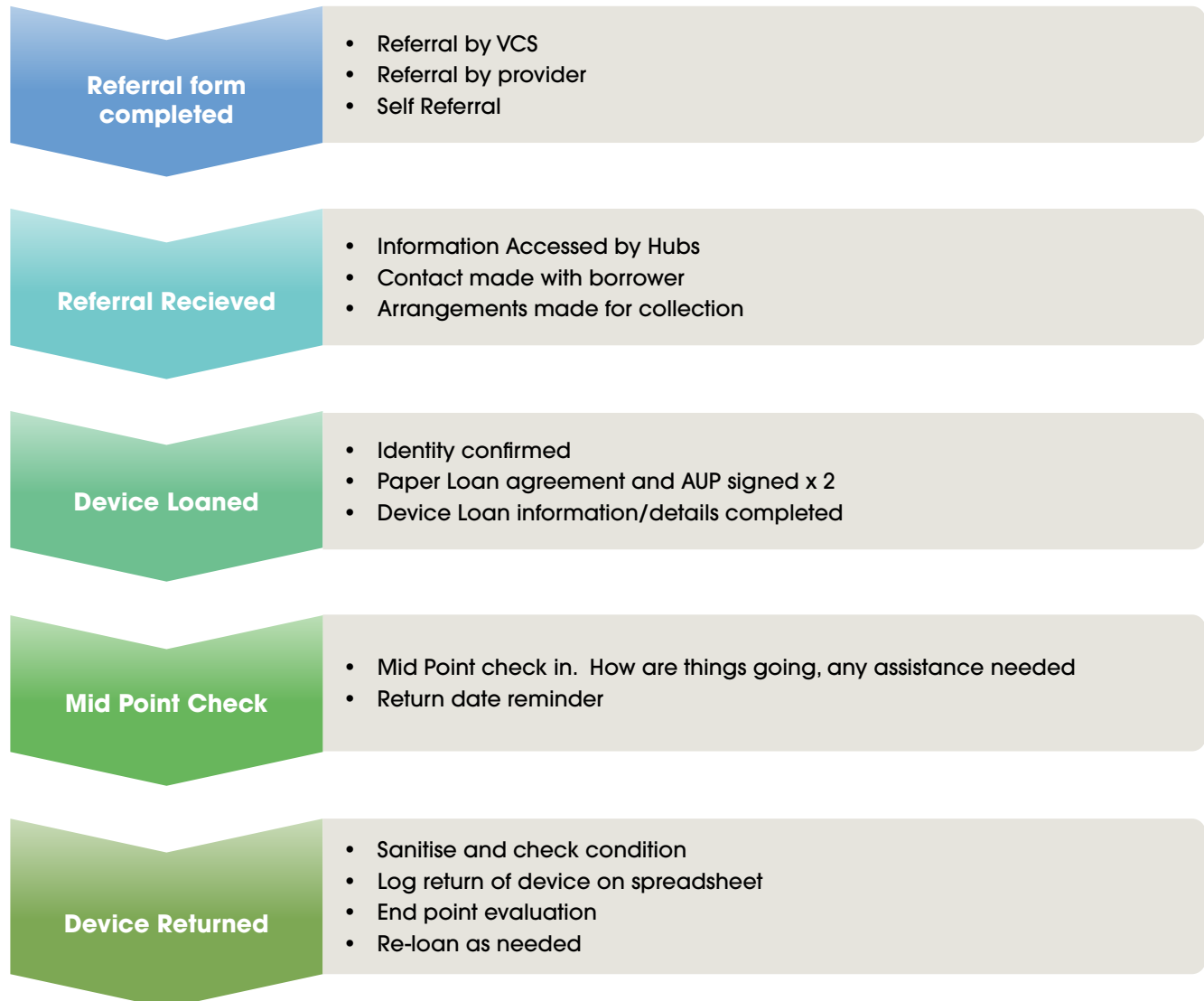
Thank you for giving us your views. We will use your answers to help understand how people in Sunderland go online, and what digital skills people in our areas have. You can find out more about how we will do this by: [link at website](#)

If you live in Sunderland and you want to know how we can help you to get online and use the internet give us a call on [0191xxxxxx](#)

We can add links here to relevant services?

Digital Device Lending

Kirklees device loan process and forms



Digital Device Lending

Which device?

Over 18 months, Kirklees have deployed 1889 Chromebooks and four Chrome boxes. All but 74 Chrome Books have been for members of the Public to use, either in a shared/community space (e.g library, community Hub) or their home. The 4 chrome boxes have been introduced to test proof of concept and are being seen as a longer term replacement to desk top PC's in libraries.

Why Chromebooks have been the preferred device:

- Secure cloud management of devices
- Device auto updates security settings monthly
- No risk of virus or malware
- Devices blank every session
- Supports rapid deployment
- Minimal support requirement
- No accounts or password to manage
- Device locally frozen if stolen
- Supports demand around digital inclusion
- More affordable

Essentially the key strengths are the low maintenance requirements and the ease by which a device can be passed from one user to the next without compromising the privacy and data security of users.

Managing the devices via **Guest Sessions** also supports additional benefits:

- **Flexible** – Organisations can leverage the same devices for managed guest sessions and a session using identity depending on the use case
- **Secure** – Multiple users can share a device while data stays private and secure. With ephemeral mode enabled, no data remains at the end of each session.
- **Manageable** – Fully manageable with 200+ policies across hardware, applications and the operating system
- **Browser** – Manage all Chrome apps, extensions and network certificates
- **User experience** – Auto-launch specific websites, force install apps and extensions and set wall paper to match your brand
- **Hardware Restrictions** – OS-level disabling of hardware like USB file storage, webcam, microphone, and speakers
- **Session Duration** – Set session length and time out configurations

Kirklees also added content management filtering (using the GATS Shield product which was licenced annually per device (Enterprise £12.50; Education £2.50). Anecdotally there has been lots of positive feedback from scheme co-ordinators about the value/impact that users have experienced from having access to a digital device.

Digital Inclusion Partnership Terms of Reference

Cheshire West and Chester

The digital inclusion partnership, called the Connected Communities Partnership, meets quarterly and works collaboratively to combat digital exclusion.

Digital Inclusion Partnership Group
Cheshire West and Chester Council
Terms of Reference
February 2021

1. Background and Context

- 1.1 As digital technology becomes more integral to our day-to-day lives, many individuals are being left behind. Unable or unwilling to use digital technology, they have become digitally excluded. In Cheshire West, a great number of organisations recognise this problem and are seeking to alleviate the digital exclusion of residents.
- 1.2 Digital exclusion will be best tackled through working collaboratively. This partnership group seeks to ensure that digital exclusion in Cheshire West is tackled in the most effective and joined-up manner.
- 1.3 As of 2020 there were approximately 25,000 residents at risk of digital exclusion in Cheshire West and Chester. Of those who are likely to be at risk of digital exclusion, two thirds are within the older population, 70% of those are from less affluent backgrounds. The remaining third are younger people and families from deprived backgrounds.
- 1.4 The borough is extremely fortunate to have a wealth of community and voluntary organisations which are committed to bridging the digital divide, and this group is intended to bring together those groups and initiatives.

2. Purpose of the Group

- 2.1 The purpose of this group is to offer guidance, share information, monitor the progress of the co-produced digital inclusion action plan and collectively shape and endorse digital inclusion initiatives across the borough.
- 2.2 The members of the group will be expected to sign up to the (digital inclusion pledge), codesigned and agreed by the group.
- 2.3 Members of the partnership are expected to act as advocates for digital inclusion across Cheshire West and Chester, and will communicate the coproduced action plan with others, supporting consistency across the borough.
- 2.4 Members involved in digital inclusion work will provide quarterly updates on their work, including how many Cheshire West and Chester residents have been supported by their schemes.

3. Decision Making

- 3.1 Decisions of the Partnership Group are purely advisory, and its recommendations will be considered through the Health and Wellbeing Board, but formal decisions will be made in line with each organisations individual governance processes.
- 3.2 Representatives of the Partnership Group will additionally brief other relevant boards, including quarterly updates to the Poverty Advisory Board.

3.3 Quarterly updates will be provided to the Poverty Truth Advisory Board

4. Composition

4.1 The partnership will consist of multiagency organisations, across the community voluntary, commercial and public sectors.

4.2 Membership will be continuously reviewed, but will initially include:

- Skills and Employment Manager - Economic Growth	- Sanctuary Housing	- WDP
- Senior Officer Employment Skills & Learning, Work Zones	- Muir Housing	- Brightlife Cheshire
- Locality Librarian	- Weaver Vale Housing Trust	- Share
- Performance & Policy Librarian	- Weaver Vale Housing Trust	- Wolverham Community and IT Centre
- Access Cheshire West	- STREAM project	- MHA
- Live Well Coordinator (Childrens)	- STREAM project	- Share
- Live Well Coordinator (Adults)	- OPAL Services	- Blacon Beacon
- Poverty Team Co-Ordinator	- Citizens Advice	- West Cheshire Credit Union
- Media and Communication Officer	- DWP	- Winsford Community Youth Forum
- Ageing Well Health Improvement Advisor	- Cheshire and Warrington LEP & Digital Skills Partnership	- Winsford Community Youth Forum
- Age UK Cheshire	- New Leaf	- Dial West Cheshire
- ForHousing	- Youth Fed	- Vision Support
- ForHousing	- Cheshire West Voluntary Action	- Deafness Support Network
- Plus Dane Housing	- Snow Angels	
	- Snow Angels	
	- Here and Now	

4.2 The group may also invite ad-hoc representation relevant to particular items, as appropriate.

5.0 Meetings

5.1 The Partnership Group will meet on a quarterly basis, unless otherwise agreed.

5.2 Meetings of the Partnership Group will be held in private.

5.3 Meeting minutes will be circulated to the partnership group members by the Local Authority.

5.4 The Partnership Group will be chaired by the Local Authority.

6.0 Terms of Reference

- a). Monitor the progress of the Digital Inclusion Action Plan and measure the reach of digital inclusion initiatives across the borough
- b). Advise on development of the Action Plan
- c). Support the effective communication of the digital inclusion project across the borough.
- d). Support and strengthen the engagement with digitally excluded residents that will continue to guide the digital inclusion project.
- e). Help ensure that all key stakeholders have been identified and that the best routes to communicate and engage with them are utilised.
- f). Ensure that existing plans build on existing good practice and that lessons learned from other areas are taken into account.
- g). Identify any barriers to progress and delivery and help resolve them, making the most of any opportunities that may arise.
- h). Share best practice and other information relating to digital inclusion within Cheshire West.
- i). Ensure that digital inclusion provision within Cheshire West is joined-up and captures as many excluded individuals as possible

Digital Inclusion Partnership Terms of Reference - Kirklees

Kirklees Digital Inclusion Partnership

Vision

We will work together to deliver innovative, effective and sustainable technology services that are designed around our diverse places and the needs of our people, partners and businesses.

Background

With Covid there is now an additional emphasis on digital skills as everyday life skills (ability to order shopping online, find information, book appointments, etc.). Digital skills are also key to helping people get jobs and progress in their jobs.

At Partnership Executive earlier this year, partners agreed that digital inclusion is a priority area for partnership working. Digital inclusion is not just connectivity (through home or mobile), but also digital skills (for jobs and for everyday life) and accessibility (ensuring our services meet all users' needs).

With this in mind and recognising the system-wide response needed to address the relevant opportunities, risks, and issues, Kirklees Council Head of IT met with education partners and came up with three step plan, which was presented to Partnership Gold in Summer 2020.

At the same session, partners discussed proposals to establish a cross-sector strategic partnership group. The proposed objectives are the same as in the 'objectives' section below.

These now need to be turned into action, so the Council is facilitating the set-up of a new Kirklees Digital Inclusion Partnership (KDIP).

Objectives

- Build a shared understanding of digital exclusion;
- direct a system-wide approach to promoting digital inclusion;
- ensure we have a wider system view of our place and communities so we can genuinely make a difference for people across Kirklees.

Frequency

Meetings will take place every 8 weeks.

Digital Inclusion Partnership Terms of Reference - Plymouth

Plymouth Digital Inclusion Network Terms of Reference

Purpose

- To drive and monitor progress of digital inclusion
- To bring key stakeholders together to have oversight of the delivery and promotion of digital inclusion
- To cascade key messages and to fellow members and other interested parties
- To align corporate and external resources to achieve increased levels of digital inclusion.
- To provide effective oversight of risk/issues identified which may impede increased levels of digital inclusion.
- To share insight into activities which could help with driving levels of digital inclusion.

Membership

The membership of the network comprises the Chair and

Mandatory

The chair or designated replacement

Optional

Members of the Plymouth Digital Inclusion Network

Attendance

There will be two virtual meeting per year.

Roles and Responsibilities

- The Digital Inclusion Network will promote digital inclusion initiatives across its own and partner organisations.
- The network will bring specialist knowledge to aid the promotion of and access to digital inclusion in all its forms; skills, devices and connectivity.
- The network will receive recommendations and updates from PCC and partner organisations
- The network will identify and manage risks to the delivery of digital inclusion
- Meetings of the network will not be quorate if less than 50% of members are able to attend.

Conduct of Business for Meetings

The Chair will arrange for administrative support, which shall include:

- timely notice of meetings
- liaison with the Chair to agree meeting agendas and attendees
- collection and distribution of agendas and supporting documents to attendees in advance of the meetings
- recording brief notes and action points of the meeting.

Reporting

- The basic standards for reporting will be as follows:
- An agenda and any relevant notices will be sent from the chair a minimum of 2 days before the board
- Highlights and actions will be sent out to all members within ten days of the meeting having taken place

Individual Roles

Representative Area	Key Responsibilities	Attendance
Chair	Conduct meeting, send out agenda, send out highlights and actions	
Admin	To record highlights and actions	

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