

Trends in ICT Access and Use

Neil Russell, Neil Stafford
Taylor Nelson Sofres - Social

**Research Report
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1 INTRODUCTION

1.1 Background

Among the new information communication technologies (ICTs), access to the Internet is the subject of considerable press and business attention.

The Guardian of 16 October 2001 reported:

“From Edgbaston cricket ground to Anfield, shrine of Liverpool football club, the government is hoping to foment revolution. It is urging millions of adults to cast off their resistance to computers and cyberspace.”

It went on to highlight the digital divide by commenting:

“Perhaps most worrying, only 22% of those in poorly skilled social groups had been surfing (the Internet), compared with 68% of the professional classes.”

This news article was prepared in the light of the announcement by Estelle Morris of the large expansion in the number of UK online centres, offering free or low cost Internet access and the opportunity for adults to develop basic ICT skills.

Two days later, reporting on an ICT debate hosted by BT, The Guardian quoted research saying:

“An overwhelming 85% of teachers believe that the government’s ICT-focused curriculum puts pupils from less privileged backgrounds at a disadvantage.”

It then quoted Estelle Morris as saying:

“It could be our new DNA, or our new internal combustion engine. It gives us a chance to look at what teachers do. My biggest fear is that we get it wrong and miss the chance. The thing that worries me most is that we cause the digital divide to grow.”

In August 2000 Taylor Nelson Sofres was commissioned by the Department for Education and Skills to undertake benchmark research among a large, nationally representative sample of adults to identify and quantify the groups who use ICT and those who lack access to ICT, feel unable to use it or have no interest. The research also aimed to investigate the reasons behind those attitudes to ICT.

The survey was conducted on two weeks of Taylor Nelson Sofres’ RSGB Omnibus among a nationally representative sample of approximately 4000 adults. The interviews were conducted in home using face-to-face Computer Assisted Personal Interviewing (CAPI). (See Appendix A for more information on the methodology of this survey). In 2000, fieldwork was conducted between 23rd August and 3rd September. 2001 fieldwork was conducted between 14th and 25th November. There is little variation in the demographic profile of respondents between 2000 and 2001. The questionnaire used asked respondents about their patterns of use of ICT media such as PCs and mobile phones and then specifically about using the Internet (a copy of the questionnaire is attached in Appendix B).

This November 2001 research enabled the tracking of changes in ICT use and attitudes since the 2000 benchmark survey. In particular the research is used to provide an up-to-date snapshot of the “digital divide” and examine to what extent this had changed since 2000. Comparisons are made in this report between the 2000 and 2001 surveys.

We are grateful for the assistance of Stephen Leman, Elinor McClure and Mick Wilson for their advice in the questionnaire development and drafting of this report.

1.2 Notes on the report

The results of the research have been examined by standard demographic analyses including sex, age, social grade, presence of children under 16 in the household, ethnicity and disability. A brief description of the different social grades used in the analysis is given below:

Social Grade	Social Status	Chief Income Earner's Occupation
A	Upper Middle Class	Higher managerial, administrative or professional
B	Middle Class	Intermediate managerial, administrative or professional
C1	Lower Middle Class	Supervisory or clerical, and junior managerial, administrative or professional
C2	Skilled Working Class	Skilled manual workers
D	Working Class	Semi and un-skilled manual workers
E	Those at lowest level of subsistence	State pensioners or widows (no other earner), casual or lowest grade workers

The research results have also been examined by A Classification Of Residential Neighbourhoods for Great Britain (ACORN groups). Further information on this can be found in Appendix C.

Drawing on the ACORN definitions, this report has drawn out six groups that present contrasting demographic characteristics and use of ICT. These are summarised in the following table:

ACORN group		Description
AEFA	Affluent Executives, Family Areas	Affluent working families or couples with mortgages.
PPMA	Prosperous Professionals, Metropolitan Areas	Young professional singles & couples, living in apartments or gentrified multi-ethnic areas (typically in London)
WCBM	White Collar workers, Better-off Multi-ethnic areas	Young families and white collar workers (middle class) living in home owning multi ethnic areas
NHMC	New Homeowners, Mature Communities	Blue collar workers (working class) in mainly home owning areas. New homeowners and more mature, established owner occupiers
CEHU	Council Estate, High Unemployment	Elderly or single people, likely to be living in council flats and unemployed
CEGH	Council Estate, Greatest Hardship	Often lone parents with high unemployment living in council estates and flats

These groups have been chosen from 18 sub-groups for more in depth reporting as they provide a snapshot of ICT usage by sub samples of the population with greater or lesser degrees of deprivation. Hence, they illustrate patterns prevalent in the wider population. From a practical point of view, these groups also provide a sufficient sub sample size for results to be reliable.

A full list of the ACORN groups can be found in Appendix C.

The report also refers to analysis by the DTLR's Multiple Deprivation Index (MDI). The analysis divides England into quartiles containing equal numbers of wards based on their ranking from 1 to 8414. The closer the rank is to 1 then the higher is the index of multiple deprivation.

In the following report, figures quoted for Internet access are based on *any* Internet access and include access via PCs, WAP phones, digital TV/set top boxes, and games consoles. Where respondents have Internet access via more than one of these means, they are only counted once as having “any Internet access”.

In some charts and tables, the figures do not add up to 100%, because of either rounding (all percentages are rounded to the nearest whole number) or because respondents could give more than one answer; where * appears, the percentage was less than 0.5%. Bases under 50 have been highlighted where these are commented upon either in tables/charts or in the main text and should be treated with caution.

2 SUMMARY

2.1 Awareness of ICT media

Awareness of ICT media was at a high level in 2000 and has retained, if not slightly increased, that level. 95% of people were aware of personal computers and the Internet in 2001. The largest increases since 2000 are in awareness of WAP phones and Internet access via WAP phone (*Figure 1, page 12*).

2.2 Usage of ICT and ownership of media

Usage of ICT has increased since the 2000 benchmark survey: 81% (up from 72%) have ever used a mobile phone and 64% (up from 59%) have used a personal computer (*Figure 3, page 15*).

The proportion of respondents who have ever used the Internet stands at 55% (up from 44%). However this is lower among women, those of DE social grade, more deprived ACORN groups and those aged 55 and older. 62% of males say they have used the Internet at some point compared to 49% of females, a slightly wider gap than in 2000 (50% males, 40% females). 79% of 16 to 34 year olds have ever used the Internet compared to 21% of those aged 55 or more. However, the percentage saying that they have ever used the Internet has increased among all age groups and growth has been largest among 35 to 44 year olds (from 56% in 2000 to 70% in 2001).

79% of AB respondents and 70% of C1 respondents say they have used the Internet at some point, compared to 51% of C2 and 31% of DE respondents. Growth on 2000 has been larger among AB respondents than it has among DE respondents

Internet usage among ACORN groups reflects the pattern evident among social grades, with the more affluent groups more likely to have ever accessed the Internet at some point than the more deprived groups (e.g. 86% PPMAs compared to 44% CEGHs). Growth on 2000 has occurred in all groups except WCBMs, in which the percentage of people who have ever accessed the Internet remains static at around 60%.

As with usage, ownership of all media has increased since 2000 (*Figure 10, page 26*). Growth rates generally have been larger in C1 and C2 households with lesser growth in DE households. Ownership is also higher in households where children under 16 years old are present.

2.3 Perceptions of the value of computer skills

In general, respondents feel that computer skills are becoming more essential to their future job prospects, and to their children's future education and careers.

45% feel that computers are "very important" for life in general, almost the same as in 2000. This is less true for those aged 55 and older (41%), those of social grade C2DE (40%) and CEGHs (38%).

48% of respondents say that computers are essential to their jobs now, higher than the 44% in 2000. This is more likely to be mentioned by those of higher social grade (65% ABC1, 31% C2DE) and younger age groups (60% 16-34, 19% 55+). (*Figure 8, page 23*)

Looking to the future, 62% say that computer skills will be essential to getting on in their job or getting a new job (73% ABC1, 52% C2DE). This compares to 60% in 2000.

By ACORN group, 59% of AEFAs/PPMAs and 29% of CEHUs/CEGHs say that computer skills are essential to their jobs now. There is a similar difference in the percentages who say that computer skills will be essential to getting on in their job or getting a new job (65% and 38% respectively). (*Figure 9, page 24*)

Of those with children, there is a high level of agreement that computer skills are essential to their children's work now (76%) and even more so in the future (98%).

2.4 Usage and barriers to use of computers and the Internet

Overall, time spent on computers and the Internet has increased in 2001. More people use computers and the Internet daily and spend more hours on them in an average week. In terms of barriers to use, cost is the biggest restriction among non-users who are interested in 2001, albeit slightly less so than in 2000. Disinterest among non-users has also fallen from 2000.

2.4.1 Usage

Of the 55% of all respondents who say they use computers nowadays, 61% say that they use their computer daily compared to 55% in 2000. A further 27% use their computer at least once a week.

The heaviest users are those aged 25-34 who claim an average use of 17.5 hours in the previous seven days and those of social grade AB who claim 16.5 hours use. The average for all users is 14.2 hours, higher than the 2000 figure of 12.5 (*Figure 15, page 31*).

The main three uses of computers are, as in 2000, e-mail, Internet access, and work.

Use of the Internet varies between several groups. The average Internet use over the previous seven days is 7.0 hours, up from 5.4 hours in 2000 (*Figure 16, page 32*). Males spend more time on the Internet (8.3 hours) than females (5.3 hours). As with computer use, the heaviest Internet users are people aged between 25 and 34 (8.3 hours) and 16-24 year olds (7.9 hours). There is less variation by social grade, with AB respondents spending the least time per week (6.4 hours) and DE respondents the most (7.6 hours). This is in contrast to 2000, when AB respondents spent the most time on the Internet, although at 6.1 hours this was still less in 2000 than in 2001. The biggest growth in the average number of hours spent on the Internet is among C1 respondents (from 5.0 hours to 7.4 hours) and DE respondents (from 5.3 to 7.6 hours).

Of the 48% of respondents who currently use the Internet, their main use is to send e-mails (66%), to obtain information for work (37%) and shopping (35%). In terms of education and learning, 26% of current Internet users have used it for study/learning related to their job/career and 24% for school/college work. However, 28% have also used it for learning independent of work or study. 20% of current users have used the Internet to download music and 18% to play or download games. 12% have used the Internet for chat rooms.

There is little change between 2000 and 2001 in the places where the Internet is accessed - home (65%) and work (20%) are the most common. Use at home is higher among people aged 55 or more and in households where children under 16 are present

2.4.2 Barriers

The perceived barriers to using computers and the Internet are similar. Cost is the main barrier among interested non-users in relation to computers (41%). Lack of access to a computer is a restriction among 19% of non-users interested in using one (compared to 18% in 2000). The greatest barrier to Internet use is non-ownership of a computer (52%).

Non-users, not interested

31% of all adults do not use computers nowadays and are not interested in using them (compared to 37% in 2000). 34% do not use the Internet and have no interest, fewer than in 2000 (43%). Among the non-users, disinterest in computers is higher among older age groups, with 86% of non-users aged 55 or above not interested, compared to 31% of 16 to 34 year old non-users. A similar picture is evident in relation to interest in the Internet by age.

The main two reasons given by non-users who have no interest are that the idea does not appeal or that they are too old (*Figures 24 & 25, pages 44 & 45*).

Non-users, interested

14% of all adults are non-computer users who are interested in using them. 17% do not use the Internet but are interested in using it. Interest is higher among younger non-users, with 67% of 16-34 year old non users interested in using a computer in the future compared to 14% of 55 years + non-users.

Among non-users who are interested in using computers, the main, unprompted reason they give for not using a computer at the moment is the (perceived) cost (41%) (*Figure 23, page 43*). Cost is less of a barrier to Internet use (26%), where non-ownership of a computer is the greatest restriction (52%). Cost is more of an issue for DE respondents, 16 to 34 year olds, those with children under 16 in the household and lone parents. Physical access is a barrier for 19% of non-users who are interested. This is a similar figure to 2000. There are no major subgroup differences among those who say that they do not have access to a computer.

Current Users

Among current users the main barrier to greater use is that people say that they do not have the time (45% for computers, 44% for Internet).

2.5 Potential incentives to using computers or the Internet

Just over half of all non-users say that there are no incentives to make use of computers (*Figure 32, page 53*) and the Internet. This is higher among people aged 55 or more. The main incentives to using computers and the Internet among non-users in 2001 remain cost related. In general, younger users are more open to incentives than older ages.

The main incentive for interested non-users of computers to start using them is free/cheaper machines/software (17%). This is a greater incentive for younger ages, with 40% of 16 to 34 year old non-users who are interested mentioning this compared to 7% of those aged 55 or more. 9% of interested non-users of computers say that free/cheap lessons would encourage them and 5% say more spare time to spend on it would encourage them to use computers.

The main use interested non-users would like to make of the Internet is for e-mail (33%), shopping (22%), and learning for your own interests (21%). Those aged 16-24 show a different current and aspirational usage than older respondents. They are more likely than others to want to use the Internet for study / learning, play or download games and music and chat rooms.

Younger non-users are more open to incentives. The most frequently given answers are cost related: cheap or free equipment or software, cheap or free call costs, cheap or free lessons.

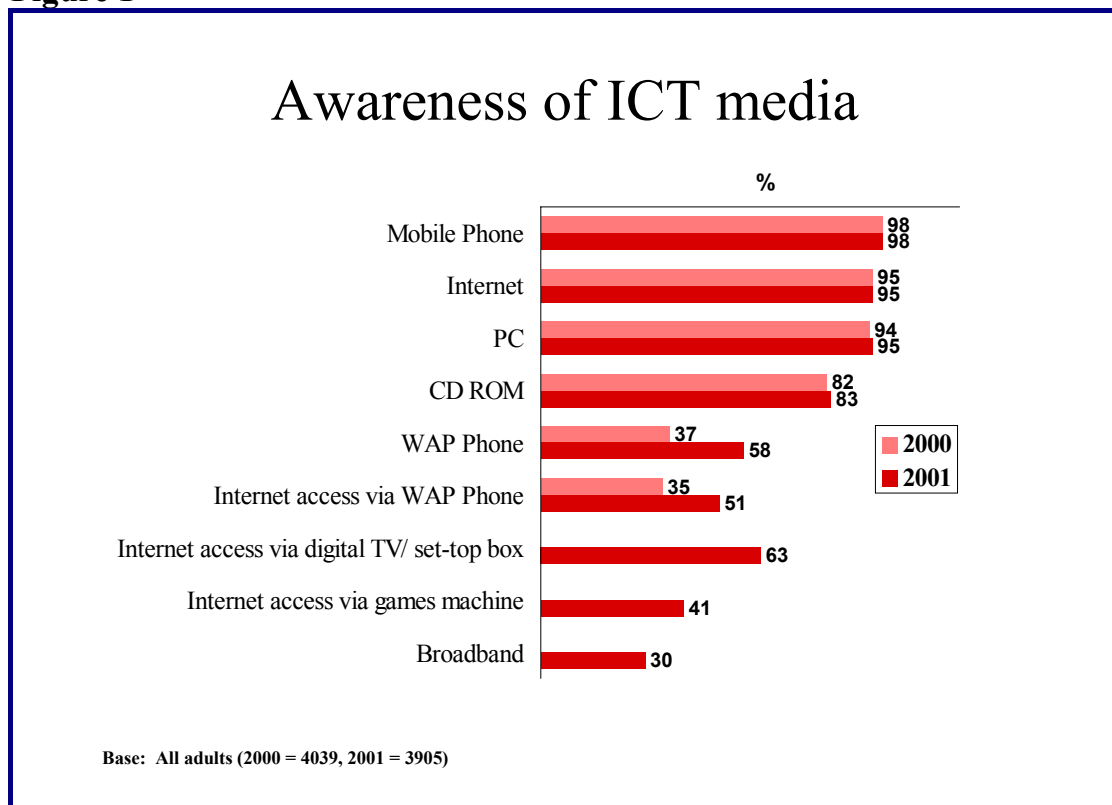
Deprived groups also have different patterns of use and aspirational usage to more affluent groups. CEGHs and CEHUs are more likely to use the Internet for playing/downloading games, seeking information about sports, chat rooms, and listening to/downloading music.

3 AWARENESS AND USE OF ICT MEDIA

3.1 Awareness of ICT media

Awareness of mobile phones, the Internet, personal computers and CD ROMs was already high in the 2000 benchmark survey and has subsequently changed little in 2001 (see Figure 1, below).

Figure 1



Key changes

Awareness of WAP phones (and the related Internet access via a WAP phone) has increased substantially since last year (from 37% in 2000 to 58% in 2001 for WAP phones). Three new categories (Internet access via digital TV/set-top box, Internet access via games machine, and broadband) were also asked about in the 2001 research for which there are no comparative data. Of these, awareness of Internet access via a digital TV or a set-top box is highest at 63%.

In general, awareness of ICT media is lower among older respondents and people of DE social grade. It is also lower among women than among men. This is a similar pattern to 2000.

Looking in particular at awareness of WAP phones among different groups (Figure 2, below), males (67%) are more aware than females (48%). However, the percentage of females aware of WAP phones has increased 22 points since 2000, compared to a 17 percentage point increase for males. As with awareness for other ICT media, older ages and those of social grade DE are the least likely to be aware of WAP phones. However, awareness has increased among DE respondents by 22 percentage points, from 21% in 2000 to 43% in 2001.

Figure 2

AWARENESS OF WAP PHONES

	% saying have heard of WAP phones 2000	% saying have heard of WAP phones 2001	Change in % points
Total	37	58	+21
Male	50	67	+17
Female	26	48	+22
16-44	49	78	+29
45-54	40	61	+21
55-64	30	39	+9
65+	10	14	+4
AB	54	68	+14
C1	44	67	+23
C2	37	57	+20
DE	21	43	+22

Distinctions in sex, age and class are also evident in the new categories introduced in 2001. For instance, 43% of males have heard of broadband compared to 17% of females. 79% of 16 to 34 year olds have heard of Internet access via digital TV compared to 13% of people aged 55 or more. Awareness of Internet access via digital TV also varies by social grade - from 76% among AB respondents to 47% among those people of DE social grade.

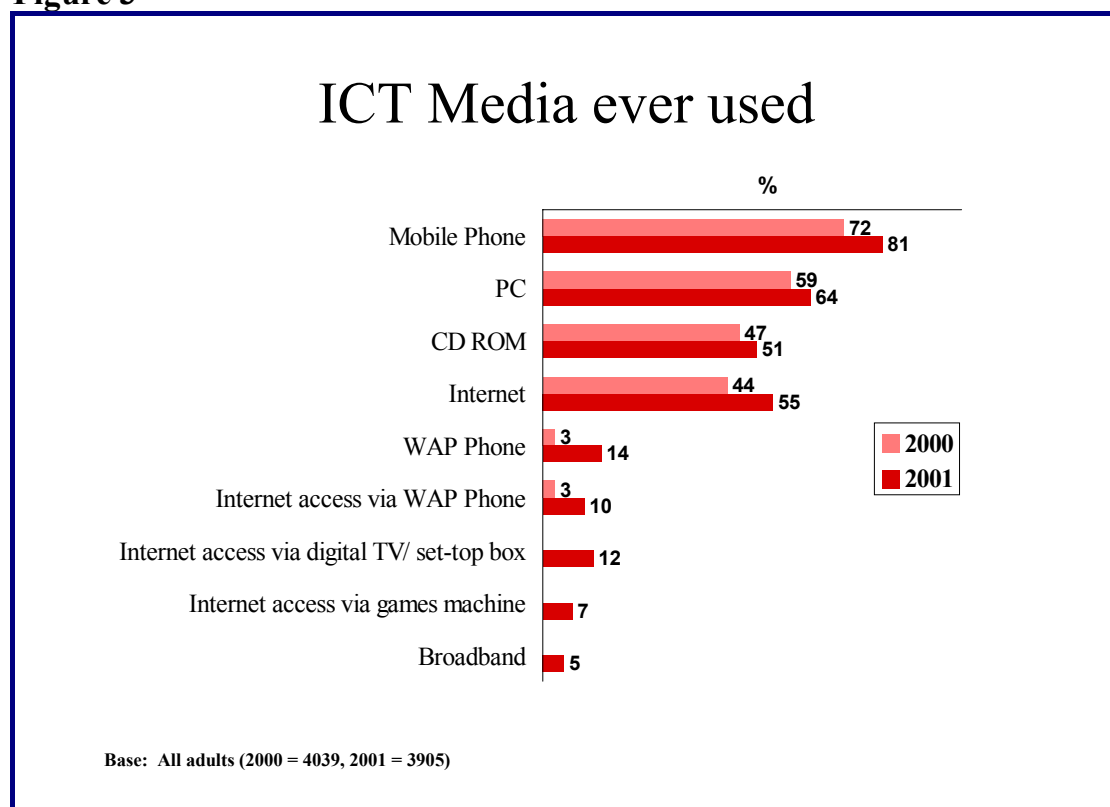
People with disabilities are also less likely than others to be aware of the newer ICT media - 43% of this group are aware of WAP phones compared to 58% of the total population. However, this could be linked more to the age profile of this group rather than the fact that they have a disability. People of Asian ethnic background also tend to be slightly less aware of the newer ICT technology than other respondents.

3.2 Use of ICT media

3.2.1 Ever used

Usage of all the different ICT media has increased since the 2000 survey (see Figure 3, below). The largest increases in use of ICT media are in mobile phones (9 percentage points), the Internet (11 percentage points) and WAP phones (11 percentage points). Over half of the population (55%) now claim to have used the Internet at some point in their lives.

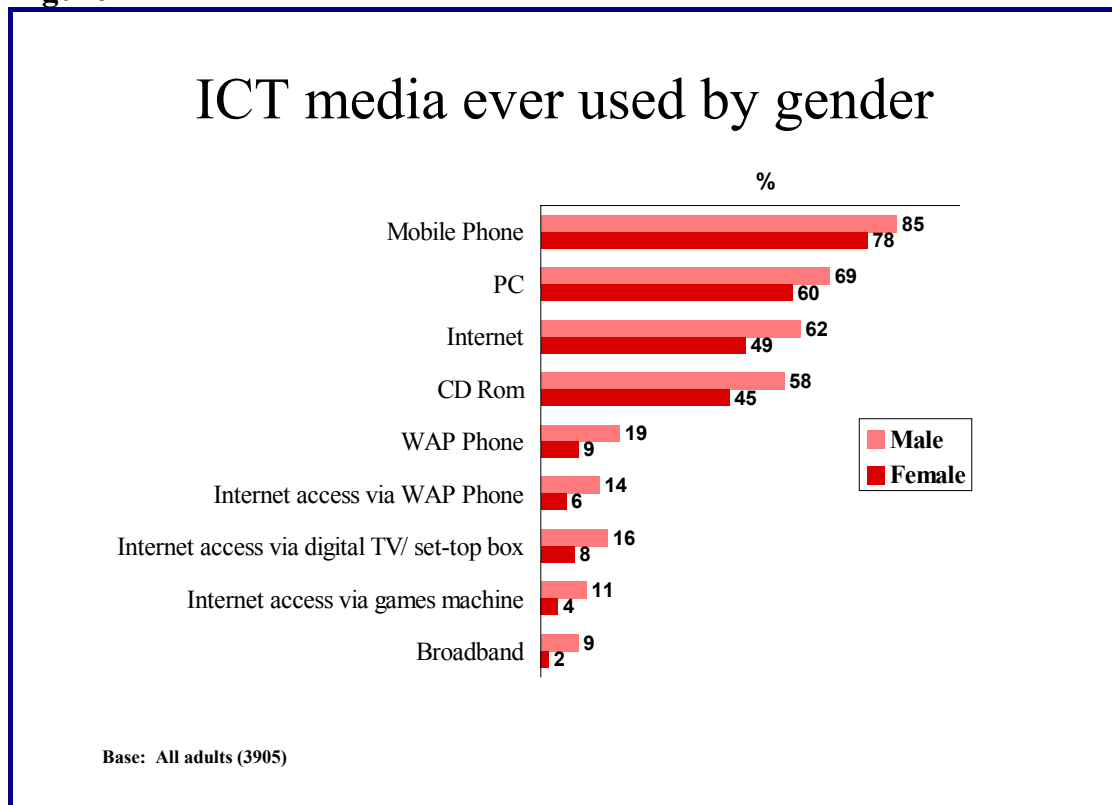
Figure 3



All media show similar patterns of use by the following groups:

- Men are more likely than women to have ever used ICT (see Figure 4 below). For example 62% of men claim to have used the Internet at some point compared to 49% of women.

Figure 4



- Use is significantly greater among higher social grades - 79% of AB respondents claim to have ever used the Internet compared to 31% of those of DE social grade. Growth on 2000 is higher among AB respondents (from 68% to 79%, 11 percentage points) than DE respondents (from 22% to 31%, 9 percentage points). Whilst access and use of the Internet has increased among all social grades, the gap between the highest and lowest social grades has increased further.

- Use remains greater among the younger age groups - 79% of 16-34's claim to have ever used the Internet compared to 21% of those aged 55 and older.
- Households without children are less likely to have used ICT media than households with children under the age of 16. The exception to this is in single parent households, where usage is similar to households without children. For instance, 71% of people in households with children under 16 have used the Internet, compared to 48% in lone parent households and 48% in non-child households.
- Use also varies by ACORN group. PPMAs are the most likely to have ever used PCs and the Internet (89% and 86% respectively), followed by AEFAs. CEGHs, CEHUs and NHMCs are the least likely to have used ICT media, although there is a significant increase in usage among CEHUs compared to 2000.
- Differences by Multiple Deprivation Index are not as clear as they are by ACORN category. 77% of those in wards in the lowest MDI quartile (lowest deprivation index) say they have used a personal computer at some time. This falls to 60% for wards with in the highest MDI quartile (highest deprivation index). Similar differences are seen for use of CD-ROM (66%, 47%) and the Internet (68%, 52%). Use of other ICT does not vary significantly by MDI.
- Respondents with a disability are less likely to have ever used the different ICT media - e.g. 36% have used the Internet compared to 55% of the total population.
- Non-White respondents are more likely to have used ICT media at some point - 68% of non-White respondents have ever used the Internet compared to 54% of people of White ethnic background.

3.2.2 Use nowadays

There is a similar pattern between 2000 and 2001 in terms of ICT media used *nowadays*. The largest increases on 2000 occurred in the use of mobile phones (63% to 74%) and the Internet (37% to 48%). Relative to other ICT media, regular usage in 2001 is low for WAP phones (8%), Internet access via WAP phones (5%), Internet access via digital TV/set-top boxes (6%) and Internet access via games machines (3%).

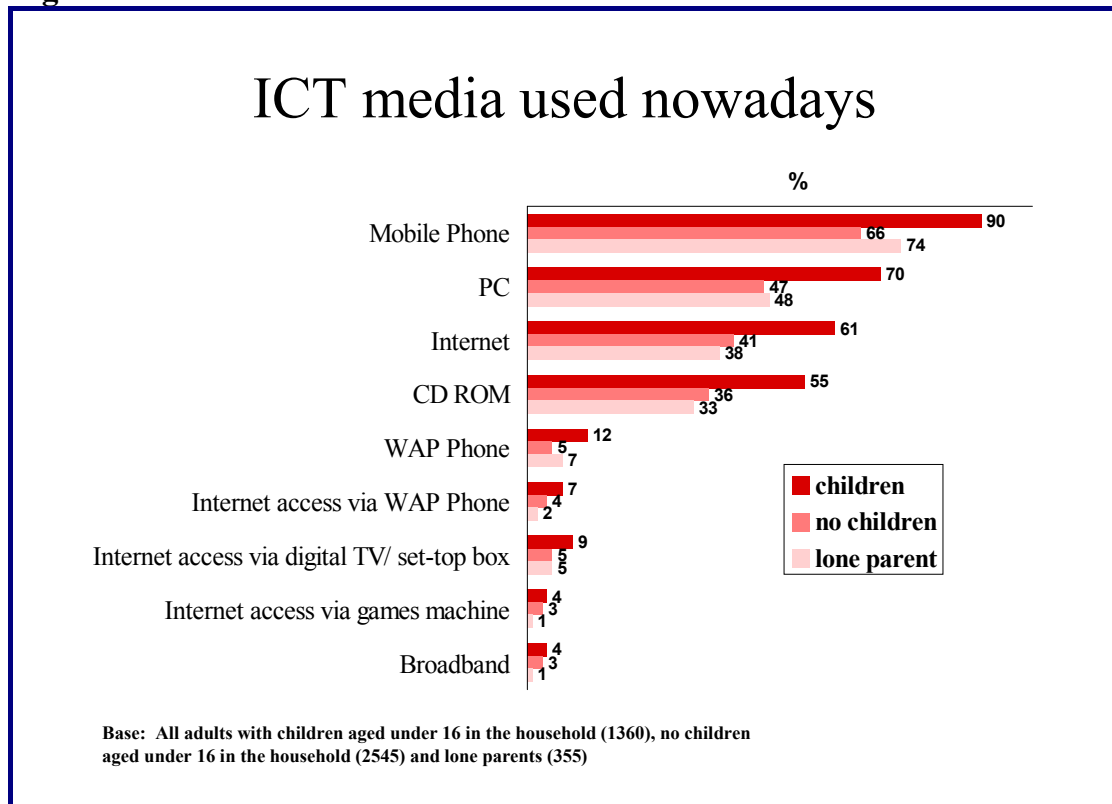
Once again, there are distinct variations in ICT use among different groups. Figure 5, below, illustrates the patterns by examining those who use the Internet nowadays. Whilst differences between groups remain, regular Internet use has increased amongst all of these. However, growth has not been as fast among people aged 65 or over and people of DE social grade, both groups who were relatively low in 2000.

Figure 5

	USE THE INTERNET NOWADAYS		
	% saying use Internet nowadays 2000	% saying use Internet nowadays 2001	Change in % points
Total	37	48	+11
Male	42	55	+13
Female	32	42	+10
16-44	53	66	+13
45-54	42	53	+11
55-64	20	30	+10
65+	5	10	+5
AB	62	74	+12
C1	50	62	+12
C2	32	43	+11
DE	15	22	+7

Another determining factor in current ICT media use is presence of children in the household. As the chart below demonstrates, all forms of ICT media are more likely to be used nowadays in households where children under 16 are present. The only exception to this is in single parent households, where ICT media use is generally at a similar level to those households without children.

Figure 6



As with ICT media ever used, people with disabilities are less likely to use these media regularly. This could raise questions over access to ICT but it may also be due to the age of these respondents, who are more likely to be older. As has already been discussed, older age groups are the least likely to use ICT nowadays.

Ethnic minority groups are more likely to use ICT nowadays - 61% of Asians and 54% of Black respondents use the Internet nowadays, compared to 47% of White respondents.

The use nowadays of ICT media varies widely by ACORN group. Use tends to be higher among AEFAs and PPMAs than CEGHs and CEHUs. Looking at use nowadays of personal computers and the Internet (Figure 7, below), PPMAs have overtaken AEFAs as the biggest users of these following large percentage point increases from 2000 (+16% and +25% respectively). CEGHs and CEHUs still lag behind the other groups, although CEHUs have experienced a strong growth in use compared to last year (up by 15 percentage points for PCs to 39% and 18 for Internet to 34%).

Figure 7

ICT MEDIA USED NOWADAYS – ACORN GROUPS

	Personal Computer			Internet		
	2000	2001	change	2000	2001	change
	%	%	% points	%	%	% points
Total	48	55	+7	37	48	+11
AEFA	68	76	+8	51	67	+16
PPMA	63	79	+16	53	78	+25
NHMC	38	41	+3	26	35	+9
WCBM	51	58	+7	46	52	+6
CEGH	37	38	+1	26	35	+9
CEHU	24	39	+15	16	34	+18

Usage of newer ICT media tends to be higher among the AEFAs and PPMAs, although CEGHs are also as likely to use some of these media nowadays (9% use WAP phone, 7% Internet via Digital TV, 6% Internet via games machine).

The percentage of people who say that they do not use any of these media nowadays is significantly lower in 2001 (19%, compared to 28% in 2000). A possible explanation of this may be related to resistance towards ICT media, whereby those interested non-users in 2000 have converted successfully to users in 2001, leaving behind a core of non-users who are not at all interested in ICT. Non-usage is low among AEFAs (3%) and PPMAs (7%). 28% of CEHUs and 26% of CEGHs do not use ICT media nowadays - this has fallen significantly for CEHUs (down by 16%), but has risen by 5% among CEGHs (26% in 2001 compared with 21% in 2000).

There are differences by MDI in current use of personal computers, CD-ROMs and the Internet at the extremes of the scale. Use of other ICT media does not vary significantly by MDI. 68% of those living in wards in the lowest MDI quartile say that they use a personal computer nowadays. This compares to 51% of those in wards in the highest MDI quartile. Similarly, 62% of those in wards in the lowest MDI quartile say they use the Internet nowadays compared to 44% of those in the highest MDI quartile.

4 PERCEPTIONS OF THE VALUE OF COMPUTER SKILLS

Respondents were asked how important they thought it was to be able to use computers for life in general. 86% feel they are at least “fairly important”, 45% say “very important”. This is very similar to the level of agreement last year (83% and 43%).

There are some differences among different groups but these are less marked than they are for the use of ICT media. Younger people, people of ABC1 social grade and ethnic minority groups are more likely to say “very important” compared to older people, C2DE respondents and people of White ethnicity. Of the ACORN groups, council estate respondents are the least likely to say “very important”.

Respondents were also asked whether they consider computer skills to be essential to their work now and in getting on in their current job or getting a new job. In addition, those who had children aged under 16 were asked whether they thought computer skills are essential to their children’s work now and in the future. Overall, there is very little difference between 2000 and 2001 in the level of agreement with these statements.

Figure 8**AGREEMENT WITH VIEWS ABOUT COMPUTER SKILLS**

	Total	Age			Social grade	
		16-34	35-54	55+	ABC1	C2DE
Base: All Adults	3905	1225	1364	1316	1687	2218
	%	%	%	%	%	%
Computer skills are essential to my work now	48	60	55	19	65	31
Computer skills will be essential to getting on in my job/ getting a new job	62	76	67	31	73	52
Base: All with children under 16	1202	491	688	24*	541	661
	%	%	%	%	%	%
Computer skills are essential to my children's work now	76	65	83	92	74	78
Computer skills will be essential to my children's work in the future	98	97	98	96	98	97

* Note low base for those aged 55+

In relation to computers being essential for work now or in the future, this is more likely to be found true by younger respondents and those of ABC1 social grade. People of C2DE social grade, being manual workers, are less likely to use computers in their work and are therefore less inclined to agree that computer skills are essential to their work now. However, just over half of this group believe that computer skills will be essential to progressing in their job or looking for a new job in the future.

Ethnic minority groups place greater importance on computer skills both now and in the future - 56% of Asians and 49% of Black respondents agree that computer skills are essential to their work now, compared to 36% of White respondents.

Respondents with disabilities are less likely than average to agree that computers are essential to their work now or in the future.

The importance of computer skills for children’s work now is related less to the age and social grade of the parent than to the age of the child (i.e. the perceived importance of computers increases with the age of the child): 61% of those with children aged under 5 agree with this statement compared to 84% of those with children aged 6-10 and 91% of those with children aged 11-15.

As in 2000, computer skills are more likely to be seen as important for work now or in the future by AEFAs/PPMAs and WCBMs. Those who work in CEGH, CEHU and NHMC ACORN groups are more likely to be in manual (C2D) employment than those in the WCBM, AEFA and PPMA ACORN groups. Thus computers are likely to be less directly relevant to their work.

Figure 9
AGREEMENT WITH VIEWS ABOUT COMPUTER SKILLS – ACORN GROUPS

	AEFAs / PPMAs	NHMCs	WCBMs	CEHUs / CEGHs
Base: All Adults	215	431	177	196
	%	%	%	%
Computer skills are essential to my work now	59	26	42	29
Computer skills will be essential to getting on in my job/ getting a new job	65	43	56	38
Base: All with children under 16	97	136	50*	68
	%	%	%	%
Computer skills are essential to my children’s work now	69	76	76	74
Computer skills will be essential to my children’s work in the future	100	97	98	97

* Note low base for WCBM

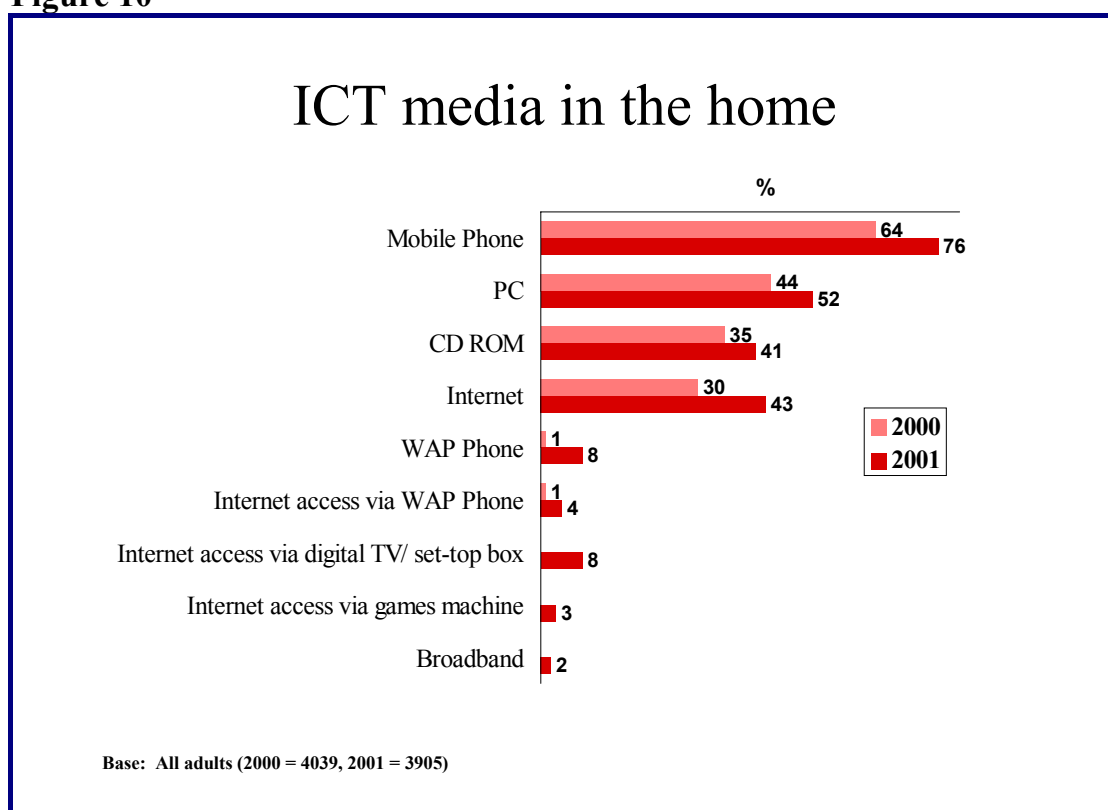
Opinions of the use of computer skills for children now have less variation by ACORN group - AEFAs/PPMAs have a slightly lower agreement (69%). Agreement that computer skills will be important to children in the future is again universally high. Hence, even in ACORN groups where there is a low application of computer skills relative to other groups, there is a clear recognition of the importance of computer skills in the future, particularly for their children.

5 OWNERSHIP OF ICT MEDIA

5.1 Change in ownership of ICT media

Ownership of mobile phones, personal computers, CD ROMs and access to the Internet from the home have all increased since 2000. Although still small, ownership of WAP phones (and Internet access via WAP phone) has also increased since last year.

Figure 10



Ownership of these media varies slightly depending on a number of factors. In terms of age, ownership of the more established products (Mobile phone, PC, CD ROM and Internet) is at a similar level among groups aged up to 54, but falls among those aged 55 or more. However, with the newer products, age is more of a factor, as ownership decreases with age. For instance, 17% of 16 to 34 year olds own a WAP phone. This falls to 8% of 35 to 54 year olds and to less than 1% of those aged 55 or more.

Just over half of all adults have a PC in their home - this varies from 77% of AB respondents to 26% of DE respondents. Compared to 2000, growth in PC ownership has been higher in ABC1 households than C2DE households. Access to the Internet at home has increased among all social grades and growth has been fastest in C1 and C2 households. Growth in percentage points has been slowest in DE households - 20% of people of DE social grade now have access to the Internet at home, compared to 11% in 2000.

Figure 11
PC & INTERNET OWNERSHIP BY SOCIAL GRADE

	% with PC in the home			% with Internet access in the home		
	2000	2001	Growth	2000	2001	Growth
	%	%	% points	%	%	% points
Total	44	52	+8	30	43	+13
AB	68	77	+9	57	68	+11
C1	56	66	+10	39	55	+16
C2	43	48	+5	25	40	+15
DE	22	26	+4	11	20	+9

Again, presence of children under 16 in the household is a factor in determining levels of ICT ownership. For instance, 92% of households with children under 16 have mobile phones (83% in 2000), compared to 68% in households without children (55% in 2000). PC and Internet access at home appear to be linked to the age of the children: households with older children present are more likely to own these media.

Asian respondents are more likely than other ethnic backgrounds to own most ICT media. For instance, 64% of Asians own a PC compared to 51% of Black and 51% of White respondents. Black respondents are the most likely to own a WAP phone and have above average ownership of mobile phones.

5.2 Ownership of ICT media – ACORN groups / MDI analysis

Ownership of ICT media shows significant differences by ACORN grouping, with AEFAs and PPMAs more likely to own these media than other groups.

Figure 12

PC & INTERNET OWNERSHIP BY ACORN GROUP

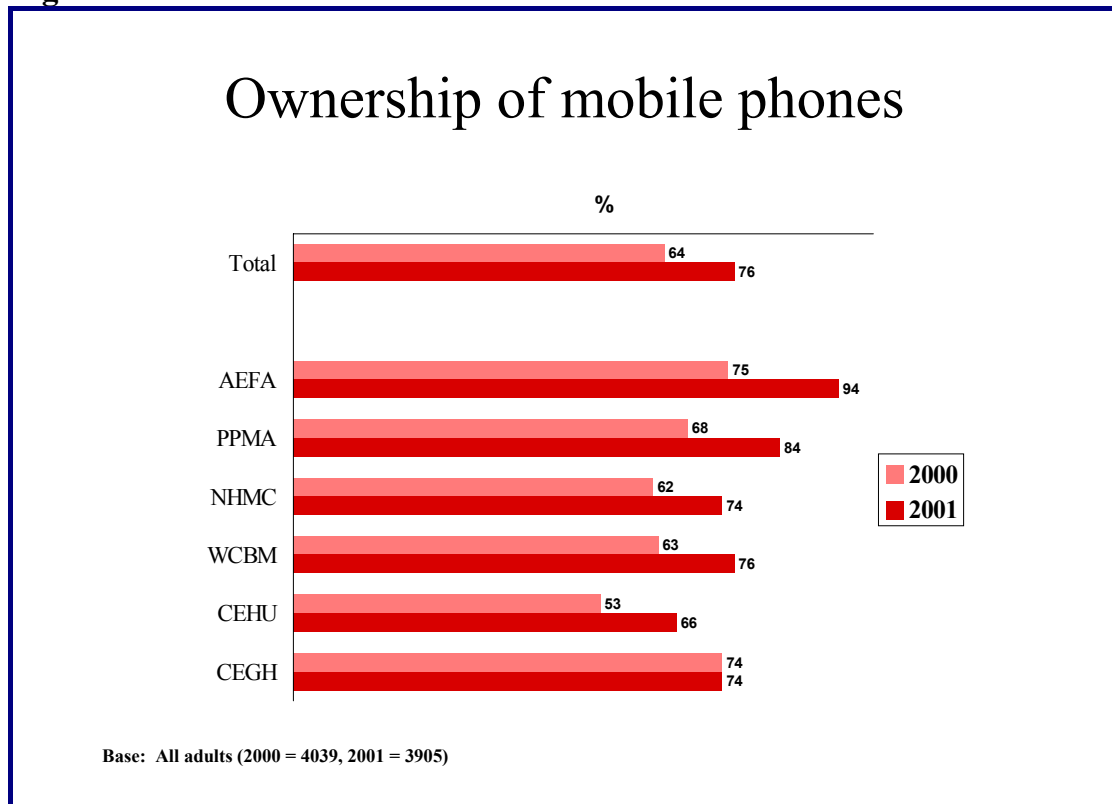
	Personal Computer			Internet		
	2000	2001	change	2000	2001	change
	%	%	% points	%	%	% points
Total	44	52	+8	30	43	+13
AEFA	64	73	+9	47	65	+18
PPMA	57	75	+18	42	70	+28
NHMC	35	37	+2	20	33	+13
WCBM	51	46	-5	35	40	+5
CEGH	38	33	-5	20	26	+6
CEHU	22	30	+8	11	29	+18

As with usage of ICT media, the strongest growth in terms of ownership has occurred among PPMAs. 75% of this group now own a personal computer in the home, compared to 57% in 2000. Growth has also taken place among CEHUs. There has been a decline in the proportion of CEGHs and WCBMs owning a computer in the home compared to 2000, although this is not statistically significant.

There have been large increases in the number of people who have the Internet in their home within many ACORN groups. Once again, ownership among PPMAs has grown the most, from 42% in 2000 to 70% in 2001. In 2000, CEHUs were lagging behind other groups in terms of Internet ownership at home. However, growth from 11% to 29% means this group is now at a similar level to CEGHs and NHMCs.

Mobile phone ownership has increased among all ACORN groups except CEGHs. As a consequence, the gap between the two council estate ACORN types has narrowed with 68% of CEHUs and 74% of CEGHs having a mobile phone. Mobile phone ownership is very high among AEFAs (94%) and PPMAs (84%), following strong growth on 2000.

Figure 13



Take up of new ICT media has been higher among AEFAs and PPMAs than CEHUs and CEGHs. For instance, 19% of PPMAs have a WAP phone compared to 6% of CEHUs.

Analysis by MDI shows variation in ownership at the extremes of the scale. For example, 65% of those living in wards in the lowest MDI quartile have a personal computer in the home. This compares to 46% of those living in wards in the highest MDI quartile. The comparable figures for Internet access in the home are 58% and 38%.

6 USAGE AND BARRIERS TO USE OF COMPUTERS AND THE INTERNET

6.1 Frequency and purpose of use

6.1.1 Frequency of Use

There is a greater percentage of people using their computer daily in 2001 compared to 2000 (61% v 55%). Similar growth is evident in Internet use - 45% of those who use the Internet nowadays say that they use it daily compared to 35% in 2000. Males, younger age groups and those of ABC1 social grade are more likely to use computers and the Internet daily compared to females, older ages and those of C2DE social grade. This is illustrated with reference to the Internet in Figure 14, below.

Figure 14

	% saying use Internet daily 2000	% saying use Internet daily 2001	Change in % points
Total	35	45	+10
Male	42	50	+8
Female	28	38	+10
16-34	35	47	+12
35-54	37	45	+10
55+	29	36	+7
AB	44	53	+9
C1	35	49	+14
C2	28	35	+7
DE	26	30	+4

As can be seen from the table above, growth in daily Internet use has occurred among all groups but has been greater among females, younger age groups and higher social grades, particularly C1 respondents.

ACORN groups have not been included in this analysis due to small sample sizes, especially among the council estate groups, in which PC and Internet ownership is lower.

6.1.2 Average time spent on computers/the Internet per week

The average number of hours per week spent on the computer (excluding playing games) has increased from 12.5 hours in 2000 to 14.2 hours in 2001. A similar increase is evident in Internet usage, from 5.4 hours per week in 2000 to 7.0 hours in 2001.

Figure 15

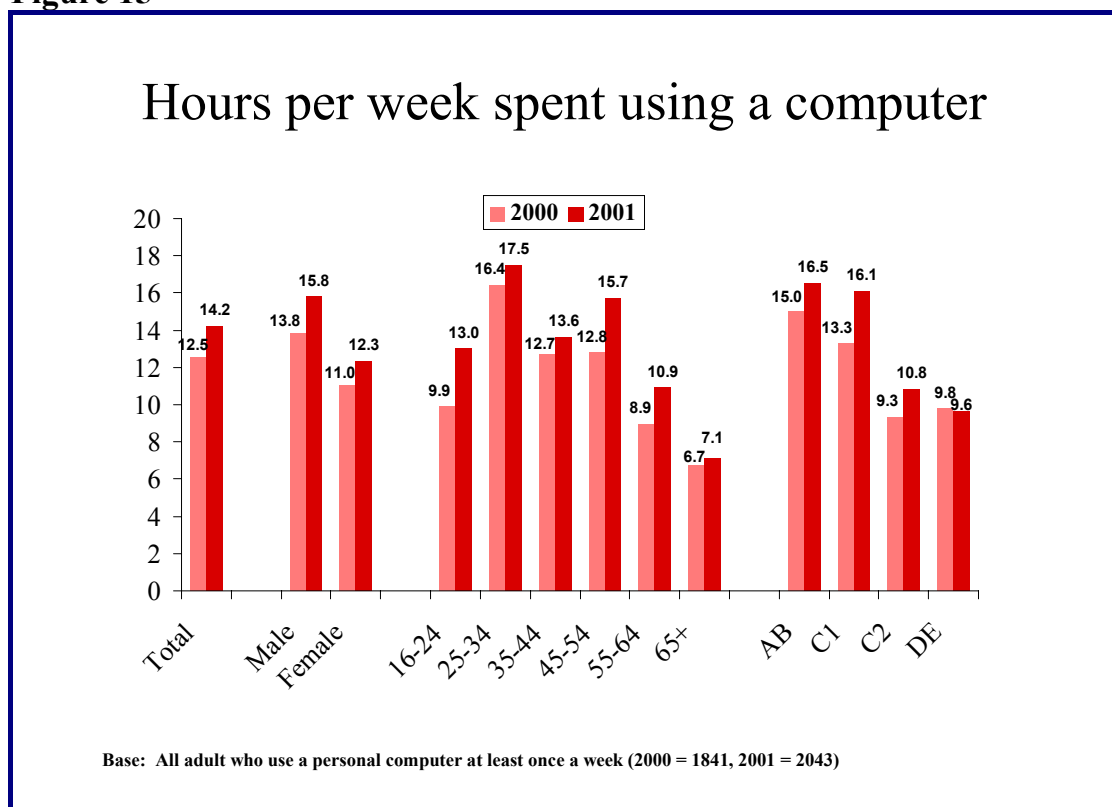
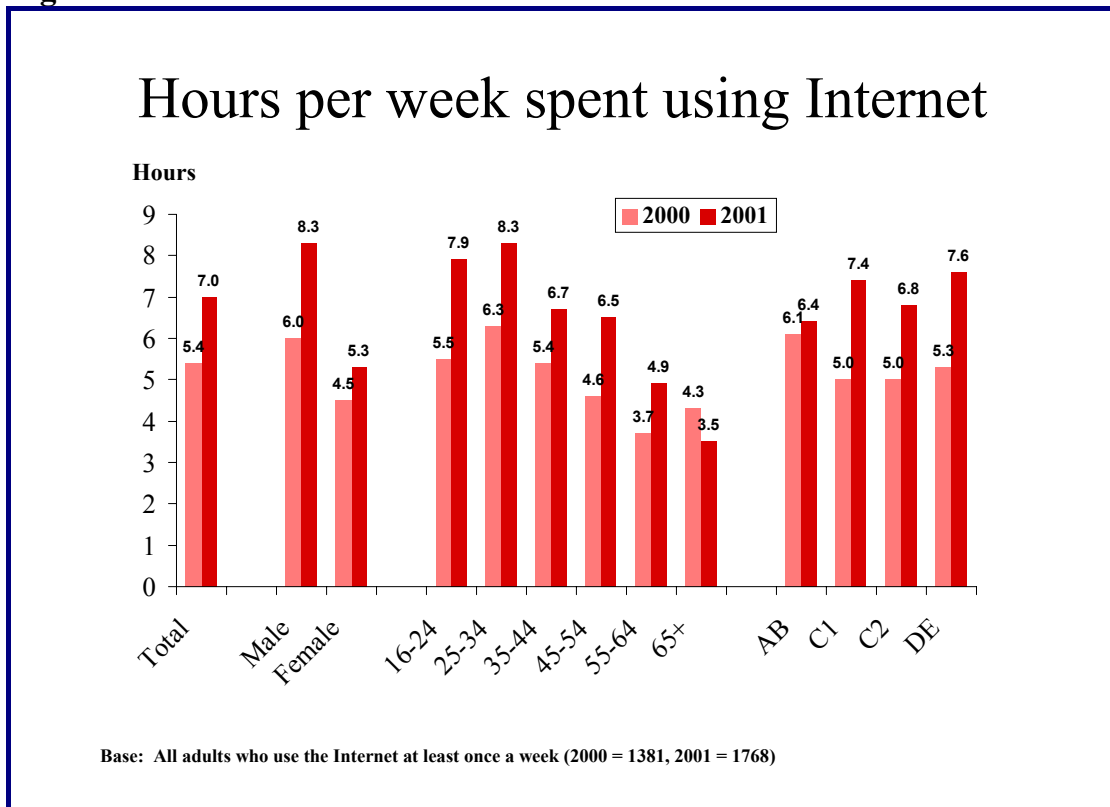


Figure 16



On average, men spend more time on computers and the Internet than women. Usage among men has grown more than among women. For instance, in 2001 men spend 3.5 hours per week more on computers than women; in 2000 the gap was 2.8 hours.

There is large growth in hours spent on computers and the Internet among 16-24 year olds (from 9.9 hours to 13.0 for computer use and 5.5 to 7.9 hours for the Internet). There is also a large increase among the 45 to 54 age group, from 12.8 hours to 15.7 for computers and from 4.6 to 6.5 hours for the Internet. The greatest users of both computers and the Internet remain people aged between 25 and 34.

There are variations in terms of social grade relating to computer and Internet use. All social grades spend a greater length of time per week on computers than in 2000 apart from those of social grade DE. The largest growth is among C1 respondents, from 13.3 hours to 16.6. This has led to a clear ABC1/C2DE split. On average, people of ABC1 social grade spend around 6 hours per week more than C2DE respondents on their computers (excluding time spent playing games).

The picture is different in terms of time spent on the Internet however. As with computer use, growth has been strong among C1 respondents but it has also increased among C2 respondents (5.0 to 6.8 hours) and those from social grade DE (5.3 to 7.6 hours). Thus in contrast to 2000, DE respondents spend the most amount of time on the Internet each week and AB respondents the least.

People without children in the household are more likely to use their computer daily and also spend more time on it per week - 15.2 hours compared to 12.9 hours for households with children under 16 present. In households with children under 16, usage by adults is higher where the oldest child is aged between 0 and 5. This could be in part due to older children using the computer in the household, resulting in the adults having less of an opportunity to use it.

Ethnic minority groups tend to spend less time on computers but more time on the Internet per week than average. For instance, Asian respondents spend 12.1 hours per week on computers, compared to 14.4 hours for White respondents. In contrast, Asian respondents spend 8.7 hours on the Internet compared to 6.9 hours for White respondents.

6.1.3 Location of use

In terms of location, there is little change between 2000 and 2001 in the places where computers are used. Of those who use computers nowadays, 82% use them at home, compared to 79% in 2000. The percentage using them at work has fallen from 48% in 2000 to 42% this year. The Internet is accessed at home by 65% of users, higher than the 20% who access it at work. Use at home is higher among people aged 55 or more and in households where there are children under 16 present.

16 to 24 year olds and ethnic minority groups are more likely to use computers at school/college/university. In terms of social grade, ABC1 respondents are more likely than C2DE respondents to use computers both at home and work. 12% of DE respondents use computers at another person's home. Other locations of computer use have experienced no substantial change - 10% college/university, 5% school, 5% another person's home, 3% public library, 2% Internet café, 1% community or voluntary organisation and 1% government office.

2% of adults claim to have used a computer at a **Learndirect** centre. This is lower for a UK online centre, at 1%.¹

6.1.4 Purpose of use

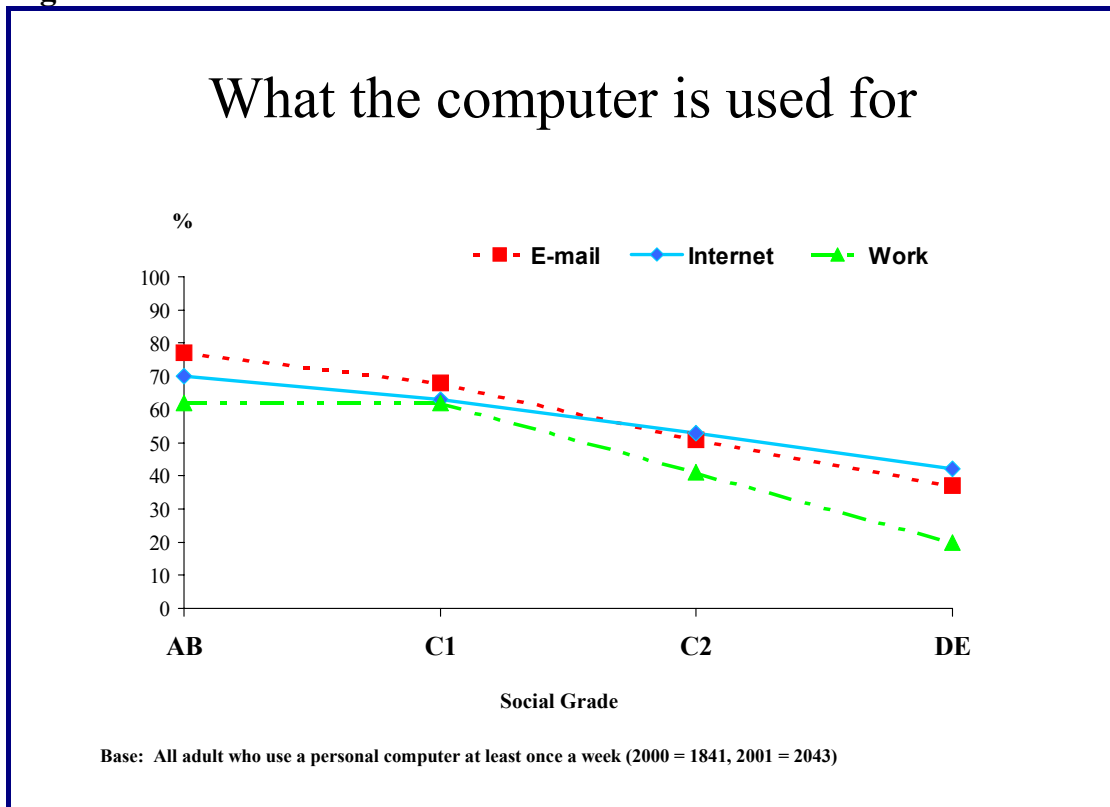
Access to e-mail and the Internet are the most popular reasons for using a computer. Of those who use a PC, 62% use it for e-mail and 60% for the Internet. This is an 8 percentage point increase for both on 2000. The other major claimed use of computers is for work, although at 51% this is lower than the 54% in 2000.

The main uses of the Internet are for sending or receiving e-mails (66%), seeking information about work (37%) and shopping/finding out about goods or services (35%). Figures for these are slightly lower in 2001 than in 2000, although this is probably due to a change in question, with more specific options available to choose from in 2001, resulting in a decrease in the mentions for these categories.

As we have already seen with other ICT measures, usage is lower among lower social grades. People of AB social grades are the most likely to use computers for e-mail, the Internet and work with C1 respondents at a similar level. However, C2, D and E respondents are less likely to use computers for these activities (see Figure 17, overleaf).

¹ Learndirect and UK online centres are still currently being established, hence a low usage is not unexpected.

Figure 17



Differences by social grade are also evident in what people use the Internet for:

Figure 18

USES OF THE INTERNET BY CLASS

	ABC1	C2DE	Difference
Base: All adults who use the Internet (1768)	1100	668	
	%	%	% points
Sending/receiving e-mails	71	56	15
Seeking information for work	44	22	22
Shopping	39	26	13
Weather/travel	31	19	12
Banking	28	14	14
Theatre/arts information	28	15	13
News	19	8	11
Seeking health information	15	6	9

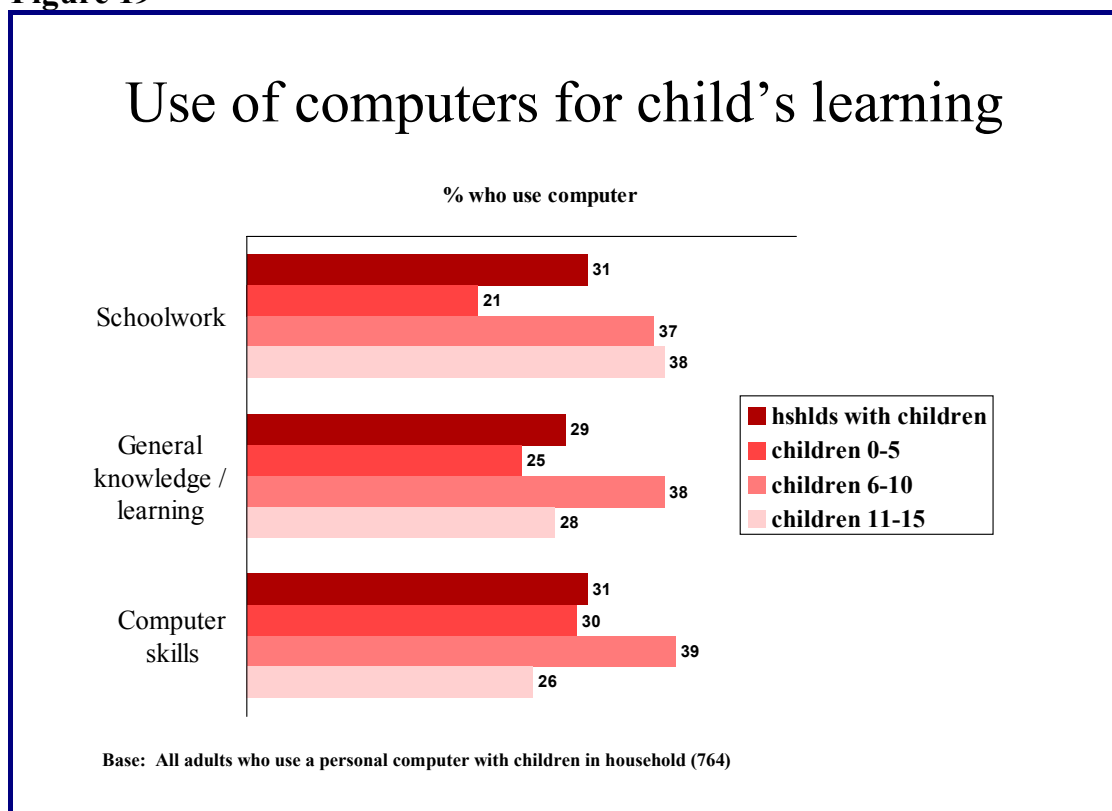
For most categories, there are more people of ABC1 social grades using the Internet than from C2DE social grades. The biggest difference between the two is in seeking information for work, followed by sending/receiving e-mails and banking/finance. C2DE respondents use the Internet more than ABC1 respondents for some purposes, namely playing/downloading games (20% compared to 17% of ABC1 respondents) and chat rooms (15% against 11%).

Variations among the ACORN groups reflect the differences by social grade. 66% of AEFAs and 59% of PPMAs use computers for work compared to 35% of the combined CEHU/CEGH group. Similarly, 26% of CEHUs/CEGHs use the Internet for seeking information about work, compared to 45% of AEFAs and 43% of PPMAs. However, use of the Internet for e-mail has increased among CEHUs/CEGHs from 59% to 69% in 2001, and is now at a similar level to AEFAs and PPMAs. CEHUs/CEGHs are more likely than other groups to use the Internet for playing/downloading games, seeking information about sports, chat rooms, and listening to/downloading music.

6.1.5 Use for learning and development

Looking at the use of computers for children’s learning and development (Figure 19), around 30% of households with children under 16 use computers for helping with their children’s schoolwork, general knowledge and for developing their computer skills. In terms of general knowledge/learning and computer skills, it is the households with children aged between 6 and 10 where usage of computers for these tasks is higher.

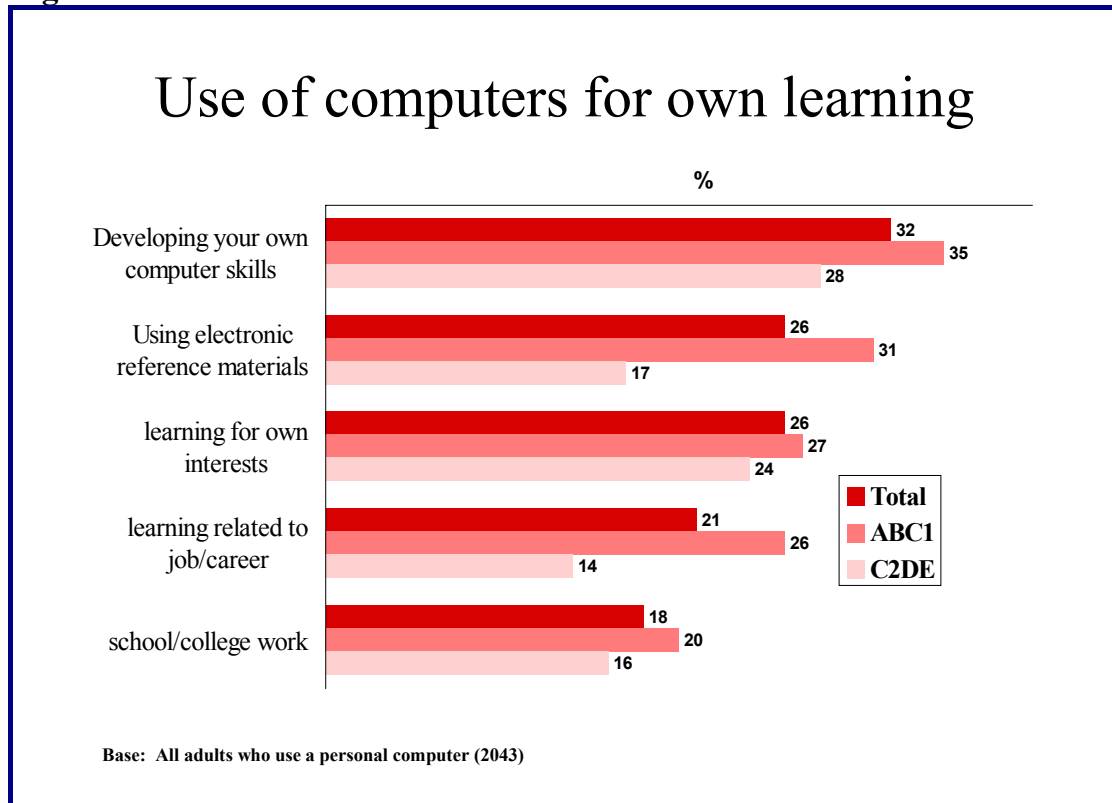
Figure 19



As well as among adults in households with children under 16 present, usage for school/college work is higher among people aged between 16 and 24 (43%, compared to 18% of all adults). They are also the most likely people to use computers for learning independent of school/college/work (34% compared to 26% of all adults).

There is a split by social grade in using computers for learning. ABC1 respondents are more likely than C2DE respondents to use computers for accessing electronic reference materials (31% compared to 17%) and for learning related to their jobs (26% compared to 14%). However, using computers for independent learning is not so disparate, with 27% of ABC1 respondents doing this compared to 24% of people of C2DE social grades.

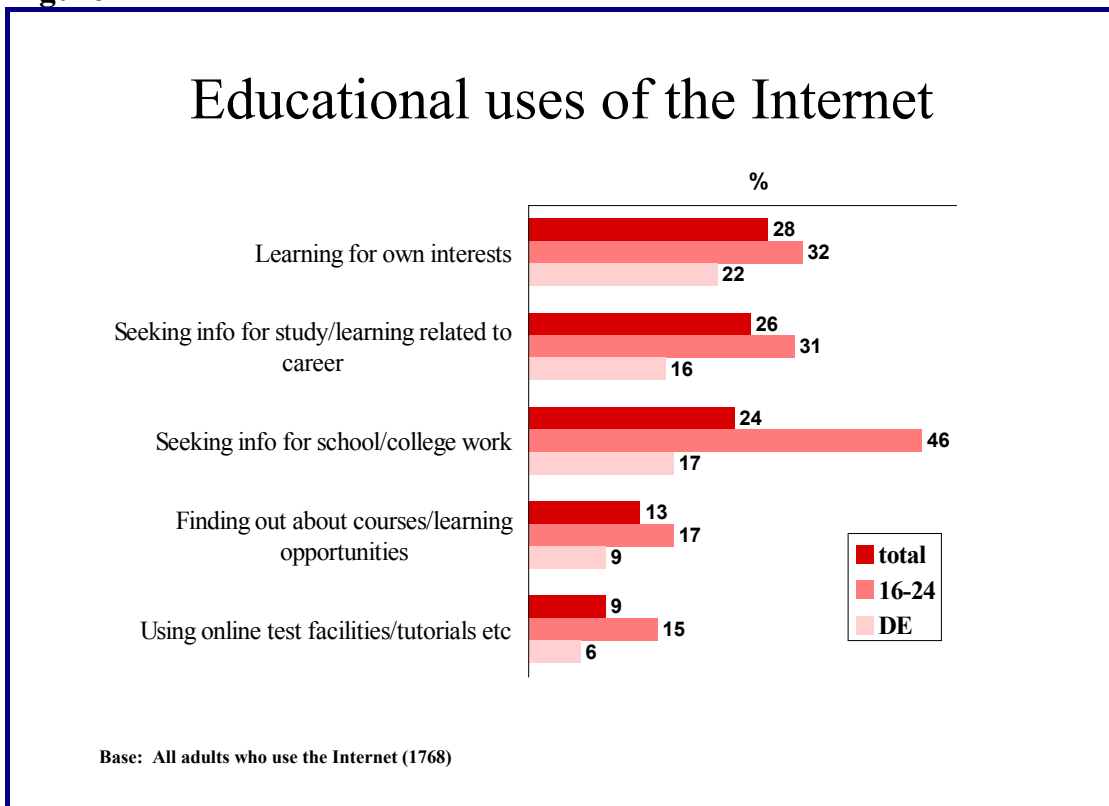
Figure 20



Ethnic minorities, more especially Asian respondents, generally tend to be less likely to use computers for learning and development purposes. For instance, 19% of Asian respondents use computers for independent learning, compared to 26% of all adults. However, 33% of Asian respondents use computers for school/college work, compared to 27% of Black respondents and 18% of White respondents.

Looking at educational uses of the Internet, 28% of people who use the Internet do so for learning independent of work, college or school (see Figure 21). This is slightly higher than the percentage who use it for information for learning related to job/career (26%) and information for school/college work (24%). As the chart below indicates, people aged between 16 and 24 are the most likely to use the Internet for educational/learning purposes, whilst DE respondents are less likely to do this. These two groups showed the greatest variation from the total population in terms of using the Internet for educational purposes.

Figure 21



Use of computers and the Internet for learning and education among ACORN groups follows a similar pattern to use by social grade. For instance, 44% of AEFAs use computers for developing their own skills compared to 23% of the combined CEHU/CEGH group. However, more CEHUs/CEGHs use computers for learning for their own interests - 42% compared to 35% of AEFAs.

In terms of Internet use, PPMAs are the most likely group to use it for seeking information for school/college work (37%) and for study/learning related to job/career (40%). In contrast to computer use, CEHUs/CEGHs are the least likely to use the Internet for learning for their own interests - 18% compared to 37% of AEFAs and 33% of PPMAs.

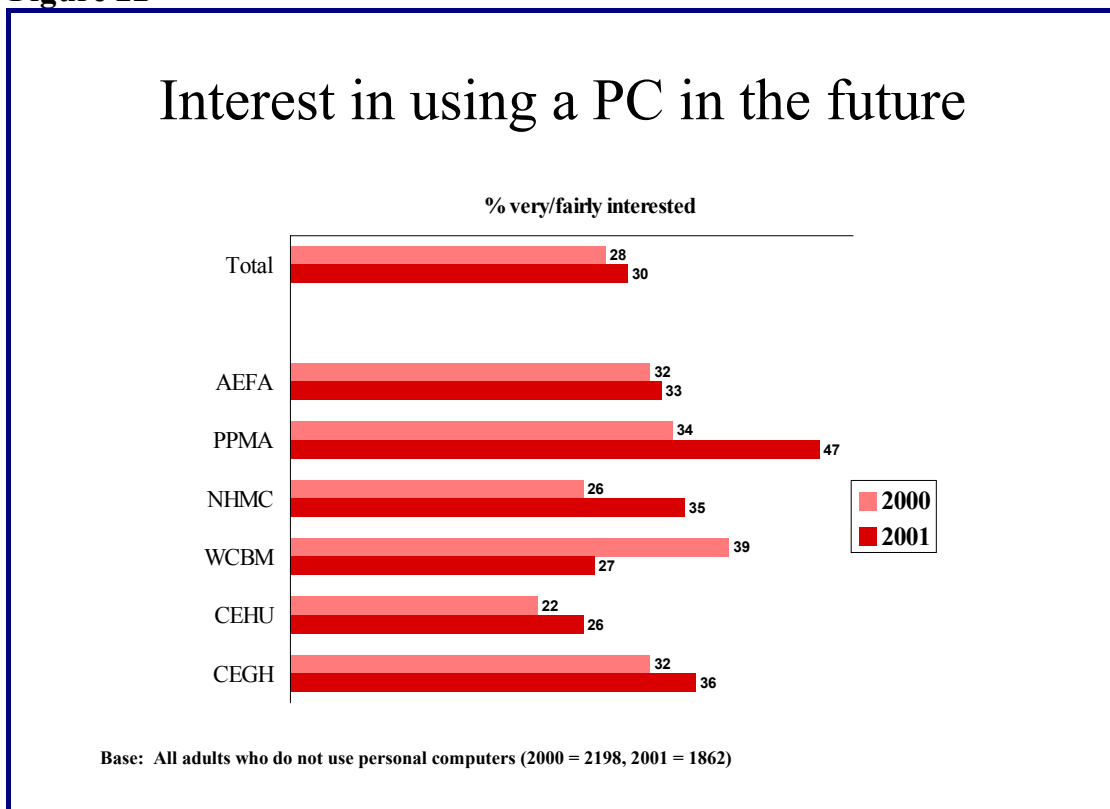
6.2 Propensity to use computers and the Internet in the future

All those who said that they do not use computers were asked how interested they were in using computers in the future: 30% of non-users say that they are “very interested” or “fairly interested”, compared to 28% in 2000. In relation to the Internet, 32% of non-users say that they are very/fairly interested in using it in the future, compared to 31% in 2000.

The propensity to use computers / the Internet is greatest among the younger age groups. For instance, for computers, 67% of non-users aged 16-34 say they are very/fairly interested, 39% aged 35-54 and 14% aged 55+. Non-whites are also more likely to be interested in future use compared to White respondents. 57% of Black/Asian non-users say they are fairly/very interested in using a computer in the future, compared to 29% of White non-users.

Interest in using a PC in the future among the different ACORN groups is shown in Figure 22, overleaf.

Figure 22



PPMA non-users show the most interest in using a computer in the future. This has increased between 2000 and 2001 from 34% to 47% very/fairly interested. Interest among NHMCs has also increased since last year (35% from 26%) whilst interest among WCBMs has fallen (27% from 39%). Interest among the two council estate ACORN groups has increased slightly, although 60% of CEHUs say that they are not at all interested in using a computer in the future, the highest of any ACORN group.

A similar pattern is evident with interest in using the Internet in the future - CEHUs are the least responsive and the AEFA/PPMA group is the most interested in using the Internet in the future.

6.3 Barriers to use

6.3.1 Standard Demographic Analyses

Barriers to use are similar for both computers and the Internet.

Current users

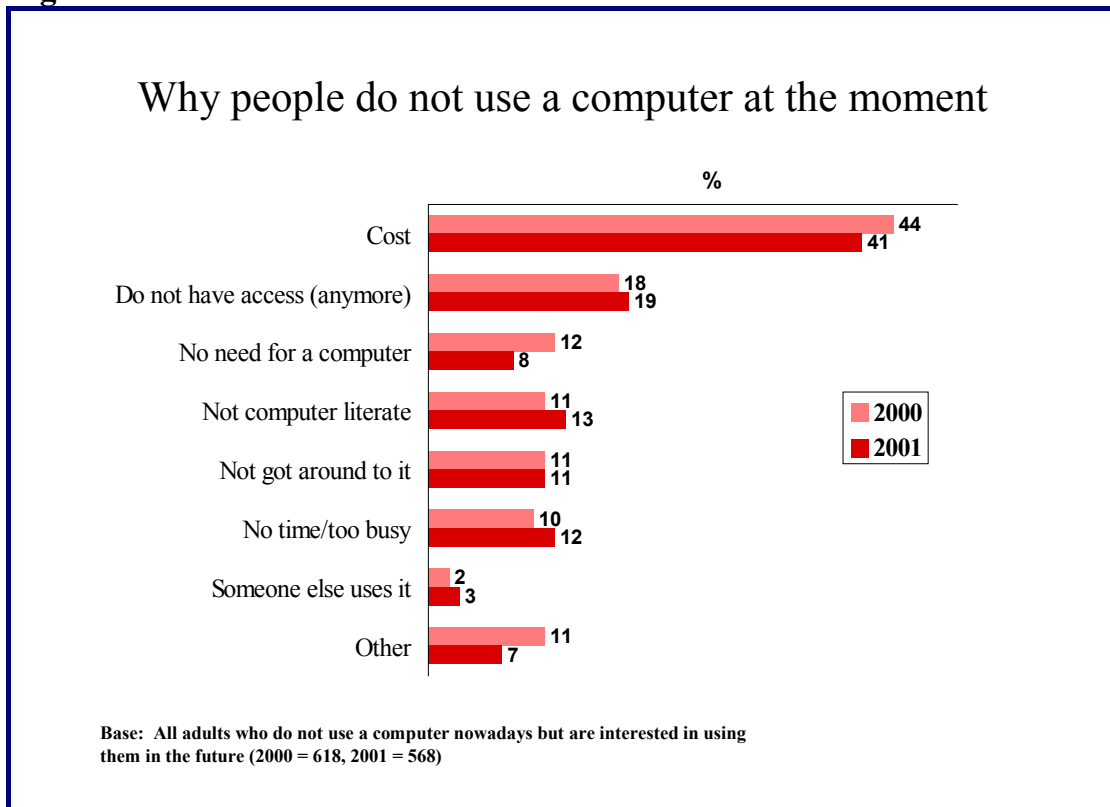
The main barrier to using computers and the Internet more often among current users is that they consider that they do not have sufficient time (45% say this for computers and 44% for Internet). This is no change from 2000. Lack of time is more likely to be an issue among people aged between 25 and 44 and those with children aged under 16 in the household.

18% of DE respondents say that they are prevented from using a computer more often because they do not own one - twice as many as for the whole computer using population (9%). This implies that people of this social grade are less likely to have access to a computer at home and so if they are going to use a computer they are more likely do so outside of the home.

Non-users, interested

14% of the population do not use computers but are interested in using them in the future. The main reason they give (unprompted) for not using a computer at the moment is the (perceived) cost. This has fallen slightly from 44% in 2000 to 41% in 2001.

Figure 23



17% do not use the Internet but are interested in using it in the future. The main reasons they give (unprompted) for not using it at the moment are that they do not have a computer (52%) and the perceived cost (26%). This is a similar picture to last year.

Cost is a more significant issue for DE non-users who are interested - 57% mention it as a restriction to using a computer and 41% as a barrier to using the Internet (compared to 59% for computers and 34% for the Internet in 2000 for this group). Cost is also more of a concern for 16-34s (50% mention this in relation to computers), those with children under 16 in the household (52% for computers), and lone parents (61% for computers). 13% feel that they are prevented from using a computer because they are not computer literate, a slight increase on the 11% in 2000.

Non-users, not interested

31% of the population are not interested in using a computer and 34% are not interested in using the Internet. The main reason given is that computers / the Internet does not appeal to them (55% for computers and 66% for the Internet). 30% of respondents do not use computers because they say they are too old (50% of those aged 65 and older). Fewer people in 2001, compared to 2000, say that they do not need to use a computer or the Internet.

Figure 24

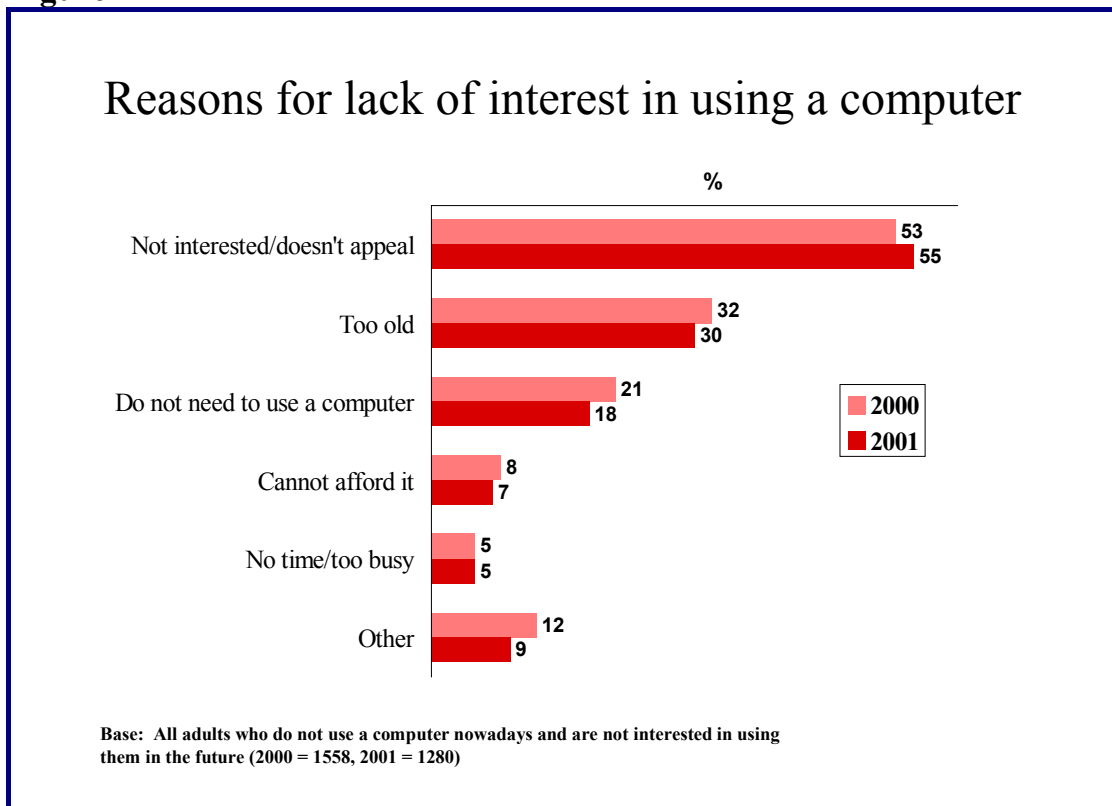
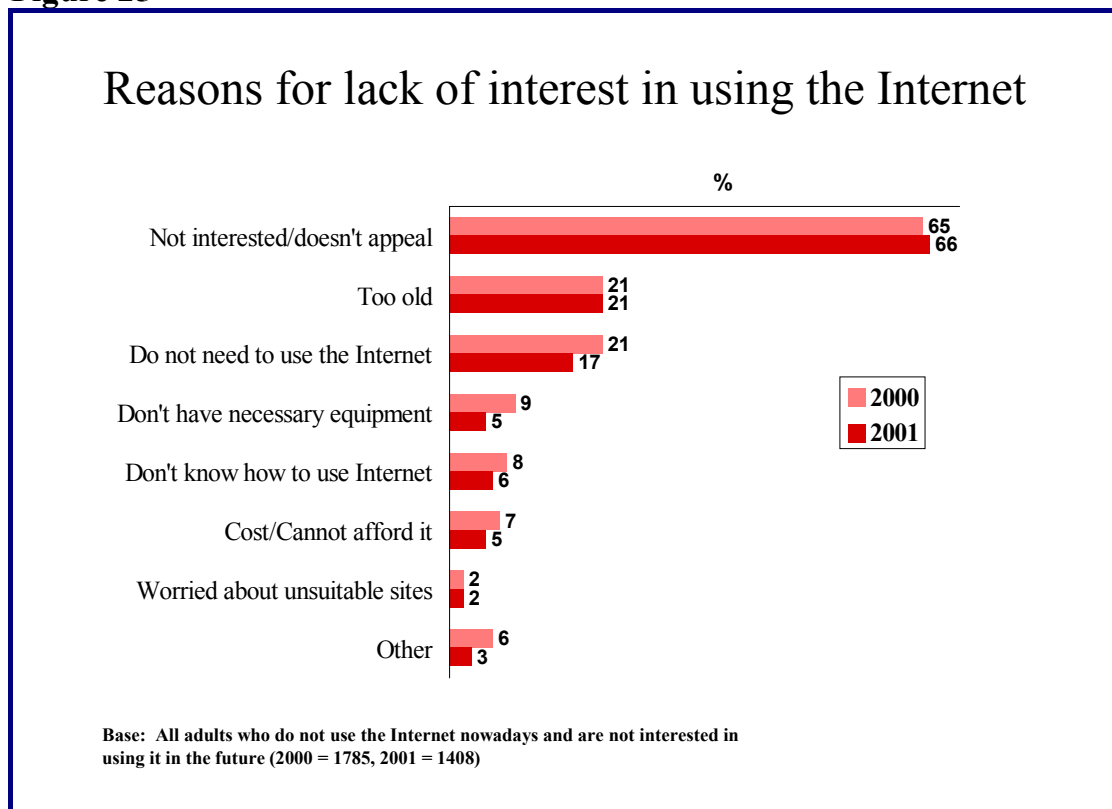


Figure 25



All non-users

All current non-users were asked what were the reasons for not using a computer or the Internet. The results from both 2000 and 2001 are summarised in the charts overleaf.

Figure 26

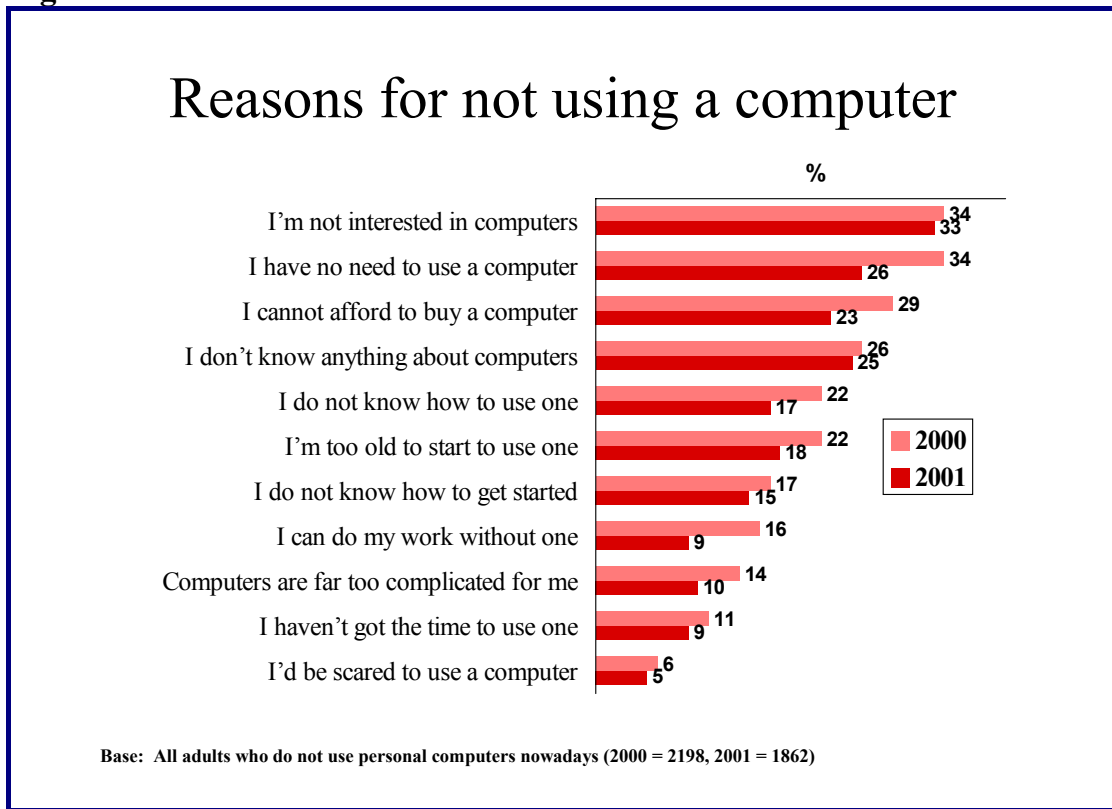
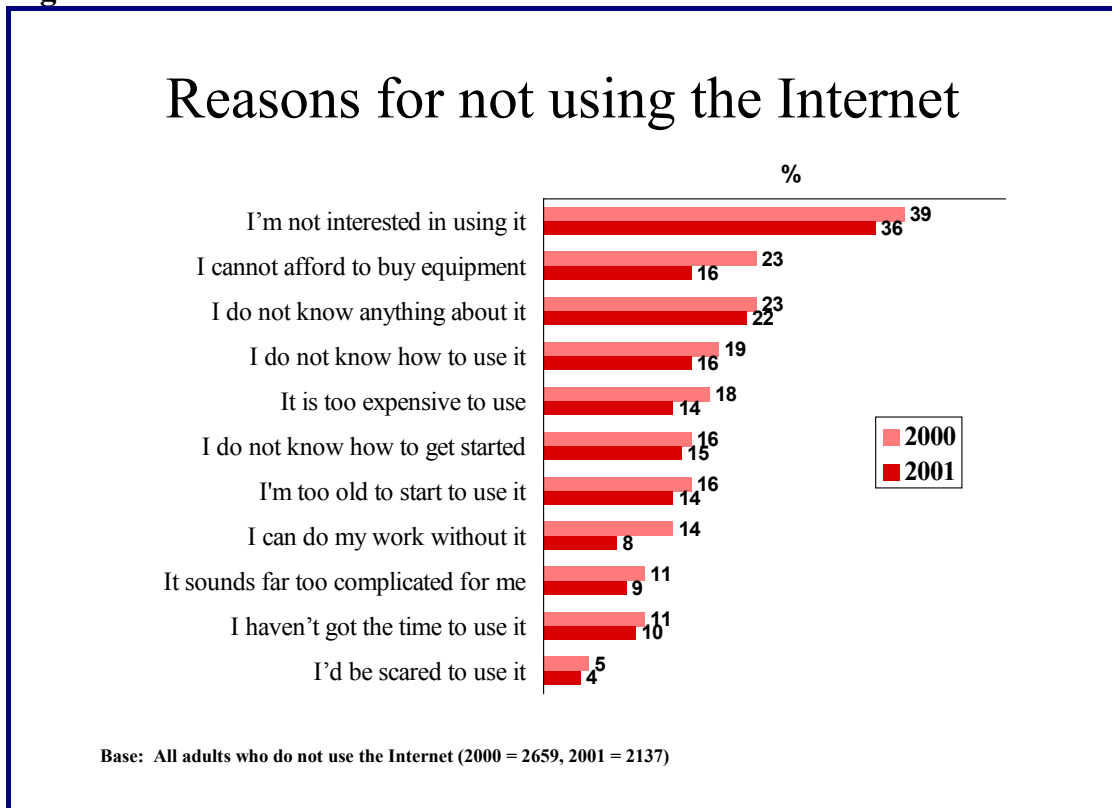


Figure 27



Disinterest is the main reason for not using a computer (33%) and the Internet (36%), although both of these are lower than in 2000. Compared to last year, there has been a fall in the proportion of non-users saying that they have no need to use a computer (from 34% to 26%). Cost appears to be less of a factor in 2001 than in 2000: 23% say that they cannot afford a computer (29% in 2000), 16% say that they cannot afford the equipment for the Internet (23% in 2000), and 14% say that the Internet is too expensive to use (18% in 2000). There is also a general decrease in the percentage of people who say that they do not use a computer or the Internet because of technical aspects, such as not knowing how to use it or get it started.

Breaking down some of these reasons for not having a computer or the Internet into age, social grade, presence of children in the household, and ethnic group, it can be seen that cost is more of an issue for younger people (47% of 16-34 year old non-users mention this in relation to computers). It is also more of a barrier for C2DE respondents, those with children under 16 in the household, lone parents, and ethnic minority groups. However, cost is less of a barrier for these groups in 2001 than it was in 2000: 38% of DE respondents mentioned cost as a reason for not using a computer in 2000 compared to 28% in 2001. Amongst lone parents this fell from 43% in 2000 to 36% in 2001 and for people with children aged under 16 in the household it dropped from 42% to 36%.

Figure 28**REASONS GIVEN FOR NOT USING A COMPUTER**

Base: All Adults who do not use a personal computer (1862)

	% not interested	% no need to use	% cannot afford	% don't know about
Total	33	26	23	25
16-34	13	16	47	14
35-54	33	26	25	24
55+	39	30	15	29
ABC1	32	33	16	20
C2DE	33	23	26	26
Children	20	15	36	19
No children	36	29	20	26

Age appears to be a more salient factor than social class, in levels of interest in computers and the Internet. Non-users aged 55 or over are less likely to be interested in computers and the Internet, as are non-users without children in the household. Another barrier of use to people aged 55 or over appears to be that they are more likely to claim not to know anything about computers and the Internet.

Figure 29

REASONS GIVEN FOR NOT USING THE INTERNET

	% not interested	% don't know anything about	% cannot afford equipment
Total	36	22	16
16-34	18	10	31
35-54	35	21	17
55+	43	27	10
ABC1	37	19	10
C2DE	36	23	19
Children	26	14	25
No children	39	24	13

6.3.2 ACORN Group Analysis

Current users

Lack of time was the most frequently quoted reason for not making more use of computers by users in all ACORN groups; ranging from 49% for AEFAs to 33% for CEGHs. This is also the biggest issue in relation to the Internet, with WCBMs the most likely to mention this (44%) and CEHUs/CEGHs the least likely (34%). As was seen with DE respondents, lack of ownership is a considerable restriction for the council estate ACORN groups. 26% of CEHU/CEGH computer users do not own a computer and claim that this prevents them from using one more often. This compares with just 9% of the whole computer using population. Similarly, 22% of this group say that not owning a computer restricts them from using the Internet more often. Price of equipment is also more of an issue for the council estate ACORN groups.

Non-users

Sample sizes for interested non-users and uninterested non-users by ACORN group are too small for robust analysis. However, it is possible to look at the reasons all non-users give, from a list of eleven, for not using a computer by ACORN group (*nb*: combining AEFAs and PPMAs, Figure 30, below).

Figure 30
REASONS FOR NOT USING A COMPUTER (PROMPTED) – ACORN GROUPS

	Total	AEFA/ PPMA	NHMC	WCBM	CEHU	CEGH
Base: All non-users	1800	53	254	75	58	58
	%	%	%	%	%	%
I'm not interested in using computers	33	28	32	28	27	30
I have no need to use a computer	26	17	27	18	14	12
I don't know anything about computers	25	11	25	16	45	23
I cannot afford to buy a computer	23	6	22	18	18	30
I'm too old to start to use one	18	2	20	15	9	4
I do not know how to use one	17	6	19	12	21	11
I do not know how to get started	15	15	22	7	15	14
Computers are far too complicated for me	10	4	11	4	11	7
I can do my work without one	9	6	13	13	9	6
I haven't got the time to use one	9	6	11	7	7	10
I'd be scared to use a computer	5	8	6	5	7	2

This table shows that there are a similar number of people from each group who are not interested in using computers. CEHUs and CEGHs are less likely (than in 2000) to say that they have no need to use a computer (14% and 12%), a marked contrast to last year (46% and 26%). 45% of CEHU non-users say that they do not know anything about computers, 20% above the average and up from 27% last year. As might be expected from results noted earlier in this report, cost is an issue for more CEGHs (30%) but is less of a concern for CEHUs (18%, down from 40% in 2000)

NHMCs are close to the average for most of the reasons, although slightly more than average of this group say that they are too old to start to use a computer and do not know how to get started. The AEFA/PPMA group tends to be lower than average, especially when related to cost and expertise/knowledge. WCBMs are also lower than average for most of the reasons for not using a computer.

In relation to the Internet, Figure 31 (overleaf) presents the reasons given by non-Internet users for not using the Internet. The respondents were prompted with the list of factors. Those scoring above average have been highlighted.

Figure 31
REASONS FOR NOT USING THE INTERNET (PROMPTED) – ACORN
GROUPS

	Total	AEFA/ PPMA	NHMC	WCBM	CEHU	CEGH
Base: All non-users	2079	66	280	87	63	61
	%	%	%	%	%	%
I'm not interested in using it	36	30	38	30	30	28
I don't know anything about it	22	9	23	18	39	32
I cannot afford to buy the equipment	16	15	17	12	15	20
I do not know how to use it	16	9	19	8	13	10
I do not know how to get started	15	14	20	4	15	13
I'm too old to start to use it	14	5	14	11	11	4
It is too expensive to use	14	9	14	12	9	7
I haven't got the time to use it	10	5	11	9	11	11
It sounds far too complicated for me	9	2	10	4	5	5
I can do my work without it	8	6	9	9	8	5
I'd be scared to use it	4	3	6	2	1	1

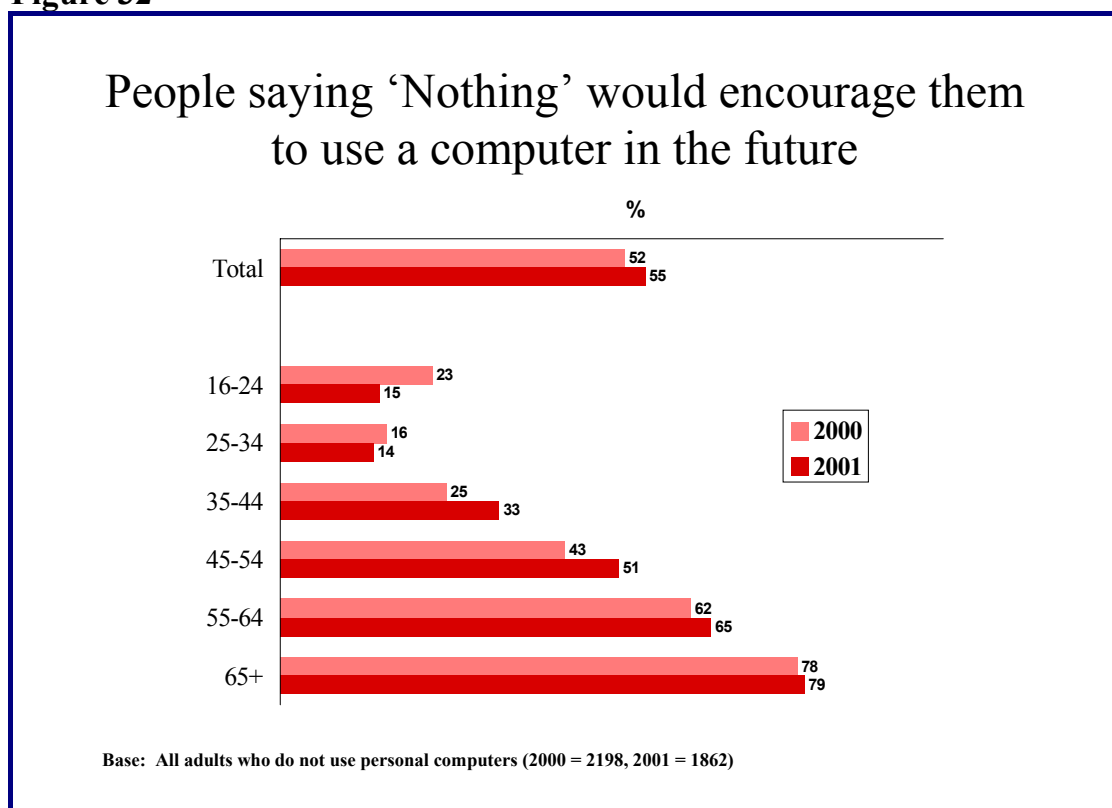
The table shows that, among non-users, CEHUs and CEGHs are most likely to say that they don't know anything about it, and this is higher than in 2000. NHMCs show the least interest in using it and are also the most likely to say that they do not know how to use it, do not know how to get it started and that it sounds far too complicated. Cost of equipment is more of an issue among CEHUs than other groups, although this has decreased from 27% in 2000 to 20% in 2001

6.4 Incentives to use computers and the Internet

45% of respondents are non-users of computers, compared to 52% in 2000. The number of non-users has decreased slightly among all age groups - from 32% to 28% among 16-34s, 40% to 32% among 35-54s, and 82% to 76% among people aged 55 and over.

All non-users were asked without prompting what, if anything, might encourage them to use a computer in the future (Figure 32, below). 55% say that nothing will encourage them, slightly more than in 2000 (52%). Older respondents are more resistant to computer use, particularly over 55s. However, this year has also seen an increase compared to 2000 in the proportion of 35 to 54 year olds saying 'nothing'. In contrast, there are fewer 16 to 24 year olds saying 'nothing' this year compared to last (15% v 23%).

Figure 32



This pattern is very similar with reference to Internet use - 51% of non-users say that nothing would encourage them compared to 45% in 2000. Resistance has decreased among 16 to 34 year olds but has increased in 2001 among those aged 35 or more.

The main incentives for both computer and Internet use are, as last year, cost related. 17% mention free/cheap machines/ software and 9% free/cheap lessons as incentives for using computers in the future. Similarly, for Internet use, 24% mention free/cheaper access and 13% free/cheap lessons, both of which are higher than in 2000. These are more likely to be mentioned by the younger non-users than by older non-users.

There are some differences by social grade. AB respondents are less likely than other groups to be encouraged by cost incentives. Slightly more people from ABC1 social grades would be encouraged if they had more time to spend on computers and the Internet whilst more C2DE respondents would be encouraged if their children needed it.

Of those with children under 16 in the household, 23% say that they would be encouraged to use the Internet if they needed it for their children/school work, down from 30% last year. This is not as important as free/cheap access, which is mentioned by 42% of this group.

Ethnic minority groups are more likely to be encouraged to use computers and the Internet by free/cheaper equipment/access and lessons. For instance, 32% of Black/Asian non-users would be encouraged to use computers if there was free/cheaper machines/software - twice as many as for White non-users.

Looking at the ACORN groups, CEHUs are the most resistant to future computer and Internet use. 60% of CEHU non-users say that nothing will encourage them to use a computer in the future (64% in 2000) and 62% of this group say that nothing will encourage them to use the Internet in the future (53% in 2000). However, resistance has also increased between 2000 and 2001 among WCBMs, from 44% to 60% for computers and from 36% to 58% for the Internet. 50% of CEGHs say nothing will encourage them to use a computer in the future and 48% of this group say that nothing would encourage them to use the Internet, also up from 2000 (from 36% and 31% respectively). Resistance to computers has decreased among AEFAs/PPMAs and NHMCs but resistance to the Internet has increased among these groups.

Cost related incentives are the most popular among all the ACORN group non-users and there is no substantial variation between the groups. Cost is a greater issue for the council estate ACORN groups in 2001 than in 2000. For instance, 27% of CEHUs mention free/cheaper access compared to 19% in 2000. 15% of this group also mention free/cheap lessons compared to 5% in 2000.

7 SUMMARY OF ACORN GROUPS: USAGE OF AND ATTITUDES TO ICT MEDIA

7.1 Council Estate Residents, Greatest Hardship (CEGHs)

CEGHs are typically lone parents, with high unemployment. Ownership and use of ICT media is low, with the exception of the mobile phone. ICT media are seen as not particularly relevant to their current position and unavailable due to cost. However, CEGHs are aware that ICT skills will become more necessary in many aspects of life, particularly for their children. Non-users in this group are more likely than average to be interested in using computers or gaining access to the Internet. They are also more likely than other groups to cite the benefits to their children. However, perceived cost and lack of access are quoted as barriers.

7.2 Council Estate Residents, High Unemployment (CEHUs)

CEHUs are, on the whole, elderly or single people, few of whom are employed. Ownership of ICT media is lower than amongst CEGHs, and resistance towards such media is high. ICT is seen as not being relevant to them now or in the future, and they are not as interested in acquiring ICT skills or owning ICT media as other groups. Among non-users, about a fifth are interested in using computers, but they perceive cost as a barrier. Take up of ICT is likely to be slow among this group through lack of desire, as well as lack of financial resources.

7.3 White Collar Workers, Better-Off Multi-Ethnic Areas (WCBMs)

WCBMs are defined as young families and white collar workers in home owning multi-ethnic areas. Typically, they feel that ICT does not play much of a role in their lives at the moment, although they seem aware of changes in the job market relating to ICT. Ownership and use of ICT media is below average; aspiration towards ownership and use is above average. Among ICT users, use for college work or information for study/ learning is higher than average. Cost is still seen as the major barrier to use of ICT.

7.4 New Home Owners, Mature Communities (NHMCs)

NHMCs are mainly blue collar workers in predominantly home owning areas. They include both new homeowners and more mature, established owner occupiers. Use and ownership of ICT media among NHMCs are comparable to those among CEGHs and CEHUs. The level of interest in acquiring relevant skills and making use of such media is low; cost is seen as a significant barrier to greater computer use.

7.5 Prosperous Professionals, Metropolitan Areas (PPMAs)

PPMAs are young professional singles and couples in apartments or gentrified multi-ethnic areas. Levels of ownership of ICT media are much higher than in the previous groups, and PPMAs seem more aware of the impact of ICT on society. Much of their use and awareness of ICT is related to their work, but a surprising number of PPMAs do not know 'where to start' with ICT. Cost is a far less influential factor than in other groups, and is replaced by lack of knowledge or information.

7.6 Affluent Executives, Family Areas (AEFAs)

These are affluent working families or couples with mortgages. Ownership of ICT media is high, and use is similarly high, both in the home and at work. Age becomes a factor, though, as the number of AEFAs feeling that ICT is not necessary for them or that they are too old to start using it is high compared to other groups.

8 SUMMARY BY MDI: USAGE OF AND ATTITUDES TO ICT MEDIA

Differences in results by MDI are seen at the extremes of the scale. Those living in wards in the middle two quartiles tend to have results close to the average. Those with an MDI in the lowest quartile (that is, a low level of deprivation) tend to have higher levels of ICT access and use while those in wards in the highest quartile record low levels of access and use.

8.1 Use of ICT

77% of those in wards in the lowest MDI quartile say they have used a personal computer **at some time**. The percentage for wards in the middle two quartiles is 66%. This falls to 60% for wards for the highest quartile. Similar differences are seen for use of CD-ROM (66%, 53%, 47%) and for Internet use (68%, 57%, 52%). Use of other ICT does not vary by MDI.

There is a similar pattern by MDI in **current** use of personal computers, CD-ROMs and the Internet in that variation is seen at the extremes of the scale. However, use of other ICT media (such as mobile phones) does not vary significantly by MDI. To illustrate the pattern, 68% of those living in wards with an MDI in the lowest quartile say that they use a personal computer nowadays. This compares to 51% of those in wards in the highest quartile. Similarly, 62% of those in wards in the lowest quartile say they use the Internet nowadays compared to 44% of those in the highest quartile.

8.2 Presence of ICT in the home

Analysis by MDI shows variation in ownership at the extremes of the scale. For example, 65% of those living in wards in the lowest MDI quartile have a personal computer in the home. This compares to 46% of those in the highest MDI quartile. The comparable figures for Internet access in the home are 58% and 38%.

8.3 Attitudes to computers

Those in the lowest MDI quartile are more likely than others to say that “Computer skills are essential to my work now” (46% v 37%). There are no clear differences by MDI in the percentages saying that “Computer skills will be essential to getting on in my job / getting a new job” or in the perceived importance of being able to use computers for life in general. However, there are some differences in the claimed computer skill levels of the respondents. Those living in wards in the lowest MDI quartile are more likely than others to say they are of Intermediate, Advanced or Expert level (59%), while those in wards in the highest quartile are the least likely to rate themselves as highly as this (41%).

Also, there are no significant differences by MDI in the perceived importance of computers for children’s work now or in the future.

8.4 Barriers to ICT use

Looking at those who are not using computers at the moment, differences in the nature of the barriers are seen at the extremes of the MDI scale. For those in wards in the lowest quartile, the main barrier (without being prompted with a list of possible barriers) is that they do not have access to a computer (27%). Cost is mentioned by 8% of this group. However, for those where the MDI is in the highest quartile, perceived cost considerably outweighs all the other potential barriers: 51% say that this prevents them from using a computer at the moment.

Among current users, 12% of those in the highest quartile say that lack of a computer in the home prevents them from making greater use of computers. This applies to 7% of the rest of the English computer users.

There is more latent interest in using computers in the areas of greatest deprivation. 14% of non-users in wards in the highest MDI quartile are very interested in using computers. The comparable percentage for the rest of England is 9%.

Among Internet users, reasons for not making more use of the Internet are similar across the MDI quartiles. Speed of connection shows slight differences, in that those where the MDI in the lowest quartile are more likely to mention this than those in most deprived quartile (16% v 6%).

Among those non-Internet users who are interested in using the Internet, two barriers to use show variation by MDI. Perceived cost is more of a barrier for those in the most deprived areas (35% of those in the highest quartile mention cost compared to 14% in the lowest quartile). Claimed lack of knowledge is less of a barrier in the most deprived quartile (11%) than in the least deprived quartile (24%).

As is the case with computers, the latent interest is greatest in the most deprived areas. 13% of non-users in the highest quartile are very interested in using the Internet compared to 9% of non-users in the rest of England.

APPENDIX A

Methodology

APPENDIX A – METHODOLOGY

The 2001 survey was conducted between 14th and 25th November 2001 on Taylor Nelson Sofres' RSGB Omnibus. The survey was conducted amongst a nationally representative sample of 3905 adults, with quotas placed on sex, age and working status. During analysis, weighting was applied to correct for any sampling variation in the profile of respondents (see Appendix D for sample profile by ACORN group).

The fieldwork was conducted by Taylor Nelson Sofres' dedicated field unit, Specialist Field Resources (SFR). Interviewers used a 'random location' sampling method during fieldwork, more details of which are given below. Respondents were interviewed at home using face-to-face Computer Assisted Personal Interviewing (CAPI). Interviewing and back-checking procedures were carried out in accordance with the Market Research Society Interviewer Quality Control Scheme (IQCS).

RSGB RANDOM LOCATION SAMPLING METHOD

A unique sampling system has been developed by Taylor Nelson Sofres for its own use. Utilising 1991 UK Census small area statistics and the Post Office Address File (PAF), the eligible area of the country has been divided into 600 areas of equal population. The areas within each Standard Region were stratified into population density bands, and within band in descending order by percentage of population in socio-economic Grade's I and II.

To maximise the statistical accuracy of Omnibus sampling, sequential waves of fieldwork are allocated systematically across the sampling frame so as to ensure maximum geographical dispersion. The 600 primary sampling units are allocated to 25 sub-samples of 24 points each, with each sub-sample in itself a representative drawing from the frame. For each wave of Omnibus Fieldwork a set of sub-samples is selected so as to provide the number of sample points required (typically c. 130 for 2,000 interviews). Across sequential waves of fieldwork all sub-samples are systematically worked, thereby reducing the clustering effects on questionnaires asked for two or more consecutive weeks.

Each primary sampling unit is divided into two geographically distinct segments, each containing as far as possible, equal populations. The segments comprise aggregations of complete postcode sectors. Within each half (known as the A and B halves) postcode sectors have been sorted by the percentage of the population in socio-economic groups I and II. One postcode sector from each primary sampling unit is selected for each Omnibus, alternating on successive selections between the A and B halves of the primary sampling unit, again to reduce clustering effects. For each wave of interviewing each interviewer is supplied with two blocks of 100 addresses, drawn from different parts of the sector. Addresses are contacted systematically with three doors being left after each successful interview.

Interviewing is restricted to after 2pm on weekdays or all day at the weekend. To ensure a balanced sample of adults within effective contacted addresses, a quota is set by sex (male, female housewife, female non-housewife); within female housewife: presence of children and working status; within men: working status.

APPENDIX B

ICT OMNIBUS QUESTIONNAIRE

APPENDIX B - ICT OMNIBUS QUESTIONNAIRE

SHOW SCREEN - MULTI CHOICE

Q.1 Which, if any, of these have you heard of?

- 01: PC\PERSONAL COMPUTER
- 02: CD ROM
- 03: INTERNET
- 04: MOBILE PHONE
- 05: WAP PHONE
- 06: INTERNET ACCESS VIA WAP PHONE
- 07: INTERNET ACCESS VIA A DIGITAL TV OR SET TOP BOX
- 08: INTERNET ACCESS VIA A GAMES MACHINE
- 09: BROADBAND
- 10: NONE OF THESE
- (DK)

SHOW SCREEN - MULTI CHOICE

Q.2a And which, if any, have you ever used?

(List as Q.1)

(Ask Q.2b if any code 01-09 at Q.2a. Others to Q.3a)

SHOW SCREEN - MULTI CHOICE

Q.2b And which, if any, do you use nowadays?

(List items coded at Q.2a)

SHOW SCREEN - MULTI CHOICE

Q.3a And which, if any, do you have in your home?

(List as Q.1)

(If 01 coded at Q.3a go to Q.3b. Others see Q.4)

SHOW SCREEN - MULTI CHOICE

Q.3b What type of computer do you have in your home?

- 01: MICROSOFT WINDOWS BASED COMPUTER
- 02: APPLE MAC \ I MAC
- 03: OTHER (specify)
- (DK)

IF 01 CODED AT Q.2b GO TO Q.4. OTHERS GO TO INSTRUCTION AT Q.9

SHOW SCREEN

Q.4 About how often do you use a computer nowadays? Please include

your usage of a computer at home, work or elsewhere. Do not include any time spent just playing games.

- 01: DAILY
- 02: AT LEAST ONCE A WEEK
- 03: AT LEAST ONCE A MONTH
- 04: LESS THAN ONCE A MONTH
- 05: DO NOT USE NOWADAYS
- dk

(If 01 or 02 at Q.4 go to Q.5. Others to Q.6)

Q.5 Thinking about the last seven days, in total how many hours have you spent using a computer, excluding time spent just playing games?

TYPE IN NUMBER OF HOURS

(2 digit box range 00-99) hours
(DK)

SHOW SCREEN - MULTI CHOICE

Q.6a In which of the following places do you use a computer nowadays?

- 01: HOME
- 02: WORK
- 03: SCHOOL
- 04: COLLEGE\UNIVERSITY\OTHER EDUCATIONAL\TRAINING INSTITUTION
- 05: GOVERNMENT OFFICE
- 06: ANOTHER PERSON'S HOME
- 07: PUBLIC LIBRARY
- 08: AN INTERNET CAFE\SHOP
- 09: COMMUNITY OR VOLUNTARY ORGANISATION
- 10: SOMEWHERE ELSE (specify)
- N
- DK

Ask Q6b if coded 4, 5 7 or 9 above. Others ask Q7

Q6b Can I just check, have you used a computer at a Learndirect centre?

- 01: YES
- 02: NO
- (DON'T KNOW)

Q6c And have you used a computer at a UK Online centre?

- 01: YES
- 02: NO
- (DON'T KNOW)

SHOW SCREEN - MULTICHOICE

Q.7 Which of these do you use a computer for?

- 01: WORK

- 02: E-MAIL
 - 03: INTERNET (including chat rooms, world wide web, research via the Internet)
 - 04: PRODUCING NEWSLETTERS\POSTERS
 - 05: HELPING CHILDREN WITH HOMEWORK
 - 06: HELPING CHILDREN'S GENERAL KNOWLEDGE\LEARNING
 - 07: HELPING CHILDREN DEVELOP COMPUTER SKILLS
 - 08: DEVELOPING YOUR OWN COMPUTER SKILLS
 - 09: USING ELECTRONIC (CD,DVD) REFERENCE MATERIALS (e.g. dictionaries, encyclopaedias, training guides)
 - 10: AS A TELEVISION
 - 11: HOUSEHOLD FINANCES
 - 12: TYPING LETTERS\MAKING CARDS
 - 13: HOMEWORK\COLLEGE WORK
 - 14: LEARNING FOR YOUR OWN INTERESTS (INDEPENDENT OF WORK / SCHOOL WORK / COLLEGE WORK)
 - 15: PLAYING GAMES
 - 16: USING DVDs\WATCHING MOVIES
 - 17: OTHER (specify)
- (N)
(DK)

SHOW SCREEN - MULTI CHOICE

Q.8 What sorts of things stop you using a computer more often?

- 01: PRICE OF EQUIPMENT
 - 02: NEED TO IMPROVE SKILLS\KEYBOARD SKILLS
 - 03: LACK OF TIME
 - 04: LACK OF INTEREST
 - 05: QUALITY OF SOFTWARE
 - 06: DO NOT OWN A COMPUTER
 - 07: SHARE COMPUTER WITH SOMEONE ELSE
 - 08: OTHER (specify)
- (N)
(DK)

IF (03 OR 06 AT Q.2b) or (03 at Q.7) GO TO Q.9 OTHERS GO TO INSTRUCTION AT Q.14

SHOW SCREEN MULTI CHOICE

Q.9 And how do you usually access the Internet?

- 01: THROUGH A COMPUTER
 - 02: THROUGH DIGITAL TELEVISION
 - 03: THROUGH A MOBILE \ WAP PHONE
 - 04: THROUGH A GAMES CONSOLE
 - 05: OTHER (specify)
- (DK)

SHOW SCREEN

Q.10a About how often do you use the Internet nowadays?

- 01: DAILY

02: AT LEAST ONCE A WEEK
03: AT LEAST ONCE A MONTH
04: LESS THAN ONCE A MONTH
(DK)

(If 01 or 02 coded at Q.10a go to Q.10b. Others to Q.11)

Q.10b Thinking about the last seven days, in total how many hours have you spent accessing the Internet?

TYPE IN NUMBER OF HOURS

(2 digit box range 00-99) hours
(DK)

SHOW SCREEN

Q.11 Where do you use the Internet most often nowadays?

(list as Q.6)

SHOW SCREEN MULTICHOICE

Q.12 Which of these have you ever used the Internet for?

01: SEEKING INFORMATION FOR WORK
02: SEEKING INFORMATION FOR SCHOOL\COLLEGE\WORK
03: SEEKING INFORMATION FOR STUDY\LEARNING RELATED TO YOUR JOB / CAREER
04: INFORMATION FOR STUDY\LEARNING INDEPENDENT OF YOUR JOB / CAREER
05: FINDING OUT ABOUT AVAILABLE COURSES / LEARNING OPPORTUNITIES
06: USING ON-LINE TEST FACILITIES / ON-LINE TUTORIALS / COURSE INFORMATION FROM YOUR SCHOOL / COLLEGE / UNIVERSITY
07: HELP FOR YOUR CHILD'S WORK AT SCHOOL\COLLEGE\UNIVERSITY
08: SEEKING INFORMATION ABOUT YOUR HEALTH
09: SHOPPING\ORDERING GOODS\TICKETS\SERVICES
10: FINDING OUT ABOUT GOODS\SERVICES
11: TO SEND OR RECEIVE E-MAILS
12: PLAYING\DOWNLOADING GAMES
13: LOCAL, NATIONAL OR INTERNATIONAL NEWS
14: SEEKING INFORMATION ON LOCAL / COMMUNITY EVENTS OR ORGANISATIONS
15 SEEKING INFORMATION ABOUT YOUR FAVOURITE SPORTS TEAMS / SPORTING EVENTS
16 SEEKING INFORMATION ABOUT THEATRE / ARTS / OTHER CULTURAL ACTIVITIES
17: WEATHER\TRAVEL INFORMATION
18: CHAT ROOMS\ICQ\IRC\USENET
19: LOOKING FOR JOBS\WORK
20: SEEKING INFORMATION ON LOCAL OR CENTRAL GOVERNMENT SERVICES
21: USING GOVERNMENT\OFFICIAL SERVICES
22: PERSONAL BANKING, FINANCIAL AND INVESTMENT ACTIVITIES
23: LISTENING TO\DOWNLOADING MUSIC\MP3s
24: OTHER (specify)
(DK)

SHOW SCREEN - MULTI CHOICE

Q.13 What sorts of things get in the way of your using the Internet more often?

01: COST OF TELEPHONE CALLS
02: PRICE OF EQUIPMENT
03: NEED TO IMPROVE SURFING SKILLS
04: LACK OF TIME
05: LACK OF INTEREST
06: QUALITY OF SOFTWARE
07: SPEED OF CONNECTION\COMPUTER IS TOO SLOW
08: LIMITED\NO ACCESS AT WORK
09: DO NOT OWN A COMPUTER
10: OTHER (PLEASE SPECIFY)
(N)
(DK)

(IF 01 NOT CODED AT Q.2b GO TO Q.14 OTHERS GO TO INSTRUCTION AT Q.18)

SHOW SCREEN

Q.14 Thinking about the future, how interested are you in using a computer?

01: VERY INTERESTED
02: FAIRLY INTERESTED
03: NOT VERY INTERESTED
04: NOT AT ALL INTERESTED
(DK)

IF 01 OR 02 CODED AT Q.14 GO TO Q.15a, IF 03 OR 04 CODED AT Q.14 GO TO Q.15b, IF DK CODED AT Q.14 GO TO Q.16

DO NOT SHOW SCREEN FOR NEXT QUESTION

MULTICHOICE

Q.15a What are the main reasons you are not using a computer at the moment? PROBE: What other reasons?

01: COST\CANNOT AFFORD IT
02: DO NOT HAVE ACCESS TO A COMPUTER (ANY MORE)
03: NOT COMPUTER LITERATE\DON'T KNOW HOW TO USE ONE
04: NO NEED FOR A COMPUTER
05: NO TIME\TOO BUSY
06: SOMEONE ELSE IN THE HOUSEHOLD USES IT
07: NOT GOT AROUND TO IT
08: OTHER (specify)
(DK)

GO TO Q.16

DO NOT SHOW SCREEN FOR NEXT QUESTION

MULTICHOICE

Q.15b Why is that? PROBE: What if anything puts you off the idea of using a computer?

01: TOO OLD
02: NOT INTERESTED\DOESN'T APPEAL

03: DO NOT NEED TO USE A COMPUTER
04: CANNOT AFFORD IT
05: NO TIME\TOO BUSY
06: OTHER (specify)
(DK)
(N)

SHOW SCREEN - MULTI CHOICE

Q.16 Here is a list of reasons other people have given for not using a computer. Please tell me which, if any, of the reasons apply to you.
PROBE: Any others?

01: I DON'T KNOW ANYTHING ABOUT COMPUTERS
02: I CANNOT AFFORD TO BUY A COMPUTER
03: I DO NOT KNOW HOW TO USE ONE
04: I HAVEN'T GOT THE TIME TO USE ONE
05: I'M NOT INTERESTED IN COMPUTERS
06: I CAN DO MY WORK WITHOUT ONE
07: I HAVE NO NEED TO USE A COMPUTER
08: I'M TOO OLD TO START TO USE ONE
09: COMPUTERS ARE FAR TOO COMPLICATED FOR ME
10: I'D BE SCARED TO USE A COMPUTER
11: I DO NOT KNOW HOW TO GET STARTED
(N)
(DK)

DO NOT SHOW SCREEN FOR NEXT QUESTION

MULTI-CHOICE (codes 01-09)

Q.17 And what, if anything, might encourage you to use a computer in the future?

01: FREE\CHEAPER MACHINES\SOFTWARE
02: FREE\CHEAP LESSONS
03: WILL HAVE TO USE FOR WORK
04: WILL NEED ONE FOR CHILDREN\SCHOOL WORK
05: MORE SPARE TIME TO SPEND ON IT
06: MAKE THEM EASIER TO USE
07: MAKE THEM MORE WIDELY AVAILABLE
08: TO UNDERSTAND WHAT MY CHILDREN ARE DOING ON THE COMPUTER
09: OTHER (specify)
10: NOTHING
(DK)

(If (03 and 06 NOT CODED AT Q.2b) and (03 not coded at Q.7)
GO TO Q.18, OTHERS GO TO INSTRUCTION ABOVE Q.22

SHOW SCREEN

Q.18 Thinking about the future, how interested are you in using the Internet?

01: VERY INTERESTED
02: FAIRLY INTERESTED
03: NOT VERY INTERESTED
04: NOT AT ALL INTERESTED
DK

(IF 01 OR 02 CODED AT Q.18 GO TO Q.19a, IF 03 OR 04 CODED AT Q.18 GO TO 19b, IF DK CODED AT Q.18 GO TO Q.20)

DO NOT SHOW SCREEN FOR NEXT QUESTION

MULTICHOICE

Q.19a What are the main reasons you are not using the Internet at the moment? PROBE: What other reasons?

01: NO COMPUTER
02: COST\CANNOT AFFORD IT
03: DO NOT HAVE ACCESS TO THE INTERNET\NOT CONNECTED
04: NO TIME\TOO BUSY
05: DON'T KNOW HOW TO USE THE INTERNET
06: COMPUTER NEEDS UPGRADING\TOO SLOW
07: OTHER (specify)
(DK)

GO TO Q.20

DO NOT SHOW SCREEN FOR NEXT QUESTION

MULTICHOICE

Q.19b Why is that? PROBE: What if anything puts you off the idea of using the Internet?

01: NOT INTERESTED\DOESN'T APPEAL
02: TOO OLD
03: DO NOT NEED TO USE THE INTERNET
04: TOO COMPLICATED\DON'T KNOW HOW TO USE THE INTERNET
05: COST\CANNOT AFFORD IT
06: DON'T HAVE A COMPUTER\NECESSARY EQUIPMENT
07: WORRIED ABOUT CONTENT\UNSUITABLE SITES
08: OTHER (specify)
(DK)
(N)

SHOW SCREEN - MULTI CHOICE

Q.20 Here is list of reasons other people have given for not using the Internet. Please tell me which, if any, of the reasons apply to you. PROBE: Any others?

01: I DO NOT KNOW ANYTHING ABOUT IT
02: I CANNOT AFFORD TO BUY THE EQUIPMENT
03: IT IS TOO EXPENSIVE TO USE
04: I DO NOT KNOW HOW TO USE IT
05: I HAVEN'T GOT THE TIME TO USE IT
06: I'M NOT INTERESTED IN USING IT
07: I CAN DO MY WORK WITHOUT IT

08: I'M TOO OLD TO START TO USE IT
09: IT SOUNDS FAR TOO COMPLICATED FOR ME
10: I'D BE SCARED TO USE IT
11: I DO NOT KNOW HOW TO GET STARTED
(N)
(DK)

SHOW SCREEN - MULTI CHOICE (codes 01-10)

Q.21a If you knew how to access the Internet, which of these would encourage you to use it?

01: FREE\CHEAPER ACCESS
02: FREE\CHEAP LESSONS
03: IF I NEEDED TO USE IT FOR WORK
04: IF I NEEDED IT FOR CHILDREN\SCHOOL WORK
05: MORE SPARE TIME TO SPEND ON IT
06: IF IT WAS EASIER TO USE
07: IF IT WAS MORE WIDELY AVAILABLE
08: TO UNDERSTAND WHAT MY CHILDREN ARE DOING ON THE COMPUTER
09: CHEAPER PRICES FOR ITEMS LIKE BOOKS OR RECORDS OR TRAVEL
10: IF IT WERE EASIER TO BUY THINGS OVER THE INTERNET THAN IT IS AT THE MOMENT
11: OTHER (specify)
12: NOT INTERESTED IN ANY OF THESE
(DK)

ASK Q21b IF CODE 12 NOT CODED AT Q.21a. OTHERS TO Q.22

SHOW SCREEN MULTICHOICE

Q.21b And what might you use the Internet for?

(list as Q.12)

ASK ALL

SHOW SCREEN

Q.22 Which of the following best sums up your own computer skills?

01: NON EXISTENT
02: BEGINNER LEVEL
03: INTERMEDIATE LEVEL
04: ADVANCED LEVEL
05: EXPERT
(DK)

Q.23 Please tell me whether in your opinion the following are true or false....

...Computer skills are essential to my work now
...Computer skills will be essential to getting on in my job\getting a new job

01: TRUE
02: FALSE

(N/A)
(dk)

SHOW SCREEN

Q.24 And please tell me, how important do you think it is to be able to use computers for life in general?

01: VERY IMPORTANT
02: FAIRLY IMPORTANT
03: NOT VERY IMPORTANT
04: NOT AT ALL IMPORTANT
(DK)

Q.25a Do you personally have any children under the age of 16?

01: YES
02: NO
DK

(IF 01 CODED AT Q.25a GO TO Q.25b, OTHERS GO TO 26)

Q.25b Please tell me whether in your opinion the following are true or false....

...Computer skills are essential to my children's work now
...Computer skills will be essential to my children's work in the future

01: TRUE
02: FALSE
dk

SHOW SCREEN - MULTICHOICE (do not invert)

Q.26 Which of these benefits, credits or allowances, if any, do you or your partner currently receive?

INCOME RELATED BENEFITS

01: INCOME SUPPORT
02: HOUSING BENEFIT
03: COUNCIL TAX BENEFIT

UNEMPLOYED BENEFITS

04: JOB SEEKER'S ALLOWANCE (was Unemployment Benefit)

ILL\DISABLED\CARERS BENEFITS\ALLOWANCES

05: INCAPACITY BENEFIT
06: SEVERE DISABLEMENT ALLOWANCE
07: ATTENDANCE ALLOWANCE
08: DISABILITY LIVING ALLOWANCE
09: DISABILITY WORKING ALLOWANCE
10: INVALID CARE ALLOWANCE

OTHER BENEFITS\ALLOWANCES

11: WORKING FAMILY TAX CREDIT
12: WIDOW'S BENEFIT

13: NONE OF THESE
(DK)
(R)

SHOW SCREEN - MULTICHOICE (codes 01-18) (do not invert)

Q.27a And can I just check, who else lives here with you?

01: HUSBAND\WIFE\PARTNER\BOYFRIEND\GIRLFRIEND
02: SON\DAUGHTER
03: STEPSON\STEPDAUGHTER\CHILD OF PARTNER
04: FOSTER CHILD
05: SON-IN-LAW\DAUGHTER-IN-LAW
06: PARENT
07: STEP-PARENT
08: FOSTER PARENT
09: PARENT-IN-LAW
10: BROTHER\SISTER (including adopted)
11: STEP-BROTHER\STEP-SISTER
12: FOSTER BROTHER\SISTER
13: BROTHER\SISTER-IN-LAW
14: GRANDCHILD
15: GRANDPARENT
16: EX HUSBAND\EX WIFE\EX PARTNER
17: OTHER RELATIVE
18: OTHER NON-RELATIVE
19: NO-ONE
(R)
(DK)

(Ask Q.27b if coded 02 or 03 or 04 and NOT code 01 at Q.27a)

Q.27b Can I just check, are any of the children you have mentioned aged under 16?

01: YES
02: NO
(DK)

SHOW SCREEN (do not invert)

Q.28 Which of these descriptions best describes you?

01: WHITE
02: BLACK CARIBBEAN
03: BLACK AFRICAN
04: BLACK OTHER
05: INDIAN
06: PAKISTANI
07: BANGLADESHI
08: CHINESE
09: OTHER ASIAN
10: OTHER
(DK)

(R)

Q.29 Do you have any health problems or disabilities that you expect will last for more than a year?

01: YES
02: NO
(DK)

(If 01 at Q.29 go to Q.30. Others to Q.32)

Q.30 Does the health problem affect the kind or amount of paid work you might do?

01: YES
02: NO
(DK)

(If 01 at Q.30 go to Q.31. Others to Q.32)

Q.31 Do these health problems or disabilities, when taken singly or together, substantially limit your ability to carry out normal day to day activities? If you are receiving medication or treatment, please consider what the situation would be without the medication or treatment.

01: YES
02: NO
(DK)

SHOW SCREEN - MULTICHOICE (codes 01-05)

Q.32 Please tell me which of these, if any, apply to you.

01: I HAVE A DISABILITY THAT WOULD AFFECT MY USE OF A COMPUTER
02: I HAVE POOR EYESIGHT THAT WOULD MAKE IT DIFFICULT TO USE A COMPUTER
03: I HAVE DIFFICULTY WITH READING\WRITING \MATHS
04: I LIVE IN A DISADVANTAGED RURAL AREA
05: I LIVE IN A HIGH CRIME AREA
06: NONE OF THESE APPLY TO ME
(DK)
(R)

APPENDIX C
ACORN GROUPS LISTING

APPENDIX C ACORN GROUPS LISTING

CACI ACORN PROFILE OF GREAT BRITAIN

CACI's ACORN classification profiles customers in a trading area or on a database into 6 Categories, 17 Groups and 54 Types (plus 1 unclassified), so that marketers can understand more about their likely consumer characteristics. The table below shows the ACORN profile of CACI's 1999 population projections for Great Britain.

ACORN Types	Population 1999 %		ACORN Groups
ACORN Category A: THRIVING		19.9	
1.1	Wealthy suburbs, large detached houses	2.6	15.2 Wealthy Achievers, Suburban Areas
1.2	Villages with wealthy commuters	3.2	
1.3	Mature affluent home owning areas	2.7	
1.4	Affluent suburbs, older families	3.7	
1.5	Mature, well-off suburbs	3.0	
2.6	Agricultural villages, home based workers	1.6	2.3 Affluent Greys, Rural Communities
2.7	Holiday retreats, older people, home based workers	0.7	
3.8	Home owning areas, well-off older residents	1.4	2.4 Prosperous Pensioners, Retirement Areas
3.9	Private flats, elderly people	0.9	
ACORN Category B: EXPANDING		11.6	
4.10	Affluent working families with mortgages	2.1	3.7 Affluent Executives, Family Areas
4.11	Affluent working couples with mortgages, new homes	1.3	
4.12	Transient workforces, living at their place of work	0.3	
5.13	Home owning family areas	2.6	7.8 Well-Off Workers, Family Areas
5.14	Home owning family areas, older children	3.0	
5.15	Families with mortgages, younger children	2.2	

ACORN Category C: RISING		7.8		
6.16	Well-off town & city areas	1.1	2.3	Affluent Urbanites, 6
6.17	Flats & mortgages, singles & young working couples	0.7		Town & City Areas
6.18	Furnished flats & bedsits, younger single people	0.4		
7.19	Apartments, young professional singles & couples	1.1	2.1	Prosperous Professionals, 7
7.20	Gentrified multi-ethnic areas	1.0		Metropolitan Areas
8.21	Prosperous enclaves, highly qualified executives	0.7	3.4	Better-Off Executives, 8
8.22	Academic centres, students & young professionals	0.6		Inner City Areas
8.23	Affluent city centre areas, tenements & flats	0.4		
8.24	Partially gentrified multi-ethnic areas	0.7		
8.25	Converted flats & bedsits, single people	0.9		
ACORN Category D: SETTLING		24.0		
9.26	Mature established home owning areas	3.3	13.5	Comfortable Middle Agers 9
9.27	Rural areas, mixed occupations	3.5		Mature Home owning
9.28	Established home owning areas	4.0		Areas
9.29	Home owning areas, council tenants, retired people	2.7		
10.30	Established home owning areas, skilled workers	4.5	10.6	Skilled Workers, 10
10.31	Home owners in older properties, younger workers	3.0		Home Owning Areas
10.32	Home owning areas with skilled workers	3.1		
ACORN Category E: ASPIRING		13.7		
11.33	Council areas, some new home owners	3.8	9.7	New Home Owners, 11
11.34	Mature home owning areas, skilled workers	3.1		Mature Communities
11.35	Low rise estates, older workers, new home owners	2.8		
12.36	Home owning multi-ethnic areas, young families	1.1		
12.37	Multi-occupied town centres, mixed occupations	1.8	4.0	White Collar Workers, 12
12.38	Multi-ethnic areas, white collar workers	1.1		Better-Off Multi-Ethnic Areas

ACORN Category F: STRIVING		22.6			
13.39	Home owners, small council flats, single pensioners	1.9	3.6	Older People, Less Prosperous Areas	13
13.40	Council areas, older people, health problems	1.7			
14.41	Better-off council areas, new home owners	2.4	11.5	Council Estate Residents, Better-Off Homes	14
14.42	Council areas, young families, some new home owners	3.0			
14.43	Council areas, young families, many lone parents	1.6			
14.44	Multi-occupied terraces, multi-ethnic areas	0.8			
14.45	Low rise council housing, less well-off families	1.8			
14.46	Council areas, residents with health problems	1.9			
15.47	Estates with high unemployment	1.1	2.7	Council Estate Residents, High Unemployment	15
15.48	Council flats, elderly people, health problems	0.7			
15.49	Council flats, very high unemployment, singles	0.9			
16.50	Council areas, high unemployment, lone parents	1.8	2.7	Council Estate Residents, Greatest Hardship	16
16.51	Council flats, greatest hardship many lone parents	0.9			
17.52	Multi-ethnic, large families, overcrowding	0.6	2.2	People In Multi-Ethnic, Low-Income Areas	17
17.53	Multi-ethnic, severe unemployment, lone parents	1.0			
17.54	Multi-ethnic, high unemployment, overcrowding	0.5			
	Unclassified	0.5			

APPENDIX D
SAMPLE PROFILE

APPENDIX D: SAMPLE PROFILE

Table 14

	ACORN GROUPS - PROFILE						
	Total	CEGH	CEHU	WCBM	NHMC	PPMA	AEFA
Base: all respondents	3905	100	96	177	431	73	142
	%	%	%	%	%	%	%
Age							
16- 24	13	23	16	15	11	24	16
25- 34	18	19	15	28	20	25	21
35- 44	20	18	18	19	18	24	30
45 -54	15	17	14	9	15	15	16
55+	34	23	37	29	35	12	17
Social Class							
AB	17	-	11	18	7	39	35
C1	26	10	25	29	23	33	40
C2	22	17	12	21	29	12	15
DE	35	73	52	31	41	15	9
No. in household							
1	18	11	27	19	19	12	6
2	36	33	37	33	33	32	34
3	18	15	15	17	17	23	23
4	18	28	9	17	20	27	22
5+	11	12	12	13	11	7	15
Working Status							
Full time	37	28	24	45	37	38	56
Part time (8- 29 hrs)	13	5	11	11	13	10	11
Part time (< 8 hrs)	1	-	-	-	1	1	1
Retired	25	16	26	22	28	6	9
Still at school	1	3	-	1	1	-	5
Full time higher education	3	1	9	8	2	12	2
Unemployed (seeking)	4	10	7	4	5	8	5
Unemployed (not seeking)	15	36	23	9	14	25	12
Male chief income earner	37	47	46	40	40	21	46
Female chief income earner	25	26	30	29	23	28	11