

# Digital Inclusion

Connecting Scotland's people



## MINISTERIAL FOREWORD

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The Scottish Executive is committed to working to achieve social justice. A socially just and inclusive society is one where communities are empowered and each individual has opportunities to maximise their potential.

Our society is changing. A key driver is information and communication technologies – the digital revolution. Some are part of this revolution more than others. We need a digitally inclusive society – where all can play their part in new ways to strengthen communities and where each individual can gain the benefits of being “online”.

### What is digital inclusion about?

Firstly, and arguably most importantly, it is about *access*. It is about ensuring that every individual in Scotland has a convenient, easy, reliable and cost-effective means of accessing the Internet.

Secondly, it is about *skills*. Governments could spend millions on making the relevant hardware available to its citizens but without ensuring that individuals have the ability to interact with that hardware and make it work for them, it would be money wasted.

And finally it is about *confidence*. We need to create a culture of self-belief, where everyone, regardless of their background, income or level of educational achievement, feels happy about making their first mouse clicks in the virtual world.

But why are we so keen to ensure that every Scot has the opportunity to become Internet literate? Does it really matter if we don't know our “https” from our “ISPs”?

I believe that it does matter. It matters because it is important for the economic wellbeing of our country. It matters for the development of a skilled and knowledgeable workforce. It matters because it is important for the maintenance of successful and vibrant local communities.

But most of all, it matters for the individual who, through technology can learn, work, play, entertain, inform and discover. This strategy is about increasing opportunities for each

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individual to fulfil their potential. To be denied access to this resource would impoverish the individual and, ultimately, the nation. We cannot be complacent about this; complacency could see the formation of an unconnected section of the community, who could become increasingly excluded from society as technology advances.

That is why I am launching this strategy. It sets out how we aim to achieve digital inclusion and initiatives we will put in place to meet our objectives.

We will continue to measure our success in achieving these goals. But we will know we have succeeded when digital inclusion is no longer spoken of as an issue. When this happens, I will know that Scotland has accepted digital technology as an integral and beneficial part of everyone's lives, as a tool to be used with confidence whenever we wish. That may seem a long way off, but the launch of this strategy represents the first step in that journey.

The three Rs will always be a big part of education. Understanding of what the three Ws can offer and being able to access the WWW will be vital for all.

A handwritten signature in black ink, appearing to read 'Wendy Alexander MSP', written in a cursive style.

**Wendy Alexander MSP**

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### Vision

**“A digitally-inclusive Scotland will ensure more equal, effective and beneficial access for all people to the digital technologies and Web facilities that benefit them in their day-to-day lives. In a digitally-inclusive Scotland, the public, private, and voluntary sectors will make positive use of digital technologies and the Web to improve quality of life and deliver new opportunities for disadvantaged individuals and communities.”**

### What is the Digital Divide?

In Scotland today almost 25% of households are online. But there is a significant proportion of society which does not have access to any of the new communication tools. This disparity of access is what has become known as “the digital divide”. The digital divide is not related to a lack of telecommunications infrastructure, but to poverty, lack of awareness, and low skill levels. The groups most affected by the digital divide are those which are already most excluded within society.

### Why Now?

Research suggests that the digital divide will not close of its own accord. Without intervention, the level of comparative social disadvantage experienced by digitally excluded can be expected to worsen.

### What Causes the Digital Divide?

There are many reasons why a significant proportion of the population do not, or can not, make full use of the Internet and related information and communication technologies (ICTs).

Some of these causes may be summarised as:

- Perceived or Actual Costs
- Lack of Access
- Lack of Skills
- Cultural/Community Barriers
- Personal Attitudes

This web of interrelated factors, needs to be viewed – and addressed – in a co-ordinated way.

## EXECUTIVE SUMMARY

### How Do We Overcome this Digital Divide?

The Executive is proposing a co-ordinated approach that will tackle the underlying issues which give rise to the divide, as well as ensuring that any initiatives which we propose can be tailored to the needs of the different groups who are affected.

The types of action that we propose to take can be categorised as follows:

- **Awareness and Promotion** – It is essential that we ensure excluded individuals and groups are aware of the opportunities that ICTs can provide.
- **Access** – Disadvantaged individuals and communities must have access to ICTs at the time, place, method and price appropriate to their needs and lifestyles.
- **Support** – Providing reliable, accessible and cost-effective sources of advice and support is crucial.
- **Skills** – We need to provide the basic computer and technological skills that will instil individuals with the confidence to use ICTs.
- **Content** – We must ensure that disadvantaged individuals and communities are provided with, or develop themselves, online content and services that they value and wish to use.
- **Community Involvement** – We need to make sure that the initiatives are sustainable at a local level, and that local communities have a sense of ownership.

### Current Action

The Executive, along with the UK Government, has already put in place a range of initiatives and schemes – including Digital Scotland – that will develop access, skills, content, and involve communities, and contribute to the closure of the digital divide.

Developing access

- *New Opportunities Fund*

Developing skills

- *learndirect scotland*
- *Adult literacy strategy*
- *e-employability*

Developing Content

- *21st-Century Government*

Involving Communities

- *Digital champions*
- *NGfL for Communities*
- *Uplift*
- *Glasgow Cyber Cafes*
- *Voluntary Sector Web portal*

### The Way Forward

The Executive is determined to deliver on digital inclusion and the above initiatives are all making important contributions. However, analysis suggests that, in particular, more action is needed to develop:

- **awareness;**
- **access;**
- **basic IT literacy;**
- **and to involve communities.**

## EXECUTIVE SUMMARY

The Executive has therefore developed a range of new initiatives to make a digitally inclusive Scotland a reality.

The first of these initiatives are detailed below – within a matter of months these will start making a real difference.

### ACTION

We are:

- **increasing awareness of the benefits of getting online:**  
conducting a major campaign later this year with UK Government to raise the awareness of the general public of the benefits of getting online;
- **increasing awareness of existing public access to the Web:**  
mapping and publishing the locations of all facilities providing public access to the Web in Scotland;
- **increasing public access to the Web:**  
significantly increasing the number of venues across Scotland which offer public access to the Web;
- **involving communities:**  
developing 2 pilot digital communities in disadvantaged areas in Scotland.

In addition, the Executive is developing and examining the feasibility of a range of further initiatives which it may launch over the next few months.

We will work in partnership with the public, private, and voluntary sectors to bridge the digital divide.

## 1

1. Our aim with this document is simple. It sets out how the Scottish Executive intends to create a digitally-inclusive Scotland.
2. It is a key objective of Government policy at both a UK and Scottish level, to make sure that everyone, regardless of their circumstances, has the opportunity to benefit from the information revolution. In order to achieve this, we need to take steps now to ensure that no individuals or groups are left behind.
3. A number of targets have already been set to measure our achievements in this field:

- The UK Government and the Scottish Executive are committed to achieving universal access to the Internet by 2005<sup>1</sup>;
- The Scottish Executive, as part of its Social Justice Strategy, has identified the milestone of accelerating the number of households in disadvantaged areas with access to the Internet;
- The Scottish Executive, as part of its National Grid for Learning Programme (NGfL), has set the target of securing the benefits of advanced networked information technologies for education and lifelong learning.

4. Our vision for a digitally-inclusive Scotland can be summarised as follows:

**“A digitally-inclusive Scotland will ensure more equal, effective and beneficial access for all people to the digital technologies and Web facilities that benefit them in their day-to-day lives. In a digitally-inclusive Scotland, the public, private, and voluntary sectors will make positive use of digital technologies and the Web to improve quality of life and deliver new opportunities for disadvantaged individuals and communities.”**

5. The Executive has created a dedicated Digital Inclusion team to co-ordinate overall action on digital inclusion in all its aspects, and to ensure that this vision is met. The rest of this document sets out how the Executive aims to achieve this.

# 2

### What is the Digital Divide?

1. Today in Scotland, access to the Internet is growing, and growing quickly. Figures<sup>2</sup> for 2000 show that almost 25% of all Scottish households are online, an increase of some 10% on the figures for 1999. For these people, this will open up a world of opportunity in work, in education, in leisure, and in business.
2. However, this figure is still well below the UK and EU averages (33%<sup>3</sup> and 28%<sup>4</sup> respectively). This means that there remains a significant proportion of society which, for various reasons, does not have easy access to ICTs or to the Web. Excluding sectors of society from the digital revolution could have a detrimental effect not only on the individuals concerned, but also on the rest of society.
3. Digitally excluded individuals have less opportunity to take part in the education, training, shopping, entertainment and communications opportunities that are available online. They also have less opportunity to take up the many jobs in which the ability to use digital technologies is now an everyday requirement.
4. This disparity of access is known as “the digital divide”. In the UK, this divide is not related to the availability of broadband (the Executive’s strategy for broadband “Connecting Scotland”<sup>5</sup> was published recently). Anyone with an ordinary telephone line and a PC can get online. And in countries with much higher rates of household access to the Web than Scotland, ordinary dial-up telephone lines remain by far the most popular way of accessing the Web, despite the availability (albeit at a higher cost) of broadband. It is also clear that rural areas of Scotland currently have higher rates of home access to the Web than urban areas.
5. The digital divide is not generally related to a lack of telecommunications infrastructure, but to poverty, lack of awareness, and low skill levels. Those on low incomes; the unemployed; people with disabilities; people with poor literacy and numeracy skills – all have low rates of take-up and access to ICTs and the Web. In 2000, for example, the Scottish Household Survey reported that 54% of households who recorded their net household income as being over £20,000 had access to the Internet from home. This compares to only 9% in households who recorded their net household income as being less than £10,000.
6. This is not just an issue in Scotland and the UK, but across Europe and much of the world today. In common with other governments, we are taking action to tackle the digital divide, and the European Commission has developed its e-Europe Initiative which emphasises the need to tackle digital inclusion issues across the EU.

### Its Shape and Characteristics in the UK and Scotland

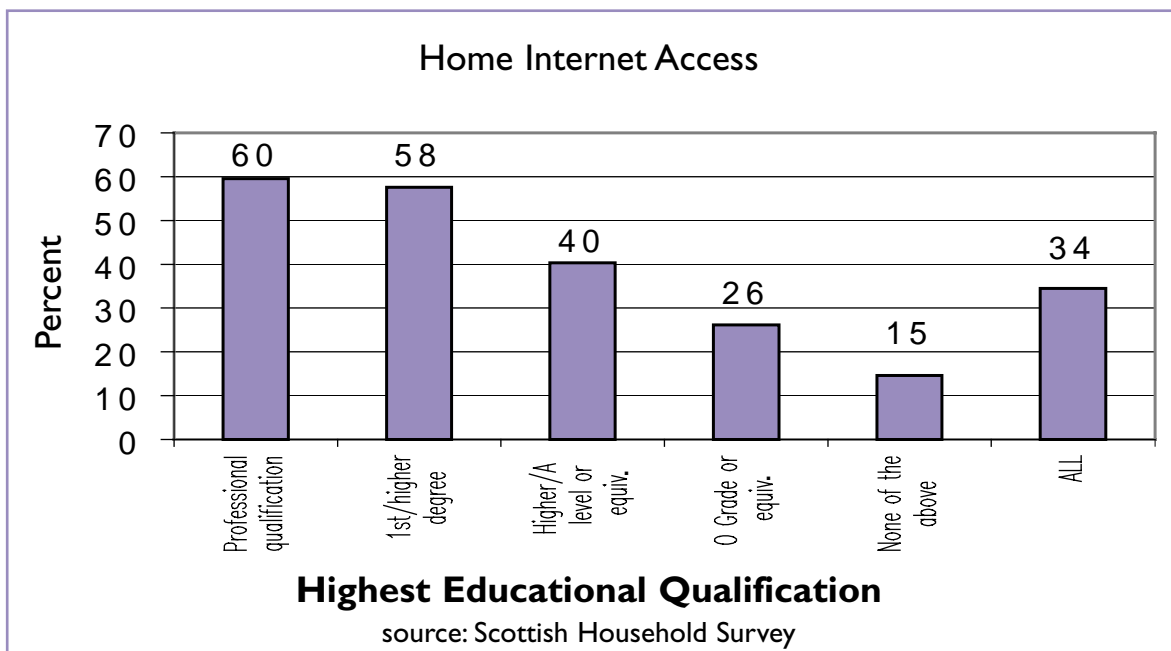
7. Across Europe, you are very likely to make good use of the Internet and ICTs if you are young, educated and working full time in a professional occupation<sup>6</sup>. This is a familiar picture, and one which is echoed in the UK where income and skills levels are key factors.
8. The Office of National Statistics (ONS) report on Internet access,<sup>7</sup> which was published in June of this year, showed that in the UK, households in the two lowest income

groups have home Internet access rates of 7% and 5% respectively. As income rises, so do levels of Internet access, peaking at 71% for the highest income households. As noted earlier, this profile is similar in Scotland, albeit with lower overall Internet access rates.

9. One conclusion to be drawn from this is that the cost – or perceived cost – of computer equipment is a major barrier to those on lower incomes. This is true, but it is not the whole picture. If you are living in a household with a low income, for example, your level of literacy and numeracy is also likely to be poorer.

10. The Scottish Household survey shows how income levels have an impact on educational qualifications: 45% of those living in households that are classified as “families living in council flats” have no educational qualifications compared with only 8% of those in higher income households. This has a direct relation on Internet access and usage – a graduate is almost four times more likely to make use of the Internet than someone with no formal educational qualifications<sup>8</sup>.

11. “The International Adult Literacy Survey”<sup>9</sup> which was carried out in 1996, concluded that 23% of adults in Scotland may have low skills and another 30% may find their skills inadequate to meet the demands of the “knowledge society” and the “information age”.



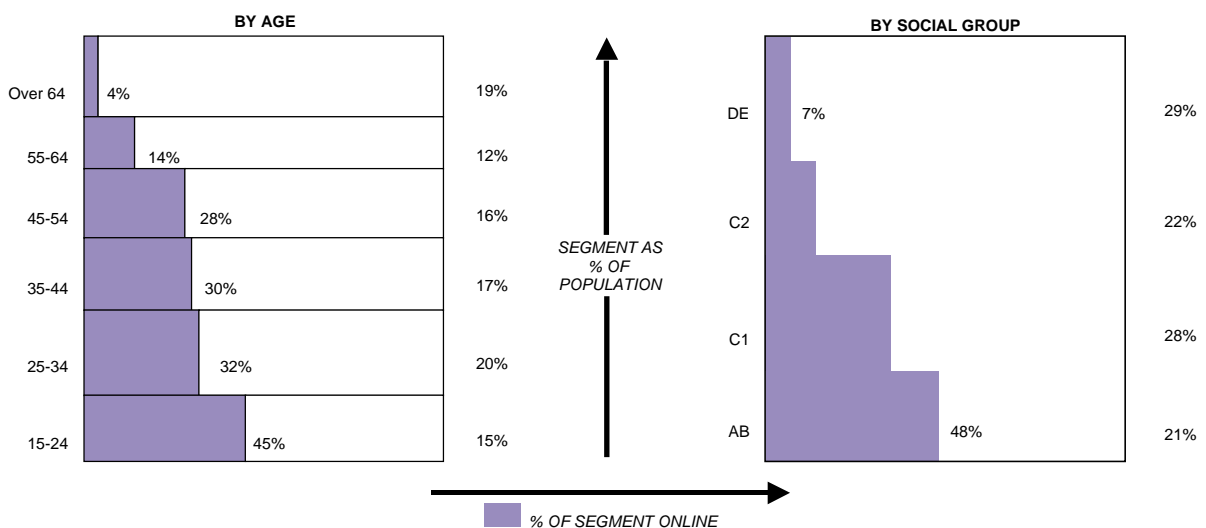
## THE DIGITAL DIVIDE

### Examples of Digitally Excluded Groups

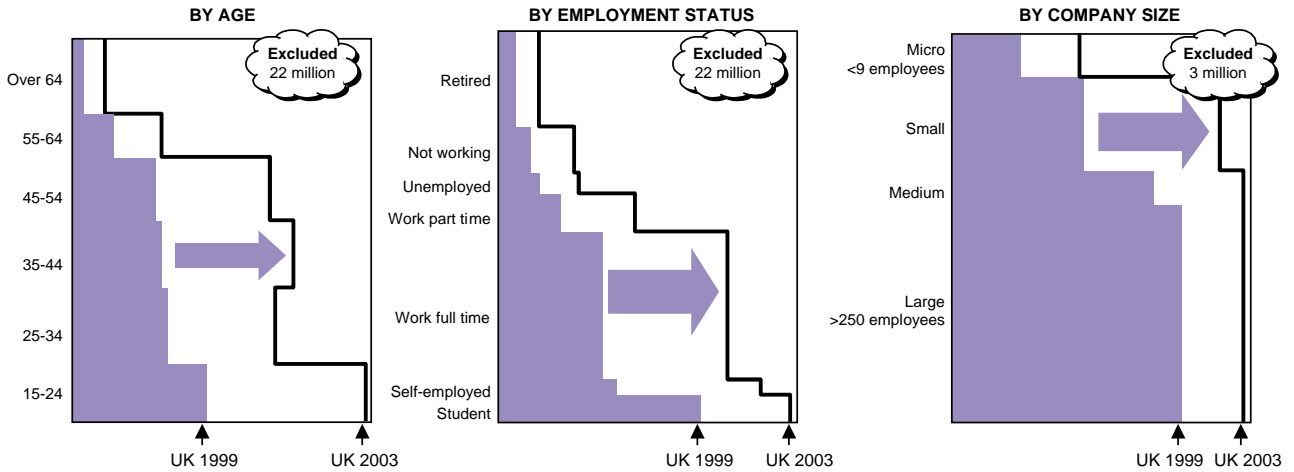
Low income households/individuals  
 People with poor literacy and numeracy skills  
 Unemployed  
 Disadvantaged communities  
 Disadvantaged young people  
 Disadvantaged women  
 Older people  
 People with poor ICT skills  
 People with disabilities

### The Impact of the Digital Divide

**12.** Research suggests that the digital divide will not close of its own accord. 40%<sup>10</sup> of the population, largely in disadvantaged groups, is still expected to be without home access to the Web in three years' time – despite continued take-up of new technologies. Without intervention, the level of comparative social disadvantage experienced by the digitally excluded can be expected to worsen – as access and skills remain largely static for the most deprived groups, local services become less available, and access to online services becomes more essential. The tables below are extracted from a Booz-Allen & Hamilton report on universal access prepared for UK Government (published March 2000).



Growing inequality in Internet penetration



Source: Booz-Allen & Hamilton, Continental Research

**13.** Having access to, and making good use of, the Internet can have a major impact on the lives of individuals and communities. For older people in particular, including the housebound, those with limited mobility, and those living in remote or rural areas, the Internet has a major contribution to make in helping them to live independent, healthy lives. Digital technologies are also a key enabler for people with disabilities. Aside from leisure uses, finding work, accessing education, information and assistance on health matters and general social support are all increasingly available online. As content improves, technology advances, and general confidence in the Internet increases, other areas such as accessing government information and services, e-commerce and personal finance will gain in importance.

## THE DIGITAL DIVIDE

### What do People use the Internet For? (Personal Use only)

Activities	January 2000	January 2001
Finding information about goods and services	67	73
E-mail	65	71
General browsing or surfing	54	61
Finding information related to education	28	38
Buying or ordering tickets/goods/services	30	35
Personal banking/financial/investment activities	23	25
Looking for work	18	18
Downloading software, including games	20	25
Using chat rooms or sites	13	17
Playing or downloading music	15	20
Using accessing Government/Official services	18	20
Other things	5	4

ONS June 2001

**14.** Traditional methods of shopping, accessing government services, learning, etc. will not be replaced completely by the Internet. But it is not overstating the case to say that at the very least, in the future, the Internet will be an integral part of our daily lives: smoothing, facilitating and enhancing our everyday activities.

### What Causes the Digital Divide?

**15.** There are many reasons why a significant proportion of the population do not, or can not, make full use of the Internet and related ICTs. Costs, access, skills, cultural issues and a range of personal factors all play a part.

## CAUSES

### Perceived or Actual Costs

- Perceived or actual cost of PCs and other equipment;
- Perceived or actual cost of Web-related phone calls;

### Access

- Lack of near-by/affordable facilities providing public access to the Web/ICTs;
- Lack of work-related access to ICTs and the Web to build skills and awareness;

### Skills

- Lack of literacy and numeracy skills;
- Lack of ICT skills;
- Lack of knowledge/appreciation of the information and services that can be found on the Web;

### Cultural Issues

- Lack of a critical mass of other Web/PC users among community/family/friends;
- Cultural barriers;

### Personal Factors

- Lack of confidence;
- Lack of credit card/bank account;
- Fear of technology;
- A feeling it is too late in life to learn about new technologies;
- No interest in the Internet;
- Physical difficulties such as poor eyesight or manual dexterity and co-ordination.

**16.** It can be seen then that the digital divide is not made up of a number of discrete elements, each of which can be tackled in isolation. Instead, like other social justice issues, it is a web of interrelated factors, which need to be viewed – and addressed – in a co-ordinated way. For the Executive to deliver on closing the digital divide, delivering universal access, maximising the benefits of digital technologies, and reducing social disadvantage, a co-ordinated and coherent programme of initiatives is needed to tackle the issues. And in order to mitigate the potential impact of this divide on technologically-disenfranchised individuals and communities, we need to act now.

# 3

### Breaking the Barriers

1. As the previous section shows, the composition of the digital divide is too complex for any single quick-fix solution. Therefore, we are developing a co-ordinated approach that will tackle the underlying issues which give rise to the divide, and ensuring that the initiatives we propose are appropriate to, and can be targeted at, the needs of different demographic groups.

#### Main Themes

2. The types of action that we propose to take can be categorised as follows:

#### Awareness and Promotion

##### Access

##### Support

#### Skills

##### Content

##### Community Involvement

#### • Awareness and Promotion

In the latest ONS statistical report on Internet access and usage in the UK<sup>11</sup> the main reason given by non-Internet users for not getting online is lack of interest. For this reason, it is absolutely essential that we ensure excluded individuals and groups are aware of the opportunities that ICTs can provide, and are encouraged or provided with incentives to take advantage of them.

#### • Access

We need to make sure that disadvantaged individuals and communities in Scotland have access to ICTs and the Web at the time, place, method and price appropriate to their needs and lifestyles. This access does not need to be state of the art – anyone with an ordinary telephone line and a basic PC can get on the Web. We are talking about ICTs being used to improve the day-to-day lives of ordinary people and ordinary PCs and ordinary modems are adequate for that purpose.

#### • Support

Without back-up, many people lose interest or, worse, are too afraid even to experiment with technology. Providing reliable, accessible and cost-effective sources of advice and support on ICTs and the Web is crucial.

- **Skills**

This strategy is not about creating technology whizz-kids. It is about enabling ordinary people to use the Web and ICTs to make a real difference to their day-to-day lives. To do this they need basic computer and technological skills that will instil them with the confidence to use ICTs and the Web constructively and effectively. We need to provide the opportunities to develop these.

- **Content**

As mentioned earlier, lack of interest in the Internet is a huge barrier to overcome. One way of tackling this is to ensure that disadvantaged individuals and communities have access to, or develop themselves, online content and services that they value and wish to use.

- **Community Involvement**

Involving local communities in the development of relevant local Web content and local support networks will help increase the value of the Web to those communities, as well as developing an increased sense of local ownership. There may also be opportunities to involve housing associations and others to develop infrastructure or reduce the costs of accessing the web. There may also be opportunities to increase the transfer of skills between children learning about ICTs and the web in school and their parents. Developing a 'critical mass' of ICT and Web users in geographic communities and in the social networks of disadvantaged individuals will increase the value of the Web to each individual participating, and increase the rate of active participation in the Web.

### A Combined Approach

**3.** Projects and initiatives that combine access skills, content and raising community involvement are likely to be more effective – each reinforcing the benefits achieved by the other. Such initiatives will be clearly targeted on the groups we are seeking to benefit.

## OVERCOMING THE DIGITAL DIVIDE

### Technical Approach

4. Technology is changing fast in this area – but currently, PC-based access using ordinary telephone lines is the method used by the vast majority of people who have home-based access to the Web. Many national and international factors strongly influence the price, availability, and adoption of new technologies. Other methods of accessing the Web – such as Digital TV and wireless devices – are likely to grow over time. This strategy is therefore not confined to any one technical approach. We will watch the changing pattern of technology usage in Scotland, the UK and elsewhere. Our initiatives will use whichever technologies are most appropriate at that time, be that PC, DTV or wireless device.

## 4

**Digital Scotland**

**1.** The Executive is determined to ensure that Scotland exploits the full potential of the world-wide digital communications revolution and does so within timescales that give and retain international competitive advantage. We want:

- Scotland to have the fullest possible participation in the digital technologies in timescales that bring competitive advantage;
- to remove obstacles to Scotland's potential by ensuring that constraints – whether arising from lack of infrastructure capacity or for other reasons – are addressed;
- to ensure that strategies will deliver affordable access to technology for all citizens, including those whose personal economic circumstances or geographic location might otherwise cause them to be excluded.

**2.** The Executive, along with the UK Government, has already put in place a range of initiatives and schemes that will each contribute – through developing access, skills, content and community involvement – to the closure of the digital divide.

**ACCESS****The New Opportunities Fund**

The New Opportunities Fund distributes National Lottery funds to health, education and environment projects across the UK. Over the next three years, the Fund will allocate £23 million through its Community Access to Lifelong Learning (CALL) programme. The funding is part of a wider programme of £200 million across the UK. The funds will go towards:

- supporting the People's Network – linking every public library to the Internet, community websites and the National Grid for Learning;
- creating websites and services providing local information for adult learners, and;
- improving access to lifelong learning for adults through the use of information and communications technology in a range of learning centres across Scotland. The focus will be on socially excluded adults and communities.

## CURRENT ACTION

### SKILLS

#### *learndirect scotland*

The aim of *learndirect scotland* is to help and encourage individuals to take direct action to improve their own skills and employment prospects. It provides services aimed at streamlining access to lifelong learning and is the brand name for Scotland's one stop shop to learning.

Its services include a freephone learning helpline (0808 100 9000) which provides access to over 61,000 learning opportunities, the dot.com website [www.learndirectscotland.com](http://www.learndirectscotland.com) and the national network of branded learning centres which is currently being established.

A database of some 60,000 learning opportunities, from basic skills such as numeracy and IT to masters degrees and continuing development for professionals, will be accessible online through computer systems in the learning centres. This information resource is currently being developed by the Scottish University for Industry (SUfi), in conjunction with Local Enterprise Companies and learning providers throughout Scotland.

#### **Adult Literacy Strategy**

The Scottish Executive this year committed over £22 million to double the number of learning opportunities to adults with poor literacy/numeracy skills.

Improving literacy and numeracy will allow everyone to obtain the skills to lead fulfilling lives and play a full part in family and community life. Improving literacy skills can also provide the first steps to learning other languages, promoting understanding in a multi-cultural society, and accessing a whole range of life opportunities. Also, in an increasingly globalised economy, Scotland's future prosperity and competitiveness depends on building up the skills of her existing workforce and improving the employability of those seeking work.

Raising adult literacy and numeracy levels is therefore acutely important to the wide variety of Scottish Executive policies that promote social justice, health, economic development and lifelong learning. And just as good literacy and numeracy skills are important in enabling individuals to use ICTs and the Web properly, the very act of using ICTs can contribute to improved literacy.

#### **e-employability**

Training for Work (TfW) is the Scottish Executive's training programme targeted at unemployed adults aged 25 and over. It aims to help people improve their work-related skills through the provision of appropriate training and structured work activity in line with assessed needs. The programme is delivered by Scottish Enterprise and Highlands and Islands Enterprise through the Local Enterprise Company network.

The ICT element in TfW continues to grow, and the ultimate objective is that by the end of the year all TfW clients who wish it will have access to basic ICT training provision as part of the TfW experience. Work currently being undertaken through the e-employability pilot will inform and quicken this process.

The initiative delivers the European Computer Driving Licence (ECDL) and a range of other industry accredited ICT courses increasing the employment prospects of TfW clients and other unemployed individuals by providing them with an opportunity to obtain the ICT qualifications widely recognised and desired by employers.

The ECDL is fast becoming a basic requirement for a wide range of employment opportunities. It is a practical qualification, geared to demonstrating competence in ICT, with a syllabus that is designed to cover the key concepts of computing, its practical applications and their use in the workplace.

So far the project has attracted over 2,000 participants.

## CONTENT

### 21st-Century Government

The 21st-Century Government initiative is about joining services and providing better services designed to meet the users needs. Technology makes a significant contribution to this.

The Scottish Executive and other Scottish public bodies, including local authorities and the NHS, have made a wide variety of services available online. These range from genealogical searches through to route planning and booking travel tickets with Caledonian MacBrayne. In addition, the Executive is focusing on the customer by grouping online services around customer life episodes – such as dealing with the criminal justice system, moving house or looking after someone. These are available through the UK Online website, and have been developed to reflect Scottish legislation and procedures.

## COMMUNITY INVOLVEMENT

### Digital Champions

The £1.5 million Digital Champions programme is providing a network of eight digital “champions” to cover all Social Inclusion Partnership (SIP) areas in Scotland. The champions are based in the Local Enterprise Company in each of these areas.

The Digital Champions work to improve ICT provision in Social Inclusion Partnership (SIP) areas, they initiate new ICT projects, lead effective community consultation on ICT facilities,

## CURRENT ACTION

spread best practice on community access to the Internet, and increase the involvement of local people in the creation of Internet content. They are responsible for engaging local people in various initiatives and driving local activity forward.

### NGfL for Communities

The National Grid for Learning (NGfL) is a portal, or gateway, website specifically designed to meet the needs of the UK's education and lifelong learning sectors. It is the UK's national focal point for online learning, and provides an easy way for teachers and learners to find and use educationally valuable materials. Since its launch in 1998, it has grown from a few hundred pages to well over 5,000 pages of hosted content and 250,000 pages of indexed content, and it carries on developing week by week.

To meet the distinctive educational and cultural needs of its population, Scotland has its own access portal; the National Grid for Learning Scotland website, which provides information and resources directly relevant to Scottish users.

The Communities channel of the NGfL website aims to help those looking to promote the use of ICTs in the community. The main focus at present is advice and guidance on Community Grids for Learning and the site features information, advice, support, strategies and toolkits for using ICTs to help build community capacity.

The site is useful for community-based learning and development practitioners from a range of organisations and disciplines and provides a means for the exchange and comparison of ideas and experiences within and between communities, through the use of ICTs.

A major part of the site is the [Guide to Getting Communities Connected](#) which will help anyone who wants to use the Internet to benefit their community and is a rich source of information, links and contacts to facilitate this. Community projects could range from a local history project on someone's personal Home Pages to a "community grid", which supports a wide range of projects throughout a town or city.

### Uplift

Scottish Enterprise, the economic development agency which covers the majority of the Scottish population, has contributed £150,000 to launch the Uplift project, which will provide initial computer training for 60 to 70 people around the country who will, in turn, be able to pass on their skills to other members of their communities.

As well as Scottish Enterprise, the project has also involved the Scottish Executive, the Internet Society of Scotland, the Scottish Council for Voluntary Organisations and the Poverty Alliance. The Alliance has set up a national network of "active citizens" – called the Communities Against Poverty, or CAP Network. This team has been involved in identifying regional representatives to take part in the IT training offering by the Uplift project.

### Glasgow Cyber Cafes

The Executive is also funding the development of two pilot community ICT facilities in Glasgow SIPs (Gorbals and Pollok). They are aimed at encouraging people from disadvantaged neighbourhoods to take their first step in experiencing how ICTs and the Internet can have a positive impact on the quality of their lives.

### SCVO's Voluntary Sector Web Portal

The Portal is an exciting new project, currently under development by the Scottish Council for Voluntary Organisations (SCVO). The Portal will offer one-stop access to information about voluntary sector groups and services in Scotland – an electronic gateway, if you like.

People using the Portal will be able to find out the latest news across the voluntary sector, access goods and services online and apply for jobs electronically.

In addition, the Portal will be a communications medium for voluntary sector organisations. Organisations and groups will be able to use the Portal's audio conferencing facilities to interact with each other. Within the Portal, there will be hyperlinks to the websites of voluntary organisations. In addition, any subscriber to the Portal will be able to publish information about their website directly on it.

The Portal will have a huge impact on the way the voluntary sector in Scotland works. Voluntary organisations will be able to work better and smarter.

The Executive recognises the highly important contribution that the SCVO Portal will make to the voluntary organisations of Scotland. That is why we have made £435,000 available towards the costs.

### IT Development in the Voluntary Sector

The Scottish Executive has made £1.5 million available over three years for the IT development in the voluntary sector. Last year, £500,000 was made available to a wide range of projects to develop Internet access, develop websites and improve connectivity.

The criteria for the 2001/02 round of grants will be announced shortly.

## THE WAY FORWARD

# 5

1. The Executive is determined to deliver on digital inclusion and the above initiatives are all making important contributions. However, analysis suggests that, in particular, more action is needed to develop:

- **awareness;**
- **access;**
- **basic IT literacy;**
- **and to involve communities.**

2. We have therefore developed a range of new initiatives, to make a digitally inclusive Scotland a reality.

3. The first of these initiatives are detailed below – within a matter of months these will start making a real difference.

### ACTION

#### We are increasing awareness of the benefits of getting online

Many members of the public are unaware of the benefits of getting online, or are simply not interested. ONS survey work shows the most important factor now in people not getting online is lack of interest. This appears to be due to a lack of understanding about the facilities and benefits that the Web can offer, or pre-conceived ideas about the Web and its costs. Later in the year, with UK Government, we will run a major media campaign to raise public awareness of the benefits of getting online.

#### We are increasing awareness of existing public access to the Web

In order for people to make best use of public access to the Web, they need to know where the access points are.

Over the last few months the Executive has been mapping where all locations providing public access to the Web – cyber cafes, libraries, kiosks, shops, community centres – are located, their opening hours and their costs.

This information is now publicly available for the first time through this website ([www.scotland.gov.uk/digitalscotland/webaccess](http://www.scotland.gov.uk/digitalscotland/webaccess)), and will shortly be available through a call-centre. Anyone can quickly and easily find their nearest and most economic point to access the Web – and, for example, a schoolchild could let their parents know the best place to get on the Web. By advertising available facilities, we aim to encourage more people to get online, more often, and to improve their skills.

### We are increasing public access to the Web

Facilities providing public access to the Web have a key role in encouraging people to get online and achieving universal access to the Web.

We will therefore be launching later this year a £5 million programme aimed at creating over 1000 new access points in a wide range of different types of venue.

We aim to encourage Web access in places people go already – for example in shops; pubs; bus stations; post offices; cafes; bingo halls; hairdressers; daycentres and doctors' surgeries. The aim is to provide Web access in places people already go. Our focus will be on those areas of Scotland where provision is currently poor – with the aim of ensuring that everyone – including those in disadvantaged communities, and disadvantaged individuals such as some older people – has convenient and affordable access to the Web.

Shortly, the Executive will be inviting venues that are generally open to the public to participate in this scheme. Please contact Digital Scotland for further details.

### We are involving local communities

We are also launching a competition for two disadvantaged communities in Scotland to become digital communities. These communities will be provided with home-based access to the Web; training, a community-based Web portal with locally developed content, and campaigns to raise awareness of the benefits of getting online – increased access to education, jobs, shopping, entertainment, financial services, etc. Within these communities we aim to create a “critical mass” of Web users – so increasing the benefits for each individual of getting online, raising skill levels, and creating a supportive environment. Further details of this initiative are provided below.

4. In addition, the Executive will examine how access to ICTs and the Web could be enhanced for disabled people. The Executive is also developing and examining the feasibility of a range of further initiatives which it may launch over the next few months. These are:

- a digital inclusion web portal;
- a new course to develop basic ICT and web skills;
- a volunteering scheme to help the computer literate pass their skills on to those just starting to use PCs and the Web;
- a voucher scheme which would offer free taster-sessions at cyber cafes and other local facilities providing access to the Web;
- a scheme to provide low-cost PCs, software, training, and access to the Web to disadvantaged households.

## THE WAY FORWARD

5. The Executive's Digital Inclusion unit would be interested in hearing other ideas and comments from individuals and organisations. We would also be interested to hear from any public, commercial, or voluntary organisations who would want to be actively involved in the development or implementation of the above initiatives. Our contact details can be found in Chapter Seven.

### Digital communities

6. This radical £3 million initiative will tackle digital inclusion by creating pilot "digital communities" in two deprived areas of Scotland. Communities across Scotland will be asked to put forward their bids to the Executive to become digital communities. Their bids must put forward a coherent strategy and development plan. The selected communities will receive support and funding from the Executive. Key elements of each digital community are likely to include:

- Provision of entry level PCs, software and Web access to up to 2000 homes in each community;
- Development of links with schools-based ICT and Web access initiatives;
- Development of a community Web portal for each community with local content relevant to that community – including relevant online public and commercial services;
- Provision of training to increase the level of ICT and Web skills;
- Promotion to raise awareness of the benefits of the Web;
- Creation of a network of local people to provide ongoing support.

7. This initiative will:

- aim to use ICTs to help tackle social exclusion in these communities;
- create a "critical mass" of Web users in each community;
- contribute to achieving universal access to the Web;
- increase the take-up of computers and the Web in disadvantaged households;
- increase ICT skills in disadvantaged communities;
- increase community involvement to develop local online content and a local support network;
- create partnerships with the private sector.

Please contact Digital Scotland for further details.

## 6

**Where Can I Get on the Web in Scotland?**

1. Getting on the Web is easy – there are hundreds of places across Scotland where you can walk in off the street and be on the Web in minutes. They are in libraries, cyber cafes, shops, community centres, and even supermarkets and railway stations. Some will charge for access (typically between £1 and £2 per hour) and many others are free.
2. Digital Scotland has developed a website which will tell you local points of access to the Web within your community – and very shortly this service will be available through a special telephone number.
3. All you have to do is click on your local area on the map or enter the first part of your postcode. Once you have done this all of the relevant information will appear on your screen. It will tell you the location, the *facilities* available, the *cost*, the *opening hours* and will even provide you with a *street map* should you require one. If you have a friend, neighbour, or relative who might want to get online why not tell them the nearest place they can gain access.
4. If you are reading this online, you can click here to try it now:  
<http://www.scotland.gov.uk/digitalscotland/webaccess> You will also be able to access this information by telephone in the near future.

**Is My Community Online?**

5. Online communities have their own website, usually designed and maintained by local people. The website will typically contain a wide range of information about the town for residents and visitors, such as local news, transport information, leisure facilities, entertainment, tourist attractions, popular places to eat and drink, shops, health facilities, community organisations, and local government. So far there are about 100 online communities in Scotland. They are all different, reflecting the individuals and communities that have created them.
6. For the communities already online across Scotland, the benefits for tourism are obvious – people can read about what your community has to offer from anywhere in the world. Online communities can also benefit the residents themselves as they become more aware of what their towns can provide for them and this can promote more active involvement in community life.
7. The website below provides a list of online communities in Scotland.  
<http://www.scotlandinter.net/CommunityWebs.htm>

## HELP!

### How Do I Get My Community Online?

**8.** If you are interested in getting your community online, the following website is a useful starting point as it will take you through the process of creating an online community step by step.

**9.** The [Guide to Getting Communities Connected](#) is part of the [NGFL Scotland Communities Channel](#) website and aims to help anyone seeking to use ICTs for community benefit.

<http://www.ngflscotland.gov.uk/communities/gettcon/site/index.asp>

**10.** You may also be able to benefit from the “Connecting Communities” course which has been developed and piloted by the National Grid for Learning. The course complements the NGfL Scotland Communities Channel and is aimed at practitioners within:

- Voluntary agencies and community education;
- Community Health Projects;
- Local museums;
- Social inclusion partnerships;
- And all other community groups.

**11.** The course does not aim to deliver core ICT skills but is intended to equip people with the knowledge skills and understanding to put ICT into everyday work.

# 7

### Tell us what you think:

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Website: <http://www.scotland.gov.uk/digitalscotland/Default.htm>

### Links to Research/Resources

- Social Exclusion Unit  
<http://www.cabinet-office.gov.uk/seu/index.htm>
- Audit of ICT initiatives in SIP areas  
<http://www.scotland.gov.uk/cru/kd01/red/audit00.htm>
- Office of the E-envoy  
<http://www.e-envoy.gov.uk/>
- DfEE – Wired Up Communities  
<http://www.dfes.gov.uk/wired/index.shtml>
- E-Europe  
[http://europa.eu.int/information\\_society/eeurope/index\\_en.htm](http://europa.eu.int/information_society/eeurope/index_en.htm)
- US work – Falling through the Net, etc.  
<http://www.digitaldivide.gov/>  
<http://www.ntia.doc.gov/ntiahome/digitaldivide/index.html>
- National Grid for Learning (NGfL)  
<http://www.ngflscotland.gov.uk/>
- Pat 15 Report  
<http://www.pat15.org.uk/>  
<http://www.cabinet-office.gov.uk/seu/2000/compendium/15.htm>

## FEEDBACK, CONTACTS AND USEFUL LINKS

- UK Online  
<http://www.ukonline.gov.uk/online/ukonline/home>
- Office of Telecommunications (OFTEL)  
<http://www.oftel.gov.uk>
- Office of Communications (OFCOM)  
<http://www.ofcom.gov.uk>



The following is a list of terms commonly used when talking about the Internet and related communications technologies. Not all of the terms are used in this paper.

<b>Analogue</b>	A method of data transmission which is wave-like. It decides values by pitch.
<b>Authentication</b>	Security feature that determines a user's identity and therefore access to systems by using various digital methods.
<b>Bandwidth</b>	The range of transmission frequencies that a network can carry. The greater the bandwidth, the greater the amount of data that a cable can carry. Bandwidth is measured in bits per second (bps) for digital signals, or in hertz (Hz) for analogue signals.
<b>Bookmarks</b>	A feature built into Web browsers which allow users to keep a record of pages they want to revisit.
<b>Broadband</b>	A class of transmission system which allows large amounts of data to be transferred at high speed. See Bandwidth.
<b>Browser</b>	A specialist software package through which users can view the World Wide Web.
<b>Cable modem</b>	Means of connecting to the Internet using a cable TV network, rather than conventional telephone line.
<b>Client</b>	A type of program which receives information from a centralised electronic point, for example a Web browser (client) receiving information from a server.
<b>Dial-up connection</b>	Also called a switched line. A low-cost connection to the Internet through a communications line (telephone line) which is not strictly dedicated to being an Internet connection.
<b>Digital</b>	A method of data transmission where the data are sent in a combination of 1s and 0s, or either on or off.
<b>Digital TV</b>	Television broadcasts using digital technology. Far more efficient use of radio spectrum enables a larger number of channels and supplementary data services to be broadcast.
<b>DNS</b>	Domain Name System. The distributed naming service used on the Internet. The DNS organises groups of computers on the Internet using a specific hierarchy of domains.
<b>Domain</b>	The most detailed subdivision of the Internet, which is usually by country (for example, .uk for United Kingdom, .au for Australia, .fr for France) or type of entity (for example, gov for government or com for commercial).

## JARGON BUSTER

<b>Domain name</b>	The complete domain name address, including the domain and the unique name of the organisation.
<b>Download</b>	The act of one computer transferring data to another computer that is remotely located.
<b>DTV</b>	See Digital TV.
<b>E-cash</b>	Electronic cash. A system that allows cash to be stored on a smartcard.
<b>EDI</b>	Electronic Data Interchange. A series of industry standards for the exchange mainly of process information between companies in supply chains.
<b>E-mail</b>	Short for electronic mail. A service which enables users to send and receive messages electronically to and from other users.
<b>Encryption</b>	A method of securing privacy on networks through the use of complex mathematical codes.
<b>Extranet</b>	A “Closed” network, accessible only to certain organisations or individuals, that operates using Internet technology.
<b>Firewall</b>	A mechanism that protects parts of a network which is connected to the Internet from being accessed by unauthorised users.
<b>Freeware</b>	Software made available free to users over the Internet.
<b>Gateway</b>	A machine which translates from one service to another. Sometimes the term is used incorrectly to refer to firewalls.
<b>Hacker</b>	An unauthorised person who explores other people’s computer systems and networks from a sense of personal passion.
<b>Hacking</b>	The process of gaining access to private data or systems, without permission from its owner, typically using the Internet.
<b>Homepage</b>	The “entry” or “main” page of a website.
<b>Host</b>	Any computer system or device attached to the Internet.
<b>HTML</b>	Acronym for Hypertext Markup Language. The scripting language used to create Web documents. Some file names have .htm as an extension and some have .html.
<b>HTTP</b>	HyperText Transport Protocol. The network protocol used by the World Wide Web.

<b>Hypertext</b>	A link between one document and other related documents (aka hotlink hyperlink) located either in the same website, or elsewhere on the Web. By clicking on a word or phrase that has been highlighted, a user can skip directly to files related to that subject.
<b>ICT</b>	Information and Communications Technology. Internet The Internet is an “open” network allowing anyone to exchange data – as opposed to a “closed” system such as an Extranet.
<b>Internet service</b>	A company or other organisation that offers connections to the Internet through its own computers, which are part of the Internet.
<b>Intranet</b>	An internal corporate Web site that operates using the same protocols as the Internet. Intranets are either not connected to the Internet or are shielded from external Internet users by a firewall.
<b>IPR</b>	Intellectual Property Rights. The right to get a return from the products of one's own ingenuity.
<b>ISDN</b>	Integrated Services Digital Network. A telecommunications standard being offered by telephone companies which enables the rapid transmission of voice, data, and certain images over telephone lines.
<b>ISP</b>	Internet Service Provider.
<b>IT</b>	Information Technology.
<b>Keywords</b>	Key words that are used when searching for information on the Internet (for example, when using a search engine).
<b>Kiosk</b>	A free-standing electronic information point which aims to provide information or services to users without the need for the assistance of staff. Kiosks can incorporate touchscreen technology and video conferencing facilities.
<b>LAN</b>	Local Area Network. A group of computers and other devices that are directly connected to each other to enable data to pass between them over limited geographical areas.
<b>List serv</b>	A type of group discussion that is email based. A user (or list server) subscribes to a list serv and joins the mailing list for information and discussion. A list serv can be moderated (all emails are filtered by an administrator) or unmoderated (free-for-all).

## JARGON BUSTER

<b>Modem</b>	(from modulation-demodulation). A piece of equipment that connects a computer to the Internet or other remote service via a telecommunications line, translating the digital data to analogue for transmission, and back to digital again for use.
<b>Newsgroup</b>	A discussion forum using the Internet as an interface. Users are able to respond to each other using a method similar to email.
<b>OECD</b>	Organisation of Economic Co-operation and Development.
<b>ONS</b>	Office of National Statistics.
<b>PC</b>	Personal Computer.
<b>PDF</b>	Acronym for Portable Document Format. A type of file which takes large documents and represents them graphically.
<b>PIN</b>	Personal Identification Number.
<b>PKI</b>	Public Key Infrastructure. A system that allows individuals and businesses to use Public Key Cryptography.
<b>Plug-in</b>	A specialist piece of software that “connects” itself to a Web browser to enhance its capabilities. Plug-ins are usually available via the Web.
<b>Protocol</b>	A set of rules which determine how computers are able to communicate with each other.
<b>Public Key</b>	A system for encrypting material sent over the Internet by Cryptography generating a “pair” of solutions (keys): one transmitted publicly, the other kept private.
<b>RAM</b>	Random Access Memory. Memory capacity of a computer that can be used for carrying out functions.
<b>Search engine</b>	Website designed specifically to allow users to search the Web by entering key words, which the engine then uses to locate matching sites.
<b>Server</b>	A computer set up to distribute services or resources, provide access to information from “clients,” or request information from remote computers.
<b>Shareware</b>	Free evaluation copies of software made available via the Internet by software developers. The types of programs include graphics programs, HTML editors and Web design programs.

<b>SIM</b>	Systeme Internationale Mobile. Standard for digital mobile communication used in Europe.
<b>Smartcards</b>	Plastic cards containing computer chips that can store data for identification or Electronic cash purposes.
<b>SME</b>	Small and Medium-sized Enterprises
<b>SMTP</b>	Simple Mail Transfer Protocol. The standard Internet protocol for sending and receiving email.
<b>Software</b>	Computer programs.
<b>Telecomms</b>	Communication using the telephone infrastructure – either land-line or mobile.
<b>3rd Generation Mobile</b>	See UMTS.
<b>UMTS</b>	The Universal Mobile Telecommunication Service is a standard for mobile telecommunications that will offer high bandwidth access from 2002.
<b>URL</b>	Universal Resource Locator. The “address” of a Web site. (takes the form http:// www.[ name of organisation or business].[com or co or gov or net].[country uk, au, etc.]).
<b>VCR</b>	Video Cassette Recorder.
<b>Virus (electronic)</b>	Software, usually originating in the Internet, that infiltrates a PC, making something happen that the owner would rather not (e.g. loss of data).
<b>WAP</b>	Wireless Application Protocol – a set of technical specifications for wireless data communications for mobile phones and other wireless devices. Use of the WAP specification allows mobile devices to communicate with the web providing the users of these devices with facilities such as web-browsing and e-mail on the move.
<b>Web</b>	An abbreviation for World Wide Web.
<b>Website</b>	A virtual location on the Internet that has been developed by an individual, business or organisation for the purpose of giving information, advertising or selling its products.
<b>WWW</b>	World Wide Web (or just plain Web). An Internet service which allows users to view and interact with documents, through graphical interface software called a Web browser.

(adapted from PAT 15 Report)

## NOTES

- 1.** UK Online Annual Report September 2000  
<http://www.e-envoy.gov.uk/ukonline/progress/anrep1/010.htm>
- 2.** Scottish Household Survey 1999-2000  
These are the latest figures which are not yet available online  
For results from 1999 please see <http://www.scotland.gov.uk/shs/>
- 3.** Internet Access, ONS 26 June 2001  
[http://www.statistics.gov.uk/press\\_release/Archive.asp](http://www.statistics.gov.uk/press_release/Archive.asp) and choose Internet Access PDF file
- 4.** European Commission e-Europe Benchmarking Exercise 2001  
[http://europa.eu.int/information\\_society/eeurope/benchmarking/list/2001/index\\_en.htm](http://europa.eu.int/information_society/eeurope/benchmarking/list/2001/index_en.htm)
- 5.** “Connecting Scotland – Our Broadband Future” Scottish Executive August 2001  
<http://www.scotland.gov.uk/digitalscotland/csbc/csbc-00.asp>
- 6.** European Commission e-Europe Benchmarking Exercise 2001  
[http://europa.eu.int/information\\_society/eeurope/benchmarking/list/2001/index\\_en.htm](http://europa.eu.int/information_society/eeurope/benchmarking/list/2001/index_en.htm)
- 7.** Internet Access, ONS 26 June 2001  
[http://www.statistics.gov.uk/press\\_release/Archive.asp](http://www.statistics.gov.uk/press_release/Archive.asp) and choose Internet Access PDF file
- 8.** Home Internet Access Source: Scottish Household Survey (Random adult and household dataset) Sept-Dec 2000 <http://www.scotland.gov.uk/shs/>
- 9.** Adult Literacy in Britain Consortium of Govt Depts and The Basic Skills Agency. 1997  
Can be purchased from ONS <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=1314>
- 10.** Booz Allen Hamilton report, March 2000  
<http://www.number-10.gov.uk/default.asp?PageID=1203>
- 11.** Internet Access, ONS 26 June 2001  
[http://www.statistics.gov.uk/press\\_release/Archive.asp](http://www.statistics.gov.uk/press_release/Archive.asp) and choose Internet Access PDF file