



**IFF Research**

# Understanding the Littles

Prepared for Tinder Foundation  
By IFF Research





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## Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
	Background and objectives	4
	Methodology	4
<b>2</b>	<b>Who are the Littles?</b>	<b>5</b>
	Defining the littles	5
	Demographic breakdown of the Littles	6
	Looking closer into sub-groups of Littles	6
<b>3</b>	<b>Current behaviour and attitudes (including barriers to further use)</b>	<b>8</b>
	Behaviour	8
	Confidence	11
	Summary of barriers	13
<b>4</b>	<b>Appetite for support</b>	<b>14</b>
	Attitude towards internet and propensity to engage more in the future	14
	Help and support	15
	Messages and marketing	22
<b>5</b>	<b>Conclusions</b>	<b>27</b>
<b>6</b>	<b>Case studies</b>	<b>29</b>
<b>7</b>	<b>Appendix 1: Demographics</b>	<b>32</b>



# 1 Introduction

## Background and objectives

- 1.1 Tinder Foundation (formerly the Online Centres Foundation) has at its vision “to deliver large scale social action in thousands of local communities, ensuring that everyone can take part in a fully digital nation” and a key way of achieving this is to do so by improving digital skills.
- 1.2 The Foundation has long been concerned with helping people to take their first steps online and has met with significant success in this area. It has become increasingly clear however that it is also worth focusing on helping the large group of people who have been online before but who still do not have basic online skills or the confidence / ability / motivation to fully benefit from the online world. To understand more about this group, which can be collectively called the Littles, IFF was commissioned to explore:
  - Who they are, by providing a definition and demographic breakdown,
  - The extent of any barriers to internet use,
  - How these barriers can best be overcome, including the types of support and ‘call to action’ messages which have most appeal.
- 1.3 This report presents the results of this research, which will give Tinder Foundation a better idea of how to encourage the Littles to increase their online activity.

## Methodology

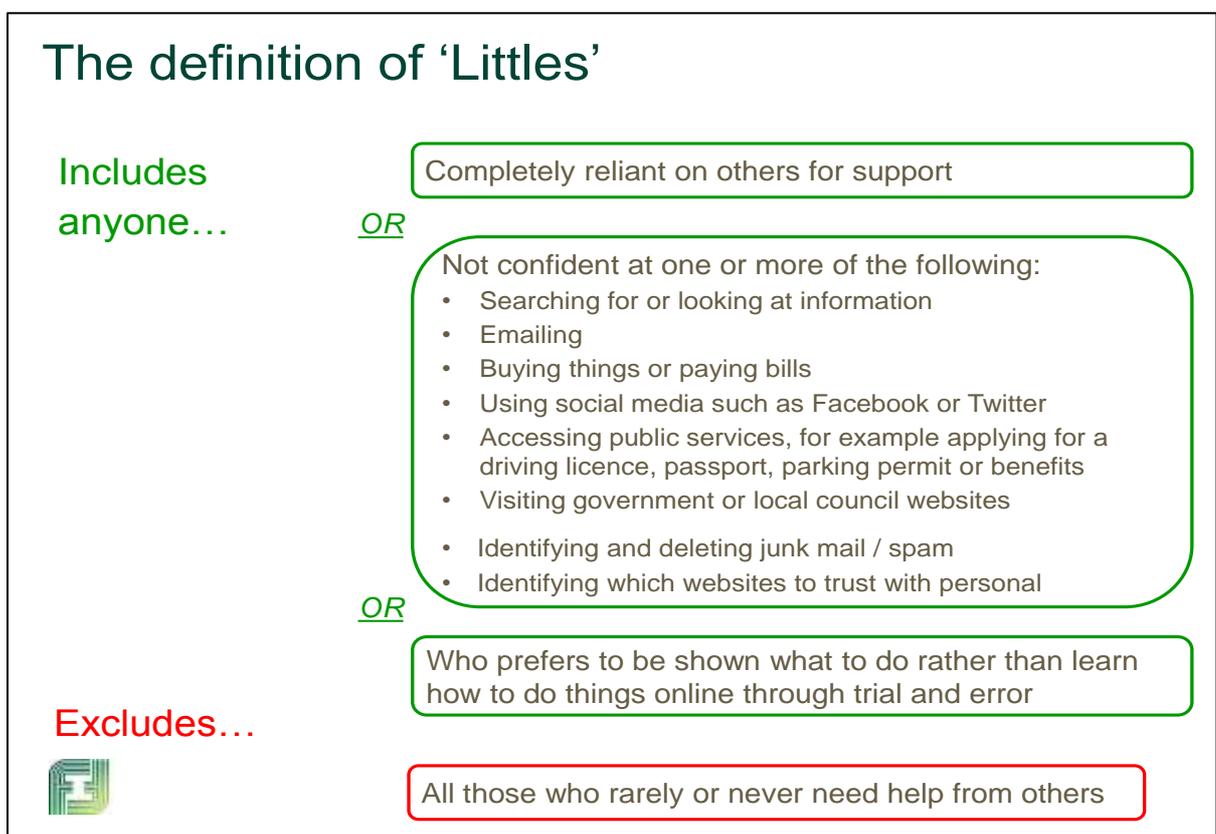
- 1.4 The research consisted of a quantitative stage, to provide a sense of what types of Littles there are in terms of behaviour, attitudes and demographics, followed by a qualitative stage, to allow us to get to the heart of what is likely to encourage Littles to improve their online skills.
- 1.5 The quantitative stage consisted of a telephone omnibus among a representative sample of 1030 UK adults in terms of age, gender and region.
- 1.6 The qualitative stage consisted of 15 in-depth telephone interviews, recruited from those Littles who had taken part in the telephone omnibus and who had agreed to take part in further research. Interviews lasted an average of between 30 and 45 minutes and each participant was given £20 as a thank you for taking part. Quotas were used to ensure that a range of age, gender, region and confidence levels were represented in the qualitative stage.



## 2 Who are the Littles?

### Defining the littles

- 2.1 How to define the Littles is not an exact science. In a behavioural context, it can be defined by the frequency or volume of use or by the range of / level of activities conducted online (including whether an individual has ‘basic online skills’ such as being able to communicate and find things online, share personal information and keep safe online). Levels of confidence are also important as an indication of what individuals feel capable of doing online.
- 2.2 Following the quantitative stage, Tinder Foundation and IFF agreed the definition that would be used to recruit the Littles for the in-depth interviews.
- 2.3 The definition was deliberately broad in scope and focused on lack of confidence and willingness / ability to explore the online world independently rather than frequency of use (as it is feasible that competent internet users may still pay bills or buy things online, for example, infrequently) as shown below:



- 2.4 It should be noted that lack of confidence in staying safe online was limited to ‘identifying and deleting junk mail or “spam” i.e. emails that you haven’t asked for from companies you don’t know or trust’ and ‘identifying which websites to trust with your personal details’ as it was felt that ‘updating privacy settings in your browser’ was a higher level skill which many proficient internet users may not feel entirely confident at.
- 2.5 Altogether 22% of the original sample fell into this definition of the Littles (whilst 17% had never used the internet and 61% were more proficient users).



## Demographic breakdown of the Littles

- 2.6 From a demographic point of view, age is the key differentiator between the Littles and both the other groups:
- 49% of Littles are aged 55+ compared to 21% of more proficient users and 72% of non-users;
  - 13% of Littles are aged 18-34 compared to 40% of more proficient users and 3% of non-users.
- 2.7 Related to age, Littles are more likely than proficient users to be:
- Retired
  - Divorced or separated, or widowed
  - Have no dependent children in their household
  - Less highly educated (more likely to have no formal education and less likely to have a qualification above that of a university degree)
  - On a lower income (more likely to have a household income of up to £21,000 and less likely to have one of above £41,000)
  - Of a lower social grade (less likely to be AB, more likely to be DE)
- 2.8 These factors also distinguish Littles from non-users, although Littles were no more likely than 'non-users' to be divorced or separated.
- 2.9 There were no significant differences by gender, ethnicity or region.
- 2.10 It should also be noted that even when age is controlled for, i.e. looking at the 55+ age group only, the differences by education, income and social grade persist.
- 2.11 The qualitative stage of the research indicates that some Littles are susceptible to feelings of social exclusion; particularly those living on their own, on a low income, or suffering from a mental or physical disability.

## Looking closer into sub-groups of Littles

- 2.12 Looking at the constituent elements of the Littles, which together make up 22% of the population:
- 5% are completely reliant on support from others, they could not use the internet without help = **proxy users**
  - 1% have not done any of the stated activities within the last month = **lapsed users**
  - 10% are current users who prefer to have someone show or tell them what to do before they attempt something online for the first time (rather than being willing to learn how to do things online through trial or error)
  - 6% are current users who are not confident in doing certain specific tasks (and who do not fall into any of the above groups)
- 2.13 This latter group is likely to require least support / encouragement and will include some fairly proficient users who are simply not confident with online safety (it was notable that levels of confidence with online safety were much lower than with other online activities, with 13% of all those who can use the internet on their own – both Littles and more proficient users - not confident in 'deleting junk spam' and 20% not confident 'identifying which websites to trust' compared to 6% not confident accessing public services (the highest of the non-safety related activities prompted upon).



2.14 Reflecting on the differing behaviours, confidence levels and general attitudes exposed in the qualitative stage, the Littles can also be sub-divided into three broad categories based on their propensity toward expanding their online knowledge and their current aptitude.

- “**Learning Littles**”

- those that are **keen to develop their internet skills**. Some may already be undertaking activities / have undertaken activities in the past to develop their online learning. They are aware of the benefits of using the internet and would often like to develop their understanding of the internet in a specific area. Typically, though not exclusively, these Littles are comparably more proficient, confident users of the internet and on the whole feel more comfortable attempting tasks through trial and error than their counterparts.

- “**Limited Littles**”

- those less willing (or even reluctant) to develop skills online. This group is interested in accessing the internet to undertake a finite number of activities and there is a commonplace attitude that **no further guidance is required (or desired)** to conduct them. Most are relatively confident online users in conducting the different, but limited activities they undertake.

- “**Lost Littles**”

- the least confident online users who feel **overwhelmed by the internet** and commonly also by computers and technology in general. These users tend to be reluctant to try to use the internet on their own and are likely to go online less frequently, or under the supervision of others. In theory most are open to learning more about using the internet, but find the prospect daunting – some freely comment that they are slow learners and prefer someone to undertake tasks for them. Those most at risk of social exclusion are likely to fall within this category.

2.15 There is inevitably a degree of overlap between these groups; for example, some Lost Littles are competent in areas where some Learning Littles may struggle and these definitions are best understood as representative of overarching behaviours and attitudes. Where relevant, comparisons are drawn between these sub-groups throughout the report.



### 3 Current behaviour and attitudes (including barriers to further use)

#### Behaviour

##### Access to the internet

- 3.1 Although a lack of internet access at home is a known barrier which must be overcome to facilitate regular internet use, the majority of Littles do have access to the internet at home, being slightly less likely than more proficient users to have internet access at home but much more likely than non-users (84% vs. 95% of proficient users and 24% of non-users). Similarly, the Littles were slightly more likely than proficient users to say they had no access to the internet at all but much less likely than non-users (9% vs. 3% of proficient users and 74% of non-users).
- 3.2 The in-depth interviews revealed that alongside internet access at home through a PC or laptop, a handful also have access to the internet on other devices such as tablets or mobile phones. That said, although some own a smartphone they do not necessarily know how to use it to go on the internet.

*I am no good at accessing the internet via a mobile phone I am not up to that standard yet.*

**(Male, aged 65-74)**

- 3.3 Although few Littles mentioned the cost of the internet as a deterrent to access, one individual did comment that she did not have the internet at home due to the inherent cost implications of having a personal internet contract.

*I don't have internet at home because of: a) the cost and b) when I did have it I had my computer stolen and I had signed up to the company and still had to pay for a full year for their monthly connection charge. I don't want to be forced to pay for a year and don't want to be tied into a company and I don't use it sufficiently to warrant the amount of money I would have to pay. I have a laptop at home and sometimes I use a dongle but not at the moment as I have other things to pay for.*

**(Female, aged 65-74)**

- 3.4 In addition to home use, a number use local library facilities (or in one case, college) to access the internet. However, those living in remote rural areas commented that existing local services were positioned too far away to feasibly facilitate regular use.
- 3.5 More commonly, those living in rural areas also commented that they regularly experienced connection issues which, for some, created considerable frustration and deterred more frequent internet use. One gentleman had even requested that his employer (a local pub) should implement Wi-Fi because his connection was so poor at home.

*Sometimes you don't have the best connection around here, I don't know why that is because we've all tried different providers Internet servers and it seems to be the same with all of them, I don't understand enough to know how computers run.*

**(Female, aged 45-54)**



- 3.6 On occasions, some Littles use friends' or family members' computers but this leaves them vulnerable to being left without any access if these contacts move away or are no longer able to help:

*I don't have a computer or internet at home...I had a nephew that lived locally who I would go round once or twice a week to go online and he would help me but now he has upped and moved to Lincolnshire – he moved about 3 months ago. I've got nowhere else to go online. My children live locally but they don't have time or the patience to help me. I don't have a smart phone.*

**(Male, aged 75-84)**

#### Types of internet use

- 3.7 The Littles use the internet for a range of activities although not to the extent that more proficient users do. Generally speaking, Learning Littles are likely to use the internet for the broadest spectrum of activities and are most likely to undertake more advanced pursuits (e.g. using Skype, or trading on ebay), although they may still be hesitant to do some things online. Some Littles also use the internet to conduct very specific tasks related to their interests such as the buying and selling of old cars, online gambling, tracing family history, organising pub quizzes or organising teachers and speakers to visit the local church.
- 3.8 The internet was used most commonly by Littles to search for information (92% of Littles had done this in the last 3 months vs. 99% of more proficient users). Only a small minority claim never to use the internet to find out information and suggest that they haven't ever considered doing so.

*I haven't really thought about searching for information online, to be honest with you. I suppose it's never crossed my mind.*

**(Female, aged 45-54)**

- 3.9 Use of email is also widespread (80% used in the last 3 months vs. 97% of more proficient users) but is not used by all Littles. A minority commented that they thought email correspondence was more aligned with business communications or simply that they did not have anyone to contact. One individual commented that due to her disability, she found it physically difficult to type emails.

*That is correct I don't do email...I haven't got no one to email to.*

**(Male, aged 45-54)**

*I have difficulty typing and it is physically painful and takes me a while to email and so my support worker does it for me*

**(Female, aged 65-74)**

- 3.10 A majority of Littles had bought something online or paid a bill online within the last 3 months (59% vs. 89% more proficient users), but the in-depth interviews suggests a polarisation of views in this area. Approximately half of those who participated in the qualitative stage regularly bank and shop online (it is by and large the same individuals who do both activities, and more often Learning Littles) and cite the convenience of doing so:

*The benefits are instead of waiting on the telephone line to get through to your bank to check your bank account you can go on the net and it's there straight away. To me that's very helpful living where I live and having my disability.*

**(Female, aged 45-54)**



*It is easier for me to shop as I am quite a large lady and walking into a shop –well, you don't always want to. You can feel uncomfortable in the summer as larger women perspire more so it is easier just going online and having things delivered to you.*

**(Female, aged 35-44)**

- 3.11 However, the other half expressed serious fears about online security and stated that for this reason they would be reluctant to use online banking systems or to pay for things online. A small number claimed that they had previously been the victim of hacking attempts but others cited stories they had read in the media or were just concerned in general about who could access their financial records. Significantly, this is a view held by more proficient Littles, as well as those less confident.

*A lot of people do banking online, and buy things on eBay but we live in such a wicked world now, a corrupt world, it's very dicey so I would rather pay by cheque or with cash or even with my card over the phone where there is a bit more protection.*

**(Female, aged 55-64)**

*I definitely wouldn't use it for banking - because of my work history I am very concerned that the government knows every penny we have got. I don't feel happy with it. The main thing that would need to change is to be sure that my banking was private in other words I go into the bank and am confident that no one is listening or taking my number down.*

**(Male, aged 55-64)**

- 3.12 Although a minority of Littles do occasionally use social networking sites such as Facebook to look through family and friends' photographs, the majority do not use them (only 41% of the Littles in the telephone omnibus had used a social networking site in the last 3 months vs. 74% of more proficient users). Some simply express a disinterest in joining such websites, but others express strong concerns about privacy, online bullying and the perils of communicating with strangers.

*I am very wary living on my own. I have had a lot of abuse over the years and I don't tend to like people knowing too much about me.*

**(Female, aged 65-74)**

- 3.13 Visiting government or local council websites and accessing public services (for example applying for a driving licence, passport, parking permit or benefits) had also been undertaken by only a minority of Littles in the last 3 months (41% visited a website vs. 66% of more proficient users) and 39% accessed public services vs. 56% of more proficient users) although the in-depth interviews suggest that this generally reflects a more infrequent need to make use of such services, or – less frequently – a lack of awareness of how to go about this – rather than unwillingness to use them.

*That is correct I don't visit government or council websites much. I don't really feel the need to visit them. I haven't really come across anything which made me think I'll visit it more. I suppose if I knew what was around or what was available then I might use it more.*

**(Male, aged 45-54)**



*I have found it could be necessary but I have just not had the opportunity to be able to know how to do it. For tax and things - if I need something I will ring the tax office but I am sure I could get the information on a site or something.*

**(Male, aged 75-84)**

#### Overall frequency of use

- 3.14 Approximately half of those interviewed in the qualitative stage use the internet every day (almost exclusively Learning Littles), with the majority of the remainder using it slightly less frequently; approximately several times a week. The minority who use the internet even less regularly are typically those that do not have access to the internet at home or experience very poor connection.
- 3.15 The quantitative findings support this general pattern of frequency: even the activities undertaken most commonly - searching for information and emailing – were done ‘daily or on most days’ by a minority of Littles: 38% and 43% respectively.
- 3.16 There is a notable correlation between the Littles’ confidence levels and regularity of use. As users become more confident online they use the internet more frequently, but crucially, if necessary support isn’t available to support users in the first instance then interest can wane.

*I suppose the time spent on the internet has increased as I am a bit more confident on the computer. I always used to be scared I would do something and it would crash.*

**(Female, aged 55-64)**

*I haven’t been using it recently as I don’t have a computer now. Originally, I purely thought everything was going that way and [the internet] was coming in my working life and the interest was there. I got all set up but knowledge and help wasn’t there and it all faded away. I last had a computer at home about 3 years ago.*

**(Male, aged 75-84)**

- 3.17 However, frequency of use does not necessarily indicate aptitude; one Lost Little commented that although the internet is in use “24 hours a day”, he uses it predominantly to watch television and films online and doesn’t feel he has the knowledge to undertake many other activities.
- 3.18 More generally, a number of Littles comment that they would like to use the internet more regularly but struggle to do so because they have limited spare time.

*I suppose when I’m busy it’s hard. I’m also a carer for my father. Sometimes that makes it difficult. But I do try and get five minutes to go on when I can.*

**(Female, aged 35-44)**

#### Confidence

- 3.19 As aforementioned, overall levels of confidence are generally high where an action is conducted frequently. Among those Littles who had done each action in the last 3 months fewer than a quarter were not confident at each (although, as may be expected, confidence was lower than among more proficient internet users):



- 23% not confident searching for or looking at information (vs. 1% of more proficient users)
- 23% not confident using social media (vs. 2% of more proficient users)
- 22% not confident accessing public services (vs. 2% of more proficient users)
- 21% not confident buying things or paying bills online (vs. 1% of more proficient users)
- 15% not confident visiting government or local council websites (vs. 3% of more proficient users)
- 13% not confident emailing (vs. 1% of more proficient users)

3.20 Confidence is highest when, alongside these repeated undertakings, individuals receive initial guidance from someone else. Conversely, confidence is lowest in activities which are undertaken less frequently or considered to be more “technical”. In the most extreme cases, poor levels of confidence can deter Littles from using the internet by themselves.

*Lack of knowledge and my age are barriers I suppose. When I am at college I have somebody who can stop me if I make a mistake but at home I am frightened that I am going to crash my computer. I have to sit and think about everything before doing anything online and it takes a while so sometime I feel it isn't worth it.*

**(Female, aged 65-74)**

3.21 In addition, as discussed in the previous section, where confidence is low due to concerns about security / privacy, certain activities may be avoided completely.

3.22 The majority of Littles spoken to during the qualitative interviews were comfortable searching for information online without assistance and often this confidence had increased over time for those willing to use trial and error. One gentleman commented that in the absence of anyone to ask for help, he realised that he was able to find the information he was looking for.

*I have sometimes been looking for things when I am on my own and I have no option, then suddenly the information is there and I have done it!*

**(Male, aged 65-74)**

*It's just practice just going on and doing it again and again and realising if you put a simple question like ScotRail in to Google a few things come up and you can find what you want*

**(Female, aged 55-64)**

3.23 Similarly, the Littles generally appear to be confident sending and receiving emails and the majority have at least some understanding of basic email functionality. Like browsing it is felt that emailing is generally more straightforward and less risky to undertake than other online activities.

3.24 Yet, the Littles do not necessarily know how to avoid pitfalls or operate short cuts which can cause them difficulties and some (typically Limited and Lost Littles) express frustration that the process of sending emails can take a long time, compared to picking up the phone. Slightly more advanced tasks such as attaching files can also cause problems.

*The other day I wrote out a long email and I lost the whole lot and I didn't know how to get it back and so had to start it all over again. This is definitely due to lack of confidence as to what to do and knowing what buttons to press.*

**(Male, aged 65-74)**



- 3.25 Technical difficulties aside, there are also a minority of Littles (those particularly concerned about protecting their privacy) who are wary of using email. This fear also extends to visiting government websites where it is assumed that personal details can be extracted and held.

*I feel that the government knows too much about everybody – I would not want the council knowing that I had an email address. I don't like my council and have a lot of conflict with them and I just feel I am being controlled.*

**(Female, aged 65-74)**

- 3.26 Linked to this, there is a general lack of understanding and unease concerning internet safety. The majority of Littles do not know how to protect themselves sufficiently online. The telephone omnibus results show that:

- 39% of Littles do **not** know how to identify and delete spam / junk mail compared with 5% of more proficient users;
- 55% of Littles do **not** know how to identify which websites to trust with their personal details compared with 11% of more proficient users;
- 64% of Littles do **not** know how to update their privacy settings compared with 14% of more proficient users.

- 3.27 Concerns over internet safety were also evident from the qualitative interviews and affect all three sub-categories of users: Learning, Limited and Lost Littles.

*I don't know anything at all about privacy settings. I know how to switch a laptop on and I can get onto the internet, but all the downloading and updating I haven't got a clue.*

**(Male, aged 45-54)**

*I have no idea about spam at all; some people say they had spam come to their email and they have opened it. That really worries me I am completely illiterate in that.*

**(Male, aged 75-84)**

- 3.28 Within this context, there is a strong call for further guidance in this area - whether it be informal help from a friend or family member or more formal / government-funded support.

*I'm not confident in identifying/deleting spam - I am scared of the computer and making mistakes I am at a loss to know which emails are spam – I just delete it. I would like more training.*

**(Female, aged 65-74)**

*I'm not confident identifying junk mail or spam. I feel very strongly that the government needs to help people use these things.*

**(Male, aged 65-74)**

## Summary of barriers

- 3.29 Lack of access to the internet is an issue for some, and affordability for a few, but these barriers to greater use of the internet are outweighed by (for Limited Littles) a perceived lack of need to increase what they do currently and (for Learning and Lost Littles) concerns over how to do more things online as well as (for most Littles, covering all three groups) concerns over internet safety.



## 4 Appetite for support

### Attitude towards internet and propensity to engage more in the future

#### Attitude

- 4.1 The majority of Littles appreciate the many benefits that the internet offers and there is a general consensus that the internet should be available to everyone. Perhaps most commonly, the Littles cite the benefits of being able to save money online, and access information, followed by the facilitation of easy (and free) communication with friends and family.

*You can experience buying and selling things. You can find out about anything like the news, the weather, you can find out what's going on in the world instantly. You can message people instantly and it's all free of charge.*

**(Male, aged 45-54)**

- 4.2 Whilst most recognise the importance of the internet, however, there is a sense of disdain amongst some (almost exclusively Limited Littles) that it is now considered so critical to getting things done.

*It is a modern tool. I suppose it becomes important as well because if you've not got access to it then you're handicapped to some extent*

**(Male, aged 45-54)**

*It is important because everything seems to be run round the internet – I don't like it – people assume you have the internet and that gets up my nose. There are a lot of other people who don't have any knowledge and they are penalised for not having the internet.*

**(Female, aged 65-74)**

- 4.3 In addition, some (predominantly Limited Littles) do not think that the internet is required by the entire population. Some cite concerns that children spend too long on their computers and that the internet can threaten the development of personal relationships.

#### Engaging more in the future

- 4.4 Further to this stance, Limited Littles are content with the online skills they possess and do not wish to explore the online world or develop their skills further.

*I can't think of anything I want to develop. I don't know what I can use it for so I stick to what I know. I don't know what I would use it for.*

**(Female, aged 55-64)**

*I'm not interested in being taught. It's because I can do what I need to do and that's it. I don't want to be a computer geek. I can access what I need to access and that's it.*

**(Male, aged 45-54)**

- 4.5 In contrast, Learning Littles are the most engaged group and typically want to obtain confidence in the areas that they are less familiar with, or learn to work with greater speed and efficiency at the things they can already do.



*I'd be very interested in learning more...just like going back to school. I would like to be able to book holidays, look up train times and find out facts.*

**(Male, aged 55-64)**

- 4.6 Lost Littles typically want to accustom themselves with the basics of using the internet or to be able to do simple tasks more autonomously without the assistance of others. Equally, however, some Lost Littles seem to prefer the reassurance of constant supervision or would rather someone undertake a task on their behalf so they need to be convinced of the benefits of being able to do more tasks independently.

*I don't always need help but sometimes I can't be bothered to work things out so I get someone to do it for me.*

**(Male, aged 45-54)**

## Help and support

### General learning preferences

- 4.7 Face-to-face support is clearly favoured over telephone advice or reading guidance information. Many Littles comment that ideally someone should sit next to them at the computer and show them what to do as they talk through and explain the process. Afterwards it is important they should also be able to try to replicate their teachers' actions under their supervision.

*If I was stuck I would call and ask a friend and go to their house and they can show me how to do it...They show me how to do it and then keep an eye on me whilst I do it myself. That is the best way to learn*

**(Male, aged 45-54)**

*My husband would sit next to me on the computer I would tell him what I wanted to know, or 'how do I do this', and he would explain it back to me. I would do it couple of times. And that would be a problem solved.*

**(Female, aged 45-54)**

- 4.8 Although some Littles do seek advice over the telephone, this is usually reserved for circumstances where it is impractical to have face-to-face support, for example where relatives or friends who can help live too far away to pop round.

### Current sources of help: family and friends

- 4.9 By and large, family and friends are a key source of help and support from the outset. In most instances, family and friends first introduce the Littles to the internet and encourage them to go online whilst some even provide computers as gifts. Only a minority of Littles decide to go online unprompted by the suggestion of friends or family although some married couples make the joint decision to try using the internet together. One lady cited how she was persuaded to go online by her eleven year old son.
- 4.10 In addition, friends and family often also assist with the physical set-up of the computer and the internet, helping to install email, virus protection and any online accounts.



*My sister-in-law initially showed us how to do it – she came round 3 – 4 times a week. She showed me how to open up an email account, how to access the internet, how to clean the browser history she showed me quite a lot. I found it difficult at first. We had a few problems- we kept picking up viruses and deleting the wrong stuff – it was a bit haphazard but once we got into it after a couple of months we were ok.*

**(Female, aged 35-44)**

- 4.11 Though certainly not universally true, this early stage, initial help is more likely to be scheduled in advance whilst the user tries to learn the basics.
- 4.12 Post set-up, the Littles tend to refer to family and friends on a more ad hoc basis, as and when assistance is required. For the most part, Littles will contact someone if they get stuck online, as opposed to organising pre-arranged sessions.
- 4.13 For the most part, this method of learning seems relatively successful and there are numerous examples where Littles now claim to be confident in undertaking tasks on their own, having been taught initially by family or friends. In some instances, in the absence of available support, Littles have been forced to do something online unaided and have surprised themselves at their success.

*My friend came round mine and showed me how to do it. It took a few times. Eventually he wasn't available and I tried it on my own and I did it.*

**(Male, aged 45-54)**

- 4.14 Fortunately, most Littles do appear to have at least some access to friends and family who can offer help if necessary. However, there is evidence to suggest that some Littles struggle to always access the support they require, which can be severely discouraging. This includes those who feel that their friends and family do not have the patience to provide the support they require (more likely to be Lost Littles who openly admit that they find it hard to learn quickly) .

*When things go wrong I have got no way of working it out and contacting someone to say I can't do this or that. My friends help me but they are not always available. If I am on the computer and I try them and they are all out and busy then I have to give up as there is no one to help*

**(Male, aged 55-64)**

*My children sometimes help but they are busy – the younger grandchild could but getting information from him is like pulling teeth. He is preoccupied. I'm never offered help, I have to beg for help – they do it for me because they don't have the patience to show me mostly – I can't follow it when they do it.*

**(Male, aged 75-84)**

Current sources of help: other sources

- 4.15 In addition to the informal support of family and friends, a number of Littles have also sought advice and help from alternative sources. In most cases, the Littles refer to their local library, although a minority also comment that on occasions they have referred to guidance books (for example "The Internet for Dummies) for clarification and support.



- 4.16 Overall the Littles recall a generally disappointing experience of the support offered by local providers and this has deterred some from seeking further help. Notably, library services are perceived by some to be limited, over-subscribed and reactive; responding to specific issues rather than teaching people how to use the internet.

*I had a couple of lessons at a library 15 years ago when I got the computer. It wasn't helpful - either someone wasn't there or too many people turned up. There were only a few machines and when you got on one there was someone walking round helping you when you needed it. You called them if you needed help and ask what have I done here? So you weren't really learning anything just dealing with the situation....I had about 4 lessons and it just petered out. So after that I didn't learn very much just picked up bits myself and went round to family for help. It is very sad.*

**(Male, aged 75-84)**

*If I go to the library I can ask one of the staff for help. You have a slot for two hours, which is grossly unfair you should be able to have more time.*

**(Female, aged 65-74)**

- 4.17 Others comment that whilst their previous experience of the library service was useful, the service has since ceased. This also applied to the resources that were once available at some local colleges.

*The college had a suite of Macs but they are all going as they don't have the money to pay for the licences.*

**(Female, aged 65-74)**

- 4.18 A minority of Littles that participated in the qualitative stage had sought formal lessons to learn about using the internet more effectively and in some cases these lessons were relatively intensive; for example a course of 6 sessions of 3 hours each. However, others commented that because of a lack of continuity with help (i.e. lessons too spread out / not frequent enough), retention of information was sometimes difficult.

*I am going for a lesson tomorrow in my village but unfortunately there is no continuity with the help and so once I have learned something I do not get to use it again quickly enough and so have forgotten how to use it.*

**(Male, aged 55-64)**

- 4.19 It is also commented that courses can be of limited use if the lessons are pitched at the wrong level. One gentleman commented that a course run by the University of the Thirds Age offered information that was too complex, although in comparison a course run by Vision to Learn was understood as being useful and accessible.
- 4.20 There is some feeling that available courses should be publicised more as some had previously found it difficult to find out which courses were available, particularly those available at no charge.



## Spontaneous ideas for support and guidance

4.21 Those keen to learn more about using the internet suggested some alternative systems or indeed sources of information that could be introduced (or implemented more widely) to help people develop their online skills<sup>1</sup>:

- One gentleman suggested that the government could consider **developing training centres** to teach people how to use the internet. Although the service should be available to everyone who pays taxes, people should work towards obtaining qualifications or otherwise be liable to pay for the course. He argued that retired professionals and teachers could volunteer there to help other people. Tuition should be regular and consistent so that people retain the information they learn.
- **IT courses should be run more widely for people looking for work.** This would enable people currently unemployed to develop their skills and achieve a qualification to put on the CV, potentially assisting them in the job market
- One individual suggested that a **booking system** for computer access could be introduced at the local library to manage the demand.
- Local schools could consider running **after-school clubs to teach parents** how to use the internet alongside their children.
- There were a couple of suggestions that **computer shops should offer internet lessons** whenever someone purchased a computer.

*If you go to Currys they should supply 10 lessons with the computer. They should have a school room somewhere on their premises or in a school where they have instructors that could give you lessons. They are massive companies; it would improve their sales and help people like myself who have never learnt a computer before*

**(Male, aged 75-84)**

4.22 In the main, it is felt that these services should, where possible, be offered free of charge. Some Littles reference other services (i.e. those available to people out of work) that are available at no cost and feel that this could be extended more widely.

## Awareness of, and reactions to, existing sources of help and assistance

4.23 There is a low level of awareness of UK Online Centres amongst the Littles: just one individual had heard of them being discussed by his friends.

4.24 There was also very limited awareness of existing sources of help in general. Some, but still only a relatively small number, knew that regular courses or drop in centres were available, while a few thought were aware that home visits might be on offer and one individual was aware of information about cheap internet contracts published on the Money Saving Expert website. No one was aware of a one stop website, but there was a suggestion that Which? offered something similar. There was also no awareness of drop in centres being located in public spaces such as supermarkets.

4.25 Although awareness of existing sources of help is low, when these services were outlined to the Littles, they generally respond positively to each concept.

<sup>1</sup> The fact that many of these suggestions (or variations of them) are in existence already highlights the low level of awareness of support sources among Littles.



- 4.26 The notion of being able to **receive assistance at a location which is already frequently visited** was received particularly warmly and understood as a potentially valuable way to save time. On the other hand, there was some slight concern amongst a minority that people may not want to be troubled when they are pre-occupied with other day-to-day activities. One further concern was that some people may be reluctant to share their trouble in a public sphere.

*Some people might feel a little bit over awed - people who don't mix easily or not well educated and are frightened of being shown up*

**(Female, aged 65-74)**

- 4.27 There was some debate as to which environment would be most appropriate to set up these sessions. A pub was felt by most to be inappropriate, but others felt it might provide a good opportunity to speak to people where they are most comfortable. Equally, some felt it might be best to position the service at an internet café, although others commented it is likely to be too noisy. The shopping centre also divided opinion; some considered it to be too busy but others suggested that they would welcome the opportunity to discuss any issues whilst they were already out and about. A minority favoured the ideas that sessions could be held in the doctor's surgery, enabling people to discuss their issues whilst they waited for their appointment. Community centres and the local church are preferred by others. Overall, the library is understood to be the most suitable place to run these groups, however, it is clear that as different venues appeal to different people, maximising the number of locations at which help is provided will also increase the number of Littles likely to access help.

- 4.28 The concept of **home visits** was received relatively favourably and the strongest advocates would be willing to pay for this personalised service. Others suggested that this would also offer marginalised and isolated people the opportunity to talk to someone as well as learning something. However, some expressed that ideally, they would prefer to learn in a group rather than one-to-one sessions; it was felt this would be more sociable and if there were to be a charge it might reduce the cost of the service. Of greater concern, expressed by a number of Littles, is the notion of allowing a stranger into their homes.

*You don't know them and people will look at anything to get in the house, I wouldn't trust the vicar these days.*

**(Male, aged 45-54)**

*That would appeal except my home is complete chaos. If I had a decent home then yes, that would be a good idea, but at the moment. I barely have a place to sit down. Disabled people and pensioners, people who have young children would benefit*

**(Female, aged 65-74)**

- 4.29 **Regular courses with dedicated tutors** were also received positively overall and most (though not all) Littles would be willing to pay for the service (ranging from £20 a session to £20-£30 for the full course). There was a strong feeling that the courses should be as hands-on and practical as possible ideally supplemented by hand-outs which could be taken away and later referred to. Quiet environments such as local libraries and community centres were generally thought to be the most appropriate places to run these groups and evening sessions were considered to be the most convenient time to run them. The majority welcomed the concept of learning and sharing in a group; older Littles suggest that this would be reminiscent of traditional teaching methods that they were familiar with. However, a minority were clear that they would prefer to work on a one-to-basis.



*An hour of a one to one session would be better than 5 hours of a group session. In the libraries would be a good place to have them as they have good seating and accommodation. Best to watch someone else then do it and then they watch me do it – written hands out yes I think that would be helpful.*

**(Male, aged 75-84)**

*I think it is a good idea because it breaks down some barriers that people particularly of my age might have on how to approach it as a more traditional teaching style...I would use something like this because I feel more comfortable with that type of teaching environment.*

**(Male, aged 45-54)**

- 4.30** The idea of a **one stop website for new internet users** was also received warmly so long as it is user-friendly and easily sign-posted. It would be valued as a free advice source, always on hand to refer to. However, there is evidence to suggest the website would be predominantly used as a supplementary advice source rather than one that would replace personal guidance.

*A one stop website? I didn't know that existed but I always find that I am a person-person and learn much quicker when there are people around rather than being left to my own devices. I think a lot of people could benefit from it even though it's not for me*

**(Male, aged 55-64)**

- 4.31** Further to this, there is some call to make the website as personal as possible and there was a suggestion that users should be able to email across specific queries and receive a personal response. Moreover, one lady suggested that the website should have a "tick box" page where you should initially select the information you were interested in before being guided through the relevant information.

- 4.32** One gentleman suggested that the website should be as visually stimulating as possible and that video clips could inform those that struggle to read.

*I'm trying to think how to put this – you shouldn't necessarily have to read about it. You should be able to see it so you could actually view something like a DVD that would teach you, that's the main thing. It can be difficult trying to take things in when you're reading it...it's always easier to see people doing stuff than actually reading.*

**(Male, aged 45-54)**

- 4.33** In terms of content, there is a general consensus that the website should include information about basic online functionality such as setting up email addresses and should include a section explaining computer jargon. Moreover, it should also include information about internet safety such as avoiding hacking and fraud attempts and dealing with computer viruses.

*I've not heard of it but that is a fantastic idea. It should be available to everybody and posted on billboards everywhere. It should contain information on how to do basic antivirus, how to open emails and if there is spam to know what to do with it and information about your computer and*



*the health of it. Also, how to do online banking as that is quite difficult - general advice how to set it up and access it safely.*

**(Female, aged 35-44)**

- 4.34** The concept of **drop in centres** is again received quite warmly by the Littles; experts should be on hand to answer questions or queries and there was some call from Lost Littles that they should also offer reassurance and supervision as users tried new things online.

*It would be nice to have someone looking over your shoulder when you're doing something new*

**(Male, aged 45-54)**

- 4.35** Again, it was felt that the library would be an appropriate location to offer this service, although a number also feel the sessions could be held in a local school. It was felt that the drop in centres should generally be available to the whole community, although some specialist sessions could be held for older people or those out of work.

*I think it's a good idea yes, it's giving people an option and the experts are showing them what on offer, what is available and how to go about these things, and also lots of people go to these places and activities to meet people, it's a community sort of thing.*

**(Female, aged 55-64)**

- 4.36** There is however concern amongst some that this service may only offer a quick-fix; by referring to the service on an ad hoc basis any knowledge gleaned would be quickly forgotten. This echoes the sentiments about the less effective training that some Littles had received in the past.

*If there is no follow up then older people like me won't remember from week to week so I don't think that would work*

**(Male, aged 75-84)**

- 4.37** There is sometimes confusion about how and where to obtain the best deal so, at least in theory, Littles would welcome **advice about cheap internet contracts**. Drawing comparisons between different packages can be confusing and most would welcome guidance on how they could save some money. A minority already refer to Money Saving Expert and Money Supermarket websites to obtain advice about internet packages.

- 4.38** Several Littles commented that they do not necessarily want to undertake dual mobile phone and internet packages and would like to learn about the best single contracts.

*I have seen adverts and it advertised on telly but have nothing to compare it to. They seem so cheap initially like for the first 6 months. It would be good to get advice as I don't definitely want to join something where I have to get my TV and phone and internet all at the same time*

**(Male, aged 75-84)**



- 4.39 Yet, there is scepticism about who would deliver the information and a feeling that it should be an objective party as there is general mistrust about information that is currently available. Advice would need to be disseminated from an impartial and trusted service (such as Which?) before Littles would adhere to it.

*I watch programmes about scams and some of it is cheap broadband...There are comparison websites but you have to be careful of them as everybody in the world has an ulterior motive.*

**(Female, aged 55-64)**

- 4.40 It is felt that this advice should be available in newspapers, libraries and from the television. Some, particularly Lost Littles and those that struggle to identify legitimate websites, suggest that this advice should not necessarily be available online as users may be at risk of being cheated.

*I suppose TV would be best. I am frightened of things that come up on the internet and just ignore them in case they are a bogus site*

**(Female, aged 55-64)**

## Messages and marketing

### Message testing

- 4.41 As well as being asked for reactions on types of support available, participants in the qualitative stage were asked how much three potential communication messages appealed to them:

- *"If you've never been online before – or if you want to know more – there is somewhere near you that can help*
- *"If you want to get confident online, you can find local help and support"*
- *"Being online can help save you money, connect with friends and family and find information more easily"*

- 4.42 It was explained that these could potentially appear in marketing materials such as posters or leaflets with the aim of encouraging people to develop their internet skills and to use the internet more frequently.

- 4.43 All three messages were received positively, and there was a general appreciation of the offer of help, which appealed as being a welcome alternative to sourcing help on one's own.

*I think just general encouragement to get people to go on the internet is important - someone appealing to you rather than you appealing to someone else. You know that there is help out there*

**(Male, aged 75-84)**



- 4.44 Two overall themes emerged from the message testing. Firstly, Littles feel it is very important that any communications on posters or leaflets should stress that help and support is available locally. This is valued by all, but even more so by those that live in more remote areas and feel that nearby services are usually too far away to access.

*In the countryside it's really wild and you have to go miles to our next neighbour. There are lots of lonely people and that needs to be thought out really carefully*

**(Male, aged 65-74)**

- 4.45 Secondly, there is a strong suggestion that if a service is available for free, this should be emphasised.

*I'm all for anything that says 'free', if you say free it makes you look twice doesn't it?*

**(Male, aged 45-54)**

- 4.46 More detailed reaction to each of the three messages in turn is covered below.

**"If you've never been online before – or if you want to know more – there is somewhere near you that can help"**

- 4.47 Of the three communications, those that preferred this message did so for a variety of reasons.

- 4.48 One gentleman commented that the phrase "*if you want to know more*" resonated with his attitude towards learning; that is, keen to learn and develop skills further.

- 4.49 Another gentleman suggested that the assurance of somewhere nearby that can help suggested availability of places.

- 4.50 More commonly, the phrase "*if you've never been online before*" prompted a response. This naturally resonated with those with the least experience of the internet, and particularly those Lost Littles who were keen to learn but possessed a very basic skill set.

- 4.51 On the other hand, this opening phrase can alienate Learning Littles: those more confident with a greater knowledge of the internet.

*It doesn't grab me that much. I think I know a decent amount about going online. I think it is directed more at people who didn't know the basics.*

**(Female, aged 25-34)**

- 4.52 For these users, the phrase had some appeal but only when they reflected that this type of message would have been useful for them when they were first getting started (rather than feeling relevant to their current situation).

*I think it's a good idea. I mean if it's easy to access to get on to it then I think people would use it if they hadn't been online before. So if you were intending to get a computer you would need to know a bit about it before switching it on.*

**(Male, aged 45-54)**



*Looking back on when I first started using a computer myself, it would have been really useful if I could have got easier information on how to correct things, but I think at that point in time people used to stay in the dark*

**(Female, aged 45-54)**

**"If you want to get confident online, you can find local help and support"**

- 4.53 This statement was understood as being similar to the first, although the word "*confident*" suggested that it was aimed at people with a little more experience than complete beginners, which particularly appealed to Learning Littles. Moreover, to some, the notion of "confidence" suggested an inclusive offer and that the service would be open to all who would like some help, regardless of age.
- 4.54 Akin to responses to the first statement, the Littles advocated "local help and support" and the message was understood to be promoting an accessible service. The word "local" was highlighted by some as being particularly appealing.

*If you are stuck with something and you need help then you go and look for it and that statement makes it sound as if it is easily accessible.*

**(Male, aged 45-54)**

- 4.55 The statement was also interpreted as offering personal help and support; an individual (or group of individuals) who would help with specific difficulties, as opposed to a more generic service<sup>2</sup>.

*This one appeals to me most because you like to think that there was somebody there on your side that wants to see you achieve and get online and it sounds very friendly...Some people don't like talking to somebody online or over the phone so it would be good to know that there was somebody impartial that was local to help you out with your problems and to help work through things.*

**(Female, aged 35-44)**

*It is good as it suggests that there is someone to talk to you if you get stuck and they won't be busy like someone I know might be.*

**(Male, aged 75-84)**

- 4.56 On balance, this statement seemed to 'hit most buttons' among the Littles.

<sup>2</sup> Although not mentioned specifically, it may be that the use of 'somewhere' in the first statement makes that one feel more general and less personalised than in the second statement.



**“Being online can help save you money, connect with friends and family and find information more easily”**

- 4.57 Although this message was not felt to be the most appealing overall, the concept of saving money held wide appeal amongst the Littles, particularly those that admitted they were facing some financial difficulties.

*That's a good thing - purely because of the saving money aspect - anything that can save you money is great*

**(Male, aged 45-54)**

- 4.58 The notion of connecting with family and friends was welcomed by some: both by those with families abroad who already make use of Skype and other digital communications and by those who don't currently know how to use such technology but have heard of the benefits and are keen to try it.

*The connection with family and information - that is what appeals to me. It is something I can't do otherwise apart from writing to them. I can do what I want in seconds on the internet.*

**(Male, aged 75-84)**

*That's one thing I'd really like to try is these Skype things but I don't really know what the hell they are. So, if somebody could actually explain to you what to do instead of advertising it then that would be really helpful.*

**(Male, aged 45-54)**

- 4.59 However, for some the concept of “connecting” with people draws instant associations with social networking sites such as Facebook which holds little appeal for some – these individuals would rather connect with family and friends either in person or over the phone.

*I don't like the idea of speaking with family members on Facebook; I'd rather ring them up or speak to them face to face.*

**(Female, aged 35-44)**

*I don't about that one – well I don't speak to my family online but on the phone and I don't have a big family or big circle of friends to contact me by email, so no it would not appeal to me*

**(Female, aged 55-64)**

- 4.60 Interestingly, there was some indication that people who had no experience of the internet (and therefore very limited awareness of its benefits) may query the truth of this message so it may be worth backing this headline message up with some statistics if it (or something similar) were to be used in marketing materials.

Messaging: The Littles' suggestions

- 4.61 Participants in the qualitative stage were also asked to suggest their own communications messages to appear on leaflet and posters; some struggled to do so, but those that did re-affirmed that cost and easy access were paramount:

*“Do you want to have a general knowledge of computers? Do you want it to be free? Do you want it near you?”*

**(Female, aged 35-44)**



- 4.62 Some thought it was important to stress that the internet can make all aspects of modern life easier and that through this emphasis some might be prompted to overcome any initial fears of going online.

*It's like in my work promoting literacy when you first meet a client - they fear us as the experts and all the things that go with it. But we use phrase "It will be a good thing when we make life easier for you" and that usually breaks down a few barriers.*

**(Male, aged 45-54)**

- 4.63 Others alluded more generally to the benefits the internet can offer, highlighting the positive (and significant) impact support and assistance could have.

*"If you're not on the internet, phone this number and great days are here!"*

**(Male, aged 75-84)**

*"Don't stay in the dark, there's light at the end of the tunnel"*

**(Female, aged 45-54)**

*I think if there is a general message out there it should be "There is help to be had" - then that is the start of everything*

**(Male, aged 45-54)**

- 4.64 However, one gentleman thought that communications should denote the perils of using the internet as well as highlighting the benefits with the intention of prompting users to get advice about online security.

*I think it would be something like "don't be frightened of the internet. It can save you money but you've got to be aware of the dangers."*

**(Male, aged 45-54)**

- 4.65 Others offered more specific suggestions: for example, one single mother thought that messaging could be tailored to target parents struggling with a lack of confidence online:

*I think if I was writing a message it would have to include something about helping your children with their homework, or being confident on the computer can help your children.*

**(Female, aged 35-44)**



## 5 Conclusions

- 5.1 As a group, the Littles sit very much between non-users and more proficient users – in terms of confidence, attitudes towards the internet, age and associated characteristics (being more likely to be retired, divorced or separated, of lower socio-economic grade, with lower qualifications and lower income and less likely to have dependent children living with them).
- 5.2 The qualitative stage of the research suggests that a proportion of the Littles encounter degrees of social exclusion. The interviews reveal that some encounter feelings of social and physical isolation – some live alone in remote areas and others do not have the support of family or friends close by. Added to this, a number suffer from mental and physical disabilities which can deter social interaction further.
- 5.3 Yet, this report also suggests that as a group, understanding the Littles is much more complex. Although there is some commonality in their behaviours and attitudes, rather than understanding the Littles as a homogenous group, it may be more appropriate to speak of them as exhibiting three separate kinds of behaviour and levels of aptitude. We recommend that Tinder Foundation should consider these three slightly different audiences in its service provision and communication campaigns.
- 5.4 The Lost Littles, as the users who are least confident online, require the greatest support and more intensive assistance. These individuals are most likely to feel daunted or even fearful of trying new things online and unlikely to try new activities on their own. As a result, they are often the greatest proponents of one-to-one support and supervision. Although some Lost Littles do appear to be proficient in specific online activity, their feedback indicates that generic support services should be pitched at a relatively basic level (perhaps only slightly higher than entry point).
- 5.5 In contrast, the Learning Littles are the most confident group and those least dependent on external help and support. Though they require guidance in some areas it is important that support services do not alienate these users through suggestion that help is pitched at beginner level. There is some indication that services should be flexible and respond to individual needs; for example whilst some Learning Littles may be able to bank online, they may be less confident knowing which websites to trust. Positively, these users are the most aware of the benefits of the internet and keen to learn and develop their skills. It is probable that they will be the easiest group to engage with and most likely to be open to the offer of assistance.
- 5.6 The Limited Littles are likely to prove a much harder group to engage with. They possess a degree of confidence in the limited numbers of tasks they carry out and are likely to be unreceptive to support offered. While there is a clear opportunity to respond to the specific needs of Lost and Learning Littles, Tinder Foundation may conclude that it is not worth targeting services towards Limited Littles given that it will require considerably more effort to engage with this largely indifferent group of users.
- 5.7 In terms of service provision, it is encouraging that Tinder Foundation's current and potential offerings correlate with expectations of what could (and should) be available: all concepts presented to the Littles were received warmly. That said, there is a relatively low uptake of such services amongst the Littles, which can, at least in part, be explained by very low levels of awareness.
- 5.8 At the most basic level, messaging to the Littles needs to both raise awareness of what is already available and to appeal to the Littles sufficiently that those who have had a previous bad experience of learning are encouraged to try again / to investigating the available options.



- 5.9 Emphasising the local and easily accessible / readily available nature of existing services is very important. Where possible, it is felt these services should be available for free (or at a nominal charge) and located in a central location in the heart of the community; most commonly it was felt that the local library would be an appropriate environment but there was also some interest in 'outreach' locations, where support is delivered in locations where Littles already go to regularly. There is some feeling that where learning takes place in groups, this could also provide a welcome social aspect for the more isolated Littles.
- 5.10 Keeping up the momentum of learning once it is started is also important. There was a strong feeling that services should be consistently available as the elderly and those that find it particularly hard to absorb new information would value the opportunity to be able to learn on a regular basis; it was commented frequently that it can be difficult to retain new skills if they are not put into practice.
- 5.11 The idea of saving money certainly appealed to Littles, whilst anything that suggested the use of social media was less of a pull and off-putting for some. The Littles are also largely yet to be convinced of what they could gain from government / local council websites and accessing public services online so this is an area that is likely to be worth including in learning programmes (whilst unlikely to draw people in initially).
- 5.12 Although as discussed the Lost Littles and Learning Littles have different advice needs, there is strong evidence to suggest that both groups (and indeed Limited Littles) would benefit from advice about safety and protecting privacy online. There is a general concern amongst most Littles about online safety and with it, a call to learn more in order to ensure protection and alleviate any associated fears.



## 6 Case studies

### Learning Littles

Liz is 66 years old. She lives with her husband in the Midlands and works part time helping out at the local school. She enjoys jigsaw puzzles and gardening.



- Liz was first introduced to the internet by her son four years ago.
- She uses the internet roughly three times a week and accesses it from home. She uses it mainly to keep in touch with friends, keep up with the news, play games and find out information. Unlike some Littles, Liz often uses Facebook.
- Liz really enjoys using the internet and likes finding out about her hobbies and interests. However, she would like to learn more and would be particularly interested in hearing about ways to save money.

*"I enjoy going on the internet but I'd like to learn. I know a few things, I know a few sites but I know there's other things that might benefit me "*

- If she ever does get stuck, Liz will ask her children for support. She usually sits next to them on the computer as they explain the issue. Often she will try to replicate their actions after she has been shown how to do something; she finds this the best way of learning.
- However, Liz is also interested in obtaining some more formal support and thinks that the best way of doing this would be to learn in a group. She thinks schemes should be accessible to people of all ages and that any initiatives should be open to everyone.

*"I'd like to have a community, a place where we could all get on the internet where we all teach each other...it'd get neighbours together who don't normally talk to each other and we could have a spot where people could come two or three times to use the internet"*



Stan is in his early 70s. He lives alone in the South West following his recent divorce. He is quite active and enjoys socialising as well as following the cricket.



- Stan bought a laptop about three years ago on the advice of his sons.
- Initially his sons showed him how to set up the internet and registered him with an email account, but they do not live locally and so any advice he receives from them is now usually dispensed over the telephone as and when he encounters difficulties.
- Through repeated use Stan is comfortable reading the news online and sending emails but he has never bought anything or banked online and is nervous about security and privacy issues.

*"I would be reluctant to do anything very personal online. I wouldn't want to provide my address, my card details, things like that. I would be wary about anybody knowing things about me."*

- Without the help and support of nearby family, Stan is keen to use the internet more independently. The library offers classes but they are based 4 hours away so instead Stan attends ad hoc classes run in his local village. Stan finds these sessions useful and enjoys meeting friends there, but he finds it difficult to retain the information he has learnt because there is no continuity in learning.
- Stan thinks that he would really benefit from both drop in sessions and learning from a dedicated tutor. He would like sessions to be held in the local Community Centre as he would not like to invite a stranger into his home.




## Lost Littles

Moira is 65. She lives alone in the North East and is registered disabled. She enjoys collecting antiques and is studying photography part-time



- Moira has used the internet on and off for the last five or six years.
- She went online initially because she wanted to trace her family tree.
- Originally, her next door neighbor set up the internet and she used to pop around to his house if she ever faced difficulties. In addition, her care worker used to help her: he was able to type emails out on her behalf, because she finds this physically exhausting.

• After her computer was stolen a few months ago Moira has not had internet access at home. She is worried about installation costs and having to sign up to an annual contract.

*"I don't want to be forced to pay for a year and don't want to be tied into a company and I don't use it sufficiently to warrant the amount of money I would have to pay"*

- Now she refers to the library's internet services or uses the internet at college. She finds it frustrating that the internet is only available at the library in two hour slots.
- In total she uses the internet about 2-3 times a week (depending on her health), mainly to help find information for her course.
- Moira has very low confidence levels and feels much more comfortable using the internet at college because usually help is available.

*"When I am at college I have somebody who can stop me if I make a mistake, but at home I am frightened that I am going to crash my computer"*

- She doesn't use any social media because she is concerned about people finding out about her and receiving abuse.



Brian is 45. He lives on his own although his son lives close by. In his spare time Brian enjoys watching films



- Brian has been accessing the internet for the last two years, always from home; he learnt by watching his son.
- Brian has very low levels of confidence online and uses it mainly to catch up on television or watch films. However he does occasionally use it to look up information, usually to find out about his benefit entitlement.
- Brian can get confused quite easily online and usually only attempts to do things he has done before.

*"I'm alright doing what I know, but if I'm trying to find anything else then you can get all these things that pop up and I haven't a clue. My son has to sort it out for me if I get all these blockers up"*

- Brian hasn't heard of the term "social media" and wouldn't consider using Facebook as he prefers face-to-face contact and his friends and family live close by.
- He is aware he could save money online but he doesn't know how to do so.
- Brian's son tries to come around when his Dad encounters difficulties, but sometimes Brian has to accept help over the phone. On occasions he has called the Virgin Media helpline when he has not been able to get assistance from his son. Brian is scared to try and resolve the problem on his own in case he breaks the computer.
- Brian would appreciate some more formal help and support and thinks drop in centres are a great idea. However, the service would have to be available for free as he would not be able to afford to pay for the support.



## Limited Littles

Graham is 50. He is married and lives in the East of the country. He doesn't have any particular hobbies.

- Graham has been using the internet for the last 10 years after being introduced by a friend. The same friend initially taught him the basics and gradually Graham started to do things online independently.
- Graham uses the internet mainly to buy and sell on ebay. He doesn't use email because he doesn't have anyone to contact and he doesn't use internet banking because he feels it's easier to refer to his local branch.
- He is relatively confident undertaking basic tasks online but he is unsure how to identify which websites he can trust and this concerns him. He is also unsure about updating his privacy settings.

*"I'm not confident with what websites to trust because I've heard so many bad stories. I mean, I've been conned myself through the internet, so you've just got to be careful"*

- However, Graham is reluctant to develop his skills online and has little interest in learning more. He admits that if he struggles to do something online, he usually gives up and doesn't bother to pursue it further.

*"I do what I need to do on it and that's it. I don't want to spend my whole life on the internet. If I need to find out some information I'll do it but that's about it really"*

- Although he thinks that some of the services Tinder Foundation offer are valuable, he does not think he would ever personally consider using them.



## 7 Appendix 1: Demographics

	More Proficient Users	Littles	Non-users
<i>Unweighted base</i>	597	252	181
<b>Age</b>			
18-34	40%	13%	3%
35-54	40%	39%	25%
55+	21%	49%	72%
<b>Marital Status</b>			
Single	31%	15%	14%
Married / Co-habiting	56%	58%	41%
Divorced / Separated	8%	14%	10%
Widowed	2%	10%	30%
<b>Education</b>			
Secondary / High School / NVQ 1-3	49%	55%	65%
University degree / Equivalent / Professional Qualification / NVQ 4	33%	22%	4%
High university degree / Doctorate / MBA / NVQ 5	12%	4%	1%
No formal education	3%	15%	23%
Refused	4%	4%	7%
<b>Social grade</b>			
AB	32%	22%	8%
C1	33%	29%	16%
C2	20%	19%	28%
DE	15%	30%	48%

	More Proficient Users	Littles	Non-users
<i>Unweighted base (excluding refused)</i>	363	134	77
<b>Combined Annual Household Income</b>			
Up to £21,000	24%	46%	85%
£21,001 - £ 41,000	38%	37%	9%
More than £41,0001	38%	17%	6%

