Australian Government | Office of the eSafety Commissioner

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UNDERSTANDING DIGITAL BEHAVIOURS OF OLDER AUSTRALIANS

FULL REPORT

A REPORT FOR THE ESAFETY COMMISSIONER

RESEARCH@ESAFETY

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Office of the eSafety Commissioner

Understanding digital behaviour amongst adults aged 50 years and over

FINAL REPORT

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1. Executive summary

This report details findings of a combined quantitative and qualitative study which aimed to understand the current behaviour and perceptions towards digital devices and internet amongst people aged 50 years and over.

The quantitative component involved 3,602 nationwide telephone surveys using a Random Digit Dialling (RDD) approach. The sample achieved delivers a statistically representative sample that provides insight into people aged 50 years and over in terms of their behaviour and attitudes towards digital devices, e.g. smartphone, desktop computers etc., and the internet. Fieldwork was conducted from 25 May 2017 to 26 June 2017 with the results obtained reflecting a baseline measurement of people's attitudes and behaviour.

As part of the analysis process, a classification of digital literacy levels was undertaken according to survey responses:

Digitally Disengaged: non-internet users[1] who never perform online activities[2]

Low: internet users who perform online activities no more than once a month

Moderate: internet users who perform online transactions[3] less frequent than once a week

High: internet users who perform online transactions at least once a week or more often

Qualitative research was conducted as a follow-up to the quantitative component. The target for this stage were participants from the survey who were segmented into 'digitally disengaged' and 'low literacy' internet usage groups.

Two face-to-face focus groups (of 6 participants) and 20 telephone in-depth interviews were conducted across these segments. These sessions were undertaken from between 9 to 29 August 2017.

[1] Non-internet users include those who do not have internet connection and do not do anything online or rely on family and friends to do things online

[2] Online activities include searching for information about government services or companies, e.g. Medicare, Centrelink etc., doing research using the internet before buying things in a physical store, buying goods online, Internet banking, paying bills online, making online bookings or reservations

[3] Online transactions include paying bills online and internet banking

Key findings

Overview of digital literacy

Nationwide, the proportion accessing digital devices and the internet was high. Fewer than one-in-ten were digitally disengaged, meaning they were non-internet users without access to any digital devices at home. Amongst those who had access to digital devices and the internet, three-in-ten were found to be highly literate, three-in-ten were moderately literate and over one-quarter were low in terms of digital literacy.

The proportion of participants reporting internet usage at work increases with literacy level. Amongst the digitally disengaged group, only six percent had to use the internet at work while almost four-in-ten of the low literate, seven-in-ten of the moderately literate and 86% of the high literacy group reported using the internet at work. This suggests that the requirement to use the internet at work has an influence on digital literacy.

Three-quarters of the digitally disengaged group were aged 70 years and over. This figure drops significantly as digital literacy improves with four-in-ten of the low literacy group, one-in-five of the moderate literacy group and less than one-in-five of the highly literate group falling into the age category of 70 years and over. This emphasizes a relationship between age and digital literacy.

In line with findings from desk research, participants with lower income tended to have a lower digital literacy level. Almost two-thirds of the digitally disengaged group had a personal income of less than $21,000. This proportion decreases as literacy improves with less than four-in-ten of the low literate, a quarter of the moderately literate and less than one-fifth of the highly literate group stated a personal income below $21,000.

Level of engagement with digital devices

Amongst the digital literacy groups, four-in-ten with low literacy had none or one device at home, whereas the majority of the moderate and high literacy groups had access to three or more devices at home. In terms of the types of device used, around half of the low literacy group had access to smartphones, tablets, laptops and desktop computers. The number of devices owned increases with digital literacy whereby more than three-quarters of the moderately literate and most of the highly literate owned a smartphone. The low literacy group were more likely to never use any of the devices, when compared to other literate groups.

The highly literate group were more likely to interact with their devices daily when compared to the low and moderate groups. Smartphones were used most frequently, with four-in-five of the highly literate group using a smartphone daily.

Level of engagement with the internet and interest to use it more

The most common way the literate groups connected to the internet was through a home internet connection. Besides the home internet connection, a significantly higher proportion of the moderate and high literacy groups compared to the low literacy group claimed to have data on a portable device and to use their devices via public Wi-Fi.

The high literacy group were almost three-times more likely to access the internet multiple times a day compared to the low literacy group (91% vs 34%). Amongst the moderately literate group, around nine-in-ten accessed the internet at least once a day.

Close to half of the participants across all digital literacy groups indicated they did not want to use the internet more than they currently did. This was more evident amongst the digitally disengaged group whereby three-in-four indicated they were unlikely to use the internet more frequently than they already did. Those open to using the internet more than they currently did mentioned solving access related issues such as faster internet speed and better connection, as well as device related issues such as familiarity or user-friendliness of the devices as ways to increase their internet usage.

Key qualitative findings

Participants did not feel a need to, nor have an appetite to, use the internet away from home on their smartphones. Paper copies of street directories and train timetables (for example), were viewed as meeting their needs. There was a preference for accessing the internet using a tablet or computer as opposed to smartphone, owing to the larger screen sizes.

Spending time online was viewed as a 'guilty pleasure' (for those who saw at least some value or enjoyment in it), seen as distracting them from other more valuable activities such as being outdoors and seeing people face to face.

There was a complete lack of awareness or recognition of the benefits of using the internet, and a very negative view of the influence of the internet and digital devices on modern society. In particular, that younger people spend too much time engaging with digital devices and not enough time socialising in real life or spending time outdoors enjoying themselves; an unnecessary preoccupation with speeding up all tasks; and an increase in avenues for security issues (such as financial fraud) and bullying (that is, cyberbullying).

Task confidence with devices and interest in improving skills

Based on a list of stated tasks, the digitally disengaged group were more likely to never have tried most of the tasks, be it basic or advanced tasks. The majority of the low literacy group could perform basic tasks such as, use a mouse, type on a keyboard, use a search engine etc., but only a minority were able to perform advanced tasks such as take and send a picture using a smartphone, install and update an application etc.

Compared to the digitally disengaged group, the low literacy group participants were more willing to learn and improve their skills. The moderate group were more likely than other groups to want to improve across the skills. Security related skills such as learning to adjust privacy settings on devices were key skills of interest to all groups.

Key qualitative findings

Low literacy and digitally disengaged participants in the qualitative research were universally concerned about security when online, and generally refused to make transactions online for this reason. Despite researching holiday destinations, events and activities online, they would not proceed to booking online; bookings were made in person or over the phone.

Similarly, both low literacy users and the digitally disengaged rarely took part in social media, believing their privacy would be compromised if they created profiles online. The few who had used Facebook struggled with understanding how to use it.

The qualitative research also showed that interest in acquiring the skills to perform more tasks online varied among those with low literacy, and was virtually non-existent among the digitally disengaged, who saw no benefit at all in doing so.

There was some interest, among those with low digital literacy, in learning how to use the internet safely and securely, and protecting their privacy.

Key concerns and barriers for using the devices

Compared to other literacy groups, those in the low literacy group were more likely to feel concerned in regards to using digital devices. This was due to the participants' disliking experimenting on devices which might result in needing help as well as feeling worried about accidentally changing things and needing assistance to set them right more frequently. More than half were also concerned about forgetting how to do things on their devices.

When it comes to physical difficulties faced while using digital devices, the majority of the low and the moderate literacy groups held similar concerns such as small screens being difficult to use and read. These physical difficulties did not seem to be a major barrier for the moderate and the highly literate groups.

Both the digitally disengaged and low literacy groups shared similar concerns in regards to security when using the internet. The majority did not feel comfortable giving their contact details online and were worried about their devices being hacked. In addition, three-quarters of the low literacy group expressed concern in regards to online banking, more so compared to other literacy groups. With security concerns being high, the majority of participants reported using precautions such as anti-virus software and passwords. It was observed that more of the high literacy group implemented security measures such as checking online purchases against bank or credit card statements, backing up files etc.

Key qualitative findings

Among those with low digital literacy, there was widespread low confidence in attempting to perform new tasks resulting from a fear of "pressing the wrong button", and little sense of urgency to build their confidence and learn the skills required. Willingness to learn these new skills appears to be related to attitude and outlook on life as opposed to age. The lifelong learners were more receptive to learning more about the internet, whereas others had no interest at all in learning anything new (not just about the internet/digital skills, but any topic) and both attitudes occurred across all age groups.

Participants found that explanations or demonstrations given by family members were difficult to follow and too fast, and that they did not remember instructions unless they wrote it all down. Some felt family members did not understand how different, and how difficult, it is to learn new skills as an older person who has not grown up with digital technology.

Concerns over security presented the biggest barrier in relation to any online transactions involving bank details and payments. There was typically no distinction between websites in

terms of which might be riskier than others and all transactions involving financial details were deemed equally open to hackers. The efficiency that performing these tasks online might offer them was not a motivator: they had little interest in speeding up the task as many in this group were not time-poor, however losing the personal interaction of performing tasks face to face or on the phone was a deterrent. Both the digitally disengaged and low literacy users had a strong preference for face to face interaction over performing everything online.

Interest in training and using the online portal

In line with their comparably lower interest to use the internet more, one-in-three of the digitally disengaged group were not interested in receiving any form of training on the use of digital devices or the internet. This figure declined to six percent or less amongst the literate group. There was also a low likelihood to use the portal amongst the digitally disengaged group (only 13% claimed they would use it). Key reasons for them not wanting to use the portal were distrust of technology, internet or government sites; not feeling the need or want to use it and their age.

On the other hand, the most preferred method to learn amongst the literate groups was offline training. Close to half, or more from the literate groups, claimed to be likely to use the portal as a tool to improve/ learn new skills. Those unlikely to use the portal mentioned that their skills were sufficient.

Key qualitative findings

The qualitative research demonstrated the reasons for low interest in training among the low literacy and digitally disengaged groups. Participants did not think there was anything else for them to learn that would interest or offer any benefit to them; or were unaware of what they could possibly learn and the benefits of doing so. Some were interested in being shown what they could learn.

Among those with an interest in receiving training, there was an overwhelming preference for face-to-face methods, ideally one-on-one with a trainer. Receiving one-on-one time (either in private classes or group classes) was viewed as critical, given participants' low confidence in following instructions without supervision and guidance. There was also interest in ongoing support, to allow them to practice and then ask questions after doing so. It was considered key that the teaching style appreciated how long it might take older people to learn new skills involving technology, and accommodated this.

Qualitative findings regarding likelihood to use the portal matched those of the quantitative component. The skill level of the digitally disengaged (and some of the low literacy) participants was not yet at the level where they would be able to properly engage with an online portal. There was also a preference for offline methods among the low literacy group, with face-to-face interaction viewed as critically important for clarifications and feedback.

Suggestions for consideration

- Relying on the online portal by itself will be a challenge to gain traction, especially for the digitally disengaged group. Many lower literacy participants have little, if any interest in learning how to undertake activities via the internet. Furthermore, the majority of the population prefer offline training methods. If possible, use the online portal jointly with community driven efforts or initiatives to engage the population.
- Focus on communicating how key skills can help in addressing the general concerns towards security, privacy and the role of the portal being a point of support as these are topics which will likely appeal to this audience.
- For those who are digitally disengaged, more effort is required to entice them to use digital devices and the internet. If there is any chance to convert this group into regular internet users, key issues such as physical barriers and attitudinal barriers need to be addressed.
- For those who have low digital literacy, it will be relatively easy to get them to use the internet more often. Positioning the portal as their 'one-stop' information centre will generate awareness on how to protect themselves when they go online. However, the portal would likely need to be operated in addition to offline methods in order to train people to a level where they feel totally comfortable accessing help online (rather than through face-to-face interaction).
- For those who are moderately and highly digitally literate, most are reasonably confident with their skills and don't see the need for much assistance. However, they do perceive the portal being useful as and when they require help. To ensure an effective use of the portal, key topics which are more technical need to be positioned as crucial steps in protecting users when they go online.

2. Research context

This section outlines the context of the research including the background of the project, the need for research and key objectives of the study.

2.1 Background

The Office of eSafety Commissioner

In June 2016, the Commonwealth government announced a $50 million commitment to improve the digital literacy of senior Australians and improve their safety online. The Department of Social Services (the lead agency) and the Office of the eSafety Commissioner were charged with jointly developing and implementing the initiative. As part of this initiative, the Office is responsible for developing a learning portal with information, tools and training materials that supports a national network of up to 2,000 community partners and all older Australians who want to develop and to enhance their digital literacy skills.

2017 Digital Behaviour Study

In order for the portal to be relevant and to help provide direction, research is required to understand the current behaviours, attitudes and perceptions towards digital technology by this cohort. In May 2017, The Office commissioned Ipsos to co-design and conduct a study among the population aged 50 years and over to understand these current behaviours, attitudes and perceptions towards digital technology. The study comprised of telephone surveys, focus group discussions and in-depth interviews[4]. Additional information regarding the study methodology can be found in Section 3 – Research Design.

Ipsos used information from a previously commissioned desk research report by the Office during the project setup to aid in questionnaire development.

[4] Focus group discussions and in-depth interviews were conducted in August, with the main objective to further explore the quantitative findings.

2.2 Research context

The key objectives of the study

The main objectives of the study were to establish a fundamental understanding of the population aged 50 years and over in terms of:

- their current behaviour towards digital technology, including accessibility and frequency of usage;
- their perceptions towards digital technology and why they interact with technology in the manner they do;
- identifying any gaps in knowledge and level of interest towards the portal and skills related to learning topics;
- understanding any barriers to digital uptake and identifying potential methods to overcome the barriers; and
- identifying key areas of content the portal needs to address.

The research provides a baseline understanding on:

- uptake of the internet (including devices and type of internet connection);
- awareness and depth of knowledge of protective mechanisms supporting safety and privacy of internet users;
- current digital literacy and technical capability to respond to threats to privacy and safety online; and
- preferred format of learning tools for further development of existing technical and digital proficiency.

3. Research design

This section describes the design of the study, including the study method, design of the sample, weighting and notes on interpreting the report.

3.1 Study method

The study comprises of two methodologies:

- Quantitative: 3,602 Computer Aided Telephone Interviews (CATI) with those aged 50 years and over.
- Qualitative: Two face-to-face focus groups with low literacy participants (7 total) and 20 in-depth interviews with low literacy (14) and digitally disengaged (6) participants aged 60 years and over (2 interviews were face-to-face and 18 were by telephone).

3.1.1 Survey Methodology

The survey was administered using Computer Aided Telephone Interviews (CATI) utilising Random Digit Dialling (RDD).

Ipsos worked with The Office to design a questionnaire that averaged 20 minutes in length. The questionnaire can be found in Appendix 1 – Questionnaire.

Participants in the quantitative stage were not incentivised for their participation.

For detailed information on the quantitative research design, please refer to Appendix 3 – Quantitative research design in detail.

3.1.2 Sample design and weighting

A randomly selected sample of the population aged 50 years and over was achieved via RDD. To manage the distribution of the sample, quotas were set by age, gender and location (interlocking), with an allowance of +/- 50% of the target. In order to realign this with the distribution of the population, 'weights' were applied to the data based on the most recent Australian Bureau of Statistics population statistics for 2011.

3.1.3 Qualitative Methodology

The objective of the qualitative research phase was to better understand low literacy and digitally disengaged groups.

Amongst the low literacy group, the aims were to:

- understand participants' reasons for their current frequency of device and internet use and their depth of engagement online;

- identify possible motives to increase the intensity of their use of digital devices and the internet; and
- identify how participants would like to be engaged in learning and/or enhancing current and new technical skills and knowledge.

Amongst the digitally disengaged group, the aims were to:

- identify pathways and interventions to address participants' reluctance to use devices and the internet;
- identify how participants would like to be engaged in learning technical skills related to devices and the internet; and
- explore their perception of core online activities or topics of interest which may encourage their use of devices and the internet.

As mentioned, the qualitative phase comprised a mixture of face-to-face focus groups, which took place in the Sydney CBD and Richmond, Victoria, and telephone in-depth interviews. Participants were recruited from the quantitative survey. Note that initially six focus groups with low literacy participants were planned, with three taking place in each of Sydney and Melbourne. However, due to the small number of participants able to be contacted to take part (see below), four of these were replaced with in-depth interviews.

Focus groups were initially chosen for low literacy participants for two reasons:

1. This method allows a relatively large sample of participants to be included in the research for a minimal fee compared with interviewing each participant separately.
2. Groups allow participants to discuss issues with one another, rather than directly with the moderator. This means being able to empathise with and relate to others, and disagree with points that others raise – thereby producing richer feedback.

Telephone in-depth interviews were selected as the method for digitally disengaged participants also for two reasons:

1. The small pool of digitally disengaged participants from the survey meant that convening groups would be difficult.
2. Digitally disengaged participants tended to be older (and therefore likely to be less mobile) and more geographically dispersed than other segments, again limiting the practicality of convening groups.

Those who agreed to be re-contacted regarding another stage of the project were called by Ipsos' CATI team and asked to take part. The recruitment process commenced by generating full lists of participants' IDs from the survey that were segmented into each of the two groups. These lists included demographic details such as age and gender, which were validated by CATI interviewers. The sample for the component with low literacy participants was restricted to those living in Sydney and Melbourne (the original locations for the focus groups), while the component with digitally disengaged participants was inclusive of all locations throughout

Australia. Participants were contacted in a randomised order so as to maximise the variety of the achieved qualitative sample.

During the recruitment process, the participants were informed of the upcoming fieldwork dates and asked whether they would like to take part. For monitoring purposes, the call outcomes were recorded. A full flowchart detailing the recruitment process for each participant is included at Appendix 4 – Qualitative Research Plan.

The research included participants from a range of locations throughout Australia (for the telephone interview components), as well as a range of age groups and genders. Participants were incentivised with $100 to participate, either by EFTPOS gift card (for face-to-face research) or by cheque (for telephone interviews).

Ipsos worked with The Office to design discussion guides for research with both the low literacy and digitally disengaged audiences. These can be found in Appendix 2 – Qualitative discussion guides.

The final version of the Qualitative Plan prior to the commencement of fieldwork is included at Appendix 4 – Qualitative Research Plan.

3.2 Interpretive notes

Quantitative results

For all survey results, tests of significance were conducted between key participant characteristics such as age, gender, location and digital literacy level. These were conducted at the 95% level of confidence and are reported where appropriate. A sample of 3,602 enables us to be 95% confident that at the overall level, a feature of the population aged ≥50 years of age we are testing is within a range of ±1.63% of what the survey tells us. Therefore, if we find that 50% of participants indicated that they access the internet on a monthly basis, we can be 95% confident that between 48.4% and 51.6% of the population access the internet on a monthly basis.

A ‘significant difference’ means we can be 95% confident the difference observed between the two samples reflects a true difference in the population of interest, and is not a result of chance. Such descriptions are not value judgements on the importance of the difference.

Where significance testing has been applied between pairs such as those with internet access versus those who do not have internet access, an independent samples test has been undertaken. However, where significance testing has occurred between more than two categories within a group, e.g. age group (50-59, 60-69, 70-79 and above 80), the significance testing tests one category (e.g. 50-59) against the combined average of the others (e.g. 60-69, 70-79 and above 80).

Such a test is ideal for multiple comparisons as it reduces the likelihood of displaying a significant difference where one does not exist.

Statistically significant differences within charts are displayed by arrows (↑). Arrows pointing upward (10↑) indicate when the figure reported is statistically higher; arrows pointing downward (1↓) indicate the figure is statistically lower.

Statistically significant differences within tables are displayed by blue figures and arrows (10↑) and red figures and arrows (1↓). Blue figures and arrows indicate that the figure reported is statistically higher; red figures and arrows indicate the figure is statistically lower.

How to read the tables in the report

For most questions reported from a demographic perspective, results are presented in a tabulated format, with the main table breaks 'Total', 'Age, 'Gender' – as outlined in the table below.

The makeup for each of the breaks is as follows:

- 'Total' is the overall figure for that row
- 'Gender' has two columns: males (M), females (F)
- 'Age' has four columns: 50-59 (50's), 60-69 (60's), 70-79 (70's), 80 years old and above (80+)
- Location has two columns: Metro, regional (Reg.)

A sample of the table as below:

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Yes	41	45↑	38↓	47↑	44↑	35↓	26↓	40	43
No	58	55↓	61↑	52↓	55	64↑	74↑	59	57

All statistical significance testing in this report was performed using the Q software package - Q uses the most appropriate statistical test based on the format of the questions and variables.

It is important to note that analysis of questions where the overall sample size is less than or equal to 60 should be treated with caution and any findings taken as indicative only.

When reading this report, please note that some figures may not add up to 100% due to rounding or questions where multiple responses were allowed. There may be cases where the subtotals do not appear to be an exact sum of the proportions reflected in the graphs due to rounding.

Definition of digital literacy

A classification of digital literacy levels was undertaken by grouping the participants according to their responses to three key questions:

B1. Which of the following do you have at home for your personal use?
B3. In which of the following ways do you connect to the internet?
C2.1 How often do you do each of the following online activities?

Based on the participants' responses to these questions, four literacy groups were identified:

Digitally Disengaged: non-internet users[5] who never perform online activities[6]

Low: internet users who perform online activities no more than once a month

Moderate: internet users who perform online transactions[7] less frequent than once a week

High: internet users who perform online transactions at least once a week or more often

The findings based on these literacy groups can be found in Section 4.

Qualitative results

The main focus of the qualitative component was to explore in further detail the behaviours, confidence, motivation and willingness to learn among digitally disengaged and low literacy participants specifically. Hence the results of this component are included in the Findings on digital literacy section (Section 4). The qualitative results are displayed at the end of each of quantitative section, and attempt to explain the survey results, as well as to provide further insight into these particular groups. Quotes from focus groups and interviews have been included throughout in order to exemplify some of the themes that have been reported.

It should be noted that the sample for the qualitative component was small, and therefore that findings from this stage are not representative of the population as a whole (unlike those from the quantitative component). These findings are included to provide further depth to those from the quantitative stage, and to understand some of the reasons for these results. However, they depict the experience of only a small number of individuals, and can therefore not be treated as all-encompassing.

The qualitative analysis process took place gradually over the entire fieldwork and reporting period. Immediately following each group or interview, the moderator noted their impressions of the key themes, issues, patterns and (for groups) points of contention that arose during the course of the discussion. Sessions were recorded and transcribed, and these transcriptions were reviewed in preparation for the later analysis and reporting stages.

At the end of the qualitative fieldwork phase, the team took part in an analysis session. This process involved multiple team members analysing the same material, and triangulating the data. As qualitative reporting was shaped around the quantitative report (that had already been prepared ahead of the qualitative fieldwork commencing), the findings from the qualitative analysis session were shaped and themed around these quantitative results.

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[5] Non-internet users include those who do not have internet connection and do not do anything online or rely on family and friends to do things online

[6] Online activities include searching for information about government services or companies, e.g. Medicare, Centrelink etc., doing research using the internet before buying things in a physical store, buying goods online, Internet banking, paying bills online, making online bookings or reservations

[7] Online transactions include paying bills online and internet banking

4. Findings on digital literacy

Participants were grouped into different literacy levels based on their involvement in and frequency of engaging in online activities. The following section covers areas related to digital literacy levels nationwide, including an understanding of device usage and internet access amongst the different literacy levels, ability to perform tasks and skills associated with online activities; concerns towards digital devices; security; and their interest in the online portal.

4.1 Overview of digital literacy

The majority of survey participants had access to digital devices and the internet, with fewer than one-in-ten found to be digitally disengaged (i.e. non-internet users without access to any digital devices at home). This translates to three-in-ten being highly literate, three-in-ten moderately literate and around one-quarter low in terms of literacy. The qualitative research with digitally disengaged and low literacy participants therefore accounted for a group representing approximately one-third of the population of older Australians.

Some of the key factors influencing the literacy levels were related to the need to use the internet at work, age and income.

The need to use the internet at work had an influence on digital literacy level. Four-in-ten of the low literacy group and nine-in-ten of the high literacy group were required to use the internet at work. Only six percent of the digitally disengaged group claimed they were required to do so. Similarly, very few participants in the qualitative research had ever used the internet as part of their work, with many having retired before the internet became commonplace in workplaces.

There was also a relationship between age and digital literacy. Three-quarters of the digitally disengaged group were aged 70 years and over, and as digital literacy level increased, this proportion of older participants decreased (four-in-ten of those with low literacy were 70 plus, one-in-five for those with moderate literacy and less than one-in-five of those who were highly literate). Due to being older on average than their more literate counterparts, digitally disengaged and low literacy participants recruited for the qualitative research were required to be aged 60 or older.

Coinciding with their younger average age, half of the highly literate group were either still working or semi-retired.

Over half of those in the high literacy group earned more than $52,000 per year. In contrast, almost two-thirds of the digitally disengaged group had a personal income of less than $21,000 per year.

In addition, there was a higher proportion of females and participants living in regional areas in the digitally disengaged and low literacy groups.

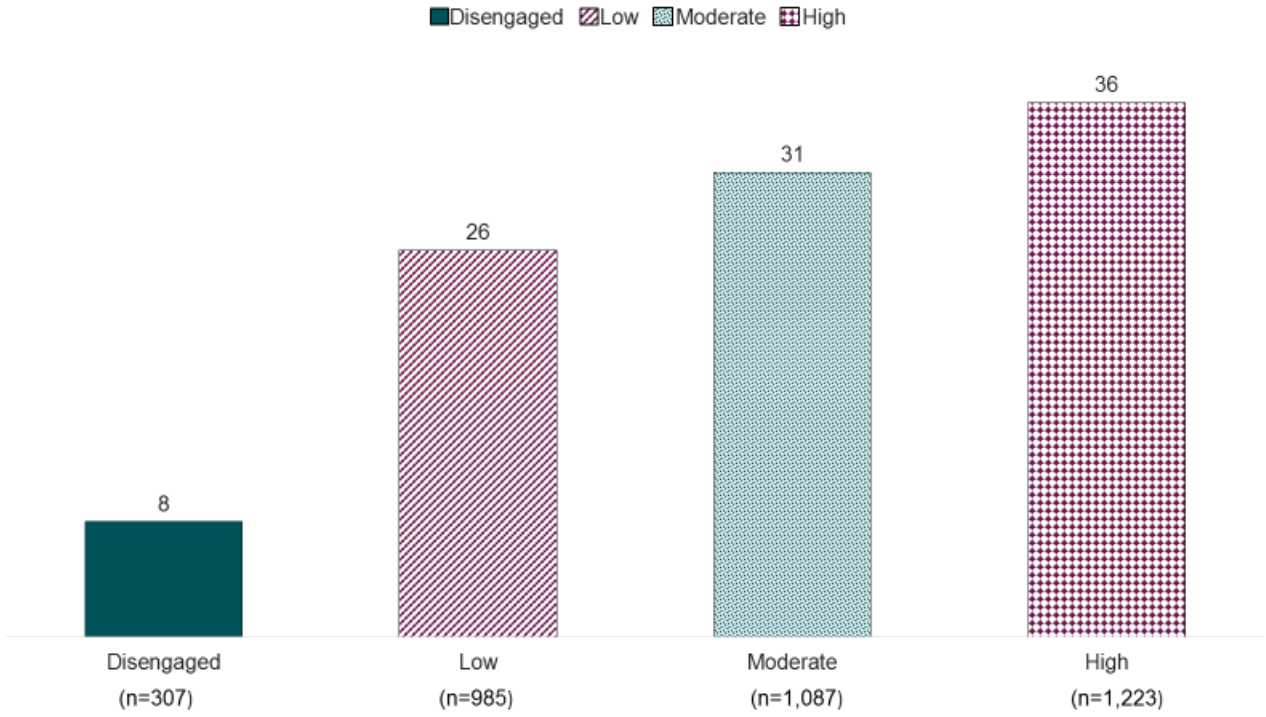
This sub-section looks at digital literacy and its relationship to internet usage at work; age; gender; location; and personal income.

4.1.1 Levels of digital literacy

Access to devices and the internet was high amongst people aged 50 years and over nationwide, with fewer than one-in-ten (8%) aged 50+ found to be digitally disengaged.

Literacy levels were also based on the nature and frequency of online tasks (see Section 3.2 for definitions). Nearly all participants have some access to digital devices or the internet (92%) - more than one-third were found to be highly literate (36%), three-in-ten with moderate literacy (31%) and just over one-quarter with low literacy (26%) – see Figure 1.

Figure 1: Level of digital literacy for 50 years and over



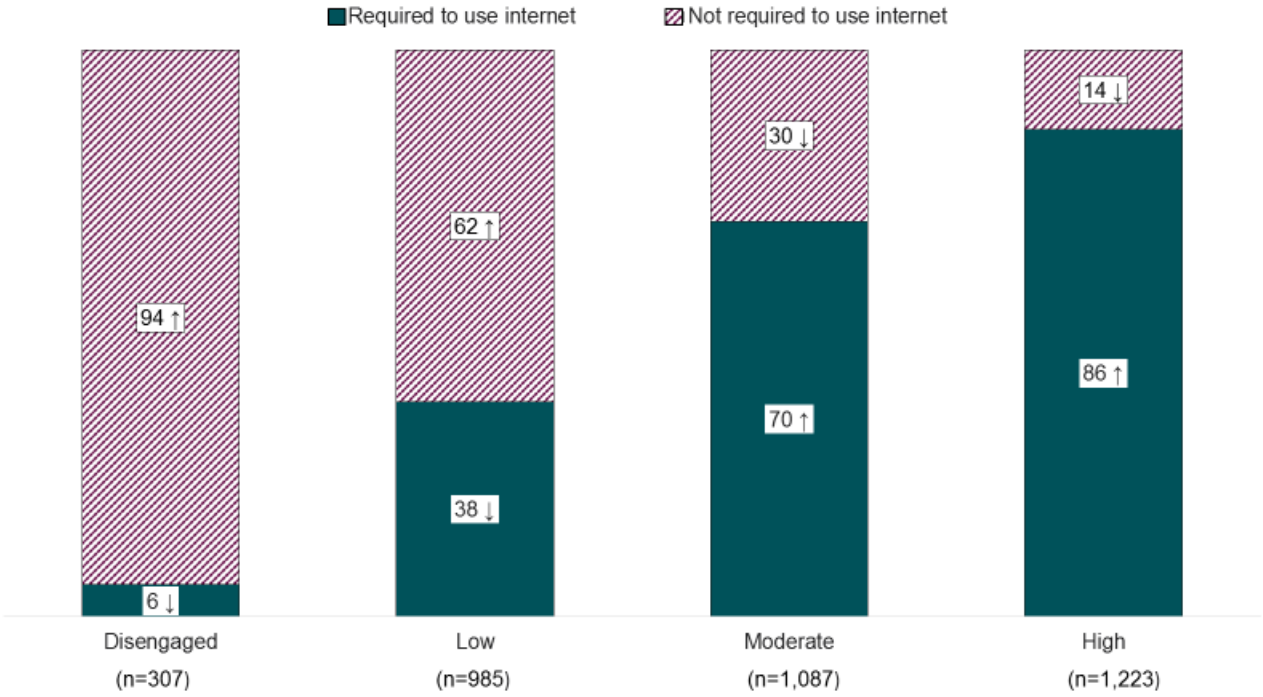
B1. Which of the following do you have at home for your personal use?
B3. In which of the following ways do you connect to the internet?
C2.1 How often do you do each of the following online activities? (n=3,602)

4.1.2 Use of internet at work

All participants were asked if their previous or current employment required them to use the internet.

Only six percent of the digitally disengaged group claimed they were required to use the internet at work whereas almost four-in-ten (38%) of those with low digital literacy indicated they were required to use the internet. As can be seen below in Figure 2, the requirement to use the internet at work increases with literacy level; internet usage at work was 70% and 86% for the moderate and high digital literacy groups respectively. This suggests that the requirement to use the internet at work has an influence on digital literacy level.

Figure 2: Required to use internet at work by digital literacy

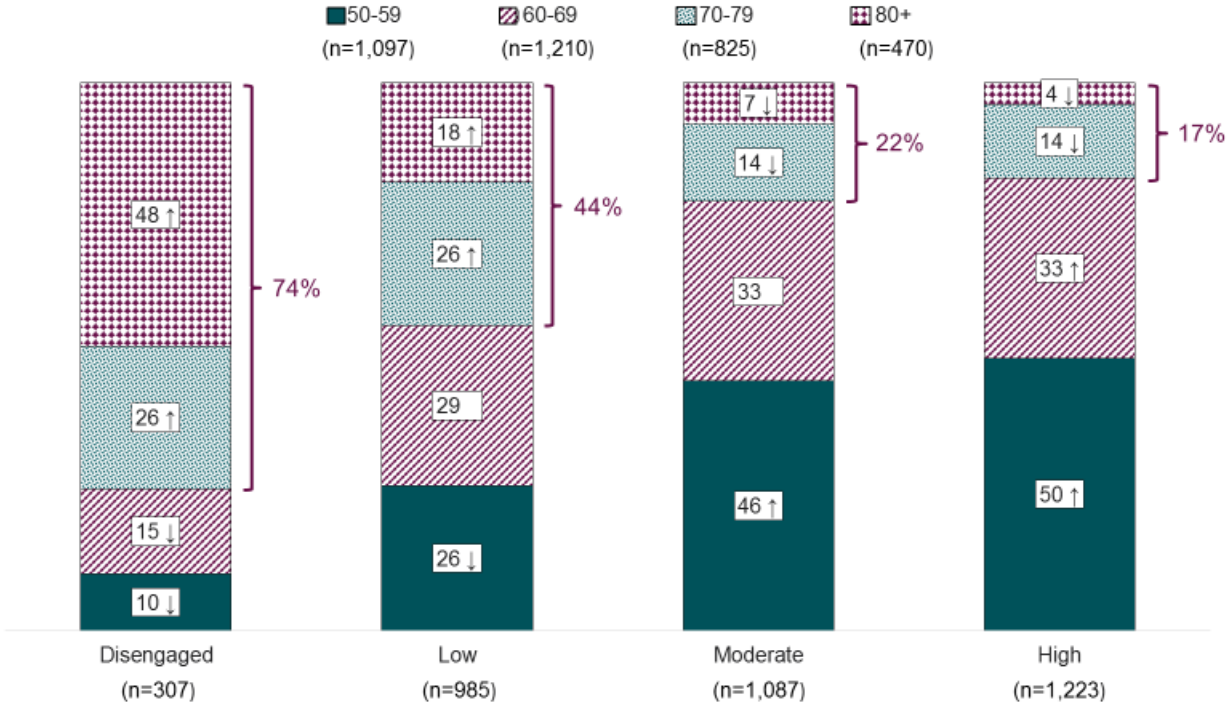


NET: H7. Does your current working environment/ work life require you to use the internet? and H9. Did your previous working environment/ work life require you to use the internet? by digital literacy (n=3,602)

4.1.3 Age

There is a relationship between age and digital literacy. As shown in Figure 3, three-quarters of the digitally disengaged group were aged 70 years and over (74%). This figure drops significantly as digital literacy improves, four-in-ten for those with low literacy (44%), one-in-five for those with moderate literacy (22%), and 17% for those with high digital literacy. Despite digital literacy tending to be higher for younger age groups, there were no major differences in age between the moderate and high literacy groups, with about half of both groups aged 50-59 years (46% and 50% respectively).

Figure 3: Age by digital literacy

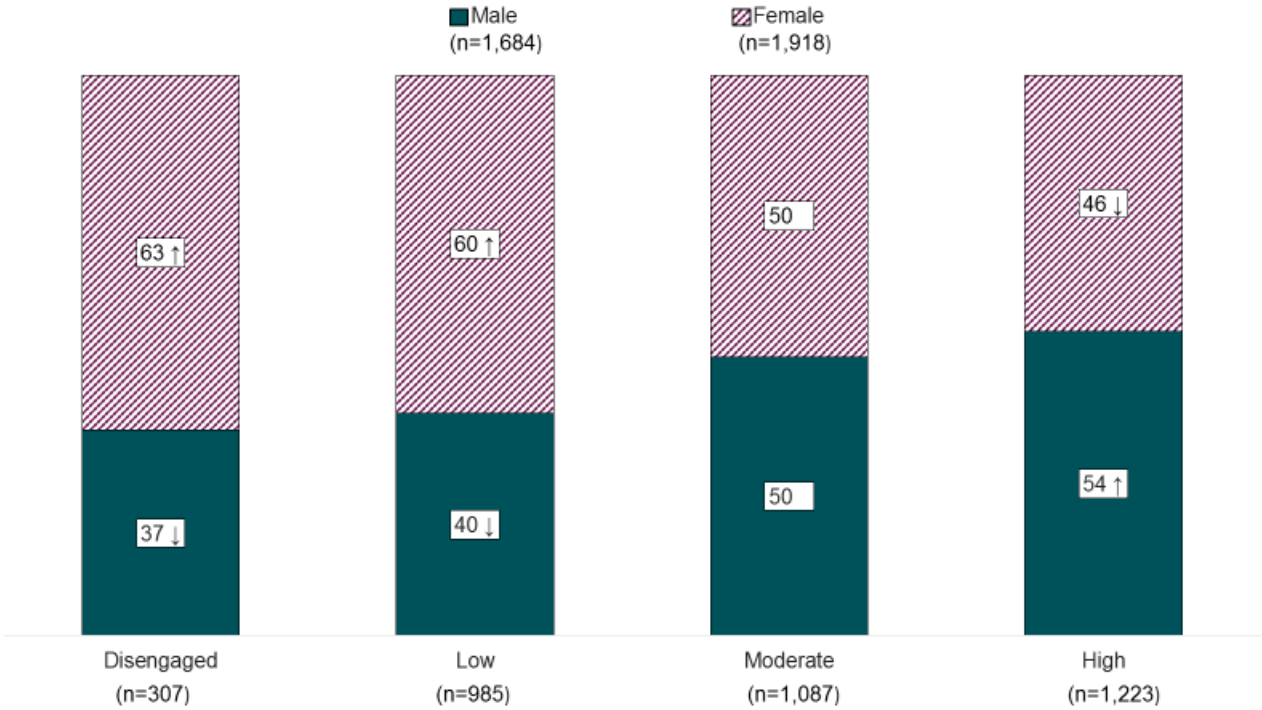


SQ1. Can I just confirm which age range you fall into? by digital literacy (n=shown on chart)

4.1.4 Gender

As seen below in Figure 4, there was a higher proportion of females in the digitally disengaged and low literacy groups. However, there was a relatively even distribution of males and females within the moderate and high literacy groups.

Figure 4: Gender by digital literacy

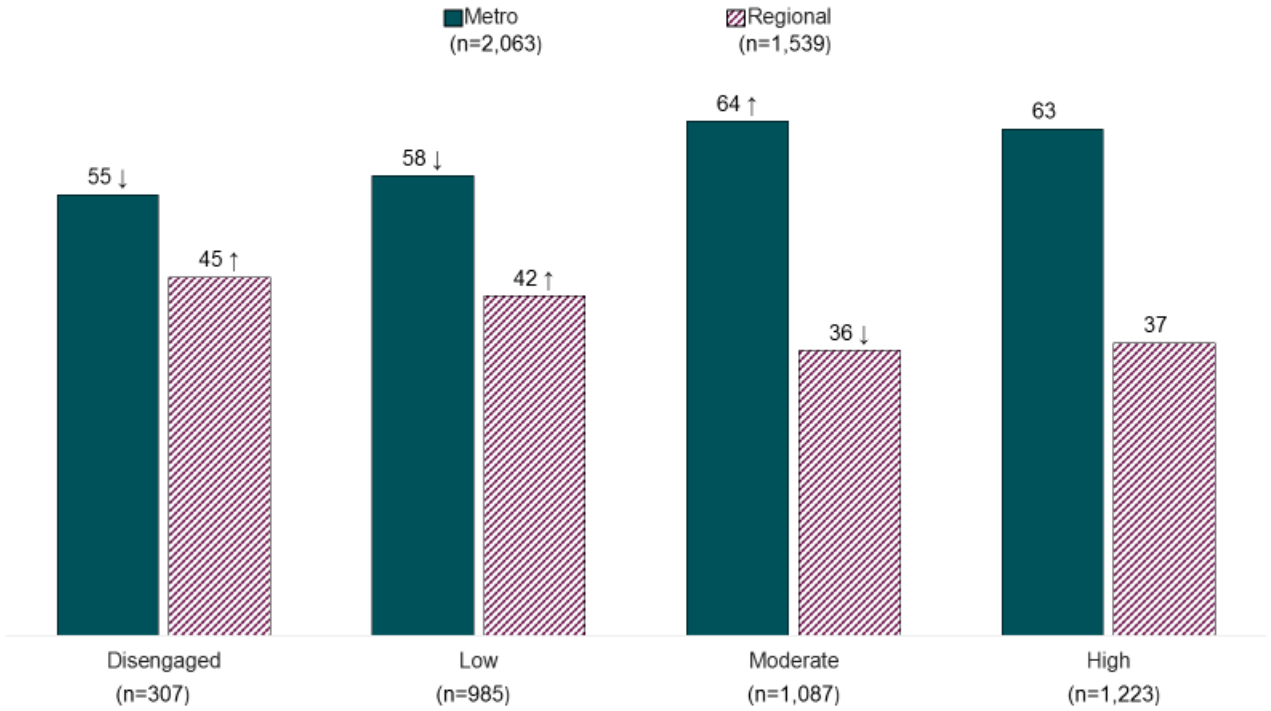


SQ6. Can I just confirm your gender? by digital literacy (n=shown on chart)

4.1.5 Location

As shown in Figure 5, in terms of location, the proportion of regional participants in both the digitally disengaged or low literacy group was significantly higher (when compared to all other literacy levels). However, for those with moderate literacy, the proportion of metro participants was significantly higher.

Figure 5: Location by digital literacy

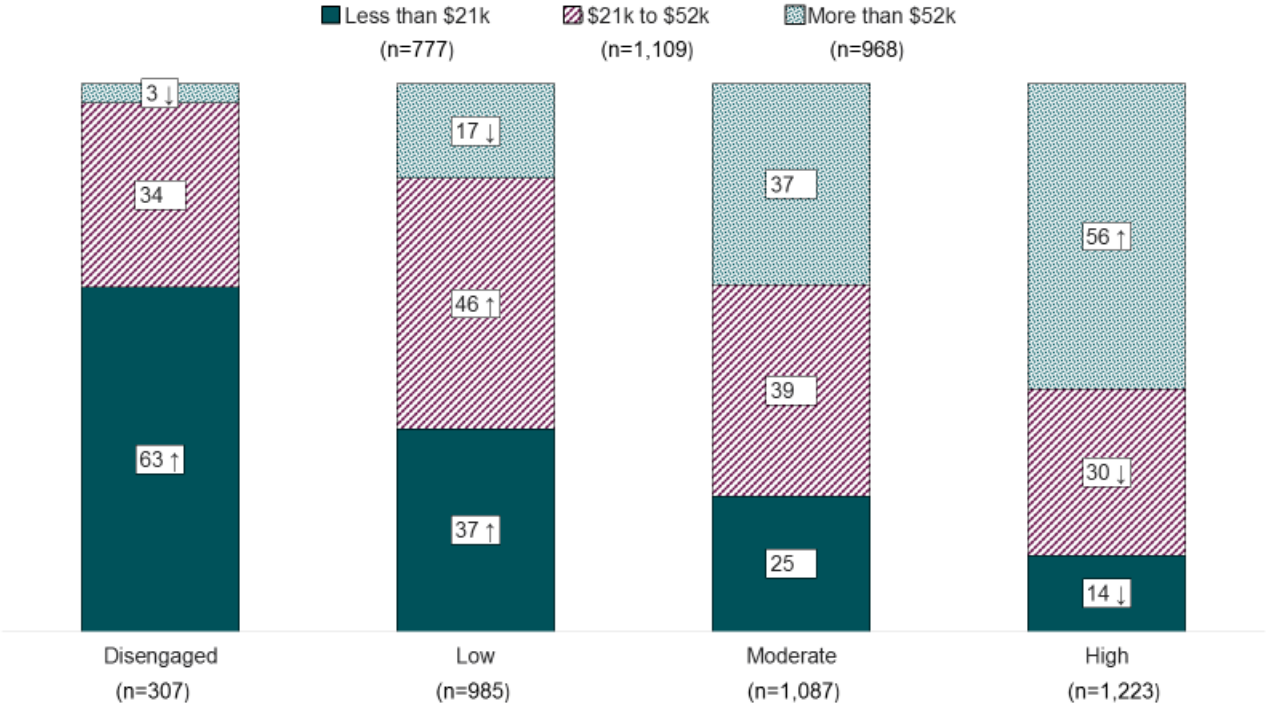


SQ7. What is your home postcode? by digital literacy (n=shown on chart)

4.1.6 Personal Income

In line with findings from the desk research, lower income participants tended to have lower digital literacy. Results show almost two-thirds (63%) of the digitally disengaged group have a personal income of less than $21,000 per year, while over half (56%) of those in the high literacy group earn more than $52,000 per year - see Figure 6.

Figure 6: Personal income by digital literacy



H2. What is the total of all wages/ salaries, government benefits, pensions, allowances and other income you personally usually receive? by digital literacy (n=shown on chart)

4.1.7 Working status

Participants were asked how they spent their time, and were provided with options such as paid employment, studying etc. As shown in Table 1, over half of the participants from the high literacy group (55%) were working or semi-retired, which was a significantly higher portion when compared to all other literacy levels. This was consistent with the age group breakdown per literacy group as shown in Figure 3.

Table 1: How they spend their time

Column %	Total	Disengaged	Low	Moderate	High
I am working in paid employment	32	3 ↓	18 ↓	34	46 ↑
I am retired (including on the pension, or retired and doing voluntary work)	49	87 ↑	64 ↑	46 ↓	34 ↓
I am not in paid employment and perform home duties	4	3	5	5	3 ↓
I am unemployed AND actively looking for work	2	1	2	2	2
I am studying	0	0	0	1	1
I am studying and working in paid employment	1	0	0 ↓	1	1
I am semi-retired (i.e. I am retired and work part time)	7	2 ↓	5 ↓	7	9 ↑
Other [SPECIFY]	4	2	5	4	4
Prefer not to say	0	2 ↑	1	0	0
NET: Working + Semi-retired	39	5 ↓	23 ↓	41	55 ↑
Column n	3602	307	985	1087	1223

H4. Which of the following best describes how you spend your time? by digital literacy (n=shown in table)

4.1.8 Living arrangement

As presented in Table 2, participants in the digitally disengaged or low literacy group were more likely to be living alone when compared to all other literacy level groups; more than half (53%) of those digitally disengaged and one-third (32%) from the low literacy group were living alone. In contrast, the high literacy group were more likely to be a couple with children out of home (35%) or a family with children living at home (27%) when compared to all other literacy level groups.

Table 2: Living arrangement by digital literacy

Column %	Total	Disengaged	Low	Moderate	High
Living alone	24	53 ↑	32 ↑	22 ↓	16 ↓
Couple with no children	10	4 ↓	9	10	11
Couple with children moved out of home	32	20 ↓	32	30	35 ↑
Family with children living at home	19	3 ↓	11 ↓	21	27 ↑
Single parent with children living at home	4	4	4	5	5
In a share house	1	1	1	3 ↑	0 ↓
In a multi-generational house	3	4	3	4	3
In a retirement / lifestyle village	2	6 ↑	3 ↑	1	1 ↓
Other	2	3	3	2	2
Prefer not to say	1	2	1	1	1
Column n	3602	307	985	1087	1223

H3. Which of the following best describes your current living arrangement? by digital literacy (n=shown in table)

4.2 Level of engagement with digital devices[8]

Regarding number of digital devices, the majority of the moderate and high literacy groups had access to three or more devices, whereas four-in-ten of the low literacy group had none or only one device at home. Ownership of devices increased with digital literacy, with smartphones being the most commonly used device by all literacy groups. The ownership of a smartphone was equally high. Three-quarters of the moderately literate group and almost all of the highly literate group owned a smartphone.

On the other hand, around half of the low literacy group had never used a smartphone, compared to the moderate and highly literate groups (20% and 9% respectively). A similar pattern was seen across other digital devices amongst the low literacy group. The qualitative research showed that low literacy users did not recognise the benefits of owning multiple devices, given how infrequently they were using them.

The highly literate group were more likely to interact with their devices daily, with smartphones being used most, by four-in-five participants.

This sub-section of the report covers areas related to device usage, with a focus on digital devices. Those who were not digitally disengaged were asked to select from a list of digital devices[9] and report on which ones they have at home for their personal use. The digitally disengaged group were not asked about device usage, as they are defined as not having access to any digital devices used for internet browsing.

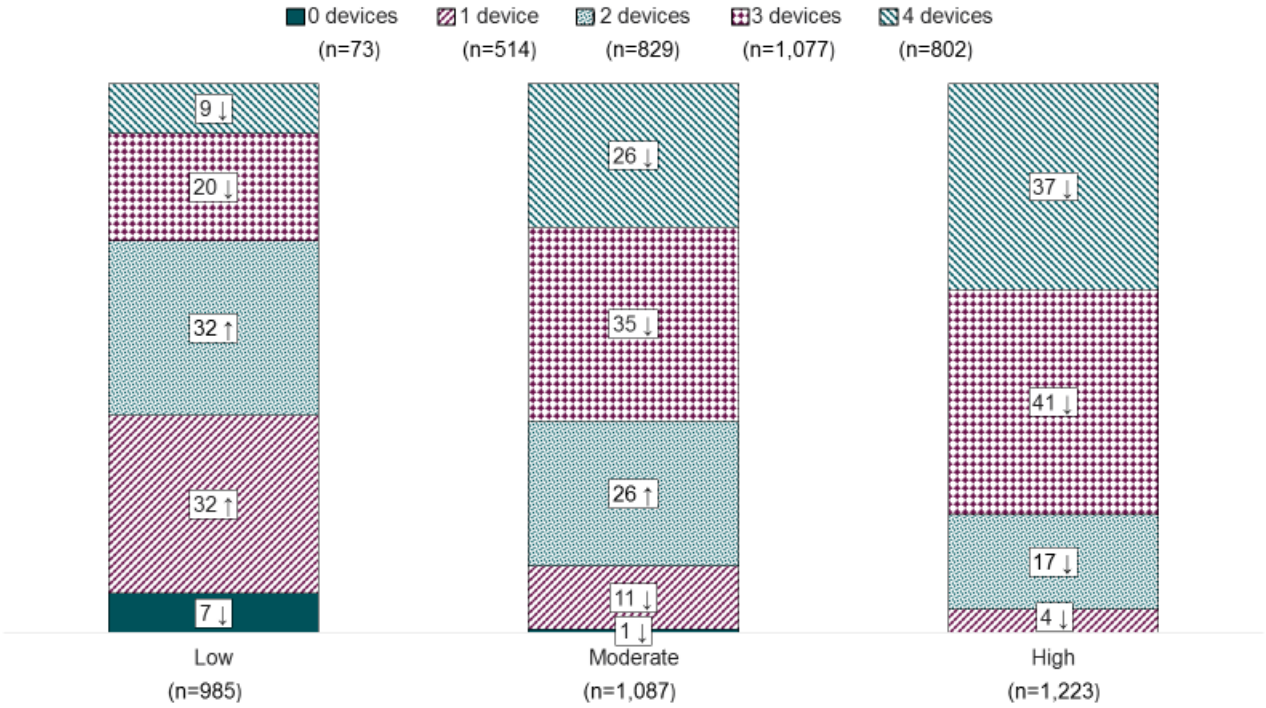
[8] Browsing devices refer to smartphones, tablets, laptops and desktops only

[9] Digital devices include smartphones, tablets, laptops, desktops, Smart TVs, standalone GPS devices and Smartwatches

4.2.1 Number of digital devices

When looking at the three literacy groups, four-in-ten (40%) of the low literacy group either have no devices or one device at home, whereas the majority of the moderate and high literacy groups have access to three or more devices at home (61% and 78% respectively) – see Figure 7.

Figure 7: Number of digital devices at home by digital literacy

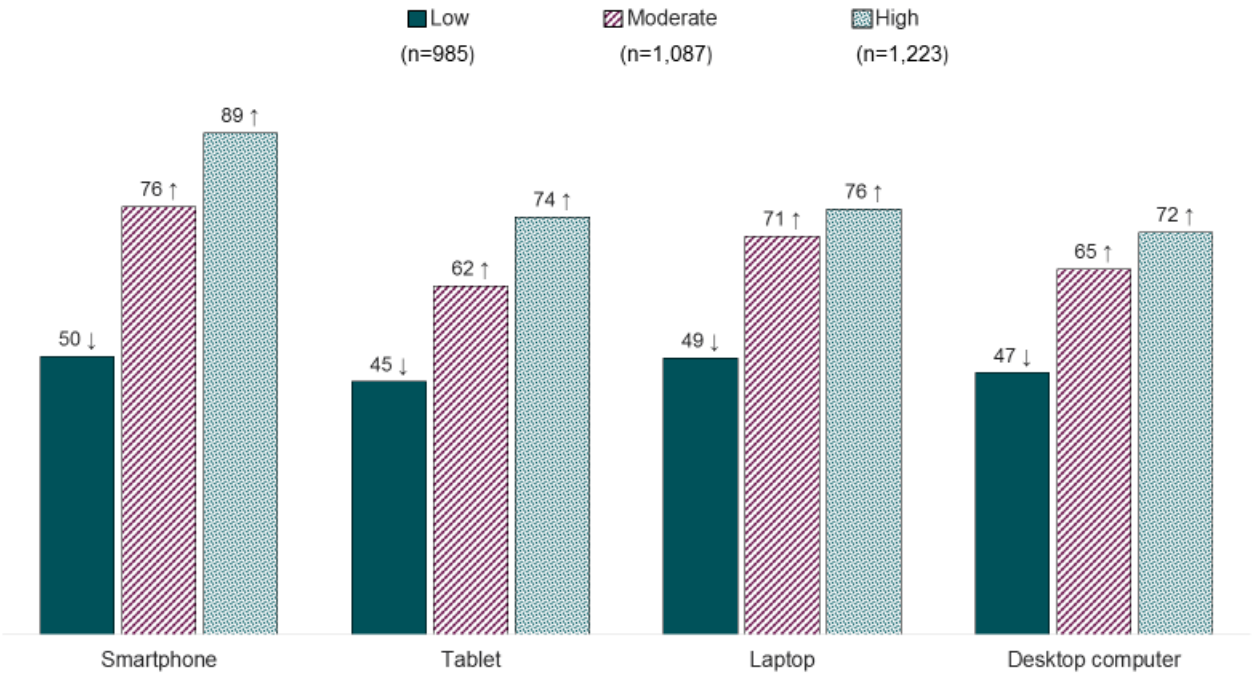


B1. Which of the following do you have at home for your personal use? by digital literacy (n=shown on chart)

4.2.2 Type of digital device

Participants with some level of digital literacy were asked which types of devices they used. As presented in Figure 8, around half of those with low literacy levels have access to basic devices such as a smartphone (50%), tablet (45%), laptop (49%) and desktop computer (47%). Ownership of common devices increases with digital literacy, with more than three-quarters (76%) of those who were moderately literate having a smartphone and most (89%) of the highly literate owning a smartphone.

Figure 8: Type of digital devices at home by digital literacy



B1. Which of the following do you have at home for your personal use? by digital literacy (n=shown on chart)

The qualitative sample included participants with a range of devices, including computers, laptops, tablets and mobile phones.

Those who did not have computers or tablets at home were generally not interested in owning these devices. They tended not to feel a need for a computer or tablet, and believed that their infrequent usage did not justify having such a device at home. They carried out everyday tasks using offline methods and planned to continue to do so, not seeing any reason to use computers instead. Some of these participants, though, used public computers on an as needed basis.

Some had intended to get a computer in the past, but found that once they had a tablet or smartphone they did not need both. For these participants, their tablet or smartphone could carry out any of the tasks they would otherwise need a computer for, and they found no issue in using a smartphone rather than a computer for such tasks.

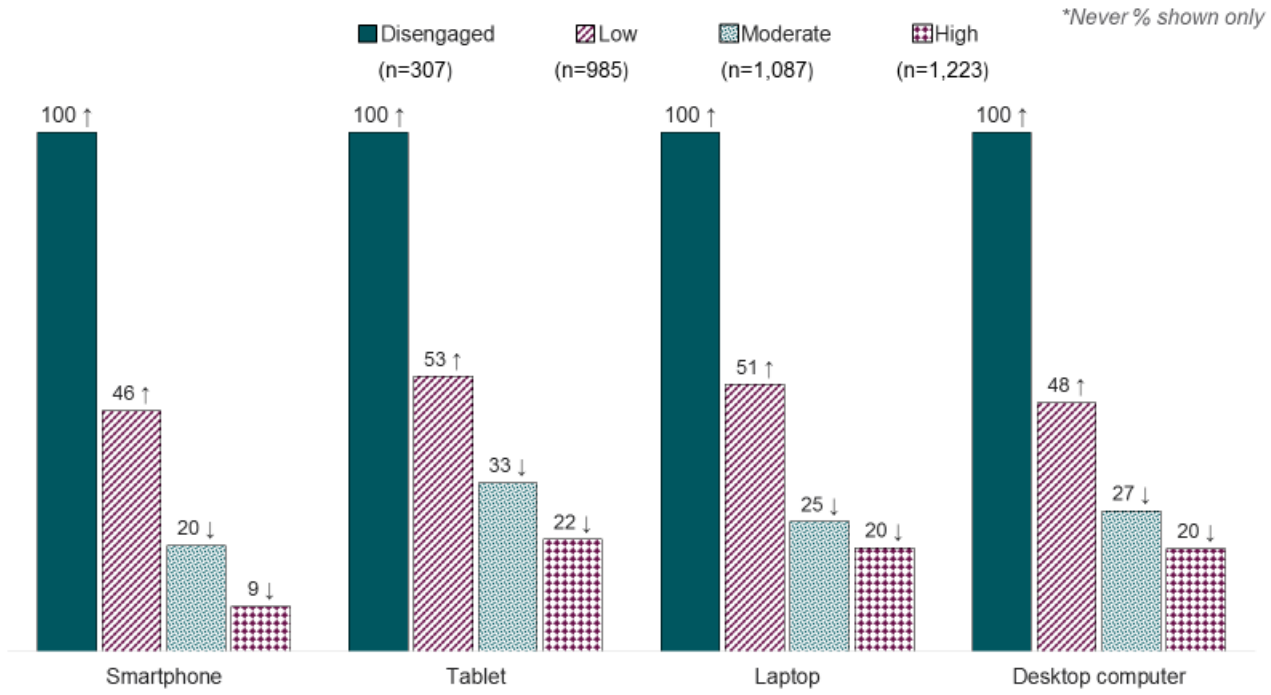
Several participants were not able to identify whether their phones were smartphones or not, or whether they could connect to the internet via their phone.

> *It's this Samsung #^%^ thing. I don't know if it connects to the internet. Wi-Fi. What's Wi-Fi? I've been told that now I've got Wi-Fi. Oh great, I don't know what that is. – in-depth interview (digitally disengaged), regional Queensland, male*

4.2.3 Devices never used

All participants were asked how often they would use the devices from a list provided. Around half (46%) of those in the low literacy group never used a smartphone, compared to the moderate and highly literate groups (20% and 9% respectively). A similar pattern was seen across all four devices, with the low literacy group being more likely to have never used each of these devices than the other groups. Across all literacy groups, tablets were the devices that were least likely to be used (see Figure 9).

Figure 9: Devices never used by digital literacy

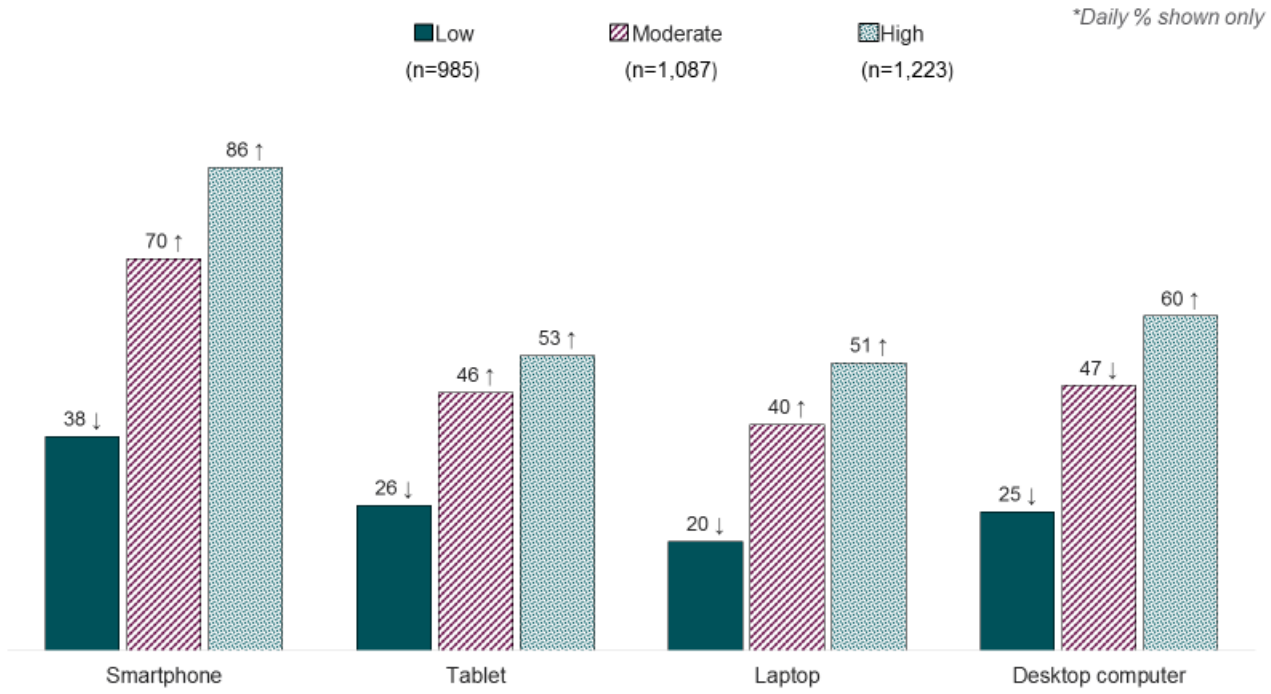


B2. How often would you say that you use the following devices? by digital literacy (n=shown on chart)

4.2.4 Daily device usage

Amongst the participants who used devices from the list provided, as seen in Figure 10, the highly literate group were more likely to interact with their devices daily when compared to the low and moderate groups. Across all devices, smartphones were used most, with four-in-five (86%) of the highly literate group using them daily. The proportion of participants from each literacy level was fairly similar across daily usage of each device.

Figure 10: Daily device usage by digital literacy



B2. How often would you say that you use the following devices? by digital literacy (n=shown on chart)

The low literacy participants in the qualitative research typically used their devices on average every two to three days, or less frequently. While some used their devices more often than this, this usage was generally limited to small amounts of time per day (for example to check their email or quickly look something up using a search engine).

> *I probably use the computer about every second day. – in-depth interview (low literacy), Melbourne, male*

Many participants, both low literacy and the digitally disengaged, owned smartphones. However, their use of the internet on smartphones was infrequent, and some did not use it at all. In many cases, participants used their smartphones entirely or mainly for making phone calls or, less commonly, sending text messages. Only one participant used a messaging app (in this case, Viber, which the participant's daughter had set up for her).

> *I'm sure there are positives, but I myself have not found the need to access it. – in-depth interview (digitally disengaged), Brisbane, female*

> *I have a smartphone but it's not connected up to the internet or anything. It's used as a phone really. – in-depth interview (low literacy), Melbourne, male*

> *You see I don't know anything about mobile phones, I just pick it up to use it. I hate the #$%^ thing. I can get pictures and see them. Someone will do it for me because I can't be bothered*

to learn it. I think it's a nuisance when you get pictures of people, they should come and see me instead. – in-depth interview (digitally disengaged), regional Queensland, male

The few who did use the internet on their smartphones tended only to do so when away from home, and without access to a computer or tablet. Those with slightly higher levels of digital literacy (compared with other low literacy participants) might have, for example, used the internet for navigation (e.g. by using Google Maps); to access an email or document pertinent to their current activity; or to use a search engine to find out the answer to a question they were interested in when conversing with someone else. Generally, though, participants did not see a reason to use the internet on their smartphones, and had little appetite to do so. For example, they were not interested in using the internet to entertain themselves when away from home, and typically relied on conventional means for getting around, such as street directories and paper copies of train timetables.

Participants typically preferred to use a tablet or computer for internet access when at home. The main reason for this was the larger screen of these devices. This was easier for participants to read and more practical to use than the small screen of a smartphone. In addition, as mentioned, some were unaware of their smartphone's capacity to connect to the internet. Some would also take their tablets with them when on holiday. These participants commented that a tablet is more portable than a laptop, hence taking their tablets but not their laptops.

I don't use the phone for the internet it's too small. – in-depth interview (low literacy), Melbourne, male

In general, participants used their mobile phones as security or emergency devices. Many mentioned that they took their phones with them when travelling by themselves. This allowed them to contact their loved ones in case something went wrong, or to update them on their whereabouts and status. They tended not to use their mobile phones when at home, as they saw no need in doing so. Their landline functioned as their main phone instead, with this being due to a combination of factors:

- Habit, that is they had always used a landline and felt comfortable doing so;
- Some mentioned that the audio quality was higher on their landline than on their mobile phone; and
- Some had prepaid phones, rather than a contract, and therefore aimed to minimise their usage of their phones to retain credit.

Just for basic reasons is all I've got it for…it made me feel safer when I'm on the road. – in-depth interview (digitally disengaged), regional NSW, female

I don't text people. I mean you see people all day on their phone. I mean years ago when you didn't have mobile phones what the hell did they do then? Every day you see blokes walking around with a phone stuck in their ear. Who the #$%^ are they talking to, who are they phoning. I mean they didn't do it years ago did they? I don't understand what they do it for. "Oh good where are you?" "Kmart where are you?" "I'm at IGA." "Oh that's good." "What are you buying?" What a load of #$%^. I don't bother. I liked it the way it was before when we hardly used the phone at all. – in-depth interview (digitally disengaged), regional Queensland, male

4.3 Level of engagement with the internet and interest to use it more

The most common way participants connected to the internet was through a home internet connection. In addition, a greater proportion of the moderate and high literacy groups reported using data on their portable devices and used their devices via public Wi-Fi (compared to the low literacy group).

The highly literate group were almost three times more likely to access the internet multiple times a day compared to the low literacy group. Amongst the moderately literate group, around nine-in-ten accessed the internet at least once a day.

Given current usage levels, close to half of the participants across all digital literacy groups indicated they did not want to use the internet more than they currently do. This was even more evident for the digitally disengaged group, amongst which three-in-four indicated they were unlikely to use the internet more or at all in the future.

In regards to factors preventing higher internet usage, the highly literate group were more likely to mention access related issues; whereas the low literacy group were more likely to mention device related issues.

The qualitative research revealed that spending time online was viewed as a 'guilty pleasure' at best (for those who saw at least some value or enjoyment in it) and a waste of time at worst. It was seen as distracting them from other more valuable activities (such as being outdoors and seeing people face to face), and there was a fear of becoming addicted or being 'sucked in' to spend more time online than intended.

The qualitative research also showed that there was a complete lack of awareness or recognition of the benefits of using the internet. Participants had no desire to speed up their tasks and did not understand why there was a constant pressure to do everything more quickly these days.

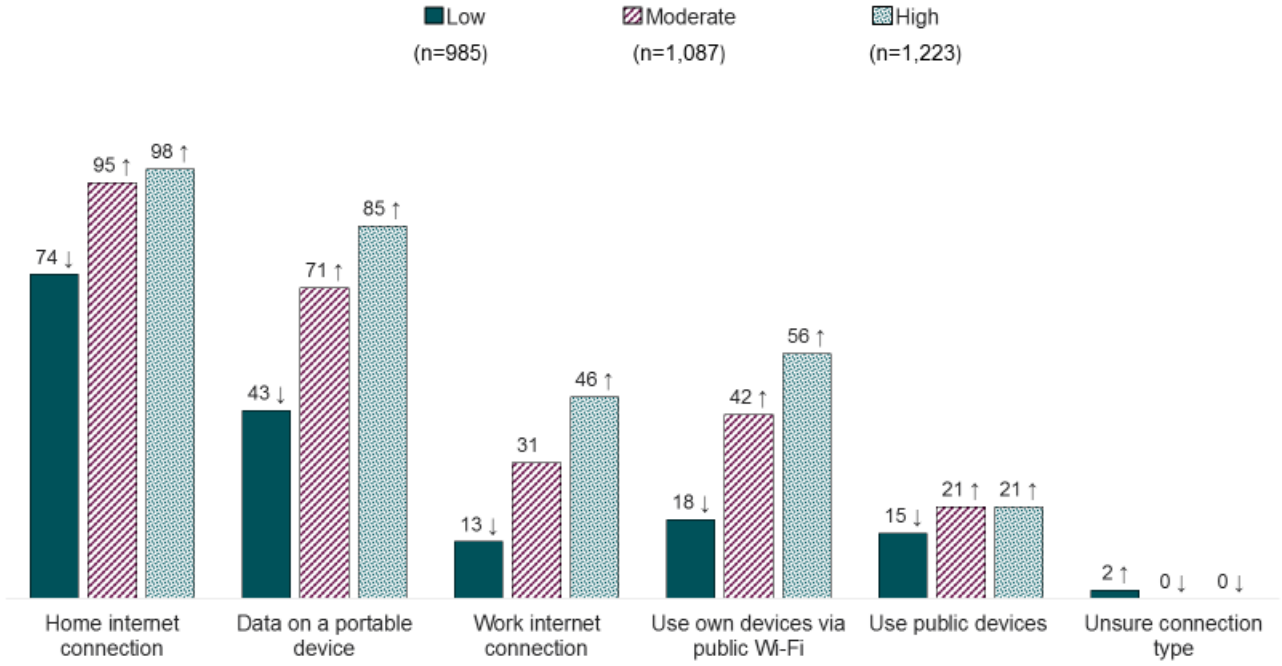
This sub-section covers areas related to type of internet connection, usage frequency, and what would encourage the use of the internet. Those who were not digitally disengaged were asked how often they would access the internet. In addition, all participants, including the digitally disengaged group, were asked to share what would encourage them to use the internet more.

4.3.1 Type of internet connection

Participants were asked about ways they connect to the internet. As presented in Figure 11, amongst those who were digitally literate (low, moderate and high), the most common way they connect to the internet was through a home internet connection (74%, 95%, 98% respectively).

The moderate and high literacy groups claimed they had data on a portable device and also used their own devices on public Wi-Fi, to a significantly greater extent when compared to the low literacy group. Approximately half from the highly literate group were also more likely to use a work internet connection compared to other groups.

Figure 11: Type of internet connection



B3. In which of the following ways do you connect to the internet? (n=shown on chart)

Matching the quantitative results, low literacy participants generally had a home internet connection, and many also had mobile data connections (for example on their smartphones or tablets). It is worth noting, though, that some were unaware of what connections they had. Firstly, for some, loved ones or technicians had set them up on the internet, and they were not familiar with what is meant by 'having a home connection' other than that they were able to access websites from their device in their house. Secondly, as discussed, smartphone penetration among this audience was relatively low and, further, some of those who had smartphones were not aware that they could access the internet on them.

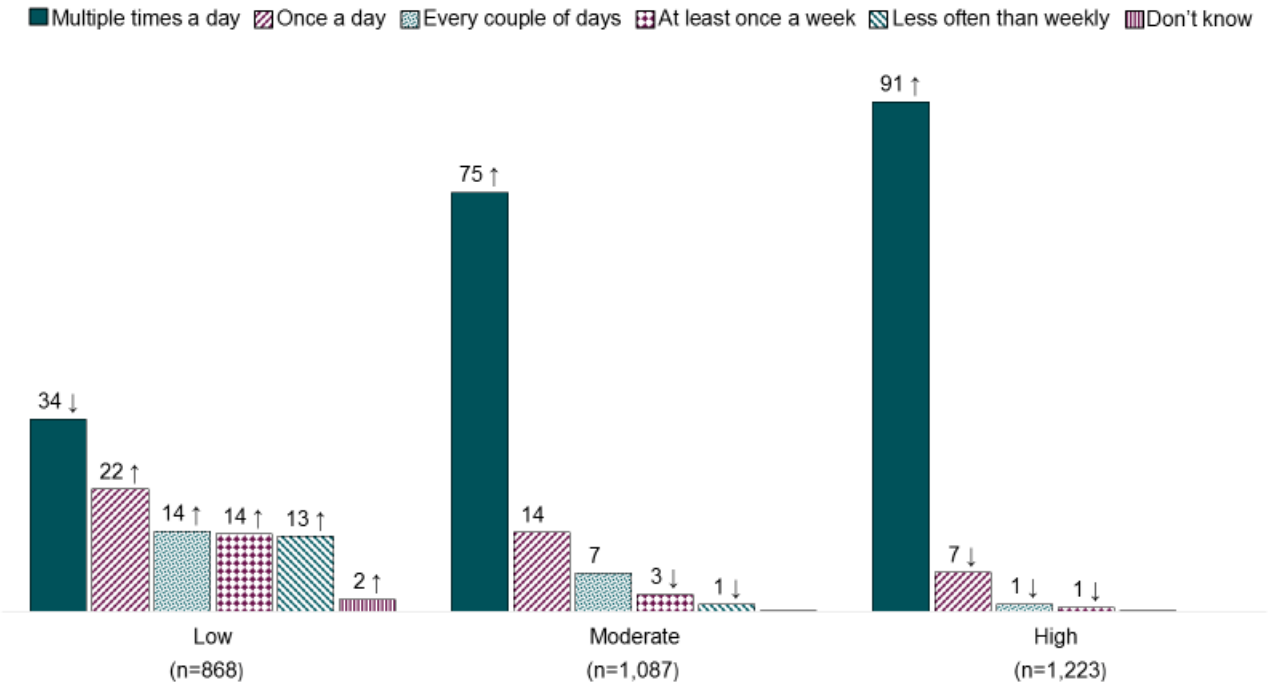
Among those who did not have internet connections, the two barriers were cost and a lack of perceived need. Some participants in both the low literacy and digitally disengaged groups, in particular those on a pension, did not see having an internet connection as affordable. They were also unable to justify the cost of connecting to the internet in the context of their minimal internet usage. Instead, they commented, they could simply access the internet at public facilities if need be, for free or for a minimal fee.

> *Yeah, I find it (the internet) very expensive. I find it horrendously expensive and I'm not very happy with it at all. – in-depth interview (low literacy), Melbourne, male*

4.3.2 Internet access frequency

The participants were asked how often they accessed the internet. As shown in Figure 12, the highly literate group were almost three times more likely to access the internet multiple times a day, compared to the low literacy group (91% vs 34%). Amongst the moderately literate group, around nine-in-ten accessed the internet at least once a day (89%). Frequency of internet usage amongst the low literacy group was much more dispersed, with close to one-third (27%) of them accessing the internet weekly or less, compared to the moderate and high literacy groups (4%, 1% respectively).

Figure 12: Internet access frequency by digital literacy



B4_1. How regularly would you say you access the internet, including at home, at work, or out and about to do tasks such as check emails, browse the internet, pay bills online etc.? by digital literacy (n=shown on chart)

As mentioned, low literacy participants in the qualitative research used the internet somewhat infrequently (generally every two to three days, rather than on a daily basis). Their usage was typically on an as-needed basis. That is, rather than access the internet as a pastime or to entertain themselves, participants tended to have a strict purpose for using it at any given time. This could be to check their emails or to find out the answer to a question they had using a search engine. Simply browsing the internet as a leisure activity was uncommon.

Their frequency varied, however, with participants occasionally having periods of relatively intensive usage. This was most commonly when they were researching a particular topic, whether for personal interest or as part of, for example, a volunteering role. During these periods, they could spend up to several hours a day researching. This involved typing terms into a search engine, then loading pages from the results and clicking on subsequent links. For instance, one participant was a volunteer lecturer with the University of the Third Age, and prepared his lectures every few weeks using content he found online.

Apart from these periods, participants generally saw spending extended periods online as time wasting. They saw doing so as taking away time from other, more important or worthwhile activities in their lives. For example, they may have seen spending time outdoors in the fresh air, reading a book, socialising or more generally being productive as a better way to spend their time. In contrast, they tended not to see the internet as a worthwhile use of their time.

> *The only thing is I'm of the old school, if you want to learn something, you should still use books and electronics takes that away from the younger generation and I think their word skills, for a lot of them, suffer because of it. – in-depth interview (low literacy), Melbourne, female*

There was also concern about becoming addicted, and they cited anecdotes of people who had become addicted and the damage it had caused (in particular to social media).

> *…But the total addiction well that is probably in a nutshell why I'm not in favour of computers and Facebook…My youngest son…his first wife was addicted to Facebook to a degree where the marriage could just not survive. – in-depth interview (digitally disengaged), Brisbane, female*

Some described the internet as an 'indulgence', 'a guilty pleasure' and something that 'sucks you in'. For example, one participant commented that they did not watch shows on their laptop in their bedroom because this seemed inappropriate. In comparison with watching television in their living room, which is planned and part of their routine, watching shows on their laptop is 'indulgent' and 'a bit naughty'.

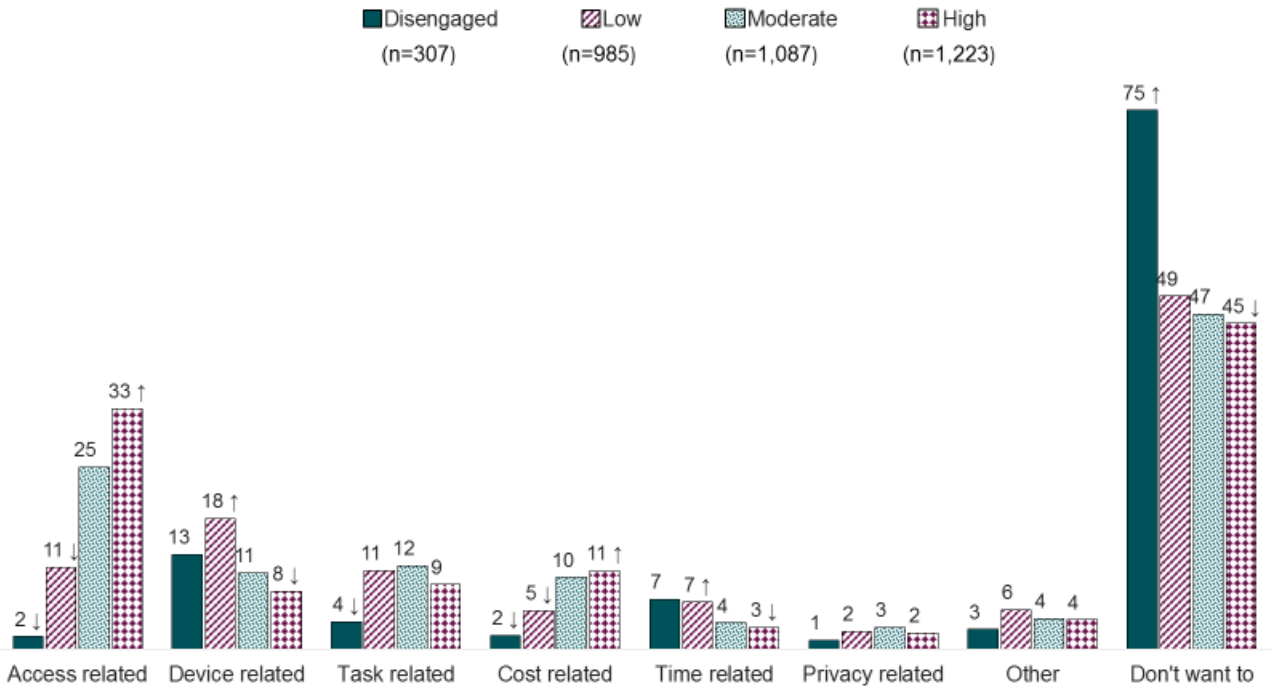
There were two main reasons for this view of internet use:

- Firstly, several participants commented that it can take them excessive amounts of time to discover the answer to a question they had using a search engine. As opposed to simply accessing a text book and finding the answer to their question in a few minutes, they noted that they tended not to be able to find their answer immediately online. Instead, they ended up travelling from page to page looking at information that was only partly related to their question.
- Secondly, they saw the internet as a source of distraction. While they may have had a purpose when initially opening the internet, as mentioned, they got 'caught' clicking on links on pages they had accessed that sparked their curiosity. Many related a situation where they would begin using the internet with the intention to stay online for a short period, and then, without realising, far more time had passed than they had realised.

4.3.3 What could encourage increase in internet usage

When asked what could encourage them to use the internet more, close to half of the literate groups indicated that they do not want to use the internet more than they currently do. This proportion was consistent across the different digitally literate groups. However, the digitally disengaged group were much more likely to not want to use the internet more (or at all), with three-in-four indicating this (75%). This was significantly more when compared to the other groups combined. The highly literate group were more likely to mention that solving access related issues might encourage them to use the internet more (33%), e.g. faster speed and better connection, compared to other groups. On the other hand, device related issues such as familiarity or user-friendliness were the top barriers to using the internet more amongst the low literacy group (18%) - see Figure 13.

Figure 13: What would encourage increased internet usage by digital literacy[10]



B5. Considering your current internet use, regardless of whether you use the internet, what would encourage you to use the internet more in the future? by digital literacy (n=shown on chart)

[10] Definition of categories:

Access related: faster speed; better/ reliable access/ coverage/ connection; more data etc.;

Device related: familiarity/ more knowledge/ know how to use; user-friendliness of devices; better/ new/ more devices etc.;

Task related: sourcing/ browsing for information; communication/ social networking; entertainment/ movies/ games; shopping/ buying; personal billing/ banking; travel etc.;

Cost related: reduced cost/ make it more affordable etc.;

Time related: if I have more time; if there is a change in need etc.;

Privacy related: security/ safety in terms of personal details/ privacy; less advertising e.g. pop ups/ spam etc.

Others: don't know

The qualitative research revealed several reasons for the low interest in increasing internet usage among the digitally disengaged and those with low literacy. The primary reason was simply a lack of perceived benefit in doing so. In general, low literacy participants, who used the internet occasionally, thought they were already extracting everything out of their internet experience that they wanted. Digitally disengaged participants, who in many cases had never used the internet, failed to see any part of their quality of life that it could enhance.

> *I just can't be bothered with it and you hear so many things about the internet and the internet saying something about someone else and this and that and someone committing suicide because so and so is nasty over the internet and you get all sorts of #$%^ like that. And I think, "Good God why even have the #$%^ thing?" So I'm not interested whatsoever – in-depth interview (digitally disengaged), regional Queensland, male*

Some participants identified as being set in their ways and not willing, at this late stage in their lives, to learn how to undertake tasks in new and unfamiliar ways. While acknowledging that being too old to learn how to do new things is a stereotype, they raised this to show that it was not simply the internet that they were not interested in learning more about. Instead, they felt too old to update their skills in any major aspects of their lives.

Some participants had a clear preference to remain within their comfort zone, and mentioned that they would only increase their internet usage if they did not have a choice in the matter. For example, if essential services moved totally to an online interface, they would need to improve their skills in order to continue engaging with them, but anything short of this would not motivate them.

> *Only if I'm absolutely forced to. If they take phones and obviously everything else and goodness knows what, and the only means of communication is the internet then I'll have to use it other than that I wouldn't bother. – in-depth interview (digitally disengaged), regional Queensland, male*

> *If it was a power company or something like that [forcing me to go online] I would go to another company. I won't be made to use something I don't want to. That's it. – in-depth interview (low literacy), Melbourne, female*

This impacted their perceptions of learning how to use the internet for certain activities (for example through the online portal). Given that many did not have any desire to improve their digital literacy, they did not see messaging about doing so as being relevant to them.

A major issue was the lack of awareness of the benefits of using the internet more often. Both low literacy and digitally disengaged participants commented that they were not aware of what the internet offered and how it could improve their lives, or their lack of awareness became evident from their responses to questions. For example, when queried, some participants seemed unaware that they were able to book holidays online or unfamiliar with the benefits of keeping in touch with loved ones by social media or Skype.

> *I haven't the faintest idea what you can do [on the internet]. And as I say I'm not interested what I can do, so I don't do it [find out what you can do on the internet]. For older people, I don't know if it's [using the internet] important or not. The older people used to communicate*

a different way they still do the same thing. I don't know, it's not very important. – in-depth interview (digitally disengaged), regional Queensland, male

Among these types of participants, there also appeared to be a certain level of resistance against the internet in general. This had an effect on their willingness to explore the potential benefits. A number of participants had a very negative view of the influence of the internet and digital devices on modern society. In particular:

- They were of the opinion that younger people spent too much time engaging with digital devices (or even being addicted to them) and not enough time socialising in real life or spending time outdoors enjoying themselves;
- They did not understand society's perceived need for people to undertake activities so quickly nowadays, or have any desire to increase the speed at which they went about their routine (especially if they were retired and therefore not lacking spare time); and
- They felt as though the internet had increased avenues for security issues (such as financial fraud) and bullying (that is, cyberbullying).

I suppose it's quick for people, handy and quick for business stuff and everything else. But I mean why do we want to be so quick? What is the #$%^ rush? They say computers gives you more relaxation time you know, what a load of rubbish. – in-depth interview (digitally disengaged), regional Queensland, male

I mean you've only got to look at the kids today. I mean you walk up the street and they are all on their phones. You cannot sit down at a table unless they are all on their phones and it's just out of control. This device is the worst thing that they ever could have come up with. – focus group (low literacy participants), Sydney, female

Participants typically commented that friends and family members used the internet more frequently than they did. In particular, their children and grandchildren were very regular users, with some seeing this as a negative, as mentioned above. Usage among others their own age was mixed. While some had spouses or close friends who used the internet often and advocated increased usage among the participants themselves, others did not use the internet at all and had generally negative attitudes towards it.

Responses to participants' infrequent internet usage among family and friends varied. It ranged from encouraging them to using it more often (as mentioned above) to indifference. Younger family and friends – who were regular internet users – were often asking participants why they did not use the internet for certain activities, and attempting to show them how simple and straightforward using the internet can be. Many were eager to demonstrate how to use devices, or undertook tasks on the participant's behalf (see Section 4.5.1). They held the opinion that increasing their internet usage would benefit the participant, for example improving the speed at which they could undertake tasks and opening them to a range of new experiences. In particular, some were keen for participants to use Skype and engage with them on social media in order to keep up with the activities of their grandchildren and great grandchildren. Generally, though, as discussed, there was pushback from participants. In addition, participants tended to feel as though family and friends showed them how to do

certain things on the internet too quickly and lacked the patience they required, hence not seeing them as appropriate trainers (see Section 4.6.1).

On the other hand, a number of participants commented that they did not feel as though their families had time in their busy lives to help them use the internet. While they may have been interested in learning how to use it, they saw asking their families for help as burdening them. These family members had not previously offered to help them to use the internet, and though participants were of the belief that their families would want them using the internet, they did not feel that this support extended to wanting to take the time required to properly show them how to use it.

4.4 Task confidence with devices and interest in improving skills

When it comes to task confidence, the digitally disengaged group were less likely to be able to perform a set of digital tasks, and most had never tried the majority of the tasks. Whilst a large majority of the low literacy group could do basic tasks such as use a mouse, type on a keyboard, use a search engine etc., only a minority were able to do slightly more advanced tasks such as take and send a picture using a smartphone, install and update an application etc. The ability to perform advanced tasks was a key difference between the low and moderate literacy groups, while the highly literate group could perform both the basic and the advanced tasks. In addition, the qualitative research showed that low literacy participants might have been able to perform certain tasks on one type of device, but not on another.

One of the key differences between the digitally disengaged and the low literacy groups was their willingness to learn and improve their skills with the internet and digital devices. The digitally disengaged group were significantly less likely than other literacy groups to want to improve their skills. On the other hand, the moderate group were more likely than other groups to want to improve across most skills. Security was a key skill of interest across all groups; all were most interested in improving their ability to adjust privacy settings on devices. Low literacy and digitally disengaged participants in the qualitative research were universally concerned about security when online, and generally refused to make transactions online for this reason. Similarly, they rarely took part in social media, believing their privacy would be compromised if they created profiles online.

This sub-section looks at participants' confidence in performing tasks and identifies skills-related topics of interest that are relevant to the portal.

4.4.1 Task confidence

A list of tasks[11] was presented to the participants and they were asked whether they could complete them without assistance. Task confidence varies considerably across digital literacy groups. Those who are digitally disengaged were much less likely to be able to do all of the tasks. Only four percent of this group were able to use a search engine or send an email on their own – see Figure 14.

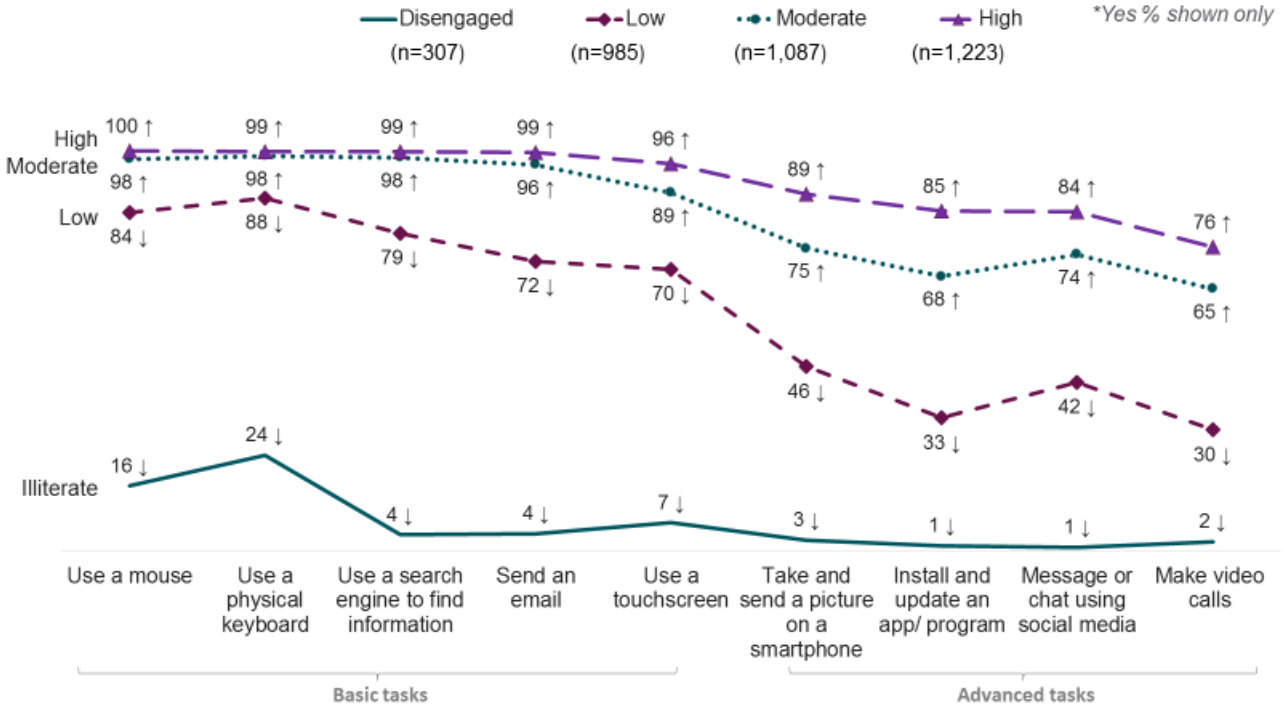
As shown in Figure 14, when it comes to the low literacy group, a large majority could do basic tasks such as use a mouse (84%), type on a physical keyboard (88%), use a search engine (79%) send an email without assistance (72%) or type on a touchscreen (70%). However, only a minority were able to do slightly more 'advanced' tasks such as take and send a picture on a smartphone (46%), install and update an application or program on devices (33%), message or chat (42%) and video call (30%). When compared to all other groups, significantly fewer participants from the low literacy group showed confidence in performing any of the tasks.

This ability to perform 'advanced' tasks appears to be a key difference between those who belonged to the low literacy group and those in the moderately literate group. This was particularly evident for installing and updating an application or program on devices (68% for moderate literacy) and making video calls (65% for moderate literacy).

As for those who were highly literate, the majority could perform basic tasks as well as advanced tasks such as making video calls (76%), messaging or chatting (84%), installing and updating apps on devices (85%) and taking and sending a picture on a smartphone (89%).

[11] Tasks include using a mouse, typing on a physical keyboard, typing on a touchscreen, using a search engine to find information, sending an email, taking and sending a picture on a smartphone, installing and updating an application/ program on devices, messaging or chatting using Facebook, Whatsapp, MSN etc., making video calls (e.g. Facetime, Skype etc.)

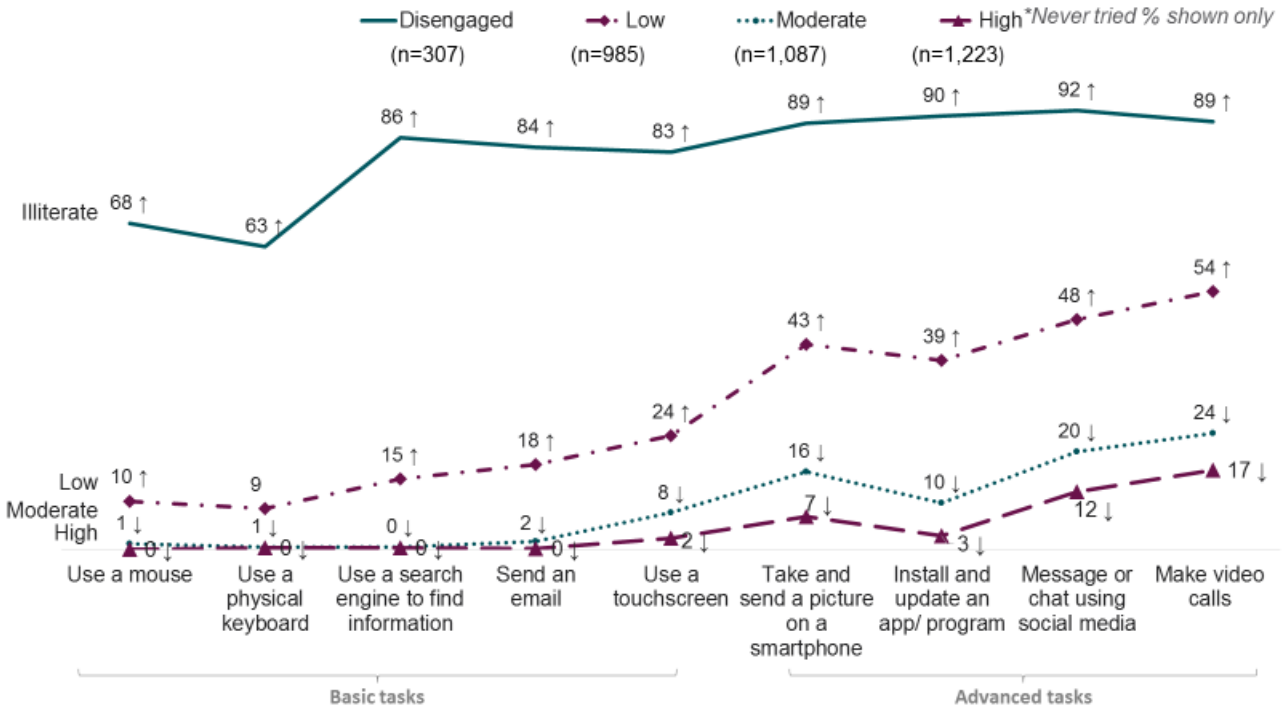
Figure 14: Type of tasks undertaken without assistance by digital literacy



C1. Which of the following tasks are you able to do on your own? by digital literacy (n=shown on chart)

Due to a lack of access to devices and the internet, the majority of the digitally disengaged group had never undertaken most of the tasks on the list. Even when it comes to basic tasks such as using a mouse or typing on a keyboard, around two-thirds had never undertaken these tasks before (68% and 63% respectively). These figures were much lower across the other groups with higher digital literacy as shown in Figure 15.

Figure 15: Type of tasks never attempted by digital literacy



C1. Which of the following tasks are you able to do on your own? by digital literacy (n=shown on chart)

The qualitative research showed that skill levels and confidence varied by device for many people. Low literacy internet users were typically able to perform the tasks they needed to on their primary device (and in some cases, this was their only device) but felt that they did not have the ability to perform the same task on a different device.

The tasks most commonly performed with confidence were Google searches and emailing (proficiency varied, with some able to read emails but not send them). Some had tried streaming, from ABC iview for example, but had found their internet connection was not strong enough. Areas that were viewed as more difficult and which they were more reluctant to engage with were social media and transactions involving money or payments (including banking, online shopping, and booking travel or events). Despite researching holiday destinations, events and activities online, they would not proceed to booking online; similarly, they would read movie reviews online but not look up times at their local cinema or book tickets online. Specific local information (e.g. cinema schedules) was looked up in the local paper, and bookings were made in person or over the phone.

Those that were involved in community groups and clubs were frequently using email as part of these roles, as were those with family living overseas. Google searches tended to only be done when there was a specific need for information, for example a health condition or holiday destination to research, and time spent searching was limited to up to 30-minutes at a time. They did not tend to explore a wide range of information sources online, but limited their research to one or two websites as listed by their Google search. Whereas the digitally disengaged saw no value in conducting research online, preferring instead to use books and visit libraries; some low literacy internet users commented that seeking information online had provided them with information sources they would not otherwise have found, and in an efficient way.

> *It's information if you want something quickly, you can get it. I think that's absolutely fantastic. – in-depth interview (low literacy), Melbourne, male*

There was a lot of negativity around social media, especially Facebook, with anecdotes or news stories about online bullying and harassment being cited as reasons to not get involved with it. This was true of both low literacy users and the digitally disengaged. Some were reluctant to use it as they did not understand how it worked and so were suspicious and therefore fearful of it.

> *Well I think I'm amazed at what you can do but sometimes I'm concerned about the lack of privacy. – in-depth interview (low literacy), Melbourne, female*

The few who had used it struggled to follow what was being shown and did not understand why notifications came and went, why the content kept changing, and how to post their own content.

> *I don't belong to Facebook I don't believe in it. I did join at one stage but then I unsubscribed pretty quickly… I could see people were telling other people out there what they had for breakfast and I thought, "What!" And I've known my nephews and niece, their children had trouble on Facebook because they disclosed too much and they've been bullied and I don't agree with it. Because once it's out there you can't take it away. – in-depth interview (low literacy), Melbourne, female*

4.4.2 Skills they want to improve on

Participants were presented with a list of skills and asked which ones they would be interested in improving on. One of the key differences between the digitally disengaged and the low literacy groups was their willingness to learn and improve their skills when it comes to the internet and digital devices. As shown in Table 3, digitally disengaged participants were significantly less likely to want to improve their skills on any of the tasks listed when compared to other literacy groups.

Willingness to learn was much higher amongst the literate groups. Those in the moderate literacy group were more likely than other groups to want to improve across almost all skills. Security was a key skill area of interest - all groups were most interested in improving their ability to adjust privacy settings on devices, and key skills appealing to both moderately and highly literate groups were backing up and retrieving files as well as using the public Wi-Fi safely – see Table 3.

Table 3: Skills want to improve on – by digital literacy

Column %	Total	Disengaged	Low	Moderate	High
Adjust privacy settings on devices	42	7 ↓	41	48 ↑	44 ↑
Back up and retrieve files	37	5 ↓	35	43 ↑	41 ↑
Safely use public Wi-Fi	33	4 ↓	31	38 ↑	36 ↑
Safely download and use apps	33	5 ↓	37 ↑	38 ↑	33
Pay safely online	29	6 ↓	27	35 ↑	31
Manage files	30	5 ↓	30	35 ↑	31
Manage data usage	30	5 ↓	29	34 ↑	32
Research family history	32	16 ↓	35	34	32
Use Bluetooth	28	3 ↓	29	33 ↑	29
Use GPS on different devices	28	9 ↓	30	32 ↑	27
Delete apps	27	6 ↓	31 ↑	31 ↑	26
Safely book a holiday online	26	7 ↓	28	30 ↑	25
Sell items online	24	5 ↓	21 ↓	29 ↑	26
Plan a trip using GPS	25	7 ↓	27	28 ↑	25
Use personal internet hotspots	22	3 ↓	14 ↓	27 ↑	29 ↑
Use travel comparison websites	23	4 ↓	25 ↑	25 ↑	22
Write a blog	19	1 ↓	15 ↓	24 ↑	22 ↑
Manage money online	18	5 ↓	16	22 ↑	19
Order taxis online	15	5 ↓	16	18 ↑	14
Search for a job	11	2 ↓	10	14 ↑	11
Column n	3602	307	985	1087	1223

C3. Would you like to improve your skills on how to…? by digital literacy (n=shown in table)

The qualitative research also showed that interest in acquiring the skills to perform more tasks online varied among those with low literacy, and was virtually non-existent among the digitally disengaged, who saw no benefit at all in doing so (see section4.5).
There was some interest, among those with low digital literacy, in learning how to use the internet safely and securely, and protecting their privacy.

4.5 Key concerns and barriers for using the devices

Compared to other literacy groups, the low literacy group were significantly more likely to express concerns related to using digital devices, e.g. they did not like experimenting on devices as they may have to ask for help. Among both low literacy and digitally disengaged participants in the qualitative research, there was widespread low confidence in attempting to perform new tasks without the assistance of someone who was familiar with the technology.

Regarding physical difficulties faced when using digital devices, the majority of the low and moderate literacy groups held similar concerns related to small screens being difficult to use and read. These physical difficulties did not seem to be a major barrier amongst the moderately and highly literate groups.

Both the digitally disengaged and the low literacy groups shared similar concerns in regards to security when using the internet. Though a slightly more prominent concern amongst the low literacy group, the majority did not feel comfortable giving their contact details online and were worried about their devices being hacked. Three-quarters of the low literacy group were concerned about online banking (significantly more compared to other literacy groups). In the qualitative research, participants did not distinguish between websites in terms of which might be riskier than others: online banking was treated with the same caution as providing card details to an unknown online retailer in a foreign country.

Amongst the digitally literate groups, many took precautionary steps, such as using an anti-virus software and setting passwords, to protect their devices and data when connecting to the internet. The biggest precaution low literacy participants took, though, as shown by the qualitative research, was to avoid online transactions involving payments of any kind.

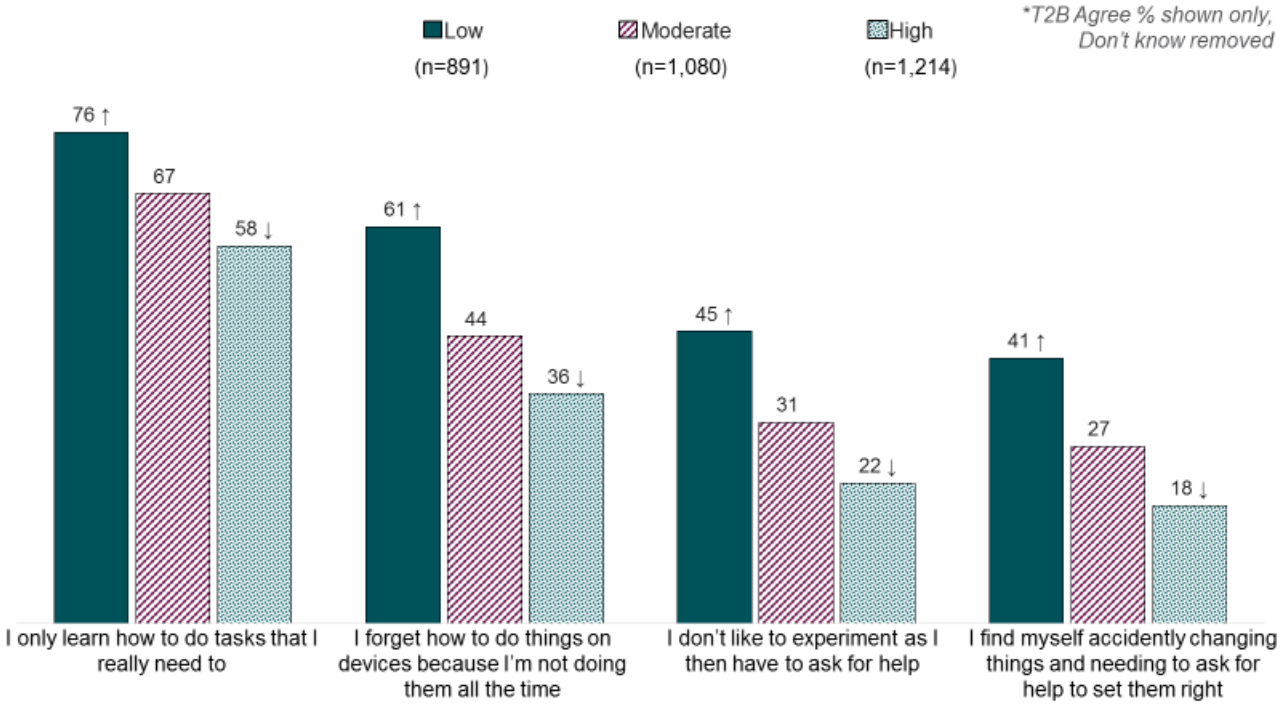
This section covers areas related to participants' concerns when using digital devices, including physical barriers; security; and precautions taken when using digital devices.

4.5.1 Concerns with using digital devices

Participants were asked to rate their agreement with a list of behaviours which describe their way of learning about digital devices[12].

As seen in Figure 16, the low literacy group were significantly more likely to agree that they did not like experimenting on devices as they may have to ask for help (45%), compared to all other literacy groups. Similarly, close to four-in-ten (41%) of them were worried about accidentally changing things and needing assistance to set things right. This percentage was higher compared to other literacy groups. This group also experiences difficulties in remembering how to use certain features on their devices, more than half (61%) forget how to do things on their device. All of these factors, in addition to their older age, may act as barriers for digital uptake amongst the low literacy group.

Figure 16: Concerns with devices by digital literacy



D1R_T2B. Thinking about the way you learn about digital devices… to what extent do you agree or disagree? by digital literacy (n=shown on chart)

[12] Data amongst Disengaged group not shown due to low sample size (n=23)

Among those with low digital literacy, there was widespread low confidence in attempting to perform new tasks. This includes both tasks that they had been shown how to do previously by someone else, as well as new tasks that they would have to undertake on their own. Many also commented about forgetting instructions after being taught by others. There was a fear that if they pressed the wrong button, they might not be able to fix any issues or navigate back to where they started. They also feared having to call out an expensive technician to fix a problem, or inadvertently introducing a virus onto their computer.

> *Oh the internet, I think scary is right…I don't understand it. I still don't feel like I understand it…I don't feel like I know what I'm doing. I'm always afraid I'll press the wrong button or something. – in-depth interview (low literacy), Melbourne, male*

> *My son has now given me a new phone…The trouble is if I #^&* it up...I pay for it. Now I've got a limited income and I'd like to spend it on having cups of coffee and going out not fixing up something I've #^&* up. – focus group (low literacy), Sydney, female*

There was a reluctance to try any new tasks on their own, without the assistance of someone more familiar with the technology. This prevented them from performing tasks that were new to them, as well as tasks that they had previously been taught (either casually or at formal classes), but that they had not practised in the presence of someone who could guide them. This lack of confidence and fear of "pressing the wrong button" was limiting their ability to develop their internet skills as they were not exploring and trying to perform new tasks online.

> *When I can't get what I want, give up. I sort of go, "Oh, I've had this." And that's it I exit. I go out of it. – in-depth interview (low literacy), Melbourne, female*

> *I've sometimes got a fear of electronic things. When I was growing up I was always able to fix lamps and do electrical wiring and stuff like that, I just loved all that. When it came to something like this [a computer] I almost mentally froze. – focus group (low literacy), Sydney, female*

There was no sense of urgency to learn new skills in digital literacy. Both the digitally disengaged and those with low digital literacy felt that they had lived their whole lives without these skills, and did not feel that they had missed out or lacked opportunity as a result. Digital literacy was not viewed as a necessity, but a desire (a desire most participants did not have).

Some felt that it was too late for them, at their late stage in life; however, willingness to learn these new skills appeared not to be related to age but to attitude and outlook on life. Some participants were lifelong learners, continually updating their skills and knowledge through reading and courses, and these participants were more receptive to learning more about the internet; and others have no interest at all in learning anything new (not just about the internet/digital skills, but any topic) and did not see any benefit in acquiring new skills. Both attitudes occurred across all age groups.

> *For me at my age, I'm 67 so no not really. Some people say, "Oh you should do, you have to keep up with the times", I say, "Why?" I say, "I'm quite happy as I am thanks". – in-depth interview (digitally disengaged), regional Queensland, male*

Well I've been around for a while, been to a lot of places, seen a lot of things, done a lot of things and there's not a great deal more that I really want to know about. – in-depth interview (low literacy), Melbourne, female

Those with low digital literacy were generally content with asking a family member to make bookings for them or continuing to use the methods they had always used and had no problems with. Some did experience frustrations, and were hesitant to repeatedly ask their children or grandchildren how to do things online. They found that the explanations or demonstrations given were difficult to follow and too fast, and that they did not remember the instructions unless they wrote it all down. Some felt their grandchildren were impatient and did not understand how different, and how difficult, it was to learn new skills as an older person who had not grown up with digital technology.

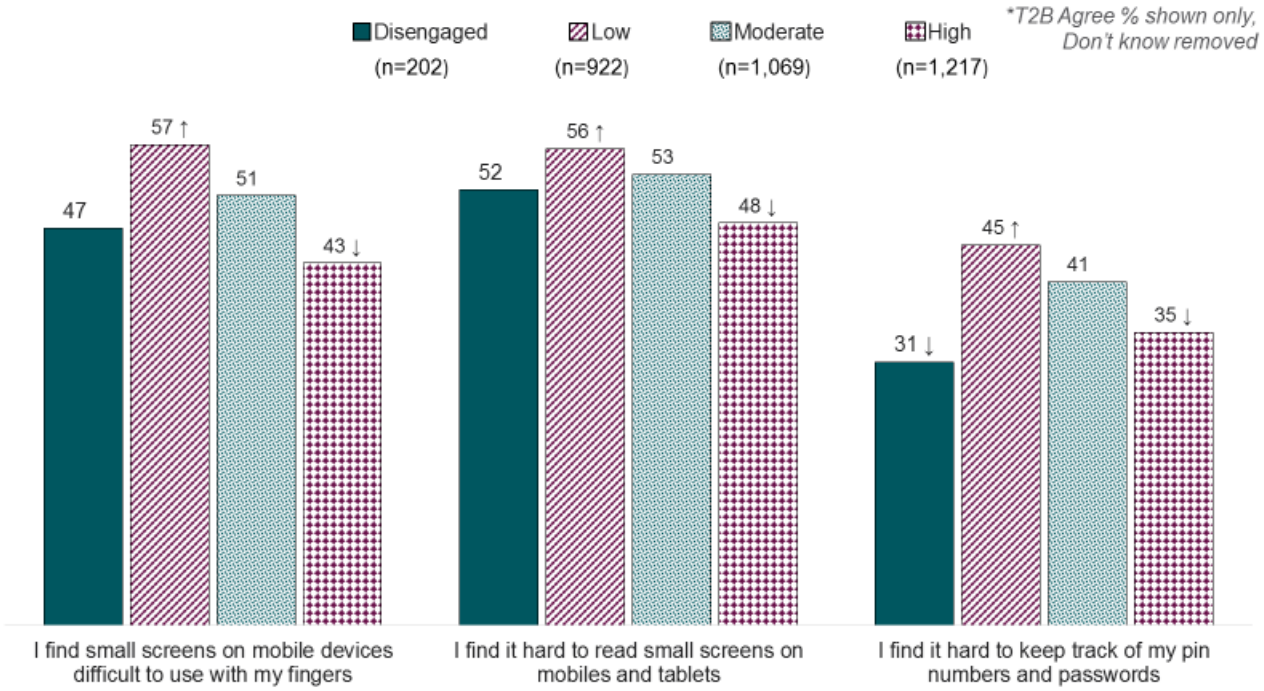
If I had to book overseas trips and all that sort of thing, and shows, my sister does that for me. She likes doing that sort of thing. Whereas if she needs a letter written or any of that sort of stuff, that's what I do for her. – in-depth interview (low literacy), Melbourne, female

4.5.2 Physical difficulties with devices

The participants were also asked to rate their agreement with a list of statements related to potential physical barriers preventing their usage of digital devices[13].

As presented in Figure 17, the majority in the low and moderate literacy groups held concerns relating to small screens being difficult to use and hard to read. Despite these difficulties, they did not seem to be a major barrier to using the devices for online activities[14] amongst the moderately and highly literate groups.

Figure 17: Physical difficulties with devices by digital literacy



D2R_T2B. Now thinking generally about the way in which you interact with digital devices, to what extent do you agree or disagree? by digital literacy (n=shown on chart)

[13] Data amongst Disengaged group not shown due to low sample size (n=23)

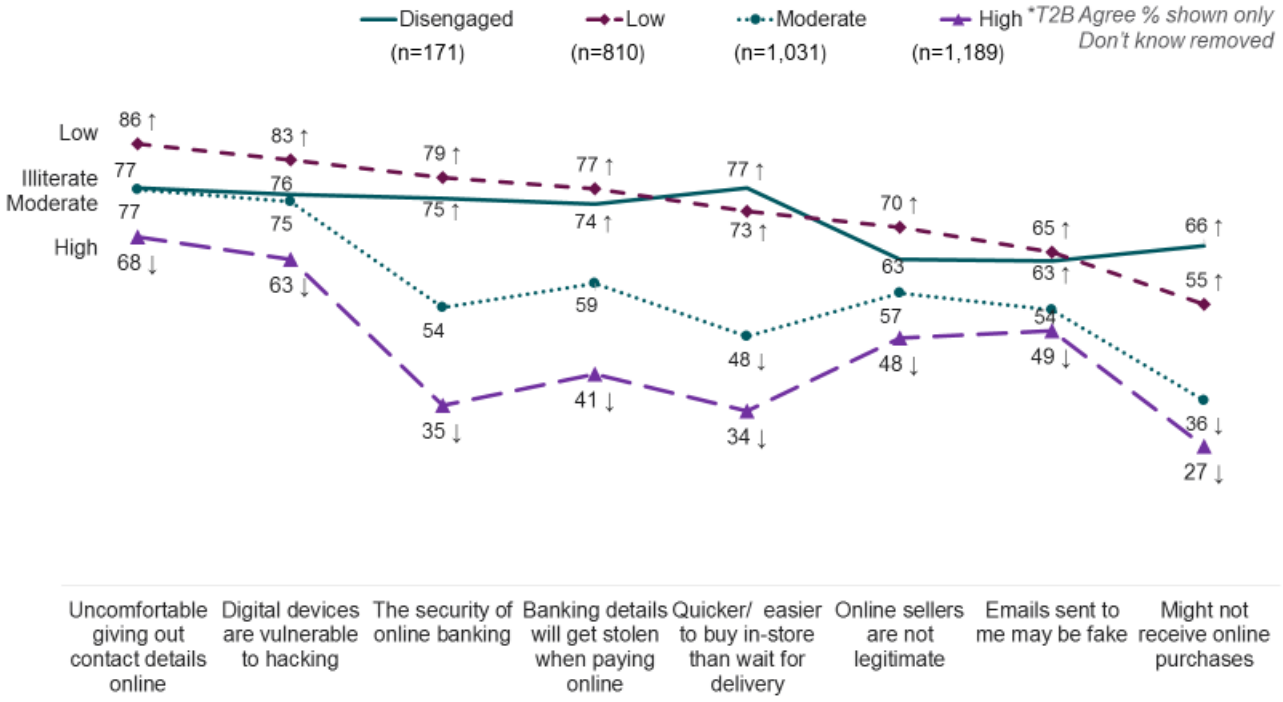
[14] Online activities include searching for information about government services or companies e.g. Medicare, Centrelink etc., doing research using the internet before buying things in a physical store, buying goods online, internet banking, paying bills online, making online bookings or reservations

4.5.3 Concerns with security

In addition to concerns related to using devices, participants were asked to rate their agreement with a number of security concerns.

Those who were digitally disengaged or had low digital literacy shared similar security concerns when using the internet, though these concerns were slightly stronger amongst the low literacy group. Close to nine-in-ten of the low literacy group did not feel comfortable giving out their contact details online (86%) and worried about their devices being hacked (83%). Regarding security concerns around online banking, three-quarters of the low literacy group (79%) were concerned about this, which was significantly higher than other literacy groups – amongst the highly literate group, 35% expressed this concern (see Figure 18 below).

Figure 18: Concerns with security on devices by digital literacy



D3R_T2B. Now thinking about your attitudes toward security on digital devices, to what extent do you agree or disagree? by digital literacy (n=shown on chart)

There were several reasons behind the reluctance (among both the digitally disengaged and low literacy internet users) to perform transactions such as banking, contacting Government services, and making bookings online. Firstly, there was a fear of making a mistake. Participants feared moving money into the wrong account, or not logging out properly and therefore leaving their bank account available to hackers. They believed that this could cost them a lot of money and not be rectified.

There were significant concerns over security, relating to anything involving bank details and payments. There was typically no distinction made between websites in terms of which sites might be riskier than others: online banking was treated with the same caution as providing card details to an unknown online retailer in a foreign country. All transactions involving financial details were deemed equally open to hackers, with a view that "if they can break into NASA, they can do anything".

I do not trust internet banking – digitally disengaged…I will not expose my hard-earned cash to the outside world any more than I'm forced to. – in-depth interview (digitally disengaged), regional NSW, female

I could do my banking online which I don't do and that's just fear. – in-depth interview (low literacy), Melbourne, female

I wouldn't do internet banking because there are too many smart hackers out there that can... I mean I haven't... not that I've got millions of dollars. - in-depth interview (low literacy), Melbourne, female

The fear of having credit card details stolen and bank accounts hacked did not come from participants' personal experience, or even the experience of anyone they knew. It was based on anecdotes and news stories, much like their fear and negativity towards Facebook and other social media.

Yeah, I don't trust banking online. I've heard of people losing their money. – in-depth interview (low literacy), Melbourne, male

You hear about it all the time. It's sort of hackers can get in and that sort of thing… I can't risk it. Just on the off chance it was hacked, oh I hate to think…I've never had my details of my credit card used in the wrong way, I've never had that, but I know a lot of people who have. I know quite a few people who have. I think the young ones these days are very, I don't know whether you would call it careless or not, not cautious enough and they do get taken for a ride I'm afraid. – in-depth interview (low literacy), Melbourne, female

In addition, aside from concerns and lack of confidence about performing these tasks online, both the digitally disengaged and low literacy users had a strong preference for face to face interaction over performing everything online. Many participants described how they enjoyed going to the bank, discussing holidays with a travel agent, and speaking to someone on the phone, rather than looking at a computer screen. Not only was there more familiarity and trust in a person over a website, but they enjoyed the interaction. For some, this might have been the only human interaction they had in a day and the only reason they had to leave the house that day, and they saw no benefit in replacing this with an online transaction.

I must admit I don't mind walking over to the Post Office and having a joke with the guy over there about Collingwood. – in-depth interview (low literacy), Melbourne, male

I think it's alright if you…have a busy lifestyle. But a lot of people ... like with me, if I didn't have to go out, I'd be stuck at home all day doing nothing. I'd just be sitting there either reading or watching TV or listening to music and nobody would know that I was at home because I'm on my own…So I like a bit of inconvenience. If I've got to go out. – focus group (low literacy), Sydney, female

The efficiency that performing these tasks online might offer them was not a motivator: they had little interest in speeding up the task as many in this group were not time-poor, however losing the personal interaction of performing tasks face to face or on the phone was a deterrent (and some felt it was quicker and more efficient for them to perform these tasks in person due to their unfamiliarity doing so online).

No I don't believe in it [online banking]. I know I'm old fashioned but I like to go to the bank. And I do pay my bills over the phone, a lot of them, but I don't stop money in-between anything. I don't use the internet for banking at all. I don't feel secure with it. – in-depth interview (low literacy), Melbourne, female

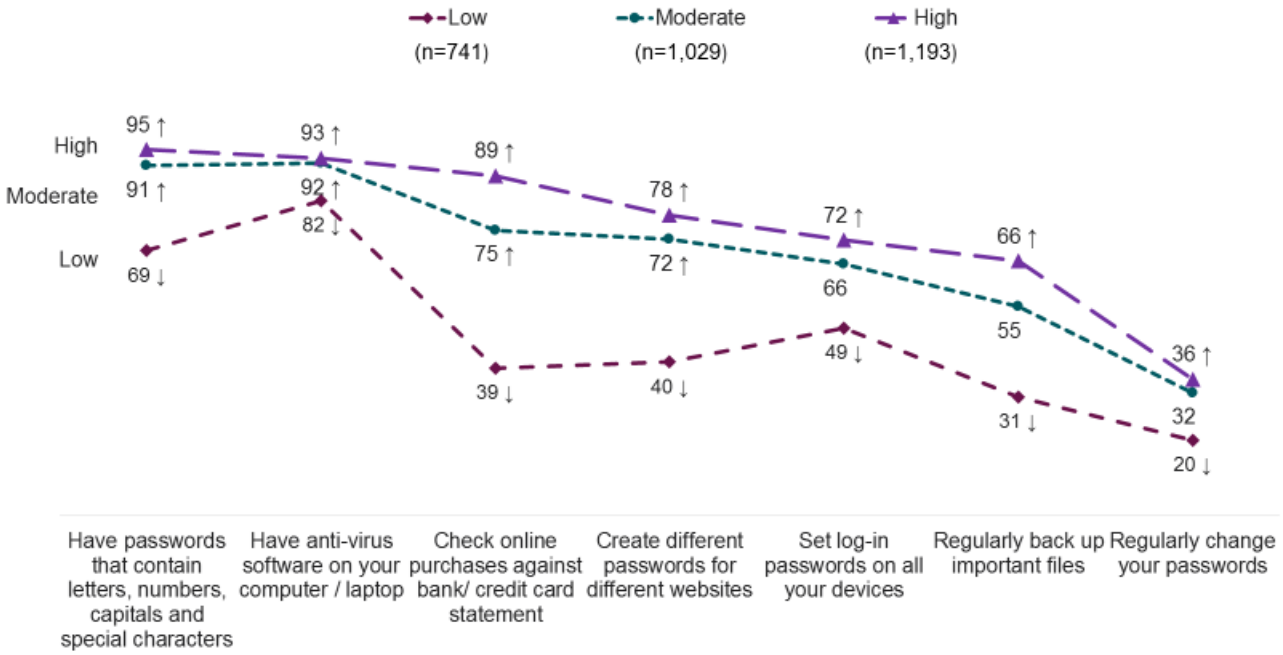
4.5.4 Digital precautions

Participants with access to digital devices were presented with a list of precautions and asked if they implemented any.

Amongst those who were digitally literate, using an anti-virus software and setting passwords that contain letters, numbers, capitals and special characters were the most common steps taken to protect their devices and data when connecting to the internet. Almost all participants in both high and moderate literacy groups, and more than two-thirds of the low literacy group, had their passwords set in such a format.

Compared to the other groups, it was observed that a greater proportion of the high literacy group implemented security steps such as checking online purchases against bank or credit card statements, backing up files etc. – see Figure 19.

Figure 19: Digital precautions by digital literacy



F1. Do you do any of the following things on your devices? by digital literacy (n=shown on chart)

The main precaution that participants in the qualitative research were taking to protect their security online, was to avoid all kinds of transactions involving payments of any kind (including banking, online shopping, and booking travel or events). Despite researching holiday destinations, events and activities online, they would not proceed to booking online; similarly, they would read movie reviews online but bookings were made in person or over the phone. Some would check their bank balance online, but would not perform any kind of transaction, for fear of making a mistake or of being hacked. The same approach applied to online shopping, with all purchases made in person. Participants did not feel that they were missing out by not shopping online, but enjoyed the face to face interaction. They had no desire to make these processes quicker and more efficient, with most having the time to visit numerous stores in person looking for the best deal.

> *At one stage there, I think my sister tried to set up selling stuff over the net and it was really complicated and I really thought, and I live on my own, and I thought, "I don't need this". I don't need any of that. – in-depth interview (low literacy), Melbourne, female*

4.6 Interest in training and using the online portal

In line with their resistance to improve their digital skills, one-in-three of the digitally disengaged group were not interested in receiving any form of training on the use of digital devices or the internet, compared to six percent or less amongst all literate groups. This also led to the low likelihood of using the portal amongst the digitally disengaged group, whereby only thirteen percent of them indicated they would use it. Key reasons in both the quantitative and qualitative research for their unlikely use of the portal were related to distrust of technology, internet or government sites; not feeling the need or desire to use it; and their age.

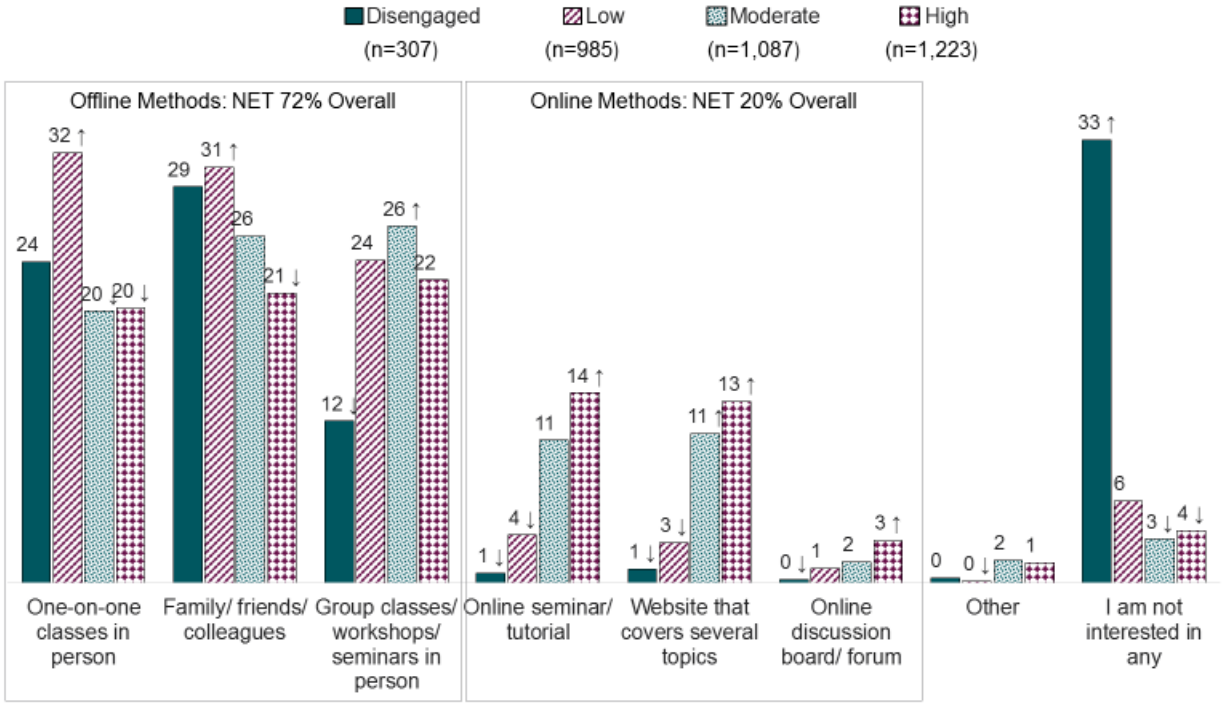
Amongst the literate groups, most preferred to learn via offline training methods. Having said that, close to half or more from the literate groups claimed they were likely to use the portal. Key reasons for the probable adoption of using the portal were similar across all literate groups, with the highest proportion citing the desire to improve/ learn new skills. On the other hand, the key reason for being less likely to use the portal amongst both moderate and highly literate groups was mainly the perceived sufficiency of their skills.

This sub-section covers areas such as preferred training method and interest towards the online portal.

4.6.1 Most preferred training method

Participants were asked about their most preferred training method from a provided list. As shown in Figure 20, when it comes to receiving training on the use of digital devices, one-in-three of the digitally disengaged group were not interested in learning at all (33%), compared to six percent or less for all literate groups. It will be a challenge to get the digitally disengaged group of participants to use the portal, particularly since three-in-four of them did not want to use the internet more often (See Figure 13). Those in the low literacy group were more likely than other groups to prefer one-on-one classes or learning through family, friends or colleagues. On the other hand, the moderate literacy group were more likely than other groups to prefer group classes, workshops or seminars as shown in Figure 20.

Figure 20: Most preferred training method by digital literacy



G1. What would be your most preferred method for receiving training on the use of digital devices? by digital literacy (n=shown on chart)

The qualitative research showed that responses to this question in the survey need to be interpreted in the context of many low literacy and digitally disengaged participants having very little interest in receiving training. These participants tended to either be:

- Of the opinion that there is nothing else for them to learn that they could benefit from; or
- Unaware of online activities that they could benefit from.

However, some participants in the qualitative sample did show interest. Some had specific tasks that they would like to learn how to do, for example accessing music, sharing photos with family and friends. Others, who were unaware of the breadth of activities that they could undertake online, were interested in having these demonstrated to them in order to expand their horizons.

I wouldn't mind doing a course actually and just learning a course for seniors, and learning how to set up the iPad properly. – in-depth interview (low literacy), Melbourne, male

I can't think of anything that I want to do online that I am not doing at the moment – in-depth interview (low literacy), Melbourne, female

Some low literacy participants had already undertaken training on how to use computers and the internet. In particular, several had attended classes in their local area, such as at libraries. These participants' perspectives of training overall had been coloured to some extent by these classes. They had generally endured unsatisfactory experiences compared with their expectations prior to attending. The most common feedback provided here was that classes had included too many students, meaning they were unable to receive enough personal attention from teachers. Some commented that teachers gave too much attention to those in the room with the lowest levels of experience using computers. These individuals were usually the slowest to learn certain tasks, and this meant that the rest of the class was slowed down as a result. Hence participants provided feedback that it is important to ensure that classes are composed of people who all have similar skill levels (for example, to have classes aimed at beginners and others for intermediate users).

I think the quality of the training needs to be very seriously looked at. – in-depth interview (low literacy), Melbourne, male

Despite this, both low literacy and digitally disengaged participants who were interested in receiving training had an overwhelming preference for face-to-face methods, ideally one-on-one with a trainer. They felt that it is extremely important to have face-to-face interaction with a teacher when learning. Without this, they may struggle to understand which part of the device or screen the teacher is referring to at any given moment. Receiving one-on-one time was identified as critical, as participants anticipated experiencing issues regularly while learning and needed the trainer to be available to help them individually. Classes together with others were also considered appropriate, though, as participants were generally of the opinion that trainers would be able to offer them one-on-one help as appropriate throughout the class (apart from those who had experienced classes where this was not the case).

I probably need a teacher or a go-to person who would just help me go through everything. I've never done anything in an order. I've got bits and pieces. – in-depth interview (low literacy), Melbourne, male

Yes a one on one situation where I've got someone who knows what they are talking about to teach me how to do it. – in-depth interview (digitally disengaged), regional NSW, female

There was no general preference in terms of the type of person who should conduct the training. While some participants suggested librarians or Government staff as the ideal trainers, the training style appeared to matter more than the type of trainer. Participants universally wanted someone who would show them as much patience as they need, and who understands the difficulties they face in learning about technology at their age.

Someone who knows what they are talking about, no matter where from, it wouldn't matter where they are from as long as they are not leading me up the garden path…You've got

someone to look over your shoulder and you say, 'No don't press that button, you need to press that one.' – in-depth interview (digitally disengaged), regional NSW, female

In addition to libraries, participants suggested clubs and community centres as venues where classes could be held. Rather than simply classes and one-on-one sessions, some also suggested that venues such as these could have dedicated staff members who would be available for people to ask questions of while they used public computers.

It is worth noting, though, that some participants (including those who had not previously attended classes) were aware that training sessions exist, but have not been able to attend for practical reasons. For example, one participant mentioned being very interested in attending a class at her local library, but not being able to due to her limited mobility and the cost of a taxi to the venue. Attending classes was therefore commonly seen as a large commitment, especially for a topic that many participants were not particularly enthusiastic about.

In addition to this, participants also mentioned a need for ongoing support. This would allow them to practice what they have learnt and ask additional questions after doing so. Some commented that, at their age, it took them a substantial amount of time to properly digest what they had learnt, hence this ongoing support being useful. Again, there was a preference for this ongoing support to be provided face-to-face, for the same reasons as the training itself needing to be face-to-face.

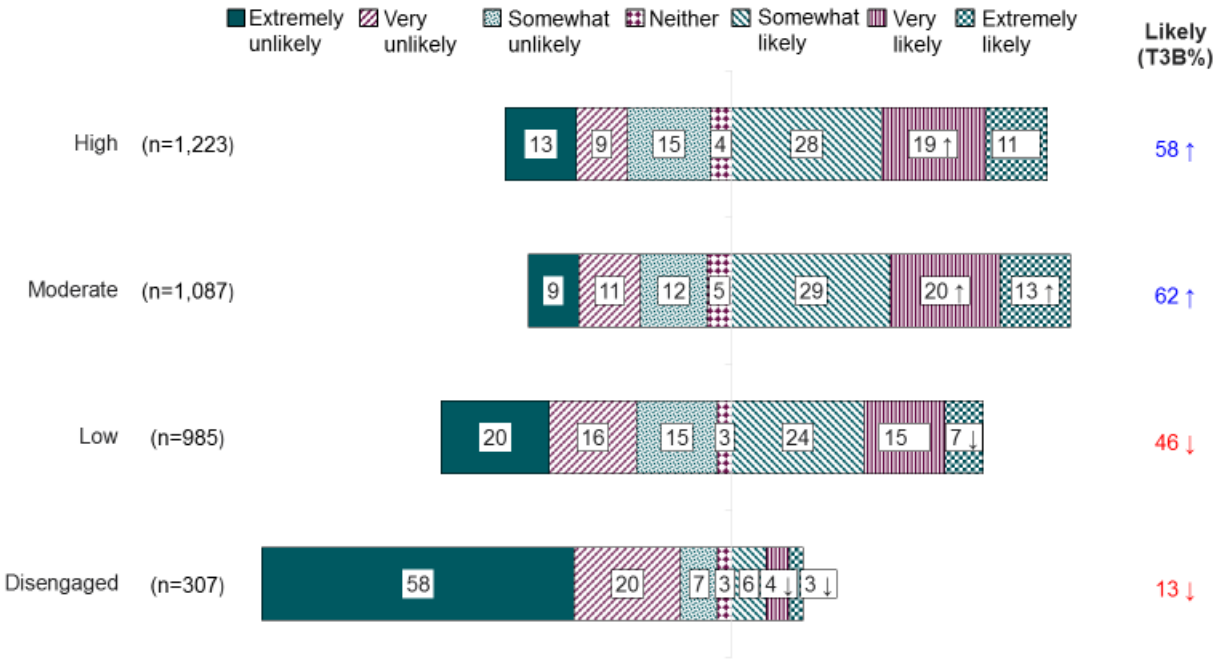
Participants differed in terms of their level of preference for learning how to use the internet from family members. As mentioned, the typical experience was one where family members, particularly grandchildren, demonstrated little patience when teaching them how to carry out tasks online. They either took them through the process too quickly or instead opted to simply do the task on their behalf. In both situations, this meant not actually learning how to do it themselves. However, some participants lacked confidence and were unwilling to attend a training session in order not to potentially be embarrassed by their lack of ability and by asking silly questions. These participants mentioned that they would only want to be taught by family members, who they thought would be less likely to 'ridicule' them. Similarly, they were hesitant to contact technical support or another type of online support service, as they would find the experience of not understanding what they were being told to do stressful.

I've learned that as I have got older, if you don't make notes a month down the track it's gone out the window. You need to look up notes if you want to learn something. And that's with older people that's what you do. – in-depth interview (low literacy), Melbourne, female

4.6.2 Likelihood to use the online portal and reasons

Participants were asked about their likelihood of accessing the online portal and reasons for their responses. As seen in Figure 21, the likelihood of using the online portal amongst the digitally disengaged group was very low, with only 13% indicating they would be somewhat, very or extremely likely to use it, compared to more than half (58%) of the highly literate group.

Figure 21: Likelihood to use the portal



G3. Thinking about yourself, how likely is it that you would use such a website? by digital literacy (n=shown on chart)

As presented in Table 4, key reasons amongst the digitally disengaged group for being unlikely to use the portal were related to their distrust of technology, internet or government sites (38%), not feeling the need or desire to use it (33%) and their age (25%). The moderately and highly literate groups were more confident in their current skills, with 37% of the moderately literate group and 55% of the highly literate group claiming they were less likely to use the portal as their skills were sufficient.

Table 4: Reasons for being unlikely to use the portal by digital literacy

Column %	Total	Disengaged	Low	Mod	High
Current skills are sufficient	28	0 ↓	8 ↓	37 ↑	55 ↑
Distrust the internet / Government sites	25	38 ↑	34 ↑	21	14 ↓
Prefer other methods than online	22	9 ↓	28 ↑	27	20
Don't want / see the need to use it	20	33 ↑	28 ↑	17	10 ↓
Due to my age / generation not familiar	8	25 ↑	8	5	1 ↓
I find it difficult to access / learn online	8	11	10	7	5 ↓
Don't have the time	6	4	5	7	7
Depends on circumstances / setup	2	1	1	3	2
Too expensive	1	2	2 ↑	0	0
Don't know / no response	1	2	2	1	1
Want to improve / learn new skills	1	0	0	1 ↑	0
Want to keep up with technology / skills	1	0	1	2	1
It would be a good source of info / help if I had to	1	0	1	0	1
It's easier to access things online	0	0	0	1	0
Positive mention of Government	0	0	0	1 ↑	0
Column n	1566	259	504	359	444

G4. Why would you be … to use the website? by digital literacy (n=shown in table)

In comparison, amongst the proportion (51%) of participants who were open to using the internet (Figure 21) most claimed it was likely they would use the portal (53%). Reasons for using the portal were very similar amongst all literate groups, with the desire to improve or learn new skills by far the top reason (46%), as shown in Table 5.

Table 5: Reasons for being likely to use the portal by digital literacy

Column %	Total	Disengaged	Low	Mod	High
Want to improve / learn new skills	46	39	47	46	47
Want to keep up with technology / skills	22	24	20	24	22
Depends on circumstances / setup	18	18	19	16	19
It would be a good source of info / help if I had to	13	12	14	13	13
It's easier to access things online	10	8	8	10	10
Prefer other methods than online	6	0	6	7	6
Positive mention of Government	5	0	3	5	5
Distrust the internet / Government sites	4	13	4	5	3
Don't have the time	3	0	4	3	3
Current skills are sufficient	3	0	2	3	4
Don’t know / no response	2	10 ↑	2	2	0 ↓
Don’t want / see the need to use it	2	0	2	2	1
I find it difficult to access / learn online	2	4	3	1	3
Due to my age / generation not familiar	1	4	1	1	1
Too expensive	0	4 ↑	0	0	0
Other	1	5 ↑	0	0	1
Column n	1903	40	452	679	732

G4. Why would you be … to use the website? by digital literacy (n=shown in table)

Qualitative results regarding likelihood to use the portal match those of the quantitative component. Feedback received from the qualitative component pointed to distrust of the internet and a lack of perceived need to learn how to use it. A lack of familiarity with the internet was similarly a major reason for not wanting to use the portal in the qualitative research. This was especially common among digitally disengaged participants. The skill level of such participants was not yet at the level where they would be able to properly engage with an online portal (or any website for that matter). This means that online training was not relevant to them, and only offline methods would be appropriate.

While an online portal was slightly more appropriate for low literacy participants (given their higher skill levels), as mentioned there was still a preference for offline methods among this group as well. Some commented on help systems they had used in various programs on their computers. They called on their inability to understand how to use these to exemplify their concerns about attempting to use an online training system like the portal.

> *Older people they need classes, they need an instructor who will explain things to them like face to face. They need instructions type written or whatever, book form to read to remember later. Learning how to use the net via computer for older people I think is not good. Younger people yes, not older people because they have been brought up a different way. They’ve*

had to learn a different way to the young people these days. – in-depth interview (low literacy), Melbourne, female

The online approach also lacked the personal interaction that low literacy and digitally disengage participants felt they would require in order to learn how to use the internet effectively. For example, they thought it rendered them unable to ask questions in the moment. It is worth noting that some participants, who were asked whether they would be interested in being able to use an online chat function on the portal to ask questions, still had a preference for face-to-face or even telephone interaction for this. They did not feel as though they would be able to explain the problems they were experiencing and to interpret the responses they received. However, many believed that the online portal would be more effective for those with higher skill levels. Additionally, some could see themselves eventually using the portal once they had built their skill to a certain point through offline methods.

Yeah, I think in this day and age you need to have offline classes and you need online classes as well…so you need a blend of both. – in-depth interview (low literacy), Melbourne, male

If you are willing to learn you can learn, if you are not no amount of training will get you to use it if you don't want to. But I'm sure older people can learn. – in-depth interview (low literacy), Melbourne, female

5. Main findings

5.1 Device and internet accessibility

A smartphone was the most common device that participants aged 50 years and over had access to, with close to seven-in-ten having access to one. This was followed by laptops, desktops and tablets each of which were owned by over half of the participants. Nine percent of participants had no access to any of the devices listed.

In general, digital devices were more likely to be accessed by the younger age group and males. The younger age group (50-69 years old) were more likely to have access to smartphones, laptops and tablets compared to the older age group. The older age group were more likely to have no access to any devices, especially those who were aged 80 years and over.

Males were more likely than females to have access to digital devices such as laptops, desktop computers, Smart TVs or standalone GPS devices.

In line with smartphones being the most common device that participants had access to, they were also the most frequently accessed type of device. More than six-in-ten were using a smartphone daily. This was followed by desktop computers, which were used at least once a week or daily by more than half of the participants. However, there were still approximately 30-40% who had never accessed these devices.

Similar to findings for device access, younger participants (especially 50-59 years old) and males were more likely to use their digital devices at least once a week compared to other age groups or females. Having said that, there was no difference between the proportion of males and females who used their smartphone or tablet once a week.

When it comes to device usage by location, participants in metro areas were likely to use their digital devices more frequently than those in regional areas.

The most common way participants connected to the internet was through a home internet connection, with four-in-five doing so. Besides a home internet connection, there was also a sizeable portion of participants who used data on a portable device and connected to public Wi-Fi. Seven-in-ten claimed they accessed the internet multiple times a day.

Frequent access to the internet was more common amongst the younger age group than the other age groups combined, with seven-in-ten of the younger age group accessing it multiple times a day. In contrast, the older age group (those aged 80 years and over) were accessing the internet less frequently, with only about half of them being likely to access it multiple times a day.

Similar to findings for device usage, participants in metro areas were more likely than those in regional areas to have a home internet connection, to use their own devices to connect to public Wi-Fi and to connect to the internet at work. Three-in-four of those living in metro areas were accessing the internet multiple times a day, which was significantly more than the regional residents.

Nationwide, there were eleven percent who did not have any internet access. They were likely to be older (aged 70 years and over) and did not ask others (e.g. family members or friends) to do anything online on their behalf.

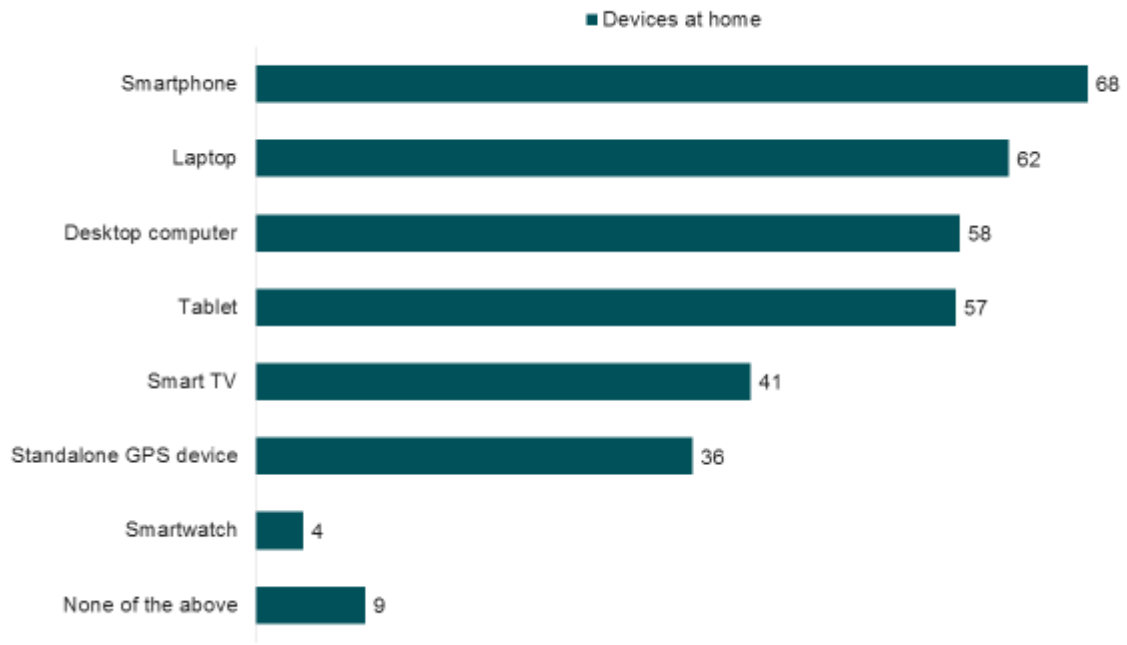
When asked what would encourage higher use of the internet, half of all participants mentioned they did not want to use the internet more. They were likely to be from the older age group (aged 70 years and over). The remaining half mentioned they would be more encouraged to use the internet if certain barriers such as access related (e.g. faster speed, better connection); devices related (e.g. more knowledge about devices); and task related barriers (e.g. learning to find information, learning to use social media etc.) were addressed. The younger age group (50-69 years old) and males were more likely to mention access related issues whereas the older age group (70-79 years old) and females were more likely to cite device related issues.

The following section covers areas related to device and internet access, including the type of devices the participants had access to at home, the frequency of accessing the devices, the type of internet connection used, as well as the frequency of using the internet. In addition, this section looks at what, if anything, can encourage residents aged 50 years and over to use the internet more.

5.1.1 Device accessibility

All participants were asked if they have access to a list of devices at home for personal use. As presented in Figure 22, a smartphone (68%) was the most common device that participants had access to, followed by laptops (62%), desktops (58%) and tablets (57%). Other devices such as Smart TVs and standalone GPS devices were accessed by approximately one-in-three. Nine percent of the participants claimed that they do not have access to any of the listed devices at home.

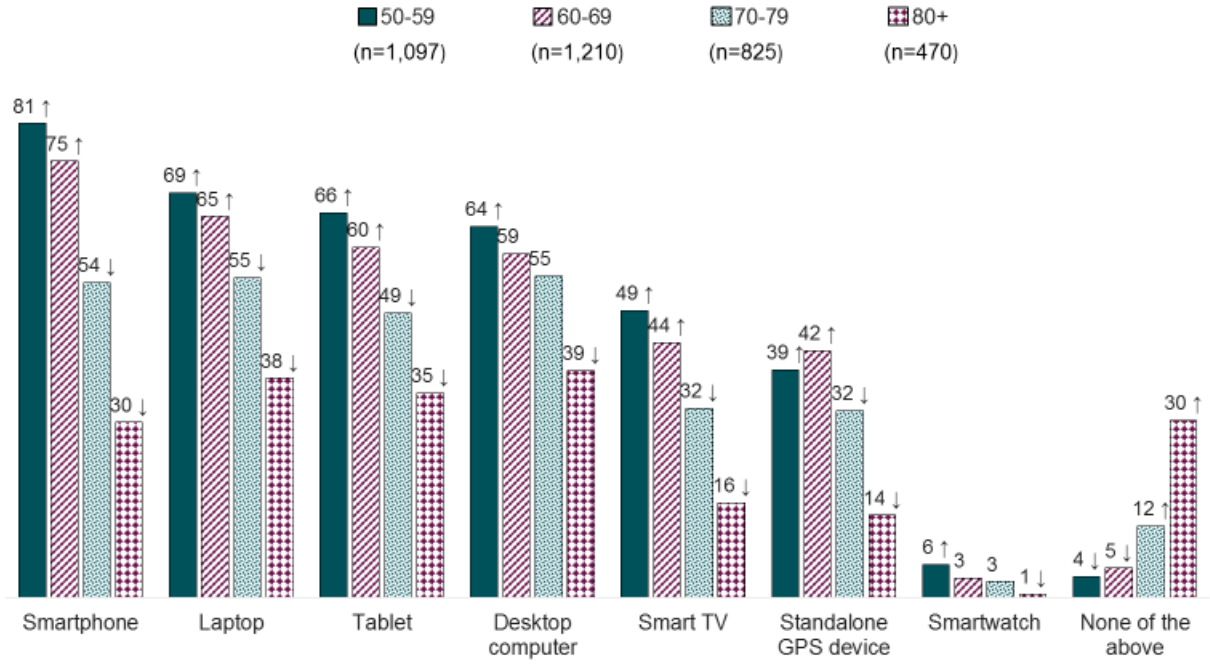
Figure 22: Devices have at home for personal use



B1. Which of the following do you have at home for your personal use? (n=3,602)

When looking at age groups, devices were more likely to be accessed by the younger age groups (50-59, 60-69). This can be seen in Figure 23, where the younger age group (aged 50-69 years) were more likely to have access to smartphones, laptops and tablets compared to those above 70 years old. The older age groups (70-79 and 80+) were more likely to not have access to any of the listed devices at home. This was especially prevalent amongst those who were aged 80 years and over, with close to one-third claiming not having any of these devices at home.

Figure 23: Devices at home for personal use by age



B1. Which of the following do you have at home for your personal use? (n=shown on chart)

As seen in Table 6 below, males were more likely to have access to laptops and desktop computers at home than females (65% vs 59% for laptops; 66% vs 51% for desktop computers). Close to four-in-ten males reported having a Smart TV (46%) or Standalone GPS device (42%). In addition, participants from metro areas were more likely to own devices such as smartphones, desktop computers and Smart TVs compared to residents in regional Australia (71% smartphone ownership in metro vs 64% in regional; 60% desktop computer in metro vs 55% in regional; 42% Smart TV ownership in metro vs 38% in regional).

Table 6: Devices at home for personal use by demographics

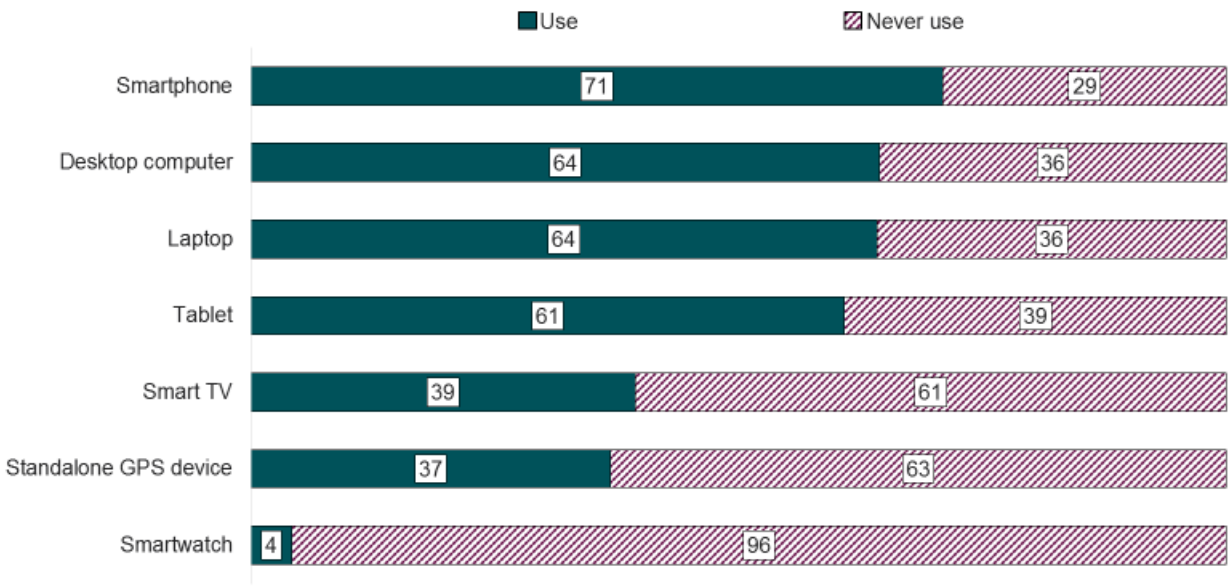
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Smartphone	68	70	67	81 ↑	75 ↑	54 ↓	30 ↓	71 ↑	64 ↓
Laptop	62	65 ↑	59 ↓	69 ↑	65 ↑	55 ↓	38 ↓	61	63
Desktop computer	58	66 ↑	51 ↓	64 ↑	59	55	39 ↓	60 ↑	55 ↓
Tablet	57	59	56	66 ↑	60 ↑	49 ↓	35 ↓	58	56
Smart TV	41	46 ↑	36 ↓	49 ↑	44 ↑	32 ↓	16 ↓	42 ↑	38 ↓
Standalone GPS device	36	42 ↑	30 ↓	39 ↑	42 ↑	32 ↓	14 ↓	35	37
Smartwatch	4	5	3	6 ↑	3	3	1 ↓	4	3
None of the above	9	7 ↓	11 ↑	4 ↓	5 ↓	12 ↑	30 ↑	8	10
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

B1. Which of the following do you have at home for your personal use? - duplicate by Demographics Banner (n=3,602)

5.1.2 Devices used (including home, work, or out and about)

Participants were asked about the frequency of accessing digital devices, including at home, at work, or out and about, with an option of selecting never. Based on Figure 24, seven-in-ten had used a smartphone, followed by six-in-ten who had used devices such as laptops, desktop computers and tablets.

Figure 24: Devices used vs never (including home, work or out and about)

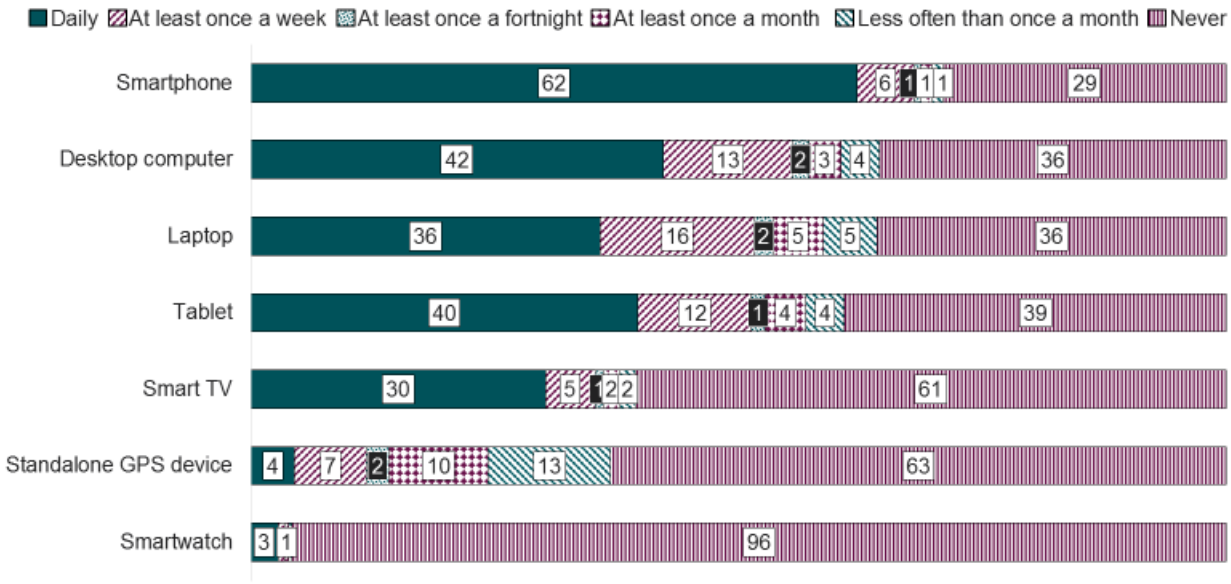


B2. Thinking of all the digital devices you have access to, including at home, at work, or out and about, how often would you say that you use the following devices? (n=3,602)

5.1.3 Frequency of usage of devices

In terms of frequency of using digital devices, a smartphone was the most frequently accessed device as more than six-in-ten (62%) participants claimed to be using a smartphone daily. This was followed by desktop computers, with more than half of the participants (55%) accessing them at least once a week (including daily). Usage of tablets and laptops was fairly similar to desktop computers, with half of the participants accessing these devices at least once a week (52% for laptops and 51% for tablets). Despite the frequent usage of the devices, there were still approximately 30-40% of participants who had never accessed these devices (See Figure 25).

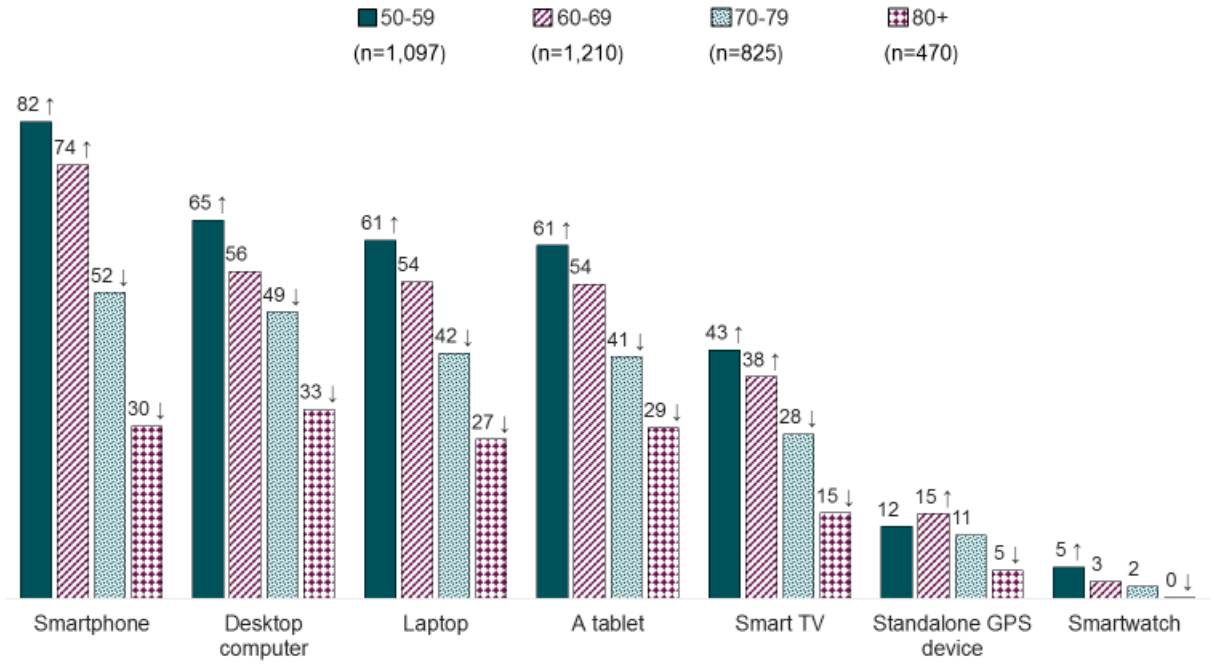
Figure 25: Device usage frequency



B2. Thinking of all the digital devices you have access to, including at home, at work, or out and about, how often would you say that you use the following devices? (n=3,602)

Trends in the frequency of accessing devices was quite similar to the trends in device ownership seen earlier (in Figure 22). Younger participants, especially 50-59 year olds, were more likely to access devices such as smartphones, desktop computers, laptops, tablets and even Smart TVs at least once a week compared to most of the other age groups – see Figure 26.

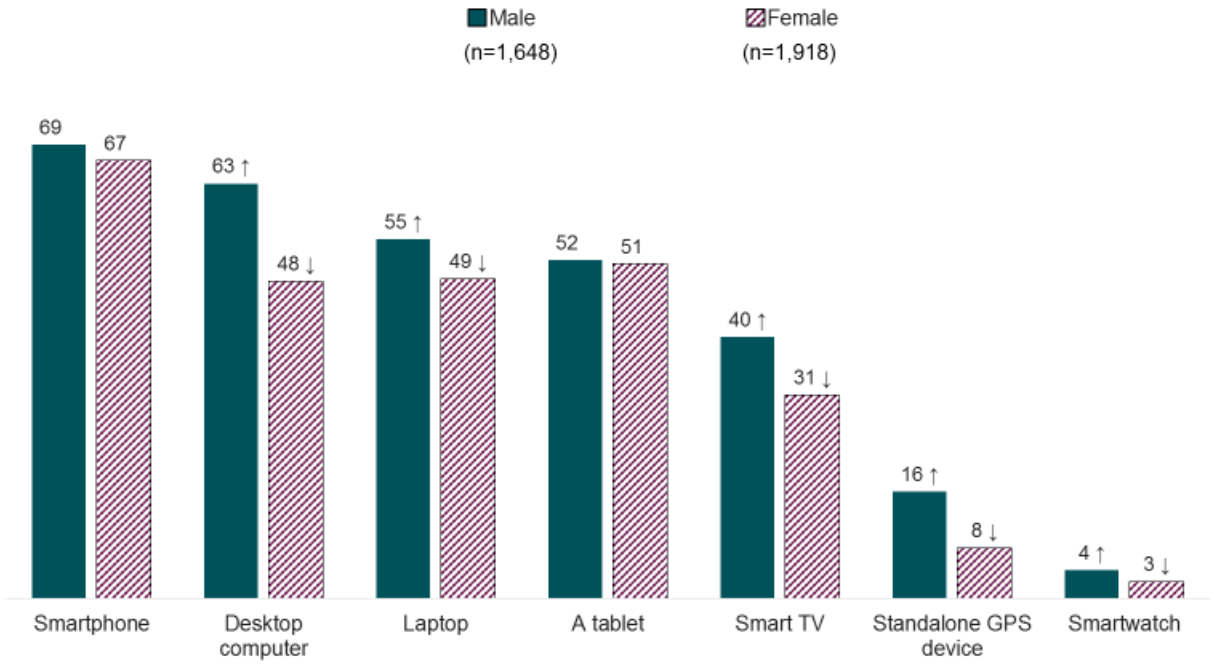
Figure 26: Weekly device usage – by age



B2. Thinking of all the digital devices you have access to, including at home, at work, or out and about, how often would you say that you use the following devices? (n=shown on chart)

Females were less likely to access desktop computers and laptops compared to males. While about one-in-two females used desktop computers (48%) or laptops (49%) at least once a week, the proportion of males using desktop computers or laptops at least once a week was significantly higher (63% and 55% respectively) as can be seen in Figure 27. Similar patterns were seen for Smart TVs, standalone GPS devices and smart watches. Smartphone and tablet usage remained similar across both genders.

Figure 27: Weekly device usage – by gender



B2. Thinking of all the digital devices you have access to, including at home, at work, or out and about, how often would you say that you use the following devices? (n=shown on chart)

In addition to the differences in device usage trends amongst different age groups and gender, almost two-thirds (64%) of participants from metro areas used their smartphones daily, which was significantly more when compared to regional residents (59%). About one-in-three (32%) from regional areas never used a smartphone, which was portrayed by a significantly higher non-usage level compared to metro locations (27%) – see Table 7.

Table 7: Smartphone usage frequency by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Daily	62	63	62	78 ↑	68 ↑	44 ↓	23 ↓	64 ↑	59 ↓
At least once a week	6	7	5	4 ↓	6	8 ↑	7	6	6
At least once a fortnight	1	1	1	0	1	2 ↑	0	1	0
At least once a month	1	1	1	1	0 ↓	2	3 ↑	1	2
Less often than once a month	1	1	1	1	1	1	1	1	1
Never	29	27	31	16 ↓	23 ↓	43 ↑	66 ↑	27 ↓	32 ↑
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

B2. How often would you say that you use: Smartphone e.g. iPhone, Android phone by Demographics Banner (n=3,602)

Similarly, as shown in Table 8, daily usage of desktop computers was significantly higher in metro areas, compared to regional areas (45% vs 38%). In addition, a significantly higher proportion of participants in regional areas had never accessed a desktop computer compared to metro areas (39% vs 33%).

Table 8: Desktop computer usage frequency by demographics

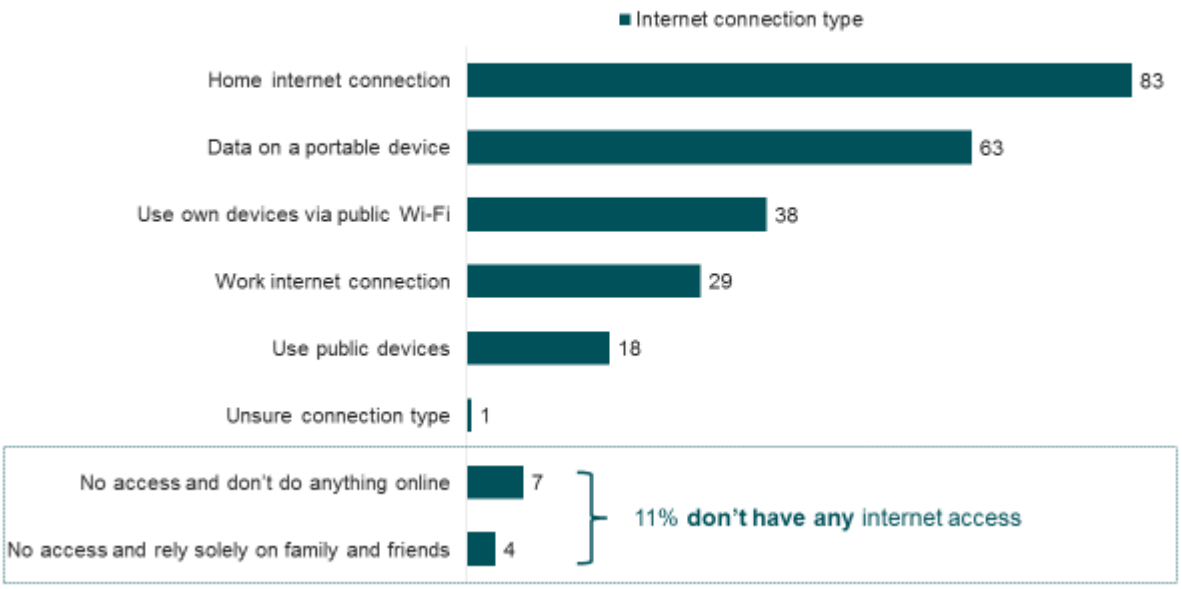
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Daily	42	50 ↑	35 ↓	49 ↑	42	40	24 ↓	45 ↑	38 ↓
At least once a week	13	13	14	16 ↑	14	9 ↓	8 ↓	13	14
At least once a fortnight	2	1	2	2	2	1	2	2	2
At least once a month	3	3	4	4 ↑	3	3	1 ↓	3	4
Less often than once a month	4	3 ↓	5 ↑	3	5 ↑	4	2	4	4
Never	36	29 ↓	41 ↑	26 ↓	33	43 ↑	62 ↑	33 ↓	39 ↑
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

B2. How often would you say that you use: Desktop computer by Demographics Banner (n=3,602)

5.1.4 Type of internet connection

Participants were asked about the ways they connected to the internet. As presented in Figure 28, the most common way they connected to the internet was through a home internet connection (83%). There was also a sizeable portion (63%) who used data on a portable device. About four-in-ten participants connected to public Wi-Fi using their own devices, and about one-in-three (29%) used a work internet connection. There were eleven percent who did not have internet access at all, and amongst this group, four percent relied solely on family and friends to perform online activities.

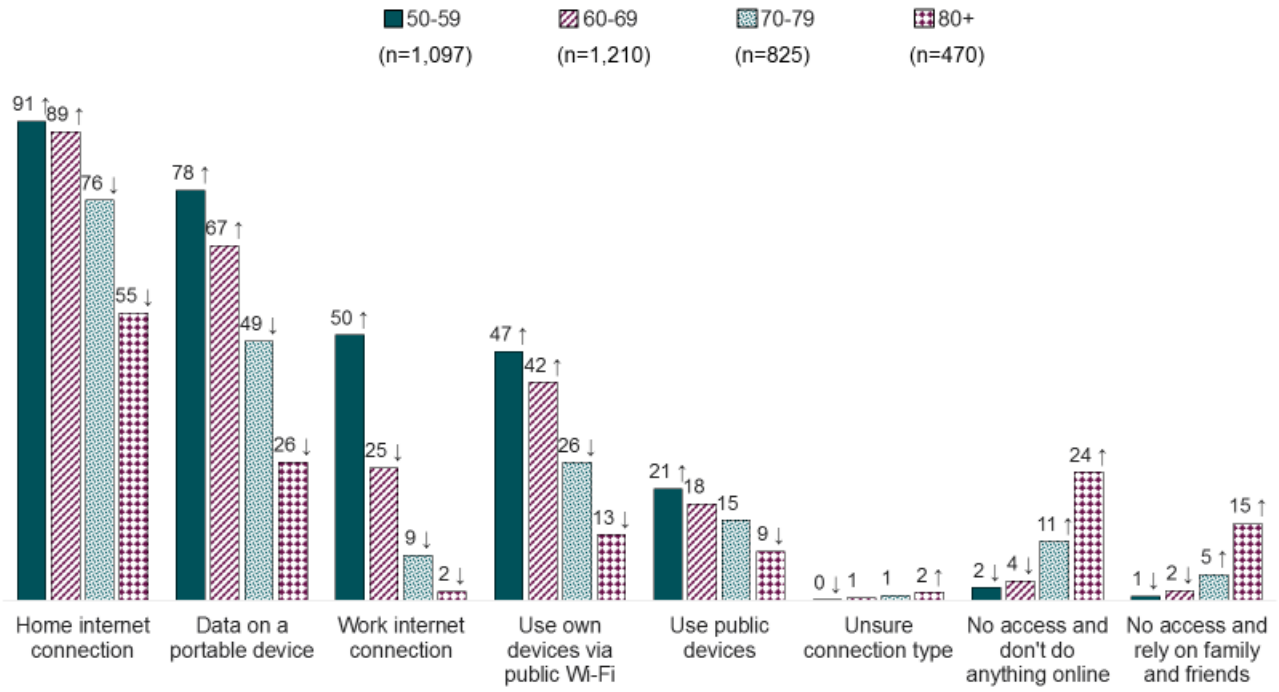
Figure 28: Internet connection type



B3. In which of the following ways do you connect to the internet? (n=3,602)

As one may expect, the 11% of participants who did not have any internet access were likely to be older (aged 70 years and over, see Figure 29). Younger participants (aged 50-59 years old) were more likely to have access to different types of connections when compared to other age groups. Half of 50-59 year olds used a work internet connection, a significantly larger proportion than the other age groups as can be seen in Figure 29. This was most likely driven by the fact that this younger age group were also most likely to be still in paid employment or semi-retired (67%).

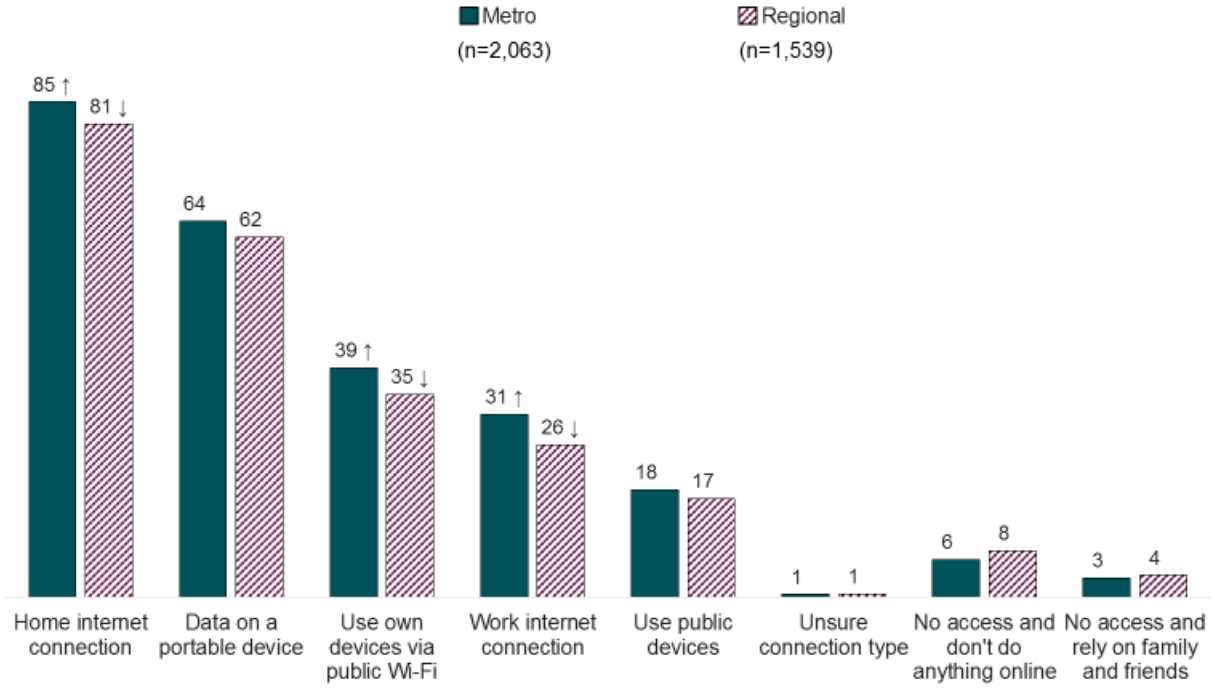
Figure 29: Internet connection type – by age



B3. In which of the following ways do you connect to the internet? (n=shown on chart)

The types of internet connections used were dependent on where the participants were living. Participants in metro areas were more likely to have a home internet connection (85%), use their own devices to connect to public Wi-Fi (39%) and connect to work internet (31%) than those in regional locations (81%, 35% and 26% respectively) (See Figure 30).

Figure 30: Internet connection type – by location



B3. In which of the following ways do you connect to the internet? (n=shown on chart)

As shown in Table 9, females were less likely to have an internet connection when compared to males (13% and 8% respectively). Amongst those who had no internet, there was only a small proportion (five percent or less) who relied on family and friends to do things online. In line with overall higher internet usage amongst males, more males tended to have home and work internet connections than females.

Table 9: Internet connection type – by demographics

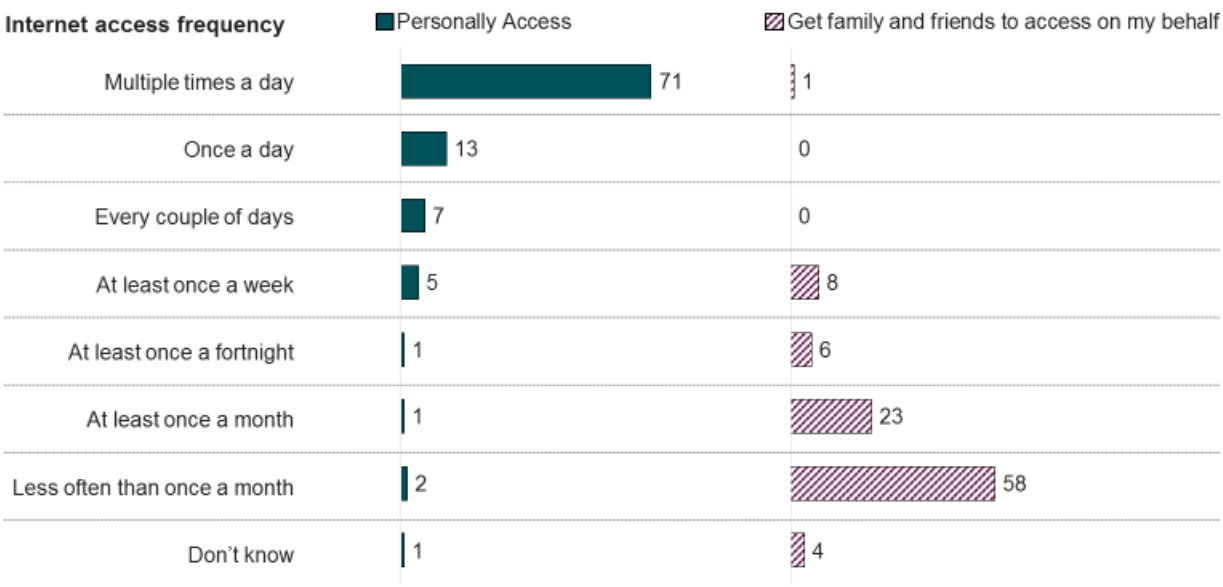
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Connect using a home internet connection, e.g. using an internet cable or WIFI	83	88 ↑	80 ↓	91 ↑	89 ↑	76 ↓	55 ↓	85 ↑	81 ↓
Have data on a portable device such as a smartphone, laptop or tablet (i.e. on a plan or pre-paid)	63	64	63	78 ↑	67 ↑	49 ↓	26 ↓	64	62
Use your own devices via public Wi-Fi (e.g. on trains, shopping malls, café's, and airports)	38	38	37	47 ↑	42 ↑	26 ↓	13 ↓	39 ↑	35 ↓
Use a work internet connection	29	31 ↑	27 ↓	50 ↑	25 ↓	9 ↓	2 ↓	31 ↑	26 ↓
Use public devices to connect to the internet (e.g. using a computer at a library, community centre, place of study, internet cafes or kiosks etc.)	18	18	18	21 ↑	18	15	9 ↓	18	17
I have internet access BUT don't know what type of internet connection I am connected to	1	0	1	0 ↓	1	1	2 ↑	1	1
No internet access (net)	11	8 ↓	13 ↑	3 ↓	6 ↓	16 ↑	39 ↑	10	12
I do not have internet access at all AND I don't do anything online	7	6 ↓	8 ↑	2 ↓	4 ↓	11 ↑	24 ↑	6	8
I do not have internet access AND I rely SOLELY on family and friends to do things online for me	4	2 ↓	5 ↑	1 ↓	2 ↓	5 ↑	15 ↑	3	4
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

B3. In which of the following ways do you connect to the internet? by Demographics Banner (n=3,602)

5.1.5 Internet access frequency

Those accessing the internet were also asked how frequently they did so, whether they accessed it at home, at work or out and about. Seven-in-ten claimed to do so multiple times a day. Amongst the four percent who asked family and friends to perform online tasks on their behalf, the majority of them (81%) would rely on them once a month or less frequently (Figure 31).

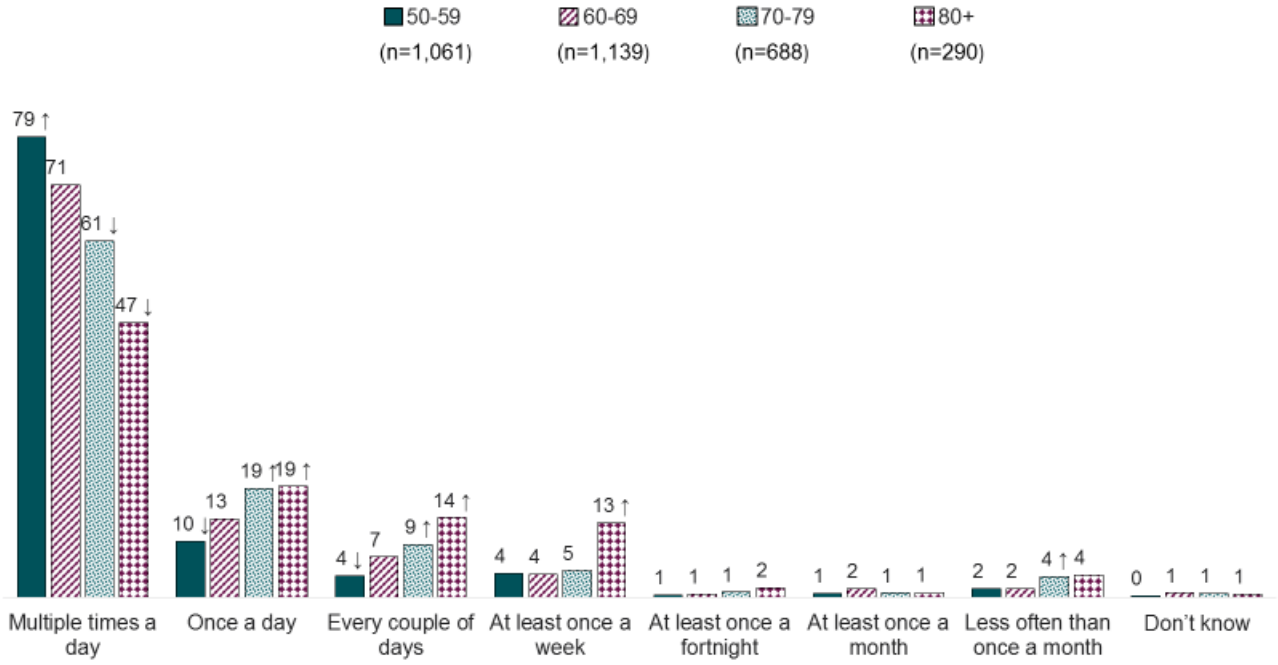
Figure 31: Internet access frequency



B4_1. How regularly would you say you access the internet, including at home, at work, or out and about to do tasks such as check emails, browse the internet, pay bills online etc.? (n=3,178)
B4_2. How regularly would you say you get your friends or family to do tasks online on your behalf, such as check emails, browse the internet, pay bills online etc.? (n=142)

As presented in Figure 32, amongst the participants who accessed the internet personally, the younger age group were more likely to access the internet multiple times a day, when compared to the other age groups combined. Close to eight-in-ten 50-59 year olds (79%) and seven-in-ten 60-69 year olds (71%) claimed to be using the internet multiple times a day. Whilst six-in-ten (61%) 70-79 year olds were likely to access the internet multiple times a day, the remaining were accessing it once a day or less often. Those who were aged 80 years and over were accessing the internet less frequently, with only about half of them likely to access it multiple times a day (47%).

Figure 32: Internet frequency – by age



B4_1. How regularly would you say you access the internet, including at home, at work, or out and about to do tasks such as check emails, browse the internet, pay bills online etc.? (n=shown on chart)

In line with trends in device access shown earlier (see Table 6), three-in-four participants living in metro areas were accessing the internet multiple times a day, significantly more when compared to regional residents (73% vs 67%) as per Table 10 below. A significantly larger proportion of those from regional locations were accessing the internet once a day than those from a metro location (17% vs 11%).

Table 10: Internet access frequency by demographics

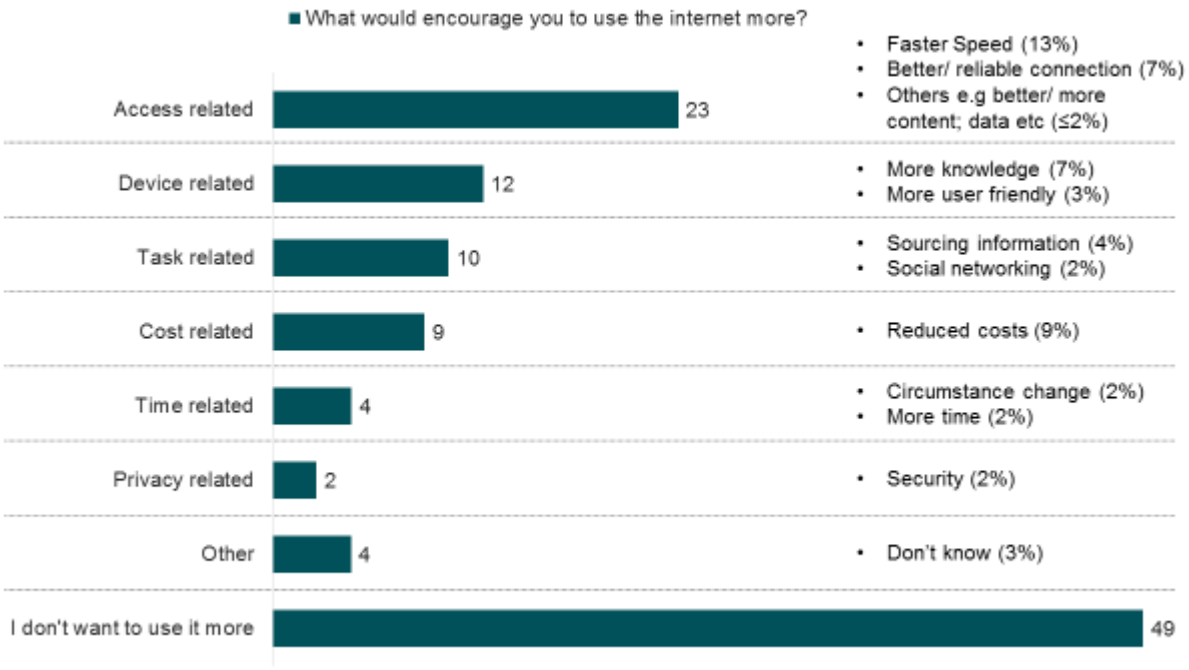
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Multiple times a day	71	73	69	79 ↑	71	61 ↓	47 ↓	73 ↑	67 ↓
Once a day	13	13	13	10 ↓	13	19 ↑	19 ↑	11 ↓	17 ↑
Every couple of days	7	6	8	4 ↓	7	9 ↑	14 ↑	6	7
At least once a week	5	4	6	4	4	5	13 ↑	5	5
At least once a fortnight	1	1	1	1	1	1	2	1	1
At least once a month	1	1	1	1	2	1	1	1	1
Less often than once a month	2	2	2	2	2	4 ↑	4	2	2
Don't know	1	1	1	0	1	1	1	1	0
Column n	3178	1534	1644	1061	1139	688	290	1839	1339

B4_1. How regularly would you say you access the internet, including at home, at work, or out and about to do tasks such as check emails, browse the internet, pay bills online etc.? by Demographics Banner (n=3178)

5.1.6 What could encourage increase in internet usage

Participants were asked what would encourage them to use the internet more, taking current internet usage into consideration. Half of the participants (49%) mentioned they did not want to use the internet more, as shown in Figure 33. In terms of what would help an increase in internet usage, the remaining half mentioned aspects mainly related to access (23%), e.g. faster speed, better connection etc., devices (12%), e.g. more knowledge about the device, more user-friendly devices, as well as tasks (10%), e.g. learning to find information, learning to use social networks etc. One-in-ten also mentioned a reduction in the cost of the internet (9%) would encourage them to use the internet more.

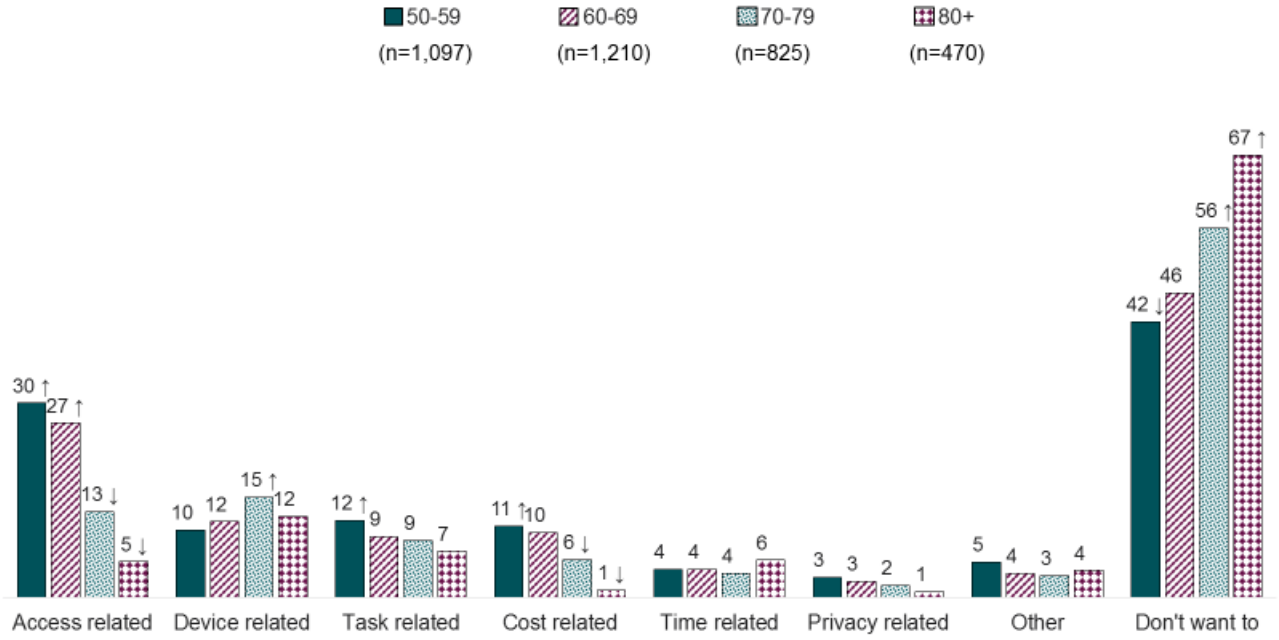
Figure 33: What would encourage increase in internet usage



B5. Considering your current internet use, regardless of whether you use the internet, what would encourage you to use the internet more in the future? (n=3,602)

As presented in Figure 34, participants of the older age groups (aged 70 years and over) were significantly more likely to reject the increased use of the internet than the younger age groups. Two-thirds of participants aged 80 years and over mentioned that they were unlikely to use the internet more. The younger age group (50-69 years old) were more likely to mention that solving access related issues might encourage them to use the internet more (30% amongst 50-59 years old, 27% amongst 60-69 years old). On the other hand, device related aspects such as device familiarity or user-friendliness were the main barriers to using the internet more amongst 70-79 years old.

Figure 34: What would encourage increase in internet usage[15] – by age



B5. Considering your current internet use, regardless of whether you use the internet, what would encourage you to use the internet more in the future? (n=shown on chart)

[15] Definition of categories:

Access related: faster speed; better/ reliable access/ coverage/ connection; more data etc.;

Device related: familiarity/ more knowledge/ know how to use; user-friendliness of devices; better/ new/ more devices etc.;

Task related: sourcing/ browsing for information; communication/ social networking; entertainment/ movies/ games; shopping/ buying; personal billing/ banking; travel etc.;

Cost related: reduced cost/ make it more affordable etc.;

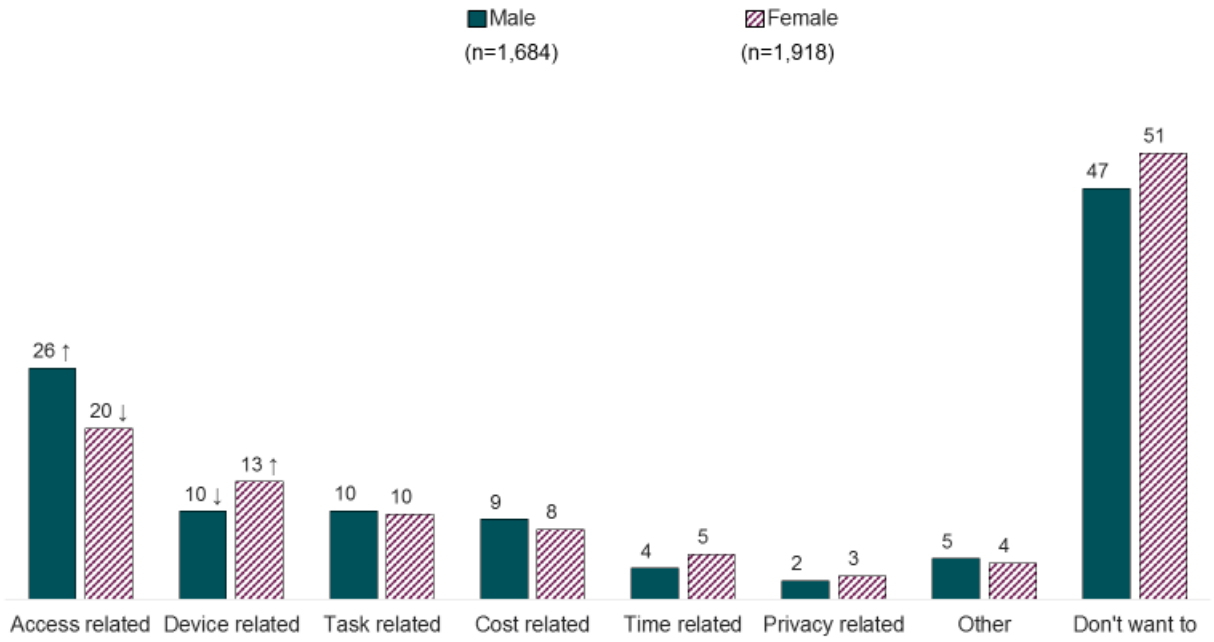
Time related: if I have more time; circumstance change e.g. if there is a change in need etc.;

Privacy related: security/ safety in terms of personal details/ privacy; less advertising e.g. pop ups/ spam etc.

Other: don't know

Whilst about half of both males (47%) and females (51%) shared similar opinions of not wanting to use the internet more, one-in-four males mentioned that improvements in access related aspects would encourage an increase in their internet use e.g. faster internet speed, better internet connection etc., significantly more when compared to females (26% vs. 20%). Females were more likely to mention device related aspects e.g. knowledge about the devices, if devices were more user-friendly etc. as factors that would encourage increased internet usage (13% vs. 10% amongst males) as shown in Figure 35. This was unsurprising given the higher proportion of males who were more likely to access the devices more frequently than females and therefore were probably more familiar with their devices (see Figure 27).

Figure 35: What would encourage increase in internet usage[16] – by gender



B5. Considering your current internet use, regardless of whether you use the internet, what would encourage you to use the internet more in the future? (n=shown on chart)

[16] Definition of categories:

Access related: faster speed; better/ reliable access/ coverage/ connection; more data etc.;

Device related: familiarity/ more knowledge/ know how to use; user-friendliness of devices; better/ new/ more devices etc.;

Task related: sourcing/ browsing for information; communication/ social networking; entertainment/ movies/ games; shopping/ buying; personal billing/ banking; travel etc.;

Cost related: reduced cost/ make it more affordable etc.;

Time related: if I have more time; circumstance change e.g. if there is a change in need etc.;

Privacy related: security/ safety in terms of personal details/ privacy; less advertising e.g. pop ups/ spam etc.

Other: don't know

As shown in Table 11, there were no major differences between participants in metro vs regional locations in terms of factors that might drive their internet usage. Key factors that would encourage internet usage were access related (22% metro residents, 25% regional residents) and device related (12% for both metro and regional residents), with relatively equal proportions of metro (50%) and regional (47%) residents not wanting to use the internet more frequently.

Table 11: What would encourage increase in internet usage[17] – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Access related	23	26 ↑	20 ↓	30 ↑	27 ↑	13 ↓	5 ↓	22	25
Device related	12	10 ↓	13 ↑	10	12	15 ↑	12	12	12
Task related	10	10	10	12 ↑	9	9	7	10	9
Cost related	9	9	8	11 ↑	10	6 ↓	1 ↓	8	9
Time related	4	4	5	4	4	4	6	4	5
Privacy related	2	2	3	3	3	2	1	2	3
Other	4	5	4	5	4	3	4	5	4
Don't want to	49	47	51	42 ↓	46	56 ↑	67 ↑	50	47
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

B5. Considering your current internet use, regardless of whether you use the internet, what would encourage you to use the internet more in the future? Demographics Banner (n=3,602)

[17] Definition of categories:

Access related: faster speed; better/ reliable access/ coverage/ connection; more data etc.;

Device related: familiarity/ more knowledge/ know how to use; user-friendliness of devices; better/ new/ more devices etc.;

Task related: sourcing/ browsing for information; communication/ social networking; entertainment/ movies/ games; shopping/ buying; personal billing/ banking; travel etc.;

Cost related: reduced cost/ make it more affordable etc.;

Time related: if I have more time; circumstance change e.g. if there is a change in need etc.;

Privacy related: security/ safety in terms of personal details/ privacy; less advertising e.g. pop ups/ spam etc.

Other: don't know

5.2 Task confidence and skills capabilities

Nationwide, more than three-quarters of participants were able to perform basic tasks such as typing on a physical keyboard, using a mouse, using a search engine, sending an email and typing on a touchscreen. About one-fifth to one-third had never tried to undertake more advanced tasks such as taking and sending a picture, messaging, installing and updating an app/ program and making video calls.

The older age group (aged 70 years and over) were less likely to be able to perform basic tasks when compared to the younger age group. Close to half or more of those aged 80 years and over were likely to have never tried performing advanced tasks. In contrast, there were less than one-quarter of 50-59 year olds and less than one-third of 60-69 year olds who had never tried a specific advanced task. The ability to perform advanced tasks appeared to be a key difference between the older age group (aged 70 years and over) vs. the younger age group (50-69 years old).

Males were generally more likely to be able to do most basic and advanced tasks compared to females.

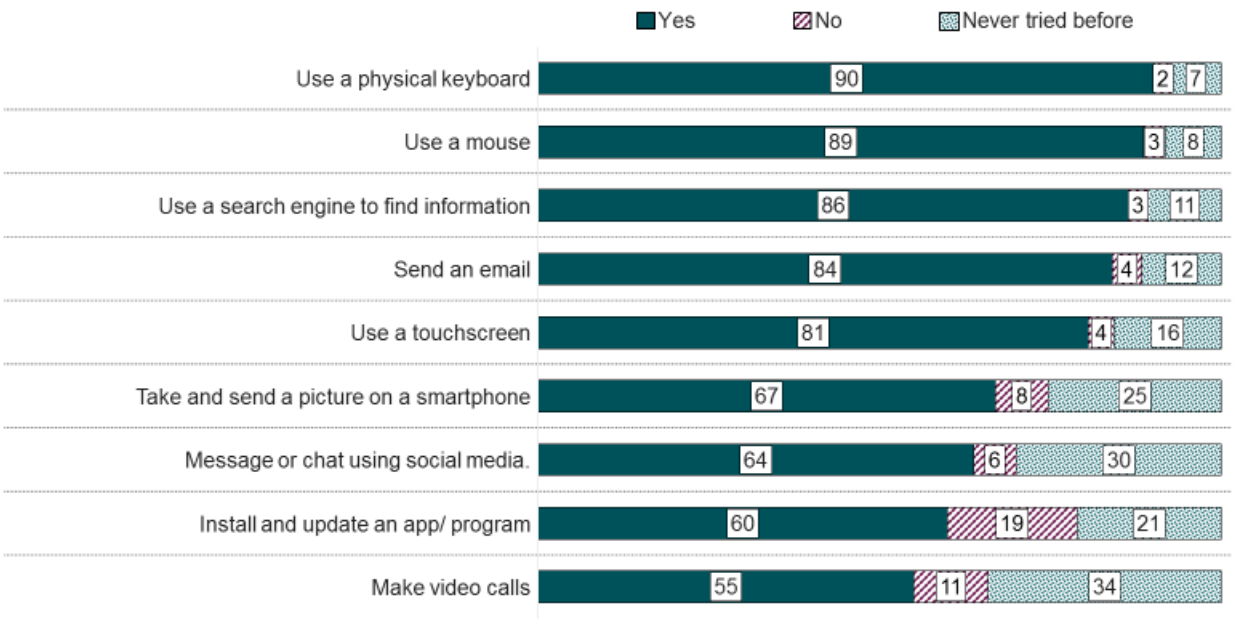
When it comes to the list of online activities provided, at least two-thirds of participants said they performed the online activities at least monthly. Doing research online before buying things in a physical store and searching for information about government services were the most common activities undertaken. Other activities such as paying bills online, buying goods online, internet banking and online bookings have never been done by around one-third of participants. Most of the online activities were likely to be conducted by males and the younger age group (50-59 years old) more frequently than other cohorts.

The following section covers areas related to participants' confidence in performing different tasks as well as an understanding of the skills and capabilities, specifically online skills which they have, in terms of the frequency with which they perform a selection of online tasks.

5.2.1 Type of tasks performed without assistance

Participants were asked whether they were able to complete a set of digital tasks without assistance. As presented in Figure 36, more than three-quarters could perform the 'basic' tasks, such as type on a physical keyboard (90%), use a mouse (89%), use a search engine (86%), send an email (84%) and type on a touchscreen (81%). One fifth to one-third had never tried to undertake more advanced tasks, such as taking and sending a picture, messaging or chatting, installing and updating applications or programs and making video calls.

Figure 36: Type of tasks and assistance required

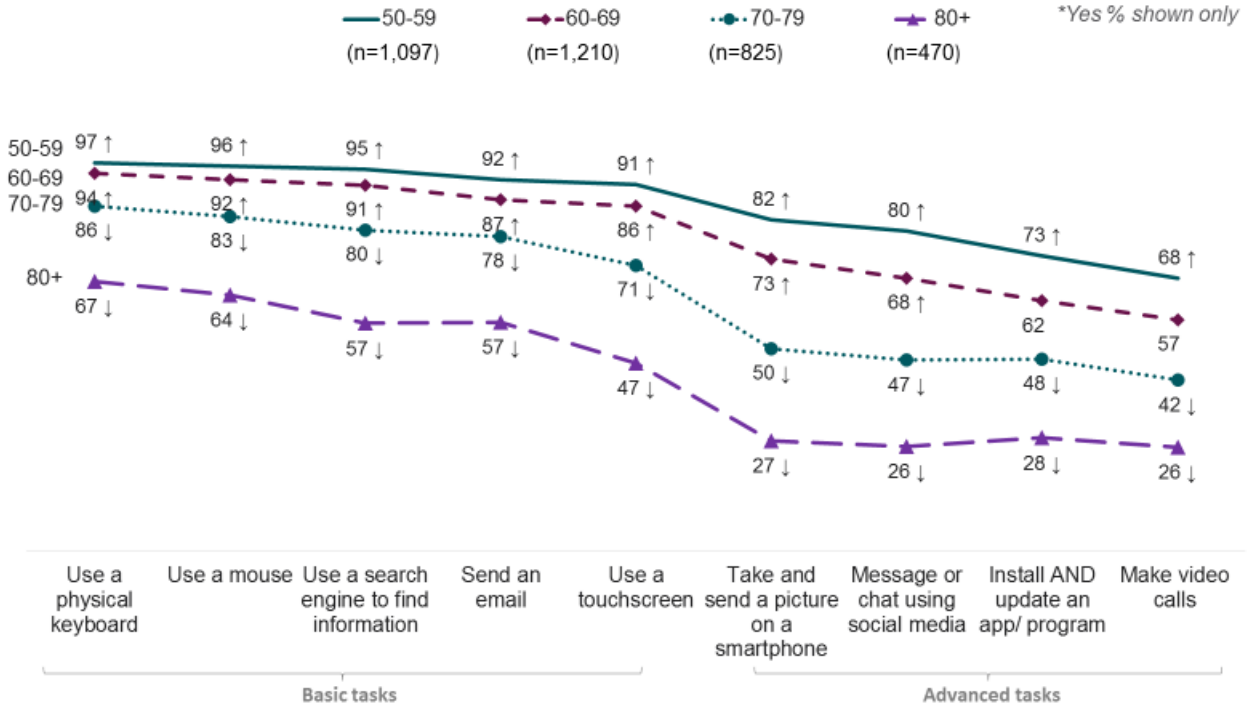


C1. Which of the following tasks are you able to do on your own? (n=3,602)

As seen below in Figure 37, the older age group (aged 70 years and over) were less likely to perform all the basic tasks such as type on physical keyboard, use a mouse, use a search engine, send an email and type on a touchscreen and were also less likely to perform advanced tasks such as taking and sending a picture, messaging or chatting, installing and updating applications or programs and making video calls, when compared to the younger age group (50-69 years of age).

Having said that, the majority of participants aged 79 years old and below could perform these basic tasks with the ability to perform 'advanced' tasks appearing to be a key difference between 70-79 years old vs. 50-69 years old.

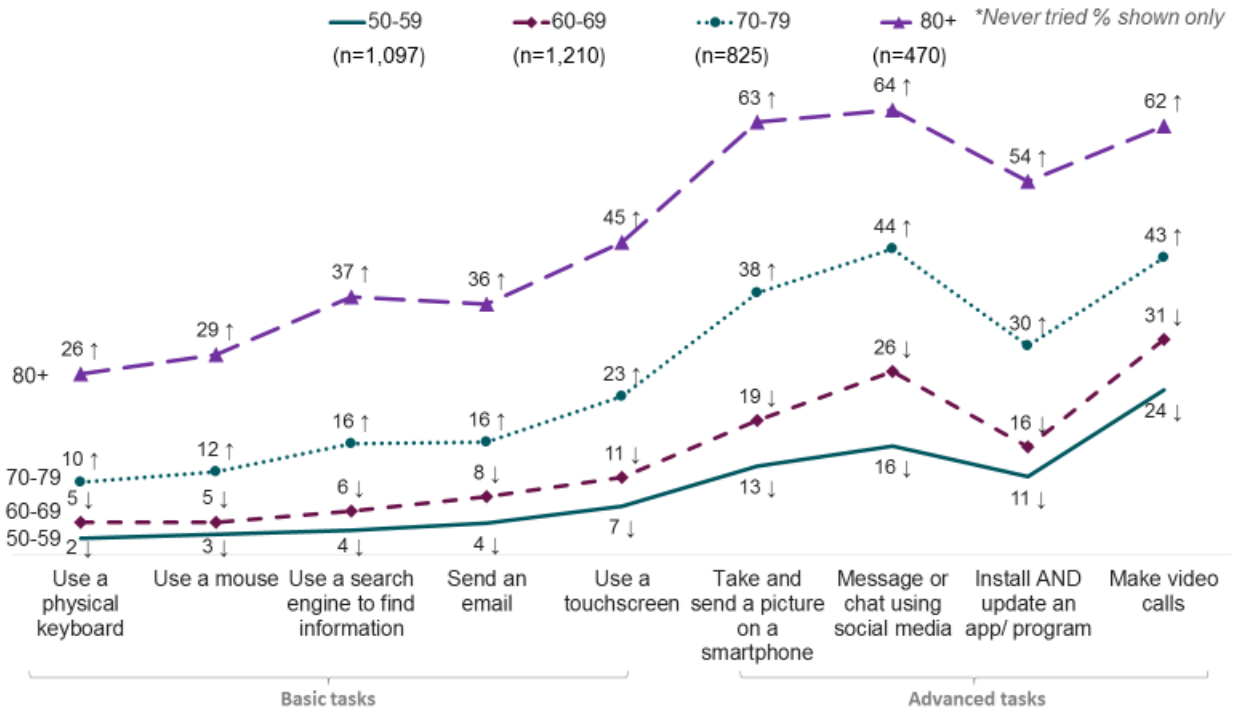
Figure 37: Type of tasks undertaken without assistance – by age



C1. Which of the following tasks are you able to do on your own? by Age (n=shown on chart)

As shown in Figure 38, the older age groups (aged 70 years and over) were more likely to have never tried the listed digital tasks compared to the younger age groups (50-69 years old). Close to one-third of 80 year olds were likely to have never tried performing basic tasks such as typing on a physical keyboard (26%), using a mouse (29%), using a search engine (37%) and sending an email (36%). In addition, close to half or more had never tried either typing on a touch screen (45%) or advanced tasks such as taking and sending a picture (63%), messaging or chatting (64%), installing and updating applications or programs (54%) or making video calls (62%). In contrast, less than one-quarter (11%-24%) of 50-59 year olds and less than one-third (16%-31%) of 60-69 year olds said they had not tried a specific advanced task.

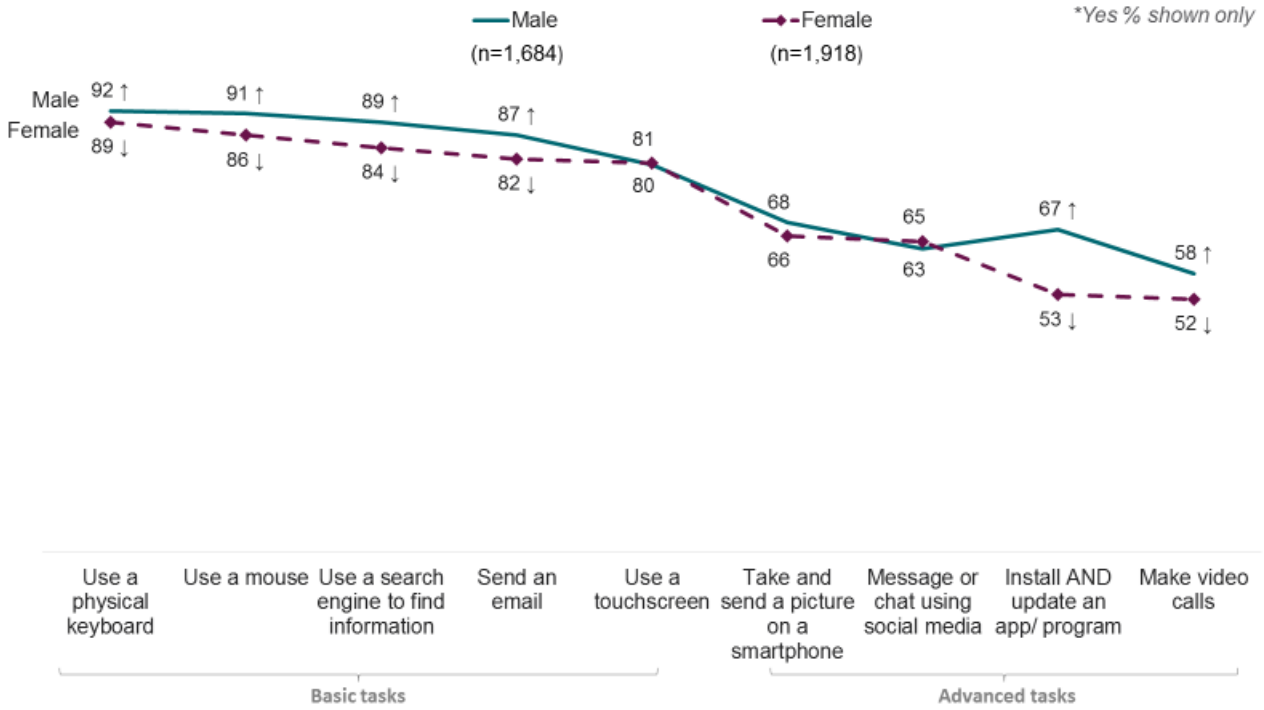
Figure 38: Type of tasks never attempted – by age



C1. Which of the following tasks are you able to do on your own? by Age (n=shown on chart)

Males were more likely to be able to do most tasks, both basic and advanced, compared to females, except for typing on a touchscreen, taking and sending a picture on a smartphone and messaging or chatting using an application – see Figure 39.

Figure 39: Type of tasks undertaken without assistance – by gender



C1. Which of the following tasks are you able to do on your own? by Gender (n=shown on chart)

While participants from metro and regional locations were quite similar when it comes to their task capabilities, some differences were noted in regards to using a search engine and typing on a touchscreen. Participants living in metro areas were able to perform these tasks, significantly more when compared to regional participants – see Table 12.

Table 12: Type of tasks undertaken without assistance – by demographics

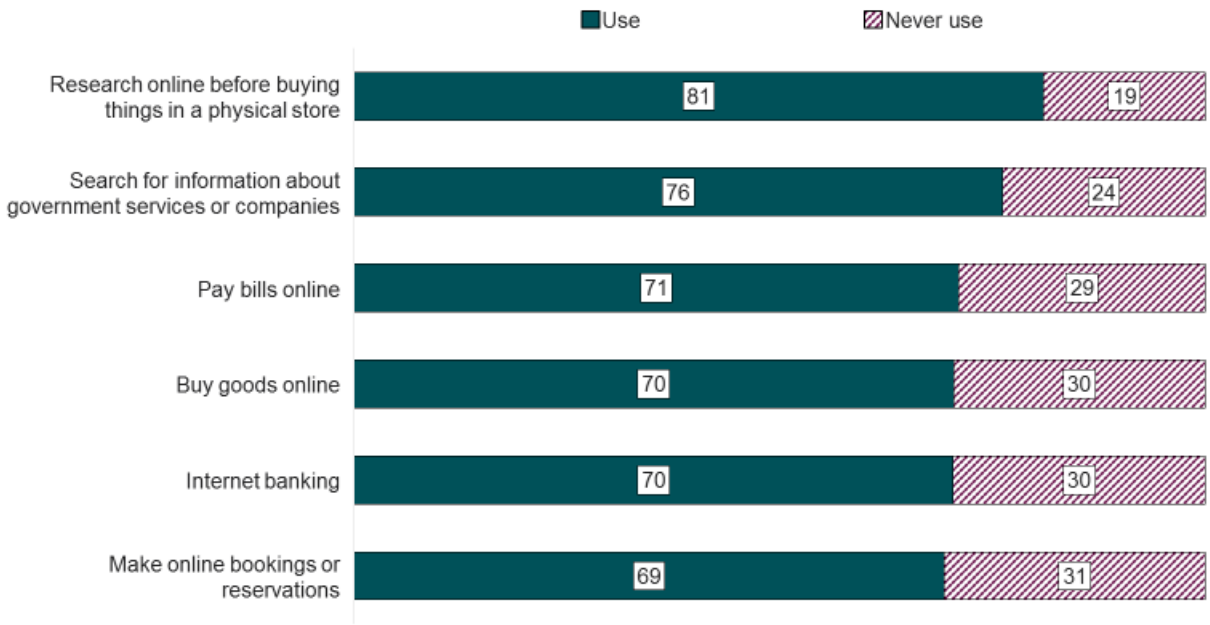
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Basic tasks									
Type on a physical keyboard	90	92 ↑	89 ↓	97 ↑	94 ↑	86 ↓	67 ↓	91	89
Use a mouse	89	91 ↑	86 ↓	96 ↑	92 ↑	83 ↓	64 ↓	89	88
Use a search engine (e.g. Google) to find information	86	89 ↑	84 ↓	95 ↑	91 ↑	80 ↓	57 ↓	88 ↑	84 ↓
Send an email	84	87 ↑	82 ↓	92 ↑	87 ↑	78 ↓	57 ↓	85	83
Type on a touchscreen (e.g. on a smartphone or tablet)	81	80	81	91 ↑	86 ↑	71 ↓	47 ↓	82 ↑	78 ↓
Advanced tasks									
Take and send a picture on a smartphone	67	68	66	82 ↑	73 ↑	50 ↓	27 ↓	68	65
Message or chat using Facebook, WhatsApp, MSN etc.	64	63	65	80 ↑	68 ↑	47 ↓	26 ↓	65	62
Install AND update an application/ program on devices	60	67 ↑	53 ↓	73 ↑	62	48 ↓	28 ↓	61	58
Make video calls (e.g. FaceTime, Skype etc.)	55	58 ↑	52 ↓	68 ↑	57	42 ↓	26 ↓	56	53
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

C1. Which of the following tasks are you able to do on your own - YES by Demographics Banner (n=3,602)

5.2.2 Frequency of online activities

Participants were asked about their frequency of performing a list of online activities. For the purposes of this section, those who perform the activity 'daily' through to 'less often than monthly' have been combined to create the segment 'use'. As shown in Figure 40, at least two thirds said they undertook the services at least monthly. Doing research online before buying things in a physical store (81%) and searching for information about government services (76%), were the most common activities undertaken. Other online activities such as paying bills online, buying goods online, internet banking and making online bookings or reservations had never been done by about around one-third of participants.

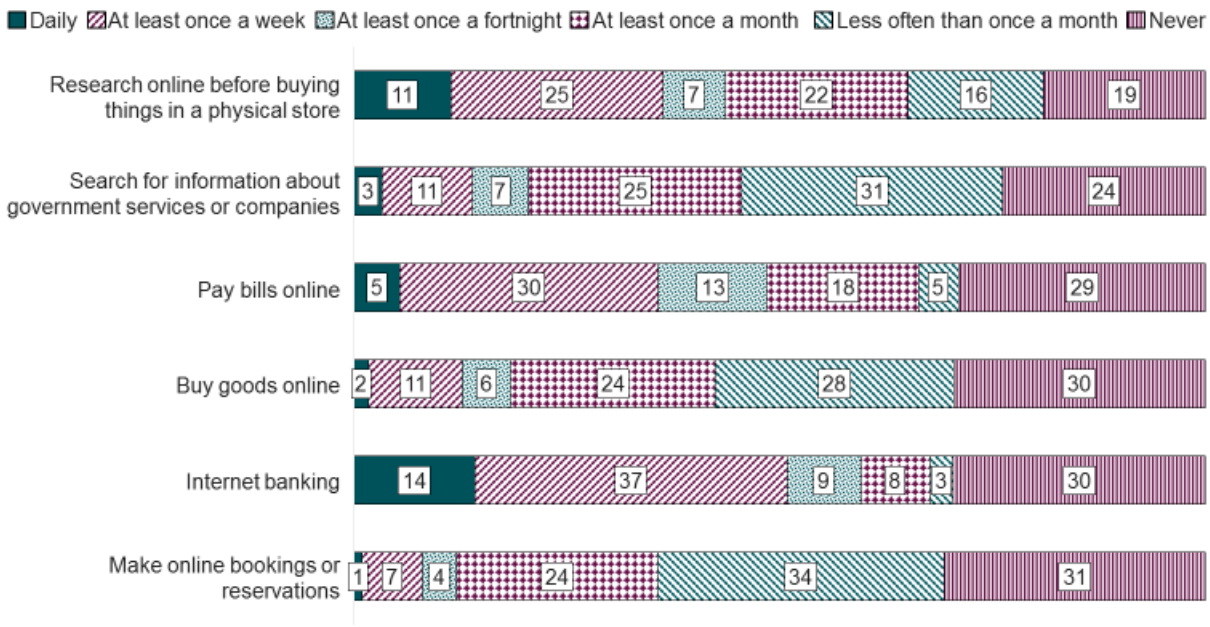
Figure 40: Proportion who have undertaken online activities



C2_1. How often do you do each of the following online activities? (n=3,178)

Despite the fact that about one-third had never performed certain online activities, half said they performed internet banking at least once a week (51%), followed by more than one-third who claimed to pay bills online (36%) and more than one-third who research online before buying things in a physical store (36%) at least once a week or more often – see Figure 41.

Figure 41: Frequency of undertaking online activities



C2_1. How often do you do each of the following online activities? (n=3,178)

When it comes to 'researching information using the internet before buying in physical store', significantly more males compared to females were likely to do this at least once a week or more often. Those aged 50-59 years were more likely to undertake this behaviour at least once a week or more often, compared to those aged 80 years and over – see Table 13.

Table 13: Frequency of 'research using the internet before buying in physical store' – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Daily	11	14 ↑	9 ↓	15 ↑	11	9	3 ↓	11	12
At least once a week	25	29 ↑	21 ↓	30 ↑	26	17 ↓	12 ↓	26	24
At least once a fortnight	7	8	7	9 ↑	6	6	4	8	7
At least once a month	22	21	23	21	23	21	20	22	21
Less often than once a month	16	14	17	14	17	17	18	16	16
Never	19	15 ↓	23 ↑	11 ↓	18	30 ↑	43 ↑	18	20
Column n	3178	1534	1644	1061	1139	688	290	1839	1339

C2_1. Research using the internet before I buy things in a physical store by Demographics Banner (n=3178)

Overall, the online activity 'search for information about government services or companies' was performed once a month or more often by around half of the participants (56%).

Males and those aged 50-59 years old were less likely to say they never undertook this behaviour compared to the other respective cohorts – see Table 14.

Table 14: Frequency of 'Search for information about government services or companies' – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Daily	3	4	3	5 ↑	3	2	2	4	3
At least once a week	11	13 ↑	8 ↓	12 ↑	9	9	9	11	11
At least once a fortnight	7	7	7	8	7	5	4	6	8
At least once a month	25	27 ↑	23 ↓	28 ↑	25	23	15 ↓	25	25
Less often than once a month	31	29	32	29	34 ↑	30	27	32	29
Never	24	20 ↓	27 ↑	18 ↓	22	31 ↑	44 ↑	23	25
Column n	3178	1534	1644	1061	1139	688	290	1839	1339

C2_1. Search for information about government services or companies e.g. Medicare, Centrelink etc. by Demographics Banner (n=3178)

As shown in Table 15, 'pay bills online' was undertaken at least once a fortnight or more frequently by almost half of the participants (49%). About one-third of females (33%) and half of those above 70 years of age had never undertaken this behaviour before, when compared to males and the other age groups combined.

Table 15: Frequency of 'Pay bills online' – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Daily	5	7 ↑	4 ↓	6	6	5	1 ↓	5	6
At least once a week	30	33 ↑	27 ↓	34 ↑	32	23 ↓	17 ↓	31	30
At least once a fortnight	13	12	14	15 ↑	11	12	9	13	13
At least once a month	18	18	18	18	19	16	18	18	16
Less often than once a month	5	5	4	5	4	5	5	5	4
Never	29	25 ↓	33 ↑	22 ↓	28	39 ↑	50 ↑	28	31
Column n	3178	1534	1644	1061	1139	688	290	1839	1339

C2_1. Pay bills online by Demographics Banner (n=3178)

When it comes to 'buying goods online', this was mostly undertaken at least once a month or less often (52%) – see Table 16. Those who had never done this before were more likely to be females (33%), and close to half of those aged 70 years and over.

Table 16: Frequency of 'Buy goods online' – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Daily	2	2 ↑	1 ↓	2 ↑	2	1	0	2	2
At least once a week	11	12	10	15 ↑	11	6 ↓	3 ↓	10	12
At least once a fortnight	6	7 ↑	5 ↓	7	5	5	4	6	5
At least once a month	24	27 ↑	22 ↓	29 ↑	24	19 ↓	12 ↓	25	23
Less often than once a month	28	27	29	27	31 ↑	27	24	29	27
Never	30	26 ↓	33 ↑	21 ↓	28	42 ↑	57 ↑	29	30
Column n	3178	1534	1644	1061	1139	688	290	1839	1339

C2_1. Buy goods online by Demographics Banner (n=3178)

When it comes to internet banking, participants generally engage in this activity at least once a week or more often (51%) – see Table 17. Males were more likely to perform internet banking daily, as were those aged 50-59 years of age.

Table 17: Frequency of 'internet banking' – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Daily	14	17 ↑	11 ↓	17 ↑	13	13	6 ↓	15	13
At least once a week	37	38	35	41 ↑	39	29 ↓	21 ↓	38	35
At least once a fortnight	9	8	10	9	10	6 ↓	8	9	9
At least once a month	8	8	8	7	8	9	9	8	9
Less often than once a month	3	3	3	3	3	3	1	3	2
Never	30	26 ↓	33 ↑	23 ↓	26 ↓	41 ↑	54 ↑	28 ↓	33 ↑
Column n	3178	1534	1644	1061	1139	688	290	1839	1339

C2_1. Internet banking by Demographics Banner (n=3178)

Similar to 'buying goods online', activities such as 'make online bookings or reservations' was not performed as frequently as other activities - over half (57%) had done this at least once a month or less frequently. In line with all other online activities, those who had never done this were more likely to be female and 70 years of age or older – see Table 18.

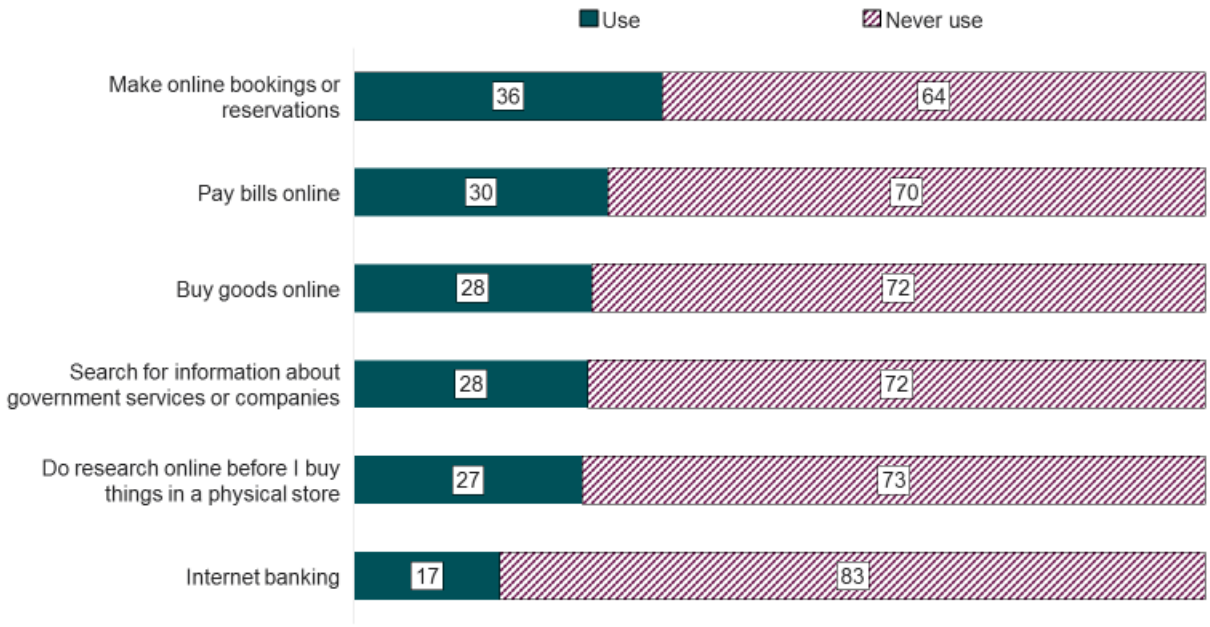
Table 18: Frequency of 'Make online bookings or reservations' – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Daily	1	1	1	1	1	1	0	1	1
At least once a week	7	8 ↑	6 ↓	9 ↑	7	5 ↓	1 ↓	8 ↑	5 ↓
At least once a fortnight	4	5	4	5	4	3	1 ↓	4	4
At least once a month	24	26 ↑	22 ↓	28 ↑	24	17 ↓	14 ↓	24	22
Less often than once a month	34	33	34	34	34	35	27 ↓	32	36
Never	31	27 ↓	34 ↑	23 ↓	29	40 ↑	56 ↑	30	32
Column n	3178	1534	1644	1061	1139	688	290	1839	1339

C2_1. Make online bookings or reservations by Demographics Banner (n=3178)

As shown in Figure 42, amongst the group of non-internet users who relied on their family and friends to perform online tasks, key online activities that they asked others to do on their behalf included making online booking or reservations, paying bills, buying goods and researching online before buying. Approximately one-third of these participants relied on others to undertake the mentioned activities on their behalf. Internet banking was only performed on behalf of a small proportion of participants.

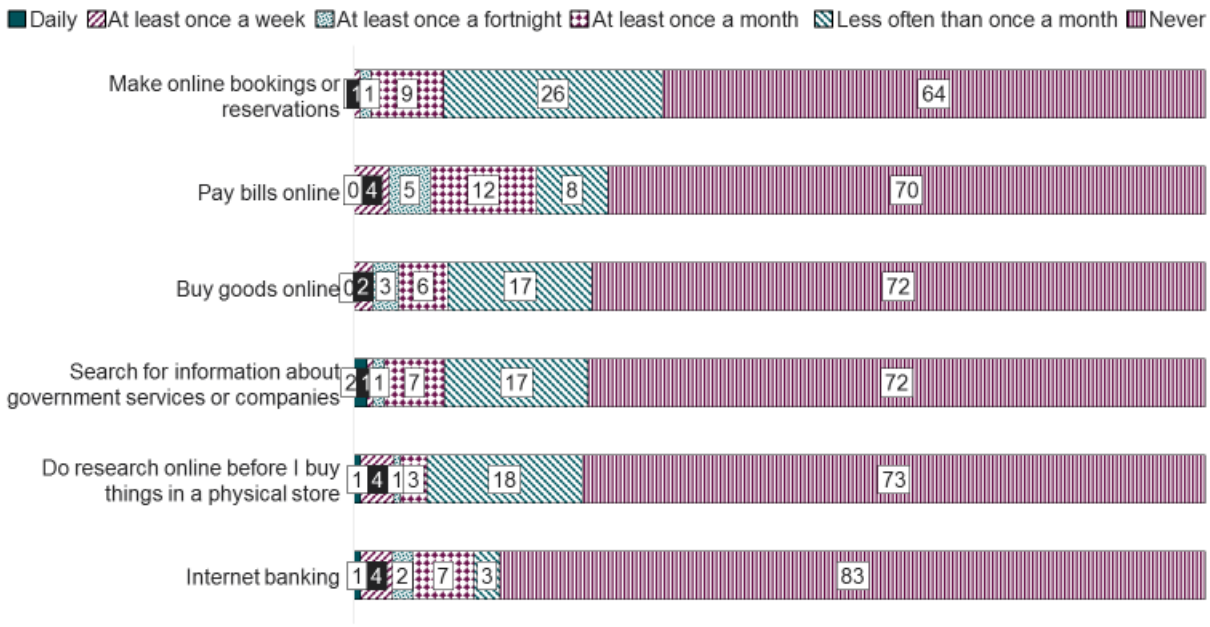
Figure 42: Proportion asking others to undertake online activities on their behalf



C2_2. How often do you get your family or friends to do each of the following online activities on your behalf? (n=142)

While the majority never asked anyone to perform online activities on their behalf, among those who did, they mainly asked for these online activities to be done once a month or less often as shown in Figure 43. Approximately one-third of them (35%) asked family and friends to make online bookings or reservations on their behalf once a month or less often, about one-in-five asked them to buy goods online, to search information about government services, to do research online before buying and to pay bills online (23%, 24%, 21% and 20% respectively).

Figure 43: Frequency of asking others to perform online activities on their behalf



C2_2. How often do you get your family or friends to do each of the following online activities on your behalf? (n=142)

5.3 Barriers and concerns to device usage

Close to two-thirds of participants agreed that they only learned how to do tasks that they really had to, followed by close to half who agreed they tended to forget how to do things on devices as they didn't do them often enough. About one-in-three did not like experimenting with devices as they would then have to ask for help or might find themselves accidentally changing things and needing help to set them right. These concerns were more significant amongst females who were less likely to perform online activities compared to males. These concerns were also more dominant amongst the older age group (aged 70 years and over).

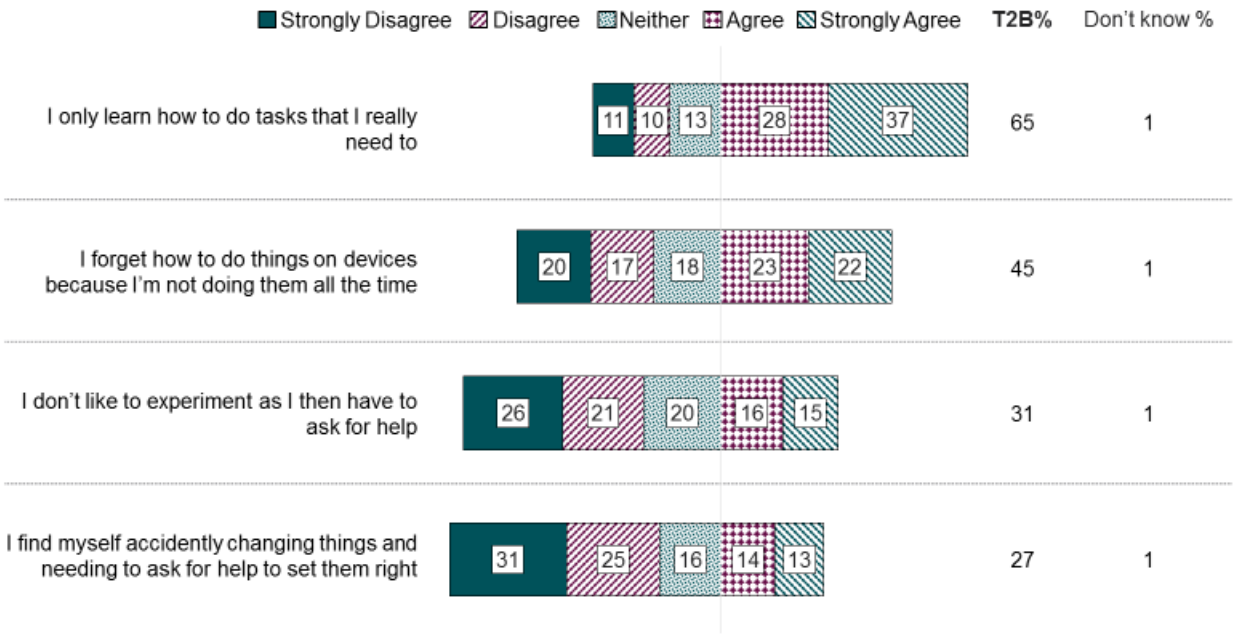
In terms of physical difficulties when interacting with their devices, half of the participants agreed that the small screens on mobiles and tablets were hard to read and difficult to use with their fingers. About two-in-five found it hard to keep track of pin numbers and passwords. These difficulties did not differ based on gender, age or location.

The following section covers areas such as participants' attitudes when it comes to learning about digital devices as well as how they interact with digital devices.

5.3.1 Attitudes towards the way they learn about digital devices

When participants were asked a series of attitudinal statements, as shown in Figure 44, close to two-thirds of them (65%) agreed that they only learned to do tasks that they really needed to, followed by close to half (45%) who agreed that they tend to forget how to do things on devices as they did not do them all the time. About one-in-three did not like to experiment as they would then have to ask for help or might find themselves accidentally changing things and would then need to ask for help to set them right.

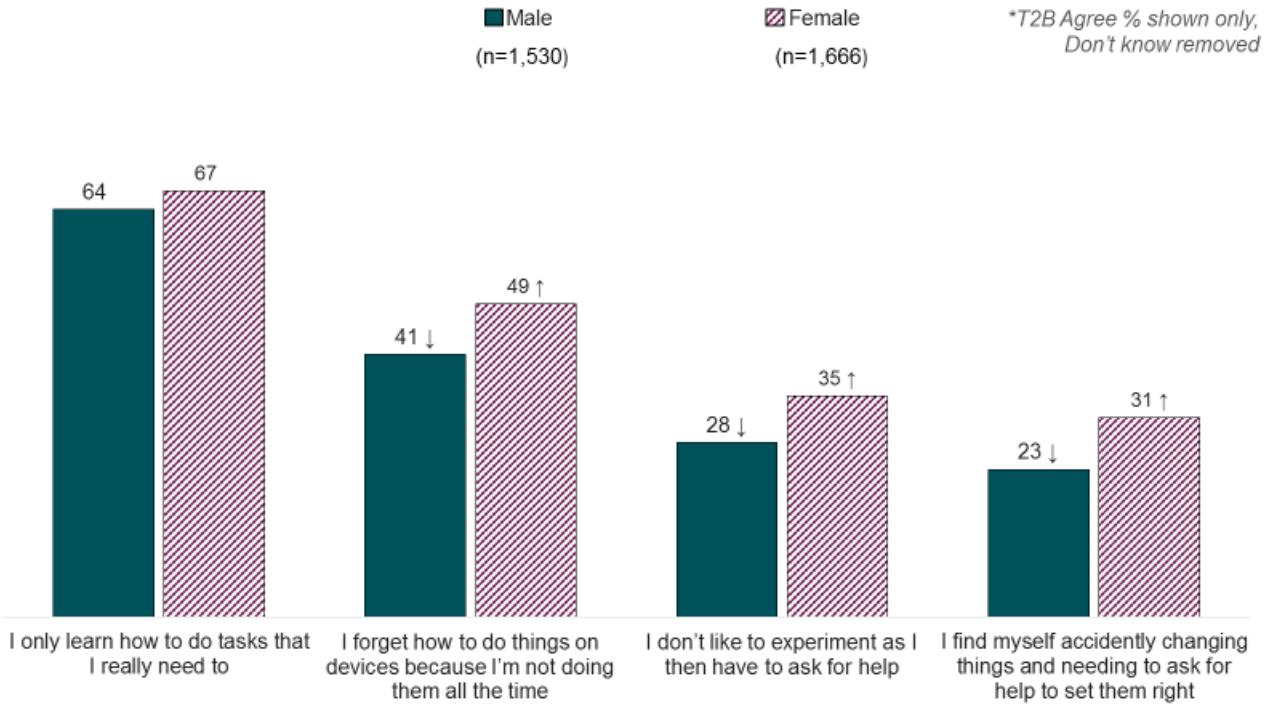
Figure 44: Attitudes towards learning about digital devices



D1. Thinking about the way you learn about digital devices… to what extent do you agree or disagree with each of the following statements? (n=3,281)

As shown in Figure 45, females were more likely to forget how to do things on devices (49%), did not like experimenting with devices (35%) and found themselves changing things and needing to ask for help (31%), significantly more when compared to males (41%, 28%, 23% respectively). This was likely due to the fact that females were less likely to perform online activities in general compared to males as can be seen in 5.2.2, hence their higher concerns towards the way they learn about devices.

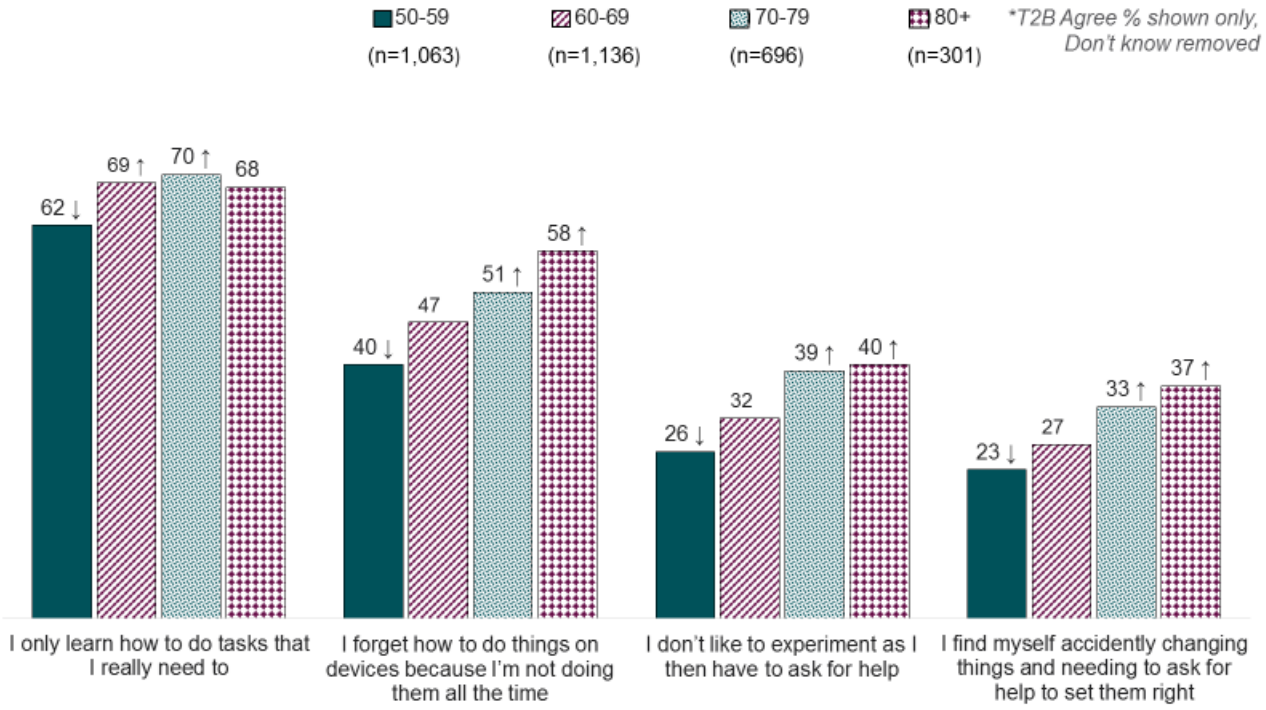
Figure 45: Attitudes towards learning about digital devices (Agree, Top 2 Boxes) – by gender



D1R_T2B. Thinking about the way you learn about digital devices… to what extent do you agree or disagree? by Gender (n=shown on chart)

Looking at concerns towards learning about devices across age groups, approximately seven-in-ten of 60-79 years old were more likely to only learn how to do tasks that they really needed to, which is significantly higher when compared to other age groups. Those who were older (aged 70 years and over) were more likely to be concerned about forgetting how to do things on devices compared to the younger age group (especially 50-59 years old). The older age group (aged 70 years and over) were less likely to express that they like experimenting with devices when compared to the younger age group, though were more likely to find themselves changing things and needing to ask for help – see Figure 46.

Figure 46: Attitudes towards learning about digital devices (Agree, Top 2 Boxes) – by age



D1R_T2B. Thinking about the way you learn about digital devices… to what extent do you agree or disagree? by Age (n=shown on chart)

Whilst participants in metro and regional areas shared similar concerns related to learning about digital devices, close to half of those in regional locations (48%) were likely to be concerned about forgetting how to do things on devices as they did not do them all the time, significantly more when compared to participants from metro areas (44%), as seen Table 19. This could also be a result of their lower skill levels as seen in Table 12.

Table 19: Attitudes towards learning about digital devices (Agree, Top 2 Boxes) – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
I only learn how to do tasks that I really need to	66	64	67	62 ↓	69 ↑	70 ↑	68	65	67
I forget how to do things on devices because I'm not doing them all the time	46	41 ↓	49 ↑	40 ↓	47	51 ↑	58 ↑	44 ↓	48 ↑
I don't like to experiment as I then have to ask for help	31	28 ↓	35 ↑	26 ↓	32	39 ↑	40 ↑	31	32
I find myself accidently changing things and needing to ask for help to set them right	27	23 ↓	31 ↑	23 ↓	27	33 ↑	37 ↑	27	28
Column n	3196	1530	1666	1063	1136	696	301	1852	1344

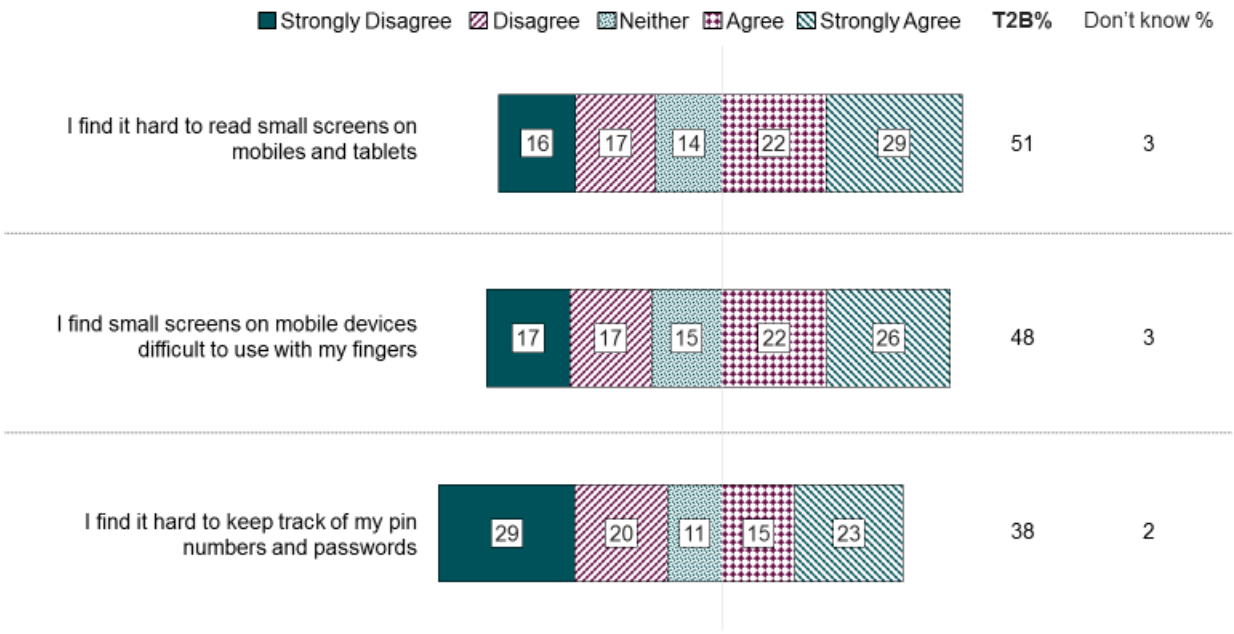
D1R_T2B. Thinking about the way you learn about digital devices… to what extent do you agree or disagree? by Demographics Banner (n=from 3196), rebased excluding don't know

5.3.2 Attitudes towards the way they interact with digital devices

When it comes to the way that participants interact with digital devices, approximately half agreed that small screens on mobiles and tablets were hard to read (51%) and difficult to use with their fingers (48%) and about two-in-five found it hard to keep track of pin numbers and passwords – see Figure 47.

Figure 47: Attitudes towards method of interacting with digital devices

D2. Now thinking generally about the way in which you interact with digital devices, to what extent do you agree or disagree that the following apply to you? (n=3,602)



Despite the differences in level of skills and consumption of online activities amongst different age groups and genders (as can be seen in 5.2.2), there were no real differences in terms of the concerns which participants expressed. In this case, half of them found it hard to read and use a small screen. About four-in-ten of them also found it hard to keep track of pin numbers and passwords, as seen in Table 20.

Table 20: Attitudes towards method of interacting with digital devices (Agree, Top 2 Boxes) – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
I find it hard to read small screens on mobiles and tablets	52	52	52	53	52	50	50	50	55
I find small screens on mobile devices difficult to use with my fingers	49	51	47	47	50	51	53	48	52
I find it hard to keep track of my pin numbers and passwords	39	39	39	37	40	39	43	39	38
Column n	3410	1602	1808	1082	1182	758	388	1971	1439

D2R_T2B. Now thinking generally about the way in which you interact with digital devices, to what extent do you agree or disagree? by Demographics Banner (n=from 3410), rebased excluding don't know

5.4 Concerns with security and privacy steps taken

Security related concerns when using digital devices and the internet were high. Three-quarters felt uncomfortable giving out contact details online and worried that digital devices were vulnerable to hacking. In addition, half were concerned that banking details may get stolen when paying for online purchases, online shops might not be legitimate, emails received may not be genuine, and also found it quicker or easier to buy in-store. Most of the concerns were more likely to be expressed by the older age group (aged 70 years and over) and females compared to other age groups and males respectively.

Concerns in regards to the security of digital devices were high. About seven-in-ten expressed concern and almost all participants had anti-virus software installed and some form of passwords set for their devices. In line with the usage of devices and the internet, the younger age group were more likely to implement more security measures than other age groups combined.

Four-in-ten participants either had contact details stolen, experienced a virus attack or had been a victim of a scam. Those experiencing any form of security breach were likely to be male and those who were above 70 years old.

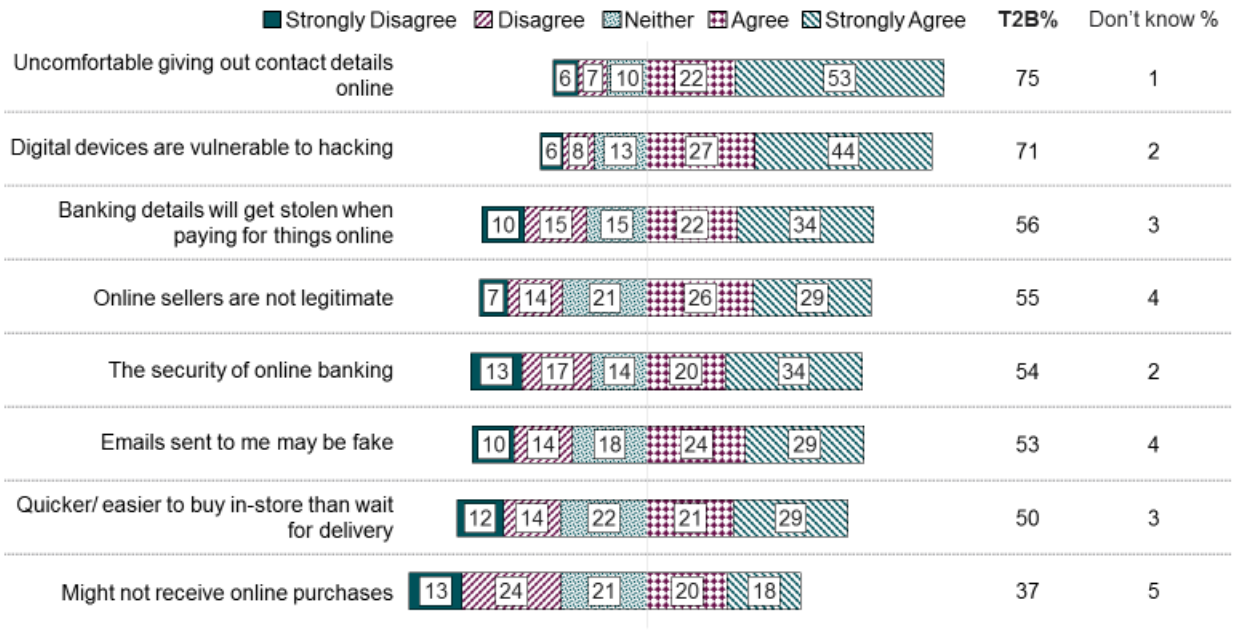
The following section covers participants' concerns towards security and if they have taken any privacy steps to protect their devices.

5.4.1 Attitudes towards security on digital devices

As presented in Figure 48, three-quarters of participants indicated that they did not feel comfortable giving out contact details online and worried that digital devices were vulnerable to hacking (75% and 71% respectively). These findings suggest that these two concerns are of crucial importance when it comes to preparing training resources to equip the participants with sufficient online safety information.

In addition, half were worried that banking details may get stolen when paying for things online (56%), websites selling things might not be legitimate (55%), emails sent to them were genuine or fake (53%) and agreed that they found it quicker or easier to buy in-store than waiting for goods to be delivered (50%). Almost four-in-ten (37%) also expressed concern that online purchases might not arrive or may get stolen.

Figure 48: Concerns with security on devices



D3. Now thinking about your attitudes toward security on digital devices, to what extent do you agree or disagree that the following apply to you? (n=3,602)

In terms of concerns towards security as presented in Table 21, about three-quarters of females (76%) were worried that digital devices' were vulnerable to hacking, which is significantly more than males (70%). In addition, close to two-thirds of females were concerned that their banking details might get stolen, that websites sell things that are not legitimate (61% each), security of online banking (58%) and over half (57%) suggested that they find it quicker or easier to buy in-store than waiting for things to be delivered (57%), significantly more when compared to males (54%, 53%, 52%, 45% respectively).

The older age group (aged 70 years and over) were more likely than the younger age group (50-69 year olds) to share similar concerns that their banking details might get stolen, over the security of online banking and also finding it quicker or easier to buy in-store than waiting for things to be delivered, as can be seen on Table 21.

The majority of those in the oldest age group (aged 80 years and over) were more likely to feel uncomfortable giving out their contact details than the other age groups. About half of them (50%) were also more likely to be concerned that items ordered online might not arrive or might get stolen. These concerns were significantly higher compared to other age groups combined.

Table 21: Concerns with security on devices (Agree, Top 2 boxes) – by demographics

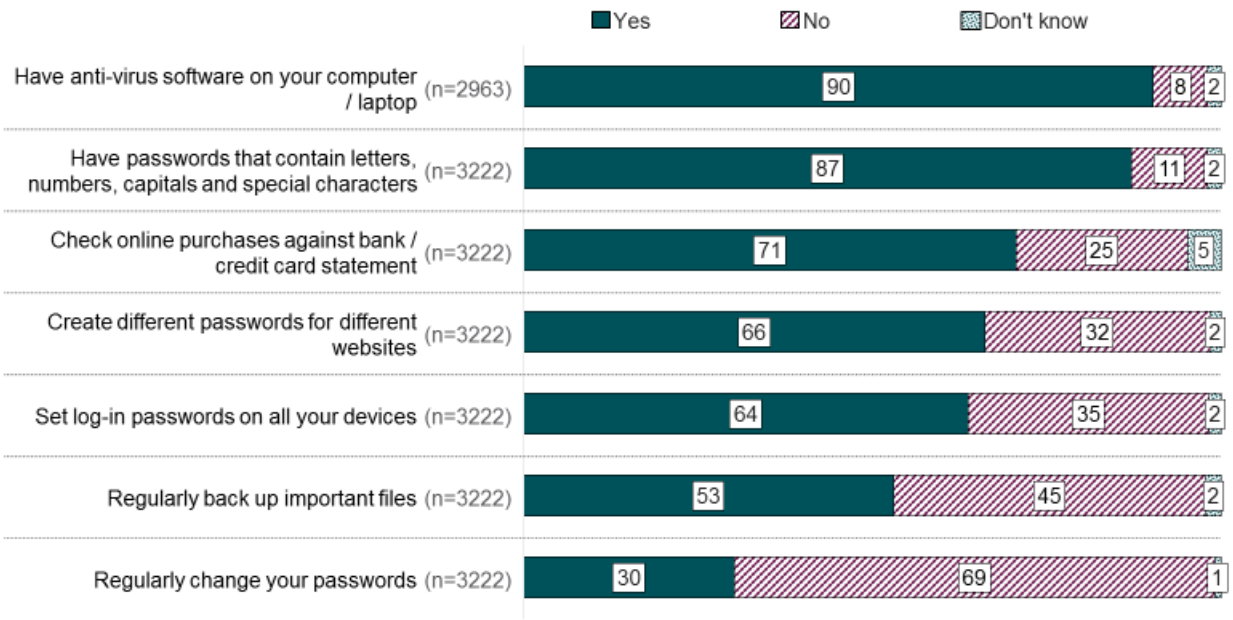
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
I don't feel comfortable giving out my contact details online	76	74	77	73 ↓	77	79	80 ↑	76	76
I'm worried digital devices are vulnerable to hacking	73	70 ↓	76 ↑	68 ↓	75	78 ↑	76	72	73
I worry my banking details will get stolen when paying for things online	58	54 ↓	61 ↑	53 ↓	59	63 ↑	64 ↑	58	58
I'm concerned that websites selling things are not legitimate	57	53 ↓	61 ↑	50 ↓	61 ↑	63 ↑	62	56	58
I'm worried about the security of online banking	55	52 ↓	58 ↑	49 ↓	55	61 ↑	66 ↑	54	57
I worry about whether emails sent to me are genuine or fake	55	55	55	52 ↓	57	60 ↑	58	55	56
I find it quicker or easier to buy in-store than wait for goods to be delivered	51	45 ↓	57 ↑	43 ↓	49	60 ↑	71 ↑	51	52
I fear items ordered online might not arrive or might get stolen	39	34 ↓	44 ↑	36 ↓	38	43	50 ↑	39	39
Column n	3201	1527	1674	1057	1128	706	310	1834	1367

D3R_T2B. Now thinking about your attitudes toward security on digital devices, to what extent do you agree or disagree? by Demographics Banner (n=from 3201), rebased excluding don't know

5.4.2 Digital precautions taken when using the devices

With the high concerns of digital devices being vulnerable to hacking (about seven-in-ten as can be seen in 5.4.1), almost all (90%) had anti-virus software installed on their computer or laptop as shown in Figure 49.The majority of participants had passwords set-up (about nine-in-ten had passwords that contained letters, numbers, capitals and special characters), two-thirds had different passwords for different websites (66%) and set log-in passwords on all devices (64%). Seven-in-ten (71%) claimed they check online purchases against bank or credit card statements as part of the security steps which they take. Half of the participants regularly back-up of important files, however only one-third changed their passwords regularly.

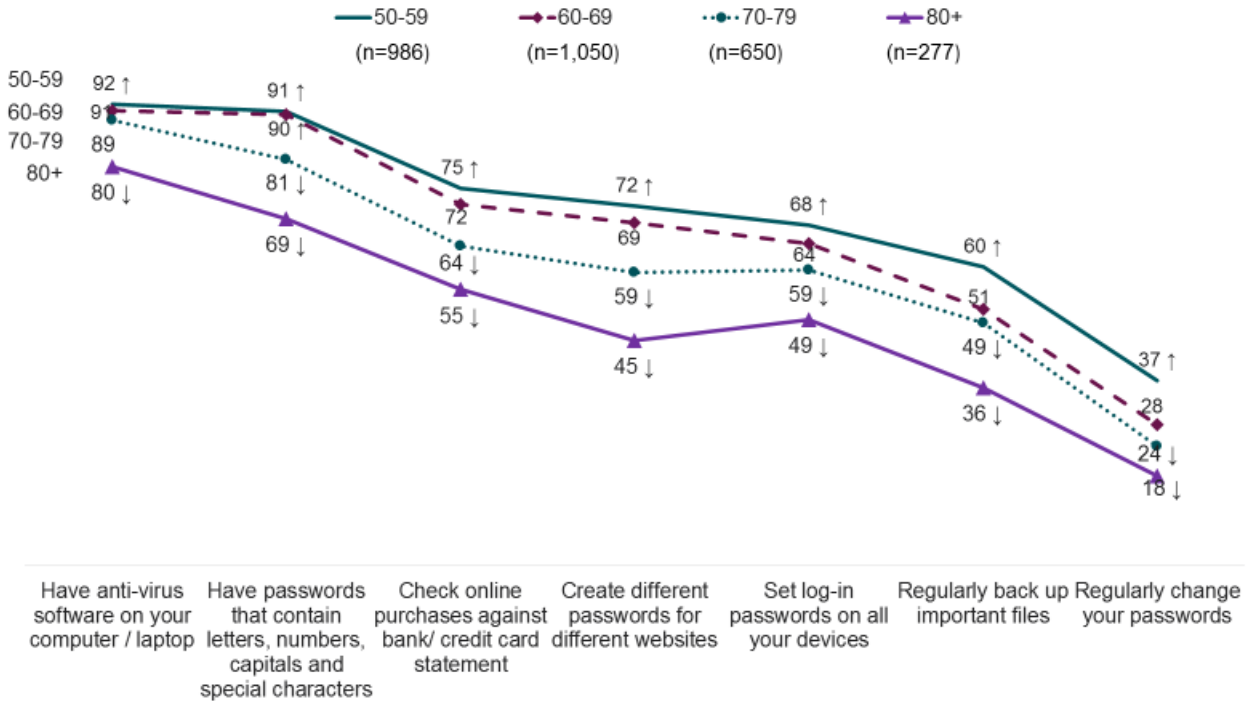
Figure 49: Digital precautions taken when using the devices



F1. Do you do any of the following things on your devices? (n= shown on chart)

Comparing the digital precautions taken when using devices by age group, the younger group (50-69 years old) were significantly more likely to implement more measures when compared to other age groups combined (see Figure 50).

Figure 50: Digital precautions taken when using devices – by age



F1. Do you do any of the following things on your devices? by Age (n=shown on chart)

As shown in Table 22, participants from regional areas were significantly more likely to have anti-virus software, when compared to those from metro areas (92%, 89% respectively). Despite males being more likely to be frequently engaged in online activities than females (as per Section 5.2.2), most security steps were implemented by both genders.

Table 22: Digital precautions taken when using devices – by demographics

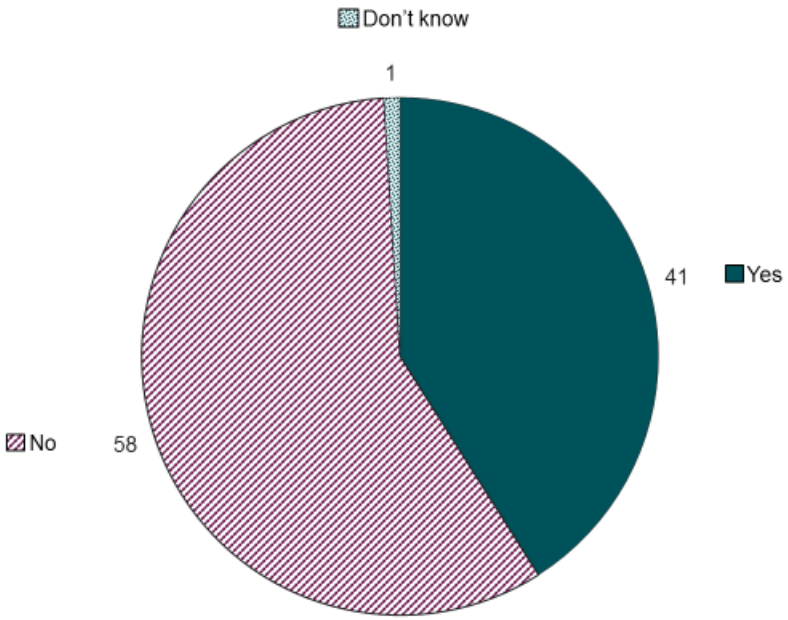
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Have anti-virus software on your computer / laptop	90	91	90	92 ↑	91	89	80 ↓	89 ↓	92 ↑
Have passwords that contain letters, numbers, capitals and special characters	87	88	86	91 ↑	90 ↑	81 ↓	69 ↓	87	88
Check online purchases against bank/ credit card statement	71	72	69	75 ↑	72	64 ↓	55 ↓	72	69
Create different passwords for different websites	66	67	65	72 ↑	69	59 ↓	45 ↓	68 ↑	64 ↓
Set log-in passwords on all your devices	64	64	63	68 ↑	64	59 ↓	49 ↓	65	62
Regularly back up important files	53	59 ↑	47 ↓	60 ↑	51	49 ↓	36 ↓	54	52
Regularly change your passwords	30	29	31	37 ↑	28	24 ↓	18 ↓	31	29
NET: ANY PASSWORD PRECAUTIONS	94	95 ↑	92 ↓	97 ↑	95 ↑	89 ↓	81 ↓	93	94
Column n	2963	1454	1509	986	1050	650	277	1713	1250

F1. Do you do any of the following things on your devices - YES by Demographics Banner (n=from 2963)

5.4.3 If they have ever been a victim of cyber attack

When participants were asked if they had ever had their details stolen or used, or if they had ever been victims of a virus attack or scam, four-in-ten stated going through such experiences – see Figure 51.

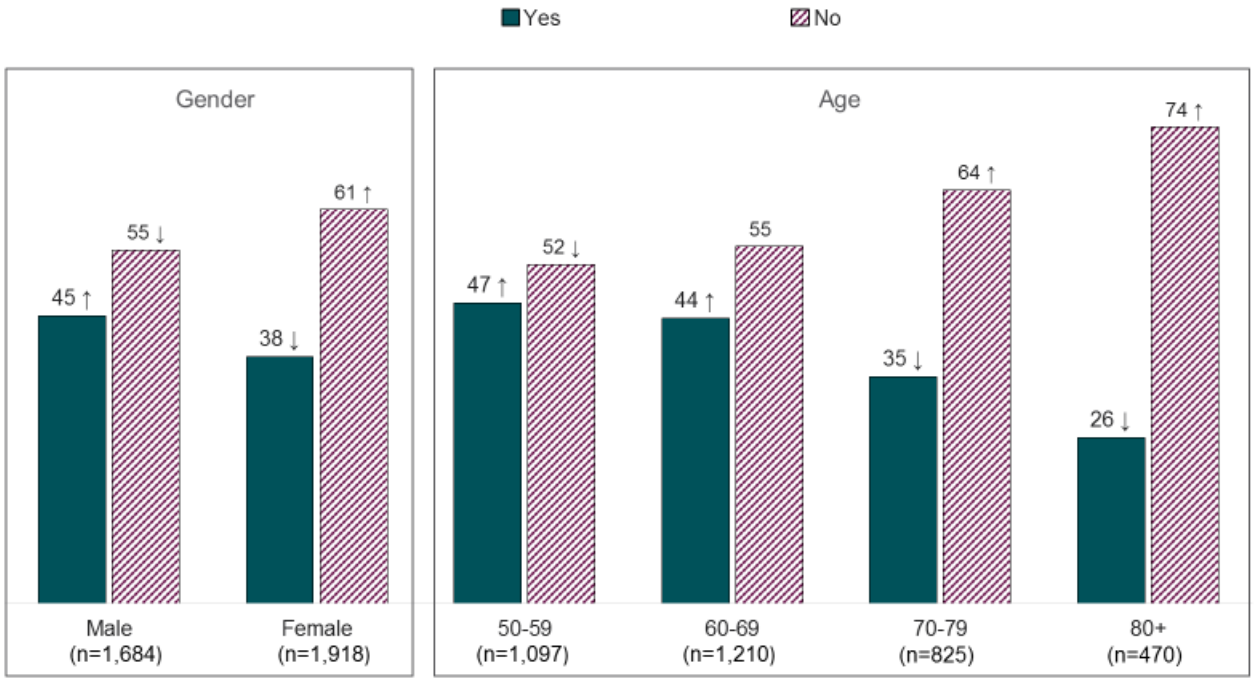
Figure 51: Proportion of cyber-attack victimhood



F2. As a result of online activity, have you ever had your details (including credit card details) stolen or used, had a virus on one of your devices or been victim of an online scam? (n=3,602)

As shown in Figure 52, participants who had experienced an online attack were more likely to be male (45% vs 38% for female), as well as those under 70 years.

Figure 52: Proportion of cyber-attack victimhood – by gender and age



F2. As a result of online activity, have you ever had your details (including credit card details) stolen or used, had a virus on one of your devices or been victim of an online scam? by Age and Gender (n=shown on chart)

Four-in-ten participants (40%) from metropolitan regions had been victims of a cyber-attack, which is similar to the proportion of regional participants who had such an experience (43%) – see Table 23.

Table 23: Proportion of cyber-attack victim vs not – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Yes	41	45 ↑	38 ↓	47 ↑	44 ↑	35 ↓	26 ↓	40	43
No	58	55 ↓	61 ↑	52 ↓	55	64 ↑	74 ↑	59	57
Don't know	1	1	1	1	1	1	1	1	1
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

F2. As a result of online activity, have you ever had your details (including credit card details) stolen or used, had a virus on one of your devices or been victim of an online scam? by Demographics Banner (n=3,602)

5.5 Opinions towards online portal, preferred training method and skills interested to improve on

Nationwide, the majority (72%) of participants preferred offline training methods when it came to training on the use of digital devices, about two-in-ten preferred online training methods and six percent were not interested in any training. Preference of offline training methods were high across all demographics, especially females and among those aged 60 years and over. Males and the younger age group (50-59 years old) were more likely to prefer online training methods. These were also the demographic groups who were more likely to feel comfortable with the different online activities and confident towards the listed tasks up front.

About half of all participants said they were likely to use an online portal to improve their digital skills. Over half of those aged 80 years and over claimed they were unlikely to use the portal. Overall, key reasons for not wanting to use the portal were: feeling that their current skills were sufficient, distrust towards the internet or government sites, preference for other learning methods and not feeling the need to use it. Those who felt their skills were sufficient were likely to be males (one-third vs one-fifth of females), of young age (four-in-ten aged 50-59) and from metro areas (one-third of them). One-third of 70-79 years old expressed distrust towards the internet or government sites, significantly more compared to other age groups combined. On the other hand, the idea of autonomous learning was the main factor that appealed to those who were likely to use the portal.

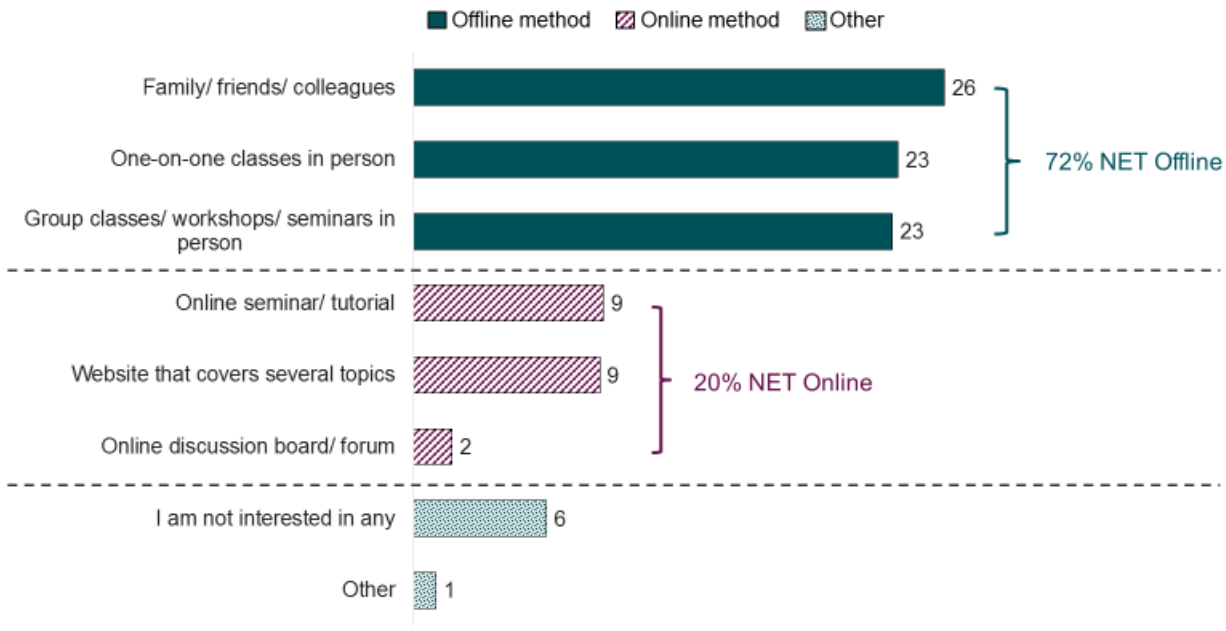
In line with the high level of concern around digital privacy, about four-in-ten wanted to improve their skills when it came to adjusting privacy settings as well as backing-up and retrieving files. One-third also mentioned they wanted to improve their skills on safely downloading and using apps, safely using public Wi-Fi and researching family history. Most skill topics mentioned did not interest the older age group aged 80 years over, with the exception of researching family history. 60-69 years old were more likely to be interested in most topics compared to other age groups. There were a higher proportion of females who were more interested in a number of topics compared to males.

The following section covers information related to the most preferred training method, interest towards the online portal developed by the Office as well as the skills they are most interested to improve.

5.5.1 Most preferred training method

Participants were asked for their most preferred method to receive training on the use of digital devices. As shown in Figure 53, the majority (72%) preferred offline training methods and about two-in-ten preferred online training methods. Six percent mentioned they were not interested in any training. The most preferred offline training methods were through family members, friends or colleagues (26%), and one-on-one and group classes (23% each).

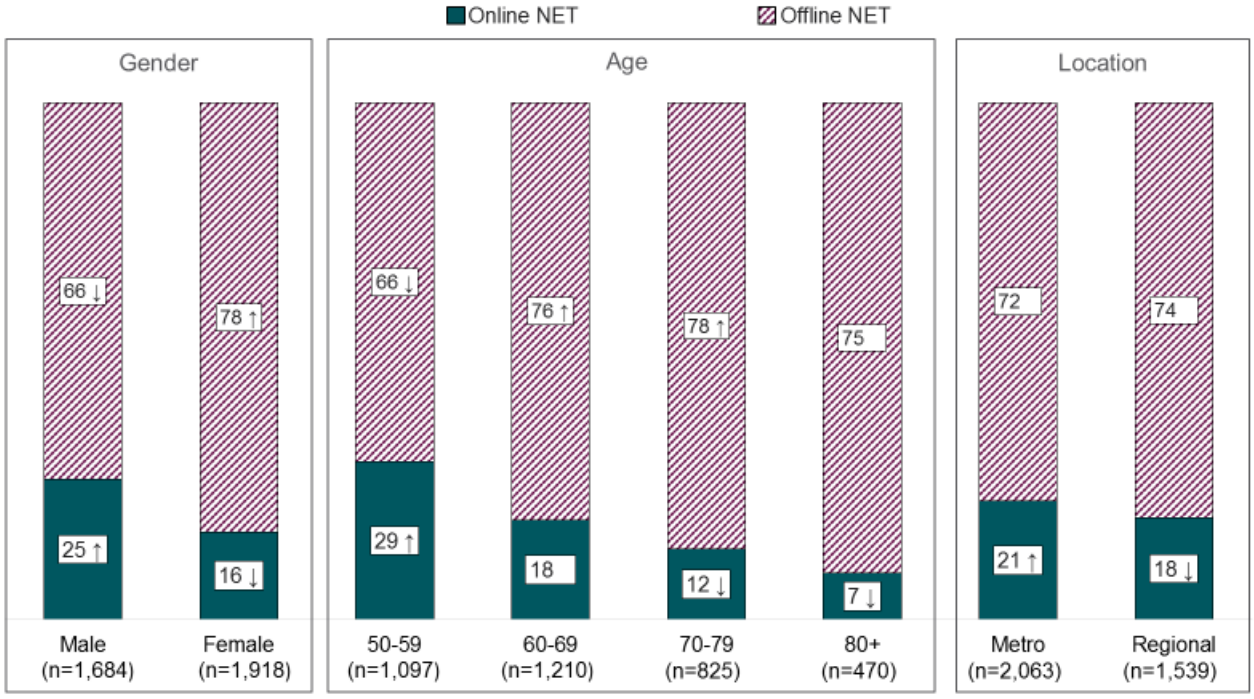
Figure 53: Most preferred training method for the use of digital devices



G1. What would be your most preferred method for receiving training on the use of digital devices? (n=3,602)

As shown in Figure 54, preference for offline training methods were high across all demographics, especially amongst females (78% vs 66% males) and those aged 60 years and over (76% 60-69, 78% 70-79, 75% aged 80 years and over vs 66% 50-59 years old). Males, 50-59 years old tended to be more likely to be comfortable with the different online tasks (as can be seen in 5.2.1 and 5.2.2), hence were likely to be more comfortable with online learning. This was significantly more when compared to females and other age groups combined.

Figure 54: Most preferred training method for the use of digital devices – by demographics



G1. What would be your most preferred method for receiving training on the use of digital devices? by Age, Gender and Location (n=shown on chart)

In terms of offline training methods, learning through family, friends or colleagues remained as top preferred method. Close to one-third of females cited this was their preferred method (28% vs 23% males). Similarly, this method was more preferred by those aged 80 years and over compared to the other age groups. This was followed by one-on-one classes in person and group classes, workshops or seminars. Close to one-third of participants aged 70-79 years old (28%) were more likely to prefer one-on-one classes in person compared to other age groups. Those who were 60-69 years old were more likely to prefer group classes, workshops or seminars than others – see Table 24.

As for online training methods, the online portal (website that covers several topics) was more preferred by males than females (11% and 7% respectively), and 50-59 years old rather than older age groups (see Table 24).

There was also a greater proportion of participants aged above 70 years old who stated that they were not interested in any of the training methods when compared to the other age groups (9% of 70-79 years old and 17% of those aged 80 years and over).

Table 24: Most preferred training method for the use of digital devices – by demographics

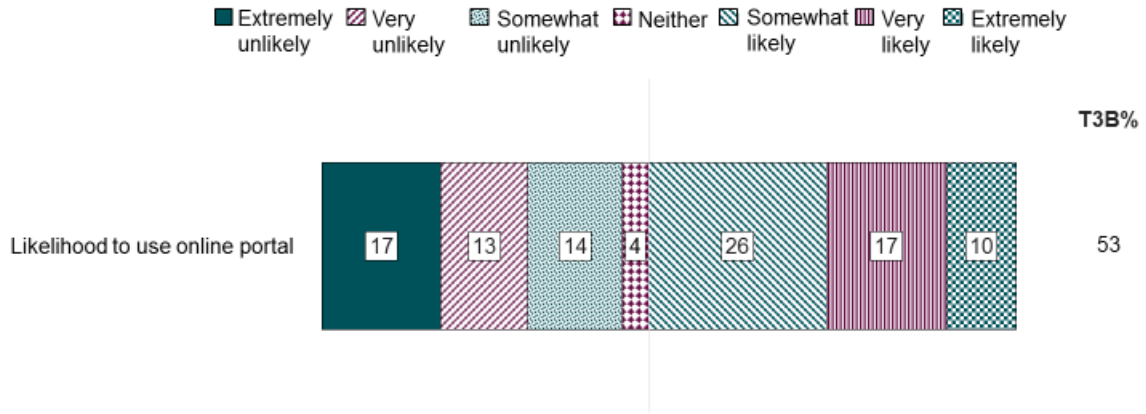
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
OFFLINE NET	72	66 ↓	78 ↑	66 ↓	76 ↑	78 ↑	75	72	74
Through family members, friends or colleagues	26	23 ↓	28 ↑	23 ↓	25	27	32 ↑	26	25
One-on-one classes in person	23	22	25	21 ↓	23	28 ↑	27	23	25
Group classes, workshops or seminars in person	23	22	25	22	27 ↑	23	16 ↓	23	24
ONLINE NET	20	25 ↑	16 ↓	29 ↑	18	12 ↓	7 ↓	21 ↑	18 ↓
A website that covers several topics	9	11 ↑	7 ↓	12 ↑	9	6 ↓	4 ↓	10	8
Online seminar or tutorial	9	12 ↑	7 ↓	14 ↑	7 ↓	5 ↓	3 ↓	10	8
An online discussion board or forum	2	2	1	3 ↑	2	1 ↓	1	2	2
Other	1	2 ↑	1 ↓	1	1	1	1	1	2
I am not interested in any	6	7	6	3 ↓	5 ↓	9 ↑	17 ↑	6	7
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

G1. What would be your most preferred method for receiving training on the use of digital devices? by Demographics Banner (n=3,602)

5.5.2 Opinion towards the portal

Responses were polarized when participants were asked for their opinion of the portal that was developed to increase the ability to use digital devices and the internet, as shown in Figure 55. There were half who claimed at least some likelihood to use, while the other half stated they were unlikely to do so.

Figure 55: Likelihood to use the portal



G3. Thinking about yourself, how likely is it that you would use such a website? (n=3,602)

As seen in Table 25, over half of those above 80 years old (57%) claimed they were unlikely to use the portal, significantly higher than other age groups. Besides age, there were no major differences across genders and locations.

Table 25: Likelihood to use the portal – by demographics

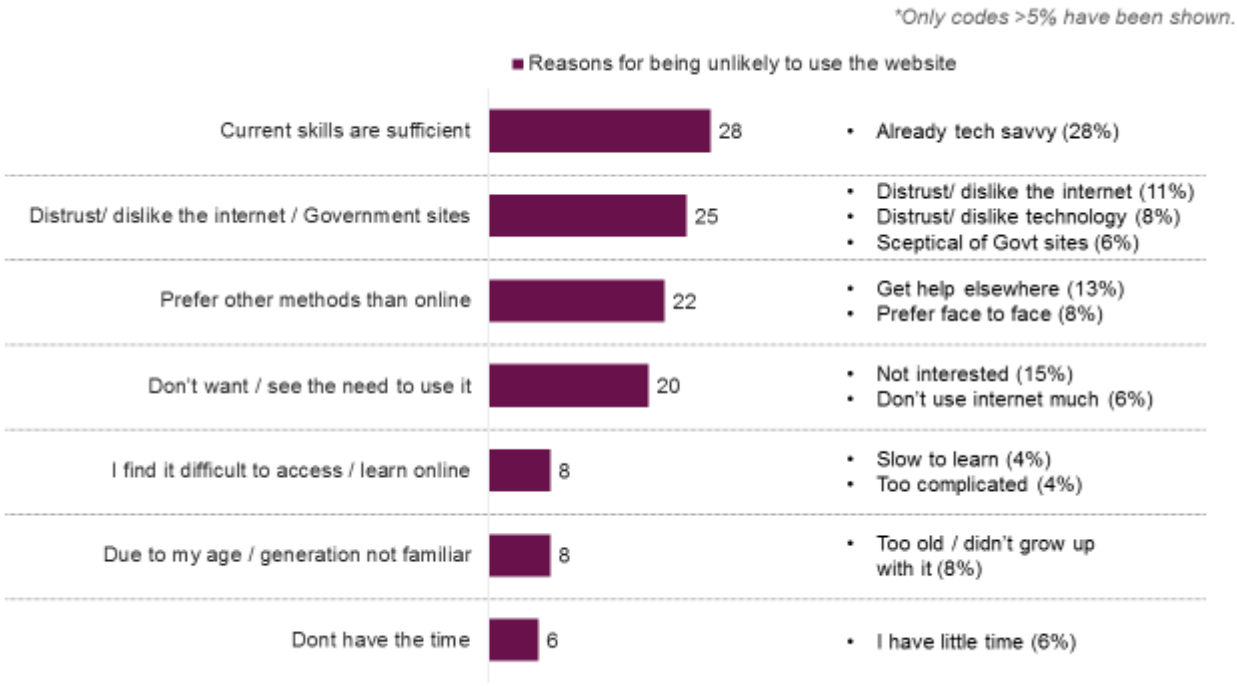
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Extremely unlikely	17	19 ↑	15 ↓	14 ↓	15	19	31 ↑	17	17
Very unlikely	13	11	14	13	12	12	16	12	13
Somewhat unlikely	14	14	14	15	13	12	11	14	14
Neither likely nor unlikely	4	4	4	4	5	3	2	4	4
Somewhat likely	26	25	26	26	27	26	22	25	26
Very likely	17	17	17	18	19	18	12 ↓	17	18
Extremely likely	10	10	11	11	10	10	7	11	9
Top 3 Box likely (T3B)	53	52	54	55	56	53	41 ↓	53	53
Bottom 3 Box unlike (B3B)	43	44	42	42	40 ↓	43	57 ↑	43	44
Average	4.00	3.94	4.06	4.12 ↑	4.14 ↑	3.98	3.33 ↓	4.03	3.97
Standard Deviation	2.01	2.03	1.99	1.97	1.96	2.05	2.10	2.02	1.99
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

G3. Thinking about yourself, how likely is it that you would use such a website? by Demographics Banner (n=3,602)

5.5.3 Reasons for the low likelihood of using the portal

As shown in Figure 56, key factors that reduced the likelihood of participants using the portal included: participants felt their current skills were sufficient; participants did not trust the internet or government sites; or participants preferred other methods than online and did not see the need to use such a portal (28%; 25%; 22%; 20%). There were some other minor concerns which reduced their likelihood of using the portal; for example, less than ten percent felt that it would be difficult to learn things online, age (8% each) and lack of time (6%).

Figure 56: Reasons for low likelihood of using the portal



G4. Why would you be extremely/ very/ somewhat unlikely to use the website? (n=1,566)

As shown in Table 26, males (36% vs 21% females), those aged between 50-59 years old (41% vs 30% 60-69, 19% 70-79, and 5% of those aged 80 years and over) and participants from metro regions (31% vs 24% regional) were more likely to feel that their current skills were sufficient. In line with their preferred training method in as mentioned in 5.5.1, about one-quarter of females (25%) were more likely to prefer other methods than online (compared to 19% of males). For those aged 80 years and over, key reasons for the low likelihood of using the portal centred on their technological resistance, with close to one-third more likely to not see the need or not want to use the portal, and feel that it is irrelevant to their generation. Key concerns related to distrust of the internet and government sites were more likely to be a reason for resisting portal use amongst 70-79 years old (33%), significantly more when compared to other age groups combined.

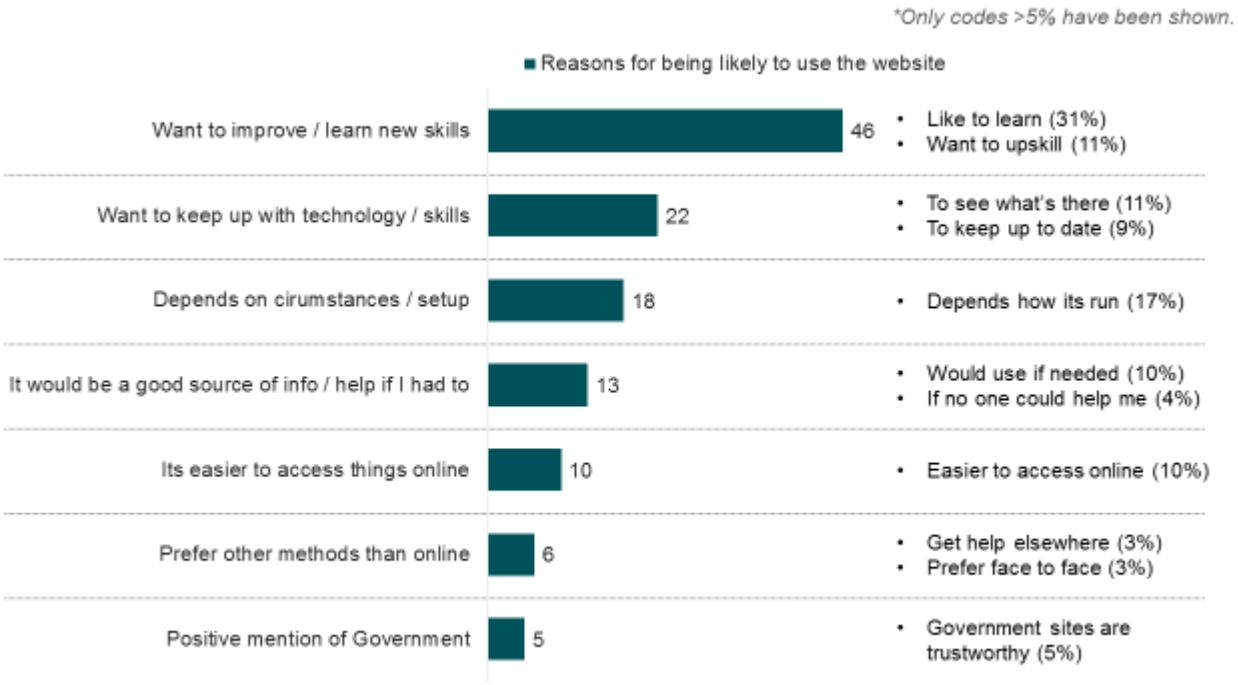
Table 26: Reasons for low likelihood of using the portal – by demographics

Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Current skills are sufficient	28	36 ↑	21 ↓	41 ↑	30	19 ↓	5 ↓	31 ↑	24 ↓
Distrust the internet / Government sites	25	24	26	20 ↓	27	33 ↑	26	25	26
Prefer other methods than online	22	19 ↓	25 ↑	25	24	22	14 ↓	22	22
Don't want / see the need to use it	20	18	23	14 ↓	20	26	31 ↑	19	23
Due to my age / generation not familiar	8	8	8	2 ↓	4 ↓	8	28 ↑	8	8
I find it difficult to access / learn online	8	6 ↓	10 ↑	6	9	7	11	7	10
Don't have the time	6	5	8	8	5	5	6	6	6
Depends on circumstances / setup	2	2	2	2	3	2	0	2	2
It would be a good source of info / help if I had to	1	0	1	1	1	0	1	0	1
Want to improve / learn new skills	1	1	0	1	0	0	0	1	0
Want to keep up with technology / skills	1	2	1	2	1	1	0	1	1
Too expensive	1	1	1	1	1	2	2	1	1
It's easier to access things online	0	0	0	1	0	0	0	0	0
Don't know / no response	1	2	1	1	1	1	3	2	1
Column n	1566	732	834	457	481	363	265	890	676

G4. Why would you be extremely/ very/ somewhat unlikely to use the website? by Demographics Banner (n=1566)

The idea of self-improvement or learning new skills was very appealing and was the top reason (see Figure 57) among participants who claimed some likelihood to use the portal. One-in-four mentioned wanting to keep up with technology or learn new skills. However, approximately one-in-five did mention that their usage of the portal was dependent on the set-up and how the portal runs.

Figure 57: Reasons for high likelihood of using the portal



G4. Why would you be extremely/ very/ somewhat likely to use the website? (n=1,903)

As shown in Table 27, reasons for being likely to use the website were similar across demographic groups. Half of the participants wanted to improve or learn new skills and about one-in-four wanted to keep up with technology or skills.

Table 27: Reasons for high likelihood of using the portal – by demographics

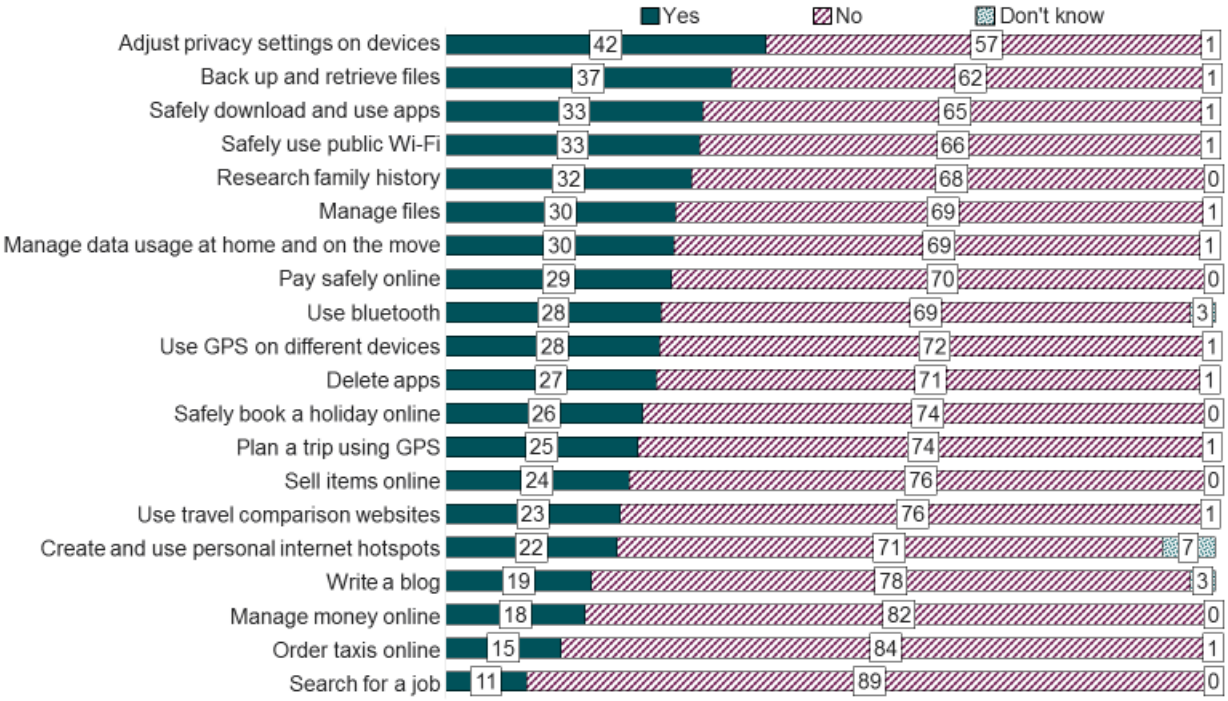
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Want to improve / learn new skills	46	46	47	44	49	47	44	46	47
Want to keep up with technology / skills	22	23	22	24	22	20	19	22	22
Depends on circumstances / setup	18	17	19	18	19	16	16	18	17
It would be a good source of info / help if I had to	13	12	14	13	12	14	14	14	12
It's easier to access things online	10	9	10	9	10	9	8	9	11
Prefer other methods than online	6	5	7	7	7	4	5	6	6
Positive mention of Government	5	5	5	6	4	4	3	5	4
Distrust the internet / Government sites	4	5	3	4	4	4	4	4	4
Don't have the time	3	2	4	5	3	2	2	3	3
Current skills are sufficient	3	4	3	4	3	2	2	3	3
I find it difficult to access / learn online	2	2	3	2	2	3	4	2	3
Don't know / no response	2	1	2	1	1	2	3	2	1
Don't want / see the need to use it	2	2	2	1	2	2	3	1	2
Due to my age / generation not familiar	1	1	1	0	1	1	2	1	1
Other	1	0	1	0	1	1	2	1	1
Too expensive	0	0	0	0	0	0	1	0	0
Column n	1903	891	1012	601	673	434	195	1099	804

G4. Why would you be extremely/ very/ somewhat likely to use the website? by Demographics Banner (n=1903)

5.5.4 Skills they want to improve on

With the concerns towards digital privacy outlined in section 5.4.1, about four-in-ten participants (42%) wanted to improve their skills on how to 'adjust privacy settings on devices' and 'back up and retrieve files'. One-third also mentioned that safely downloading and using apps, using public Wi-Fi and researching family history were skills that they wanted to improve upon. The lowest or least interested skills were related to searching for a job (11%), ordering taxis online (15%), managing money online (18%) and writing a blog (19%) – see Figure 58.

Figure 58: Skills wanting to improve on



C3. Would you like to improve your skills on how to? (n=3,602)

As can be seen below in Table 28, those aged 80 years and over were least likely to be interested in most of the skill topics compared to other age groups - the only skill that 80 years and over had similar levels of interest in improving when compared to other age groups was researching family history. In contrast, those aged 60-69 years of age were more likely to be interested in most topics compared to the other age groups.

Females were significantly more likely to be interested in a number of topics when compared to males, especially with regards to adjusting privacy setting on devices (45% vs 38%), backing up and retrieving files (39% vs 35%), safely downloading and using apps (36% vs 31%), using public Wi-Fi (36% vs 30%), researching family history (34% vs 30%), managing file (32% vs 28%), managing data usage at home (31% vs 28%) as well as using Bluetooth (30% vs 26%) and deleting apps (29% vs 25%).

Most of the skills appealed equally to both metropolitan and regional participants, with the exception of ordering taxis online which was more likely to be mentioned by metropolitan participants (17% vs. regional 12%).

Table 28: Skills participants want to improve on (yes) – by demographics

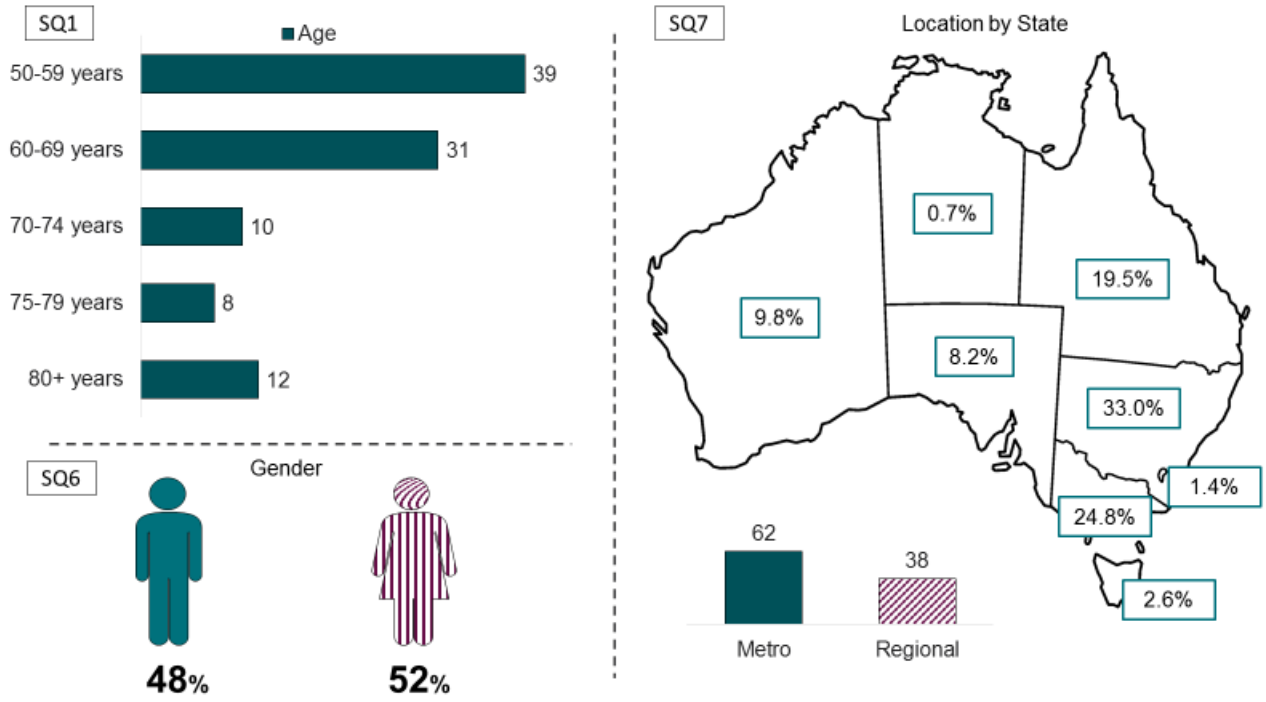
Column %	Total	M	F	50's	60's	70's	80+	Metro	Reg.
Adjust privacy settings on devices	42	38 ↓	45 ↑	43	47 ↑	42	24 ↓	41	42
Back up and retrieve files	37	35 ↓	39 ↑	42 ↑	39	35	21 ↓	37	38
Safely download and use apps	33	31 ↓	36 ↑	35	37 ↑	32	21 ↓	33	35
Safely use Public Wi-Fi	33	30 ↓	36 ↑	35	38 ↑	29 ↓	19 ↓	33	33
Research family history	32	30 ↓	34 ↑	32	33	33	28	31	34
Manage files	30	28 ↓	32 ↑	33 ↑	32	28	20 ↓	30	30
Manage data usage at home and on the move	30	28 ↓	31 ↑	32 ↑	33 ↑	29	14 ↓	30	29
Pay safely online	29	28	30	32 ↑	33 ↑	26 ↓	17 ↓	29	29
Use Bluetooth	28	26 ↓	30 ↑	29	33 ↑	27	14 ↓	28	28
Use GPS on different devices	28	28	28	28	32 ↑	27	17 ↓	27	30
Delete apps	27	25 ↓	29 ↑	27	31 ↑	29	19 ↓	27	29
Safely book a holiday online	26	24	27	26	29 ↑	26	15 ↓	25	27
Plan a trip using GPS	25	24	26	26	27	26	14 ↓	25	25
Sell items online	24	22	25	27 ↑	27 ↑	19 ↓	13 ↓	24	24
Use travel comparison websites	23	22	23	23	26 ↑	23	11 ↓	22	23
Create and use personal internet hotspots	22	23	22	27 ↑	26 ↑	15 ↓	9 ↓	22	22
Write a blog	19	18	20	23 ↑	21	14 ↓	8 ↓	20	18
Manage money online	18	19	17	21 ↑	19	17	11 ↓	18	18
Order taxis online	15	14	16	17	16	12 ↓	13	17 ↑	12 ↓
Search for a job	11	10	11	19 ↑	8 ↓	2 ↓	1 ↓	11	9
Column n	3602	1684	1918	1097	1210	825	470	2063	1539

C3. Would you like to improve your skills on how to - YES by Demographics Banner (n=3,602)

6. Demographics

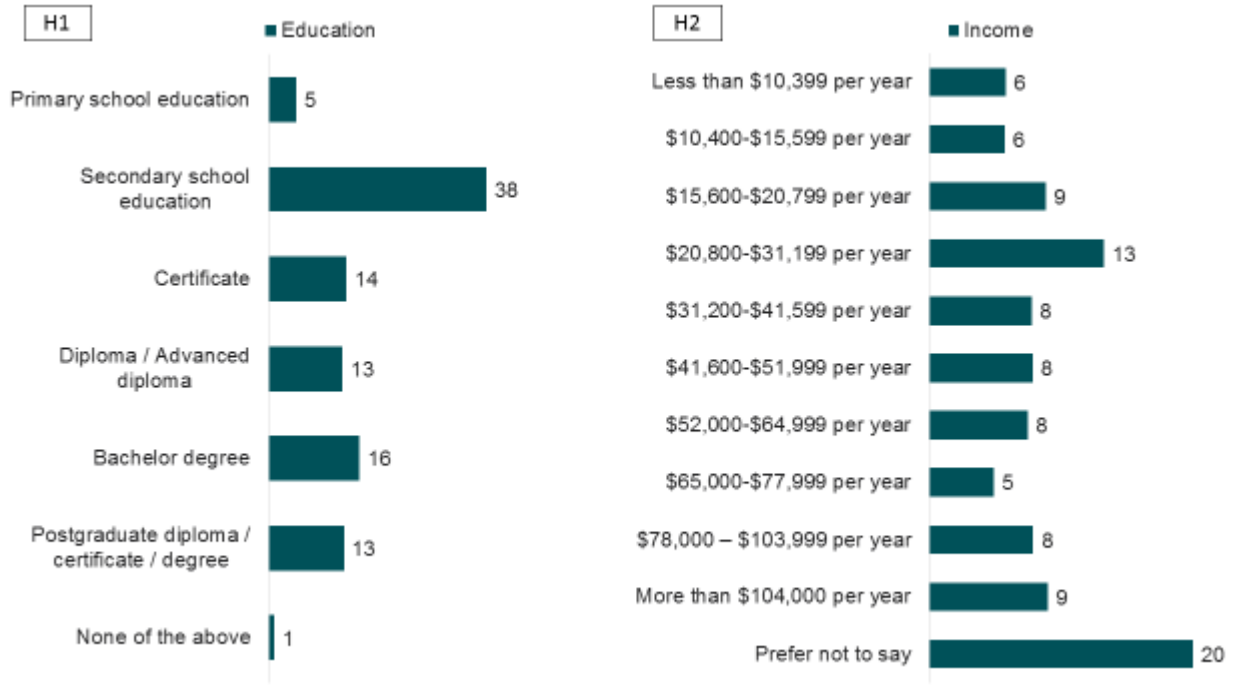
The following section outlines the demographic profiles of the sample collected.

Figure 59: Age, gender and location



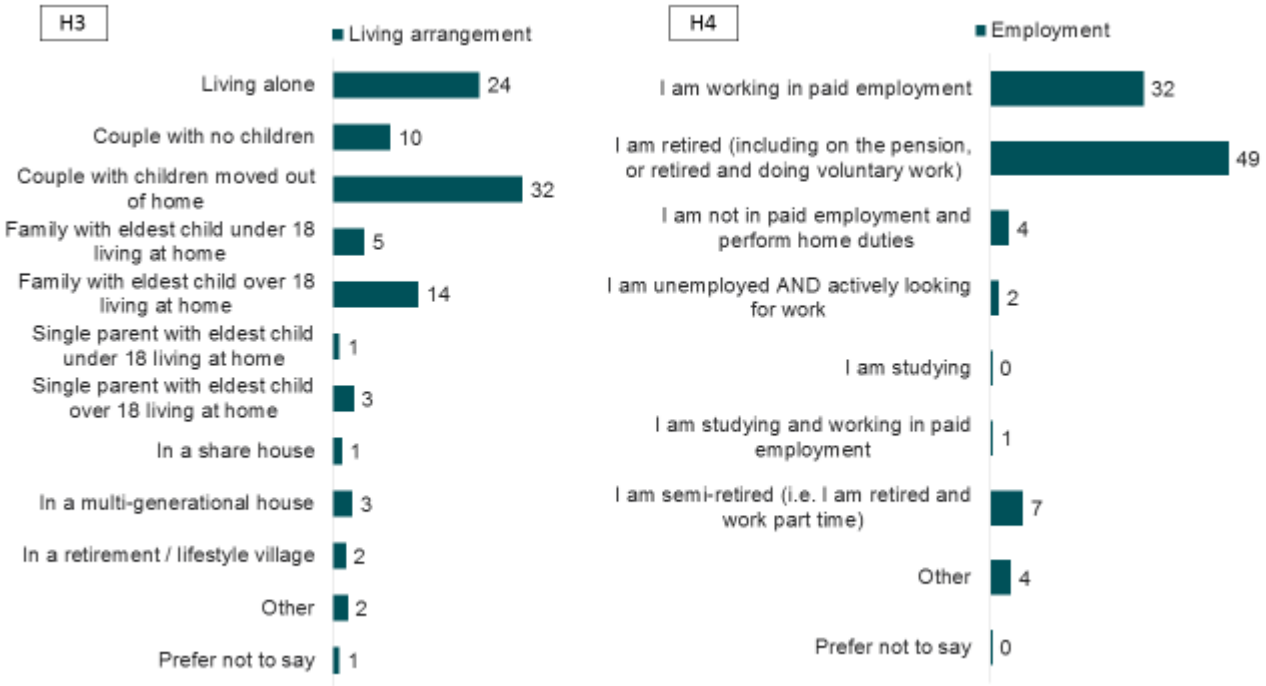
SQ1. Can I just confirm which age range you fall into?
SQ6. Can I just confirm your gender?
SQ7. What is your home postcode? (n=3,602)

Figure 60: Education and Personal income



H1. What is the highest level of education that you have achieved?
H2. What is the total of all wages/ salaries, government benefits, pensions, allowances and other income you personally usually receive? (n=3,602)

Figure 61: Living arrangement and employment status



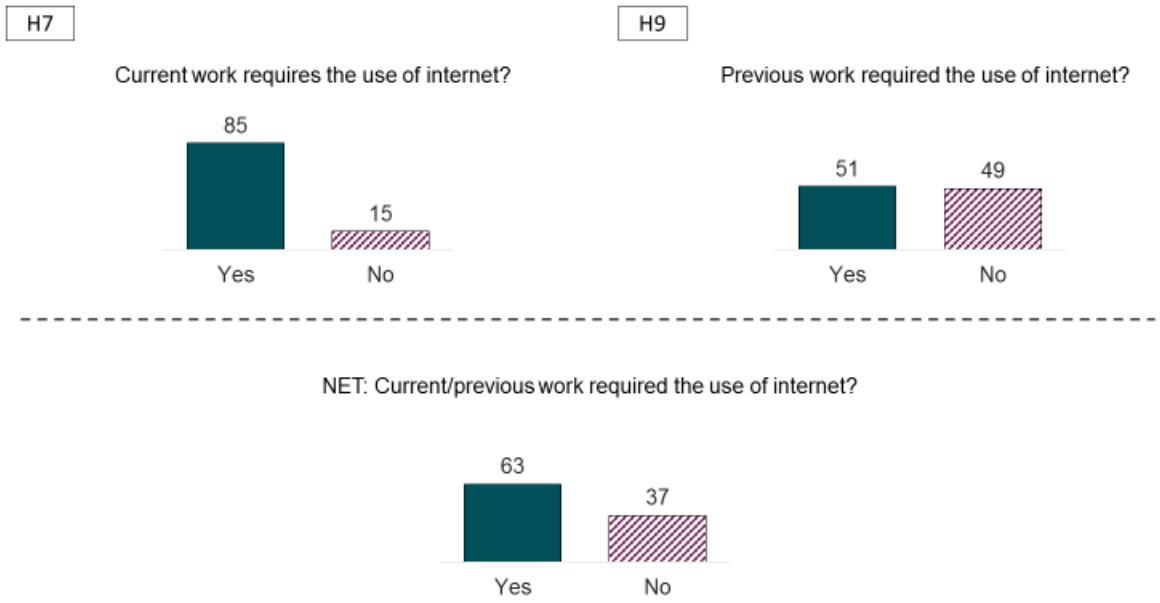
H3. Which of the following best describes your current living arrangement?
H4. Which of the following best describes how you spend your time? (n=3,602)

Table 29: Employment by age group

Column %	Total	50's	60's	70's	80+
I am working in paid employment	32	60 ↑	24 ↓	4 ↓	1 ↓
I am retired (including on the pension, or retired and doing voluntary work)	49	13 ↓	57 ↑	87 ↑	94 ↑
I am not in paid employment and perform home duties	4	7 ↑	3	1 ↓	2 ↓
I am unemployed AND actively looking for work	2	3 ↑	1	0 ↓	0 ↓
I am studying	0	1 ↑	0	0	0
I am studying and working in paid employment	1	1 ↑	0	0	0
I am semi-retired (i.e. I am retired and work part time)	7	7	10 ↑	6	1 ↓
Other [SPECIFY]	4	7 ↑	4	2 ↓	1 ↓
Prefer not to say	0	0	1	0	1
NET: Working + Semi-retired	39	67 ↑	34 ↓	10 ↓	2 ↓
Column n	3602	1097	1210	825	470

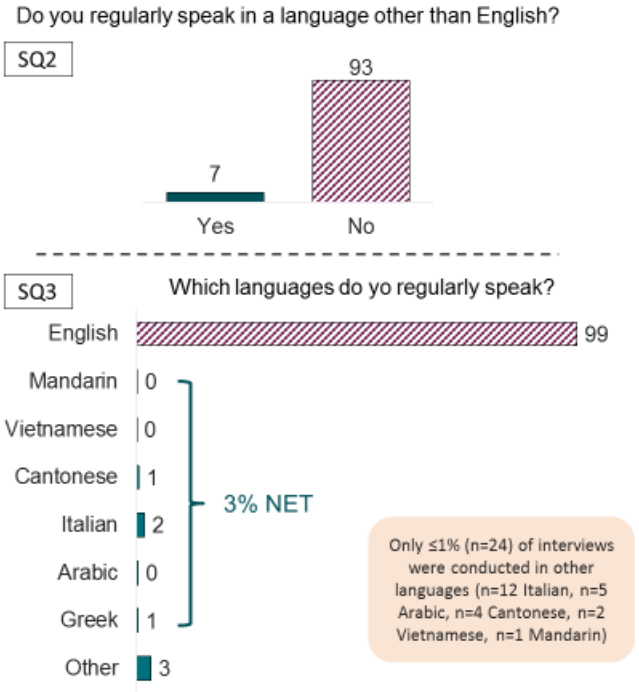
H4. Which of the following best describes how you spend your time? (n=3,602)

Figure 62: Require the use of internet at current or previous work



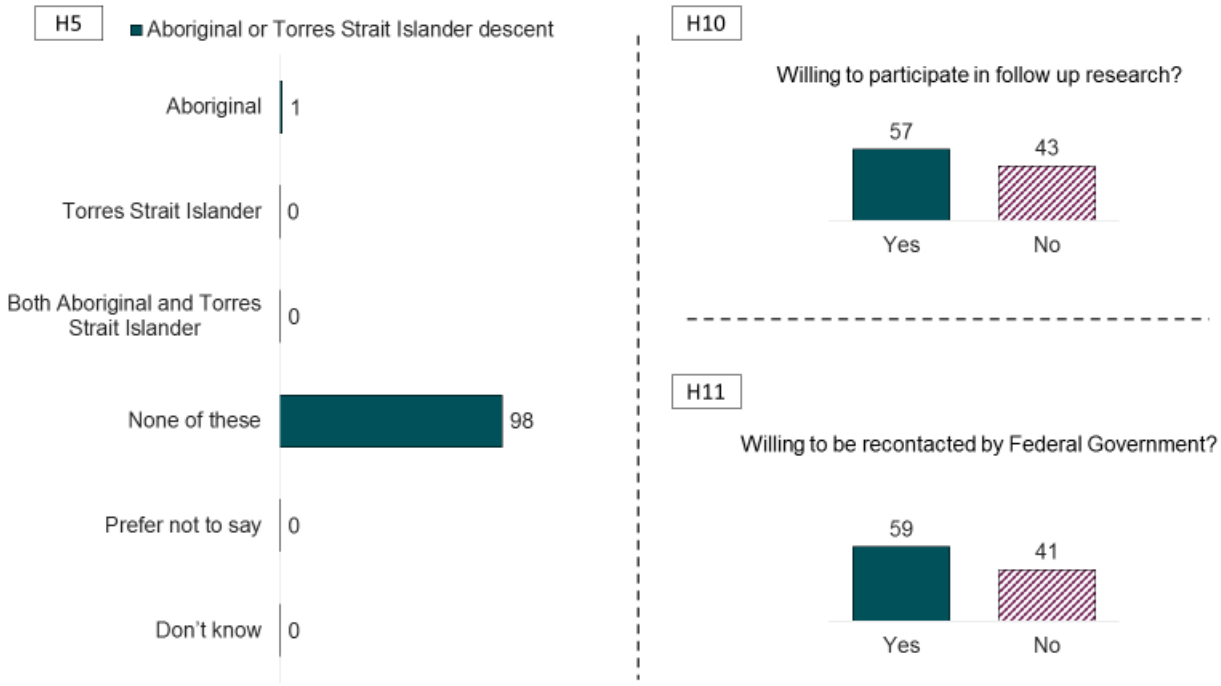
H7. Does your current working environment/ work life require you to use the internet? (n=1,000)
H9. Did your previous working environment/ work life require you to use the internet? (n=2,443)
NET: H7/H9 (n=3,443)

Figure 63: Language spoken other than English



SQ2. Do you regularly speak in a language other than English?
SQ3. Which languages do you regularly speak?
(n=3,602 unless otherwise noted)

Figure 64: ATSI and proportion willing to be recontacted



H5. Are you of Aboriginal or Torres Strait Islander descent?
H10. As a follow up to this research we will be undertaking face to face interviews with some survey participants in August. Would you be willing to be re-contacted to participate in this research? There will be a small cash incentive if you take part in these further discussions.
H11. In addition, are you willing to be recontacted by the Federal Government for opportunities to contribute to future research? Note, if you agree to be recontacted, your contact details will be provided to the Federal Government for this purpose. (n=3,602)

7. Appendix 1 – Questionnaire

SURVEY INTRODUCTION

Hi, my name is (…) from Ipsos, an independent research firm. Today we are conducting a survey for the Federal Government to understand the internet usage of people aged 50 or older.

The survey will take approximately 15-20 minutes and your feedback will be used to shape government training and development programmes for people of your generation.

SECTION A: SCREENER QUESTIONS

TIMESTAMP

SQ1 Can I just confirm which age range you fall into?
{SINGLE RESPONSE}

17 years or under	1	CHECK FOR OTHER HHOLD MEMBER, OTHERWISE TERMINATE
18-49 years	2	
50-59 years	3	CHECK QUOTAS AND CONTINUE
60-69 years	4	
70-74 years	5	
75-79 years	6	
80+ years	7	
Demonstrating language difficulties	98	GO TO SQ3
[DNRO] Refused	99	CHECK FOR OTHER HHOLD MEMBER, OTHERWISE TERMINATE

<ASK ALL>

SQ2 Do you regularly speak in a language other than English?
{SINGLE RESPONSE}
IF CODE 98 AT SQ1, AUTOCODE SQ2=1

Yes	1	CONTINUE
No	2	AUTOCODE CODE 1 AT SQ3 & SQ4, THEN SKIP TO SQ6

<ASK IF SQ2=1>

SQ3 Which languages do you regularly speak? [READ OUT]
{MULTIPLE RESPONSE}
IF **ONLY CODE 8** SELECTED, CONFIRM THEY CANNOT SPEAK ANY LANGUAGE FROM CODE 1-7. IF NO, THEN TERMINATE.

English	1
Mandarin	2
Vietnamese	3
Cantonese	4
Italian	5
Arabic	6
Greek	7
Other (please specify)	8 TERMINATE IF ONLY CODE SELECTED
Can't answer due to language barrier	96

IF CODE 96, END INTERVIEW AND ADD TO CALLBACK LIST FOR LANGUAGE TEAM

<ASK IF SQ3 ≠ 96>

SQ4 Are you able to undertake this survey in English?
{SINGLE RESPONSE}

Yes	1	SKIP TO SQ6
No	2	GO TO SQ5
Can't answer due to language barrier	9 6	SCHEDULE FOR CALLBACK BY LANGUAGE TEAM

<ASK IF SQ4 = 2 >

SQ5 What language would you like the questions to be asked in? [READ OUT]
{SINGLE RESPONSE}

[DELIMIT LIST BASED ON ANSWERS IN SQ3]

	SQ5
Mandarin	2
Vietnamese	3
Cantonese	4
Italian	5
Arabic	6
Greek	7
~~Other~~	~~8~~
Can't answer due to language barrier	96

IF CODE 96, TERMINATE AND ADD TO CALLBACK LIST FOR LANGUAGE TEAM

<IF SQ5 = 2 TO 7>

[SCHEDULE CALLBACK WITH LANGUAGE FLAG PER sq5]

<ASK ALL>

SQ6 [RECORD GENDER – IF INDETERMINABLE ASK] Can I just confirm your gender?
{SINGLE RESPONSE}

Male	1	CHECK QUOTAS & CONTINUE
Female	2	

<ASK ALL>

SQ7 What is your postcode?
{4 DIGIT NUMERICAL}
[AUTOCODE POSTCODE INTO METRO/REGIONAL BY STATE FOR QUOTA CONTROL]

_ _ _ _	1	CHECK QUOTAS & CONTINUE

TERMINATE SCRIPT:

Thank you for agreeing to take part in the survey. Unfortunately, you are not one of the people we are looking for in this study.

TIMESTAMP

SECTION B: CURRENT OWNERSHIP OF DEVICES, USAGE & INTERNET CONNECTION

READ OUT**: To begin with, I'd like to get an understanding of the types of digital devices that you have access to and how they may be connected to the internet.**

<ASK ALL>

B1 Which of the following do you have at home for your personal use?
{MULTIPLE RESPONSE}

B2 Thinking of all the digital devices you have access to, including at home, at work, or out and about, how often would you say that you use the following devices?

1 Daily
2 At least once a week
3. At least once a fortnight
4. At least once a month
5. Less often than once a month
6 Never

{SINGLE RESPONSE PER ROW}
DO NOT RANDOMISE STATEMENTS

	B1	B2
Smartphone e.g. iPhone, Android phone	1	
A tablet e.g. iPad or android tablet	2	
Laptop ~~or tablet PC~~	3	
Desktop computer	4	
Smartwatch	5	
Smart TV (internet connected TV)	6	
Standalone GPS device e.g. Navman, TomTom	7	
None of the above [EXCLUSIVE, ANCHOR AT BOTTOM]	99	

<ASK ALL>

B3 In which of the following ways do you connect to the internet? This includes tasks such as accessing emails, browsing for information, using maps etc. You can connect in multiple ways. Do you…

{MULTIPLE RESPONSE}

	[RANDOMISE LIST]	
1	Connect using a home internet connection, e.g. using an internet cable or WIFI	1
2	Have data on a portable device such as a smartphone, laptop or tablet (i.e. on a plan or pre-paid)	2
3	Use your own devices via public Wi-Fi (e.g. on trains, shopping malls, café's, and airports)	3
5	Use a work internet connection	5
6	Use public devices to connect to the internet (e.g. using a computer at a library, community centre, place of study, internet cafes or kiosks etc.)	6
98	Other (specify) – DO NOT CODE	98
96	I have internet access BUT don't know what type of internet connection I am connected to [EXCLUSIVE, ANCHOR AT BOTTOM]	96
7	I do not have internet access AND I rely SOLELY on family and friends to do things online for me [EXCLUSIVE, ANCHOR AT BOTTOM]	7
99	I do not have internet access at all AND I don't do anything online [EXCLUSIVE, ANCHOR AT BOTTOM]	99

<ASK IF B3_99 ≠ 1, EXCLUDING THOSE B3_7=1>

B4.1 How regularly would you say you access the internet, including at home, at work, or out and about to do tasks such as check emails, browse the internet, pay bills online etc.?

{SINGLE RESPONSE}

Multiple times a day	1
Once a day	2
Every couple of days	3
At least once a week	4
At least once a fortnight	5
At least once a month	6
Less often than once a month	7
Don't know	99

<ASK IF B3_7 = 1>

B4.2 How regularly would you say you get your friends or family to do tasks online on your behalf, such as check emails, browse the internet, pay bills online etc.?

{SINGLE RESPONSE}

Multiple times a day	1
Once a day	2
Every couple of days	3
At least once a week	4
At least once a fortnight	5
At least once a month	6
Less often than once a month	7
Don't know	99

<ASK ALL>

B5 Considering your current internet use, regardless of whether you use the internet, what would encourage you to use the internet more in the future?

{OPEN ENDED} INTERVIEWER PROBE FULLY

[ALLOW FULL GRAMMER AND NUMBERS TO BE ACCEPTED IN OPEN ENDED BOX]

Open ended response	OPEN ENDED, TO BE CODED
Do not want to use the internet more	99

TIMESTAMP

SECTION C: TASK CONFIDENCE

INTERVIEWER READ OUT:

I'd now like to get a bit of an understanding about how you'd rate your skills with certain devices or activities online.

<ASK ALL>

HQ1 Which of the following tasks are you able to do on your own?
[READ OUT SCALE TILL RESPONDENT IS FAMILIAR. IF MENTION NO, CLARIFY IF CODE 2 OR 3]

RANDOMISE STATEMENTS

		C1 (SR)		
		Yes, without assistance	No, I require assistance	Never tried before
1	Use a mouse	1	2	3
2	Type on a physical keyboard	1	2	3
3	Type on a touchscreen (e.g. on a smartphone or tablet)	1	2	3
4	Use a search engine (e.g. Google) to find information	1	2	3
5	Send an email	1	2	3
6	Take and send a picture on a smartphone	1	2	3
7	Install AND update an application/ program on devices	1	2	3
8	Message or chat using Facebook, WhatsApp, MSN or another internet based application/program	1	2	3
9	Make video calls (e.g. FaceTime, Skype etc.)	1	2	3

<ASK IF B3_99 ≠ 1, EXCLUDING THOSE B3_7=1>

C2.1 How often do you do each of the following online activities?
[READ OUT STATEMENT AND SCALE IN TURN UNTIL SCALE LEARNED]

{SINGLE RESPONSE PER ROW}

	[RANDOMISE LIST]	C2					
		1 daily	2 At least once a week	3 At least once a fortnight	4 At least once a month	5 Less often than once a month	99 Never
1	Search for information about government services or companies e.g. Medicare, Centrelink etc.	1	2	3	4	5	99
2	Do research using the internet before I buy things in a physical store	1	2	3	4	5	99
3	Buy goods online	1	2	3	4	5	99
4	Internet banking	1	2	3	4	5	99
5	Pay bills online	1	2	3	4	5	99
6	Make online bookings or reservations	1	2	3	4	5	99

<ASK IF B3_7 = 1>

C2.2 How often do you get **your family or friends** to do each of the following online activities **on your behalf**?
[READ OUT STATEMENT AND SCALE IN TURN UNTIL SCALE LEARNED]
{SINGLE RESPONSE PER ROW}

	[RANDOMISE LIST]	C2					
		1 daily	2 At least once a week	3 At least once a fortnight	4 At least once a month	5 Less often than once a month	99 Never
1	Search for information about government services or companies e.g. Medicare, Centrelink etc.	1	2	3	4	5	99
2	Do research using the internet before I buy things in a physical store	1	2	3	4	5	99
3	Buy goods online	1	2	3	4	5	99
4	Internet banking	1	2	3	4	5	99
5	Pay bills online	1	2	3	4	5	99
6	Make online bookings or reservations	1	2	3	4	5	99

<ASK ALL>

C3 Would you like to improve your skills on how to…?
{SINGLE RESPONSE PER ROW}

	[RANDOMISE LIST]	YES	NO	DON'T KNOW
		1	2	99
1	manage data usage at home and on the move	1	2	99
2	adjust privacy settings on devices	1	2	99
3	Use Bluetooth	1	2	99
4	safely use Public Wi-Fi	1	2	99
5	create and use personal internet hotspots	1	2	99
6	safely download and use apps	1	2	99
7	delete apps	1	2	99
8	use GPS on different devices	1	2	99
9	plan a trip using GPS	1	2	99
10	manage files	1	2	99
11	back up and retrieve files	1	2	99
12	safely book a holiday online	1	2	99
13	use travel comparison websites	1	2	99
14	manage money online	1	2	99
17	pay safely online	1	2	99
18	sell items online	1	2	99
19	order taxis online	1	2	99
20	write a blog	1	2	99
21	research family history	1	2	99
22	search for a job	1	2	99

TIMESTAMP

SECTION D: BARRIERS AND CONCERNS TO USAGE

[READ OUT] I'd now like to learn a little more about your attitudes toward devices and activities which require you to connect to the internet.

For each of the following sets of questions we're going to be rating these on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree. If you have a piece of paper it may make it quicker and easier if you write the scale down.

[PAUSE AND WAIT FOR RESPONDENT TO GET PAPER / WRITE DOWN SCALE]

<ASK IF AT LEAST ONE STATEMENT AT B2 = 1, 2, 3, 4 OR 5 (I.E. ALL ≠ 6)>

D1 Thinking about the **way you learn** about digital devices… to what extent do you agree or disagree with each of the following statements?

[READ OUT STATEMENT …WOULD YOU SAY YOU STRONGLY DISAGREE, DISAGREE, NEITHER AGREE NOR DISAGREE, AGREE OR STRONGLY AGREE; READ NEXT STATEMENT AND REPEAT SCALE UNTIL RESPONDENT IS PROACTIVELY ANSWERING. PLEASE REMIND RESPONDENT THEY CAN CHOOSE ANY NUMBER IN BETWEEN 1 to 5. IF RESPONDENT HAS WRITTEN DOWN SCALE ASK TO PROVIDE THE APPROPRIATE NUMBER CODE]

{SINGLE RESPONSE PER ROW}

RANDOMISE STATEMENTS

		1 Strongly disagree	2 Disagree	3 Neither nor	4 agree	5 Strongly agree	98 Don't know/ NA
1	I forget how to do things on devices because I'm not doing them all the time	1	2	3	4	5	98
2	I only learn how to do tasks that I really need to	1	2	3	4	5	98
3	I don't like to experiment as I then have to ask for help	1	2	3	4	5	98
4	I find myself accidently changing things and needing to ask for help to set them right	1	2	3	4	5	98

<ASK ALL>

D2 Now thinking generally about the **<u>way in which you interact</u>** with digital devices e.g. smart phone, laptop, computer etc., to what extent do you agree or disagree that the following apply to you?

[READ OUT STATEMENT …WOULD YOU SAY YOU STRONGLY DISAGREE, DISAGREE, NEITHER AGREE NOR DISAGREE, AGREE OR STRONGLY AGREE; READ NEXT STATEMENT AND REPEAT SCALE UNTIL RESPONDENT IS PROACTIVELY ANSWERING. PLEASE REMIND RESPONDENT THEY CAN CHOOSE ANY NUMBER IN BETWEEN 1 to 5. IF RESPONDENT HAS WRITTEN DOWN SCALE ASK TO PROVIDE THE APPROPRIATE NUMBER CODE]

{SINGLE RESPONSE PER ROW}

		1 Strongly disagree	**2 Disagree**	**3 Neither nor**	**4 Agree**	**5 Strongly agree**	**98 Don't know/ NA**
1	I find small screens on mobile devices difficult to use with my fingers	1	2	3	4	5	98
2	I find it hard to read small screens on mobiles and tablets	1	2	3	4	5	98
3	I find it hard to keep track of my pin numbers and passwords	1	2	3	4	5	98

<ASK ALL>

D3 Now thinking about your **attitudes toward security** on digital devices e.g. smart phone, laptop, computer etc., to what extent do you agree or disagree that the following apply to you?

[READ OUT STATEMENT …WOULD YOU SAY YOU STRONGLY DISAGREE, DISAGREE, NEITHER AGREE NOR DISAGREE, AGREE OR STRONGLY AGREE; READ NEXT STATEMENT AND REPEAT SCALE UNTIL RESPONDENT IS PROACTIVELY ANSWERING. PLEASE REMIND RESPONDENT THEY CAN CHOOSE ANY NUMBER IN BETWEEN 1 to 5. IF RESPONDENT HAS WRITTEN DOWN SCALE ASK TO PROVIDE THE APPROPRIATE NUMBER CODE]

{SINGLE RESPONSE PER ROW}

	RANDOMISE STATEMENTS	**1 Strongly disagree**	**2 Disagree**	**3 Neither nor**	**4 agree**	**5 Strong -ly agree**	**98 Don't know/ NA**
1	I don't feel comfortable giving out my contact details online	1	2	3	4	5	98
2	I worry my banking details will get stolen when paying for things online	1	2	3	4	5	98
3	I fear items ordered online might not arrive or might get stolen	1	2	3	4	5	98
4	I find it quicker or easier to buy in-store than wait for goods to be delivered	1	2	3	4	5	98
5	I'm concerned that websites selling things are not legitimate	1	2	3	4	5	98
6	I'm worried about the security of online banking	1	2	3	4	5	98
7	I'm worried digital devices are vulnerable to hacking	1	2	3	4	5	98
8	I worry about whether emails sent to me are genuine or fake	1	2	3	4	5	98

TIMESTAMP

NO SECTION E

SECTION F: PRIVACY & PRECAUTIONS

INTERVIEWER READ OUT:

I'd now like to get a bit of an understanding about steps you may take when using any digital devices.

<ASK IF B3_99 ≠ 1>
<REFER TO FURTHER ROUTING PER GROUP OF CATEGORIES OUTLINED IN TABLE>

F1 Do you do any of the following things on your devices?
If you are not familiar with any of the terms I read out, it is possible that you are not using them, which I will note down accordingly. [Interviewer to code accordingly]
Do you…

RANDOMISE ALL STATEMENTS BUT **ENSURE THE FOLLOWING STATEMENTS REMAIN TOGETHER**:

- 2, 3, 4, 5 (RANDOMISE ORDER WITHIN THIS GROUPING)

			Yes	No	Don't know/ NA
ASK IF B1 = 3 OR 4	1	Have anti-virus software on your computer / laptop	1	2	98
ASK IF B1 = 1, 2, 3, OR 4	2	Set log-in passwords on all your devices	1	2	98
	3	Create different passwords for different websites	1	2	98
	4	Have passwords that contain letters, numbers, capitals and special characters	1	2	98
	5	Regularly change your passwords	1	2	98
	6	Regularly back up important files	1	2	98
	7	Check online purchases against bank/ credit card statement	1	2	98

<ASK ALL>

F2 As a result of online activity, have you ever had your details (including credit card details) stolen or used, had a virus on one of your devices or been victim of an online scam?

Yes	1
No	2
Don't know [PROBE ON TYPE OF SCAM AND ATTEMPT TO CODE 1 OR 2]	99

TIMESTAMP

SECTION G: ONLINE LEARNING

<ASK ALL>

G1 From the following list, what would be your **most preferred method** for receiving training on the use of digital devices? Would you prefer… [READ OUT]

G2 *NO G2*

{SINGLE RESPONSE}
RANDOMISE ALL STATEMENTS

	G1 SR
One-on-one classes in person	1
Group classes, workshops or seminars in person	2
A website that covers several topics	4
An online discussion board or forum	5
Online seminar or tutorial	6
Through family members, friends or colleagues	7
Other, please specify [ANCHOR]	98
I am not interested in any [DNRO, ANCHOR, EXCLUSIVE]	99
No other preferred method	

<ASK ALL>

G3 The federal government is currently developing a website with information, tools and training materials aimed at helping people over the age of 50 to increase their ability to use digital devices and the internet.

Thinking about yourself, how likely is it that you would use such a website?
{SINGLE RESPONSE}

Extremely likely	1
Very likely	2
Somewhat likely	3
Neither likely nor unlikely	4
Somewhat unlikely	5
Very unlikely	6
Extremely unlikely	7

<ASK ALL>

G4 Why would you be [INSERT RESPONSE FROM G3] to use the website? [OPEN ENDED COMMENTS FOR CODING – PROBE FULLY]

Open ended response	OPEN ENDED, TO BE CODED
Not sure / Refused / Don't know	99

TIMESTAMP

SECTION H: DEMOGRAPHICS

READ OUT**: We now just have a few questions to help us ensure that we have a good mix of people completing the survey.**

<ASK ALL>

H1 What is the highest level of education that you have achieved?

{SINGLE RESPONSE}

INTERVIEWER NOTE: DO NOT READ OUT UNLESS REQUIRED.

Primary school education	1
Secondary school education	2
Certificate	3
Diploma / Advanced diploma	4
Bachelor degree	5
Postgraduate diploma / certificate/ degree	6
None of the above	99

<ASK ALL>

H2 What is the *total* of all wages/salaries, government benefits, pensions, allowances and other income you **personally** *usually* receive? Note: Do not deduct tax, superannuation contributions, health insurance, amounts salary sacrificed, or any other automatic deductions. I do have some bands, is it above or below $41,600 per year?

{SINGLE RESPONSE}

INTERVIEWER NOTE: READ APPROPRIATE BANDS BASED ON ABOVE OR BELOW $41,600

Less than $10,399 per year	1
$10,400-$15,599 per year	2
$15,600-$20,799 per year	3
$20,800-$31,199 per year	4
$31,200-$41,599 per year	5
$41,600-$51,999 per year	6
$52,000-$64,999 per year	7
$65,000-$77,999 per year	8
$78,000 – $103,999 per year	9
More than $104,000 per year	10
[DNRO] Prefer not to say	98

<ASK ALL>

H3 Which of the following best describes your current living arrangement?
{SINGLE RESPONSE}

Living alone	1
Couple with no children	2
Couple with children moved out of home	3
Family with eldest child under 18 living at home	4
Family with eldest child over 18 living at home	5
Single parent with eldest child under 18 living at home	6
Single parent with eldest child over 18 living at home	7
In a share house	8
In a multi-generational house	9
In a retirement / lifestyle village	10
Other (specify)	98

<ASK ALL>

H4 Which of the following best describes how you spend your time?
{SINGLE RESPONSE}

I am working in paid employment	1
I am retired (including on the pension, or retired and doing voluntary work)	2
I am not in paid employment and perform home duties	3
I am unemployed AND actively looking for work	4
I am studying	5
I am studying and working in paid employment	6
I am semi-retired (i.e. I am retired and work part time)	7
Other (specify)	98

<ASK ALL>

H5 Are you of Aboriginal or Torres Strait Islander descent?

{SINGLE RESPONSE}

Aboriginal	1
Torres Strait Islander	2
Both Aboriginal and Torres Strait Islander	3
None of these	4
Prefer not to say	98
Don't know [DNRO]	99

H6 *NO H6*

<ASK IF H4 = 1 OR 6>

H7 Does your current working environment/ work life require you to use the internet?

Yes	1
No	2

H8 *NO H8*

<ASK IF H4 = 2, 3, 4, 5, 7>

H9 Did your previous working environment/ work life require you to use the internet?

Yes	1
No	2

<ASK ALL>

H10 As a follow up to this research we will be undertaking face to face interviews with some survey participants in August. Would you be willing to be re-contacted to participate in this research? There will be a small cash incentive if you take part in these further discussions.

{SINGLE RESPONSE}

Yes, I would be willing to be re-contacted	1
No, I would not be willing to be re-contacted	2

<ASK ALL>

H11 In addition, are you willing to be recontacted by the Federal Government for opportunities to contribute to future research? Note, if you agree to be recontacted, your contact details will be provided to the Federal Government for this purpose.

{SINGLE RESPONSE}

Yes, I would be willing to be re-contacted	1
No, I would not be willing to be re-contacted	2

<ASK IF H10=1 or H11=1>

H12 Record contact details

Name	
Number	
Email	

TIMESTAMP

THANK YOU FOR YOUR PARTICIPATION

8. Appendix 2 – Qualitative discussion guides

8.1 Low Digital Literacy Participants

INTRODUCTION & WARM UP (10 MINS)

- Thank for taking the time to participate in this important project.
- This is an informal discussion and will take up to two hours; there is a fair bit to get through.
- Everyone in the room recently completed a survey about using the internet and digital devices. The aim today is to discuss these in a bit more detail.
- Key things to be aware of in this discussion…
  - No right or wrong answers.
  - Ipsos is an independent market research company – we don't have any vested interest in whether you like or dislike any of the things we talk about, so feel free to tell us exactly what you think.
  - Confidential discussion – the final report will show the combined responses of the people we speak with…tape/ video recording and transcription to ensure accurate reporting.
- Client viewing (if applicable), really interested in hearing firsthand what you have to say.
- One person to speak at a time.
- Mobiles off please.
- Help yourselves to refreshments.
- Location of toilets and exits.

- To start off, let's whip around the table and introduce ourselves…
  - Your first name?
  - What you like to get up to in your spare time *[Moderator to take note of any activities that involve the internet or digital devices, or anything that could potentially be converted to an online/digital environment]*?

CURRENT INTERNET AND DIGITAL DEVICE USAGE (UP TO 40 MINS)

Section aim: to understand participants' reasons for their current frequency of device and internet use and their depth of engagement online

General impressions of the internet

- When we talk about the internet, what are the first thoughts and words that pop into your head? *[Moderator to make list of top of mind impressions, e.g. positive and negative associations, whether spontaneously seen as useful, entertaining, etc.]*
- What are the positives about the internet?
  - For people/society overall?
  - For people like you?
- And the negatives?
  - Why are these negatives?
- What do you know about the internet? How it works? How it is used?
  - Is there anything about the internet you do not understand? Or you are not sure about?
- How did you first learn how to use the internet?
  - Did a family member, friend or peer teach you?
  - Did you learn how to use it/receive training as part of a job?
  - Did you learn on your own?
- Have you ever encountered technical issues when using the internet?
  - What were these issues?
- Have you ever had any concerns about material you've seen or heard online?
  - What were these concerns?
- How do you normally react to these situations? How do you seek help?

General impressions of digital devices

- Thinking of the device you most use to connect to the internet (e.g. smartphone, laptop, tablet, etc.), did you have any help in learning how to use this?
  - What would you do if you need help with using it?
  - Who would you approach and why?

Online/digital device behaviour

- What activities do you currently use the internet for? *[for each activity, probe for whether they tend to do this at home or outside of the home, and whether for personal or work-related reasons]*

- How long do you normally spend online at any given time?
  - Why not spend more time?
- Which of these would you say are your biggest reasons for not using the internet for more tasks and activities?
    - Needing someone to show me what things I can do online (that I might not know about)
    - Using the internet more often is not relevant to me – I already use it as much as I need to
    - Too difficult to master, I'd need additional technical skills to engage with the internet more
    - Too expensive to use
    - Don't want to look silly or make mistakes that I cannot fix myself
    - Safety and security concerns
        - E.g. giving out contact details, banking details being stolen, items ordered online not arriving/being stolen, fake websites/products, online banking security, hacking, fake emails
        - Have your concerns about safety and security increased over time?
            - Why?
                - *[Moderator to explore reasons for this. Is it to do with recent media coverage, family/ friend's experiences, own experience etc.?]*
        - Have you ever had experiences that made you think about your own internet safety (e.g. scams, details being stolen, money being stolen, malware, etc.)?
    - Other reasons *[moderator to explore further]*

- Why are each of these issues? How do/would they affect you if you were using the internet?

- For those activities you mentioned that you currently do offline, what do you think would happen if you tried to undertake these tasks online instead?
- What are the main reasons you don't use digital devices, such as smartphones and tablets, more often?
  - Probe:
    - I don't have any digital devices
    - Small screens on mobile devices are difficult to use
    - Small screens on mobiles and tablets are difficult to read
    - Keeping track of pin numbers and passwords is difficult

Perception of online experience

- What are the challenges of using the internet as an older person (someone over 50)?
- How confident would you say you are using the internet?
  - What online activities do you feel more confident with?
    - And less confident?
  - What is the reason for this difference?
  - What skills, if any, are you lacking?

- What would you say are your top 3 difficulties or challenges you face when using devices, such as smartphones and tablets, to connect to the internet? *[Probe fully]*
- What devices do you feel more comfortable with?
  - And less comfortable?
- What is the reason for this difference?

INCREASING INTERNET AND DEVICE USAGE (UP TO 40 MINS)

Section aim: to identify possible motives to increase the intensity of their use of digital devices and the internet

Perceived changes in usage over time

- Over the next few years, how do you see your use of the internet and digital devices changing, if at all?
- Do you see your use increasing? Decreasing?
  - Why?
- What particular activities do you see yourself using the internet/digital devices for more often? Why these?
- What impact do you think that internet use has on quality of life?
- What do you think the benefits would be of using the internet more often? How, if at all, could your quality of life be improved by increased usage of the internet?
  - And the drawbacks? Are there any ways in which your quality of life could potentially be negatively impacted?
- And what do you think the benefits would be of using digital devices more often?
  - And the drawbacks?
- How important is it for people like you (i.e. older people) to use the internet/digital devices more often?
- How do you feel about the prospect of using the internet/digital devices more often in the future?
- Probe:

  - Excited?
  - Nervous?
  - Other reactions?
- Briefly, what are some of the things that could be done to overcome some of these negative reactions?
- Do you feel you will be left behind as more core services move to transacting online?
  - How will you manage this?
  - Would you change your approach to using the internet?

Increasing usage

- What are some of the main things you would like to learn how to do on the internet?
- Is there anything that could be done to support you to use the internet more often, or make it easier for you to use the internet?
  - What sort of information would support you in learning to use the internet more?
- Is there anything that could be done to encourage you to use digital devices more often, or make it easier for you to use digital devices?
  - How interested are you in doing so? Why?
- What do you think would have to happen between now and then in order for you to consider using the internet/digital devices more often?
    - Easier to use?
    - Quicker?
    - More convenient?
    - Wider range of tasks possible to be completed online?
    - Being forced to? E.g. a move in the way companies/government services interact with customers, e.g. more focus on online interactions and less on face to face?
    - Becoming more knowledgeable and comfortable with using the internet/digital devices? *[Moderator to keep this in mind when discussing the portal specifically]*
    - Other people in your life using the internet more often (e.g. spouse, kids, friends, colleagues)?
    - Other changes?

Home and outside of home internet connections

- Do you currently have access to an internet connection for personal use?
  - Why/why not?
- For those who do, how beneficial is it to have your own internet connection?
  - What are these benefits?
  - Any drawbacks?

- If you don't currently have a connection, what would convince you to obtain this?
- Do you have the internet on a mobile device such as a mobile phone, tablet or laptop?
  - Why/why not?
- How beneficial is to have an internet connection when you are out and about?
  - What are these benefits?
  - Any drawbacks?
  - What would you say are the top 3 activities you do when using the internet when you are out and about?

IMPROVING SKILLS AND KNOWLEDGE (UP TO 30 MINS)

Section aim: identify how participants would like to be engaged in learning and/or enhancing current and new technical skills and knowledge

Help wanted

- *[Moderator to frame section based on responses to earlier questions about wanting help to use the internet]* To what extent do you feel as though you could benefit from learning new skills and knowledge about using:
  - The internet?
  - Digital devices?
- Why would this be beneficial? What would it do for you?
- How do you prefer to learn new skills and knowledge?
  - Having someone be a tech buddy or supporter?
  - Access to information you can view in your own time whenever you are ready?
- What aspects of using the internet would you want assistance with?
  - Possible probes *[Moderator to use discretion depending on what seems appropriate given audience and time remaining]*:
    - Browsing the internet for personal interest
    - Entertainment, e.g. watching videos, movies, games, listening to music
    - Checking emails
    - Internet banking/paying bills online
    - Researching products/services (and comparing prices from multiple vendors)
    - Purchasing items online and having them delivered/ordering services
    - Making online bookings/reservations
    - Arranging transport, e.g. booking taxis/UBER
    - Transactions with government services (e.g. Medicare/Centrelink)
    - Searching for jobs

- Storing your digital files in cloud storage
- Chatting with friends/family/others online
- Communicating with friends/family through video
- Sharing pictures with friends/family/others online
- Expressing opinions/sharing updates on events in your life (e.g. blogging/vlogging)
- Researching family history
- Using GPS on digital devices to help you navigate
- Using a search engine to find information
- Taking and sending pictures
- Installing and updating applications/programs on devices
- Being secure online (e.g. adjusting privacy settings)
- Using Bluetooth (e.g. to listen to music from a smartphone in your vehicle or on wireless sound systems)
- Downloading and using apps (and deleting apps)
- Setting log-in passwords on all your devices/for all of your websites/setting safe passwords (e.g. passwords that contain letters, numbers, capitals and special characters)
- Comparing and contrasting information sources online, including judging currency, appropriateness, and adequacy of information and information sources (including determining authority, bias, etc.)
- Creating content online (e.g. to describe an event, express an opinion, or support a basic argument, viewpoint or position)

- Which particular parts of these activities would you like help with? What are the problems you're having at the moment?
- How about…
  - Assistance with physical aspects, e.g. physically using a smartphone, mouse, keyboard, touchscreen, setting up connections, etc.
  - Understanding how the internet/digital devices work
  - Understanding the benefits of using the internet and what it can be used for

- Does anything like we've just talked about currently exist?
- If so, what is it? How does it work?
- Have you used it/taken part in it?
  - If yes, did you find it useful?
    - What were the positives?
    - And the negatives?
  - If no, why haven't you used it/taken part in it?
    - What could be done differently in order for you to use it?

Preferences for receiving help

- Overall, what do you think the best ways would be for providing this type of information?
- Do you have a preference for online or offline methods?
  - E.g. online formats such as a website, an online discussion board or forum, an online seminar or tutorial? Anything else?
  - E.g. offline formats such as classes, books, magazines, television segments, etc.
- Why? What are the benefits of this method?
    - And the drawbacks of this method, compared with the alternatives?
- Would you prefer to learn in a group environment or one-on-one?
    - Why? What are the benefits? And the drawbacks?
- Who/what would you want to learn from?
  - Family members, friends or colleagues?
  - An expert in using the internet/digital devices?
  - Government resources?
  - Resources from an information technology company?
        - Why? What are the benefits? And the drawbacks?

Support from family and social network

- To what extent does your family support you with using:
  - The internet?
  - Devices that connect to the internet?
- How do you feel about family or friends helping you?
  - What are the pros of family or friends helping you?
  - And the cons?
- Do you feel loved ones should play a bigger role in supporting you to engage online?
- Who would you prefer to help you to help with the internet?
  - Family?
  - Friends?
  - Others in your community?
  - Others, e.g. volunteers, professionals, representatives of companies, etc.?
  - Does this preference differ between the types of things you will be learning?
    - Learning new skills/knowledge
    - Resolving issues you encounter when online
  - Why does this differ?

CLOSE

Do you have any final comments or suggestions you wish to make? Or any other questions?

Thank you very much for your time.

Hand out incentives.

8.2 Digitally Disengaged Participants

INTRODUCTION & WARM UP (5 MINS)

- Thank for taking the time to participate in this important project.
- This is an informal discussion and will take up to one hour; there is a fair bit to get through.
- You recently completed a survey about using the internet and digital devices. The aim today is to discuss these in a bit more detail.
- Key things to be aware of in this discussion…
  - No right or wrong answers.
  - Ipsos is an independent market research company – we don't have any vested interest in whether you like or dislike any of the things we talk about, so feel free to tell us exactly what you think.
  - Confidential discussion – the final report will show the combined responses of the people we speak with…
  - The sessions will be recorded by audio recorder, and transcribed to ensure accurate reporting.

- To start off…
  - What you like to get up to in your spare time *[Interviewer to take note of any activities that could potentially be converted to an online/digital environment]*?

CURRENT INTERNET AND DIGITAL DEVICE USAGE (UP TO 20 MINS)

Section aim: to understand participants' reasons for not using the internet

As you'll know from the survey you recently completed, and the questions you were asked over the phone when you were called to take part in this follow-up research, we'll be spending some time today discussing a few things related to the internet.

We've had a look through the responses you gave to the survey *[Moderator to quell any concerns about confidentiality if necessary*]*. From these, we can see that you don't use the internet or digital devices such as smartphones, laptops and tablets in your everyday life. This is one of the reasons we wanted to talk to you specifically as part of our research. From this discussion, we're hoping to hear more about your point of view as someone who doesn't use the internet or digital devices – including the way you go about routine activities.

**i.e. we have their survey responses because they agreed to be contacted for further research, no one beyond the immediate project team (including the client) can see these, and the data will be deidentified at the conclusion of the project*

Behaviour in relation to activities that could be moved online

- How would you normally go about each of the following? *[for each activity, probe for specifically how they undertake that activity, whether they tend to do this at home or outside of the home, and whether for personal or work-related reasons]*
    - Catching up on news
    - Finding things out for personal interest/answers to questions you may have
    - Following up on things you see on TV/in newspapers/word of mouth
    - Entertainment, e.g. watching videos, movies, games, listening to music
    - Correspondence with companies, government departments, etc.
    - Banking/paying bills
    - Researching products/services (and comparing prices from multiple vendors)
    - Purchasing items/having items delivered/ordering services
    - Making bookings/reservations
    - Arranging transport, e.g. booking taxis/UBER
    - Transactions with government services (e.g. Medicare/Centrelink)
    - Searching for jobs
    - Storing your important files
    - Chatting with friends/family/others
    - Sharing pictures with friends/family/others
    - Expressing opinions/sharing updates on events in your life
    - Researching family history
    - Navigating when driving/walking/taking public transport
- Why do you choose to do each of these activities in the way, rather than other methods?

- *[For a selection of activities]* What are some of the things that frustrate you about each of these activities at the moment?
  - Probe:
    - Inconvenient
    - Expensive
    - Having to travel
    - Not being able to find information that you need / information being out of date
    - Needing to contact people/businesses within business hours
    - Having to speak to someone

General impressions of the internet *[Moderator to cover barriers here as well if appropriate]*

- When we talk about the internet, what are the first thoughts and words that pop into your head? *[Interviewer to make list of top of mind impressions, e.g. positive and negative associations]*
- What are the positives about the internet?
  - For people/society overall?
  - For older people (60+)?
- And the negatives?
  - Why are these negatives?
- What do you know about the internet? How it works? How it's used?
  - Is there anything about the internet you don't understand? Or you're not sure about?

- Is it possible to do any of the things we talked about earlier using the internet?
- *[For each activity]* How do you think would you carry out each of these tasks using the internet?
- What are the drawbacks to using the internet for each of these activities, if any?

Reasons for non-use *[To cover if participant has not already focused on these during general impressions section above]*

- Which of these would you say are your biggest reasons for not using the internet?
  - Needing someone to show me what things I can do online (that I might not know about)
  - Using the internet is not relevant to me – I have no need to use it
  - Too difficult to master, I'd need technical skills to engage with the internet
  - Too expensive to use

- Don't want to look silly or make mistakes that I cannot fix myself
- Safety and security concerns
    - E.g. giving out contact details, banking details being stolen, items ordered online not arriving/being stolen, fake websites/products, online banking security, hacking, fake emails
    - Have your concerns about safety and security increased over time?
        - Why?
            - *[Moderator to explore reasons for this. Is it to do with recent media coverage, family/ friend's experiences, own experience etc.?]*
    - Have you ever had experiences that made you think about your own internet safety (e.g. scams, details being stolen, money being stolen, malware, etc.)?
  - Other reasons *[interviewer to explore further]*

- Why are each of these issues? How do/would they affect you if you were using the internet?
- What do you think would happen if you tried to undertake these tasks online, rather than offline?
- What are the main reasons you don't use digital devices, such as smartphones and tablets / use them more often?
  - Probe:
    - I don't have any digital devices
    - Small screens on mobile devices are difficult to use
    - Small screens on mobiles and tablets are difficult to read
    - Keeping track of pin numbers and passwords is difficult

Perception of online experience

- What do you think some of the challenges of using the internet might be as an older person (someone over 50)?
  - Why are these challenges?
  - Where have you heard about these challenges from? E.g. media, friends/family, personal experience
- *[If has used the internet]* How confident would you be to use the internet in the future?
  - What online activities, if any, do you think you would be confident with?
    - And less confident?
  - What is the reason for this difference?

INCREASING INTERNET AND DEVICE USAGE (UP TO 20 MINS)

Section aim: to identify possible motives to use digital devices and the internet

Perceived changes in usage over time

- Over the next few years, how do you see your use of the internet and digital devices changing, if at all?
- Do you see yourself starting to use the internet/digital devices?
  - Why?
- In the future, are there any particular activities you can imagine yourself using the internet/digital devices for, if any? Why these?
- Are there any particular benefits you can think of for you using the internet in the future? How, if at all, could your quality of life be improved by using the internet?
  - Are there any ways in which your quality of life could potentially be negatively impacted?
- How important is it for people like you (i.e. older people) to use the internet/digital devices?
- How do you feel about the prospect of using the internet/digital devices in the future?
- Probe:
  - Excited?
  - Nervous?
  - Other reactions?
- Briefly, what are some of the things that could be done to overcome some of these negative reactions?
- Do you feel like you're missing out on anything by not using the internet?
  - What? Why?
- Do you feel you will be left behind as more core services move to transacting online?
  - How will you manage this?
  - Would you change your approach to using the internet?

Using the internet

- As far as you're aware, what are some of the things that can be done using the internet? *[If appropriate]* Let's make a short list of some of the things you're aware of that can be done using the internet
  - Are any of these things that you would like to learn how to do?
- Is there anything that could be done to support you to use the internet more often, or make it easier for you to use the internet?
  - What sort of information would support you in learning to use the internet more?

- Is there anything that could be done to encourage you to use digital devices more often, or make it easier for you to use digital devices?
  - How interested are you in doing so? Why?
- What do you think would have to happen between now and then in order for you to consider using the internet/digital devices?
    - Easier to use?
    - More convenient?
    - Wider range of tasks possible to be completed online?
    - Being forced to? E.g. a move in the way companies/government services interact with customers, e.g. more focus on online interactions and less on face to face?
    - Becoming more knowledgeable and comfortable with using the internet/digital devices? *[Interviewer to keep this in mind when discussing the portal specifically]*
    - Other people in your life using the internet more often (e.g. spouse, kids, friends, colleagues)?
    - Other changes?

IMPROVING SKILLS AND KNOWLEDGE (UP TO 15 MINS)

Section aim: identify how participants would like to be engaged in learning and/or enhancing current and new technical skills and knowledge

Help wanted

- *[Interviewer to frame section based on responses to earlier questions about wanting help to use the internet]* How interested are you in learning new skills and knowledge about using:
  - The internet?
  - Digital devices?
- Can you see any benefits for yourself in learning these new skills and knowledge? What would these benefits be?
- How do you prefer to learn new skills and knowledge?
  - Having someone be a tech buddy or supporter?
  - Access to information you can view in your own time whenever you are ready?
- What aspects of using the internet would you like to learn about?
  - Possible probes *[Interviewer to use discretion depending on what seems appropriate given respondent and time remaining]*:
    - Browsing the internet for personal interest
    - Entertainment, e.g. watching videos, movies, games, listening to music

- Checking emails
- Internet banking/paying bills online
- Researching products/services (and comparing prices from multiple vendors)
- Purchasing items online and having them delivered/ordering services
- Making online bookings/reservations
- Arranging transport, e.g. booking taxis/UBER
- Transactions with government services (e.g. Medicare/Centrelink)
- Searching for jobs
- Storing your files in cloud storage
- Chatting with friends/family/others online
- Communicating with friends/family through video
- Sharing pictures with friends/family/others online
- Expressing opinions/sharing updates on events in your life (e.g. blogging/vlogging)
- Researching family history
- Using GPS on digital devices to help you navigate
- Using a search engine to find information
- Taking and sending pictures
- Installing and updating applications/programs on devices
- Being secure online (e.g. adjusting privacy settings)
- Using Bluetooth (e.g. to listen to music from a smartphone in your vehicle or on wireless sound systems)
- Downloading and using apps (and deleting apps)
- Setting log-in passwords on all your devices/for all of your websites/setting safe passwords (e.g. passwords that contain letters, numbers, capitals and special characters)
- Comparing and contrasting information sources online, including judging currency, appropriateness, and adequacy of information and information sources (including determining authority, bias, etc.)
- Creating content online (e.g. to describe an event, express an opinion, or support a basic argument, viewpoint or position)

- Which particular parts of these activities would you like help with? What are the issues you anticipate yourself experiencing?
- How about…
  - Assistance with physical aspects, e.g. physically using a smartphone, mouse, keyboard, touchscreen, setting up connections, etc.
  - Understanding how the internet/digital devices work
  - Understanding the benefits of using the internet and what it can be used for

- Have you come across anything like we've just talked about before?

- If so, what is it? How does it work?

- Have you used it/taken part in it?
  - If yes, did you find it useful?
    - What were the positives?
    - And the negatives?
  - If no, why haven't you used it/taken part in it?
    - What could be done differently in order for you to use it?

Preferences for receiving help

- Overall, what do you think the best ways would be for providing this type of information?
- Do you have a preference for online or offline methods?
  - E.g. online formats such as a website, an online discussion board or forum, an online seminar or tutorial? Anything else?
  - E.g. offline formats such as classes, books, magazines, television segments, etc.
- Why? What are the benefits of this method?
  - And the drawbacks of this method, compared with the alternatives?
- Would you prefer to learn in a group environment or one-on-one?
  - Why? What are the benefits? And the drawbacks?
- Who/what would you want to learn from?
  - Family members, friends or colleagues?
  - An expert in using the internet/digital devices?
  - Government resources?
  - Resources from an information technology company?
    - Why? What are the benefits? And the drawbacks?

Support from family and social network

- To what extent does/do you think your family support/would support you with using:
  - The internet?
  - Devices that connect to the internet?
- How do you feel about family or friends helping you?
  - What are the pros of family or friends helping you?
  - And the cons?
- Do you feel loved ones should play a bigger role in supporting you to engage online?
- Who would you prefer to help you to help with the internet?
  - Family?

- Friends?
- Others in your community?
- Others, e.g. volunteers, professionals, representatives of companies, etc.?
- Does this preference differ between the types of things you will be learning?
  - Learning new skills/knowledge
  - Resolving issues you encounter when online
- Why does this differ?

CLOSE

Do you have any final comments or suggestions you wish to make? Or any other questions?

Thank you very much for your time.

Hand out incentives.

9. Appendix 3 – Quantitative research design in detail

This section describes the design of the study with more details related to survey methodology, design of the sample, and weighting applied for the Quantitative phase.

9.1 Survey Methodology

The survey was administered using Computer Aided Telephone Interviews (CATI) utilising Random Digit Dialling (RDD).

RDD is the process of using known prefixes for telephone numbers sourced through ACMA and randomly dialling these numbers to invite people to take part in the survey. Using RDD allows for the inclusion of silent, unlisted and newly listed or allocated numbers and allows for every landline within the frame to have an equal opportunity of being selected.

The RDD landline sample for the survey was purchased through SamplePages[18]. SamplePages is deemed Australia's premier non-Telstra or Sensis phone database and its sole purpose is use in the marketing and social research industry.

The RDD sample used was 'pinged', meaning it had gone through a process of verifying whether the number was actually connected. Known business, fax and reported dead numbers (in previous 6 months) were excluded from the list prior to dialling.

9.2 Sample design

As the proportion of the population belonging to different age groups varies by location, a stratified randomised sample was employed. This involved dividing the population aged 50 years and over into smaller groups based on their age, gender and location (i.e. Metropolitan and Non-Metropolitan). This type of sample captures the key online behaviours of the population over the age of 50, allowing inferences to be drawn that reflect the behaviours of the overall population. Metropolitan and Non-Metropolitan areas were defined by the 2011 Greater Capital City Statistical Area (GCCSA) boundaries set out by the Australian Bureau of Statistics (ABS).

A randomly selected sample of the population aged 50 years and over completed the survey via RDD. To manage sample disposition, quotas were set for each cell (interlocking), allowing a flexibility of +/- 50% of the target, ensuring that a minimum of n=1 was required per cell.

[18] Source: SamplePages at http://www.samplepages.com.au/

Based on the total sample size, the sampling error rate was 1.65% at the 95% confidence interval (CI).

Table 30 below outlines the population proportion and the target quotas set for fieldwork, with an allowance of +/- 50% of the target. These proportions were then weighted back to the population when analysis was undertaken (see Section 9.4)

Table 30: Population proportion and target quotas

Location	Age	Male population proportion (%)	Male target quota (n)	Female population proportion (%)	Female target quota (n)
Greater Sydney	**50-59**	3.8%	136	3.9%	142
	60-69	2.8%	101	2.9%	103
	70-79	1.5%	56	1.8%	63
	80+	0.9%	32	1.5%	53
Rest of NSW	**50-59**	2.5%	90	2.5%	92
	60-69	2.2%	78	2.2%	78
	70-79	1.3%	48	1.4%	52
	80+	0.7%	26	1.1%	39
Greater Melbourne	**50-59**	3.4%	121	3.6%	128
	60-69	2.5%	90	2.7%	96
	70-79	1.5%	53	1.7%	60
	80+	0.8%	30	1.3%	48
Rest of Vic.	**50-59**	1.3%	48	1.4%	50
	60-69	1.1%	41	1.2%	42
	70-79	0.7%	25	0.7%	27
	80+	0.4%	14	0.6%	21
Greater Perth	**50-59**	1.5%	54	1.6%	57
	60-69	1.1%	41	1.1%	41
	70-79	0.6%	22	0.7%	25
	80+	0.3%	12	0.5%	19
Rest of WA	**50-59**	0.5%	19	0.5%	17
	60-69	0.4%	13	0.3%	12
	70-79	0.2%	7	0.2%	6
	80+	0.1%	3	0.1%	4
Greater Brisbane	**50-59**	1.7%	63	1.8%	65
	60-69	1.3%	47	1.3%	49
	70-79	0.7%	24	0.7%	27
	80+	0.4%	13	0.6%	21
Rest of QLD	**50-59**	2.1%	77	2.2%	78
	60-69	1.8%	64	1.7%	62
	70-79	1.0%	35	1.0%	36
	80+	0.5%	17	0.7%	25
Greater Adelaide	**50-59**	1.1%	40	1.2%	43
	60-69	0.9%	31	0.9%	34
	70-79	0.5%	18	0.6%	21

Location	Age	Male population proportion (%)	Male target quota (n)	Female population proportion (%)	Female target quota (n)
	80+	0.3%	12	0.5%	19
Rest of SA	**50-59**	0.4%	14	0.4%	14
	60-69	0.3%	12	0.3%	12
	70-79	0.2%	7	0.2%	7
	80+	0.1%	4	0.2%	6
Australian Capital Territory	**50-59**	0.3%	11	0.3%	12
	60-69	0.2%	8	0.2%	8
	70-79	0.1%	4	0.1%	4
	80+	0.1%	2	0.1%	3
Greater Darwin	**50-59**	0.1%	4	0.1%	4
	60-69	0.1%	3	0.1%	2
	70-79	0.0%	1	0.0%	1
	80+	0.0%	1	0.0%	1
Rest of NT	**50-59**	0.1%	3	0.1%	3
	60-69	0.0%	2	0.0%	1
	70-79	0.0%	1	0.0%	1
	80+	0.0%	1	0.0%	1
Greater Hobart	**50-59**	0.2%	7	0.2%	8
	60-69	0.2%	6	0.2%	6
	70-79	0.1%	3	0.1%	4
	80+	0.1%	2	0.1%	3
Rest of Tasmania	**50-59**	0.3%	11	0.3%	11
	60-69	0.3%	9	0.3%	9
	70-79	0.1%	5	0.2%	5
	80+	0.1%	3	0.1%	4
Total	**Total**	47.8%	1722	52.2%	1882

9.3 Fieldwork

Overall, the average response rate was 31% which was calculated as the number of completes divided by the sum of refusals and completes – see Table 31.

The overall response incidence (number of completes divided by sum of completes and unable to complete) was 74%. The proportion of "unable to complete" due to participants being incoherent was about five percent, while there were 16% who were unable to complete due to language difficulties as they only spoke languages out of the key targeted languages (English, Mandarin, Vietnamese, Cantonese, Italian, Arabic, and Greek).

Table 31: Summary of sample statistics

Completes	3,602
Refused	7,922
Total unable to complete (Participant not available before end of project + Participant failed at screening criteria + Participant incoherent + language)	1,263
Overall Sample Response Incidence (completes / (completes + unable to complete))	74%
Response Rate (completes / (refusals + completes))	31%

9.4 Weighting

Where a quantitative survey is designed to collect a survey sample to represent a population, demographic and other variables from the survey are often examined to see how accurately they reflect the population of interest. If the data is skewed in terms of these variables, results from the survey may not accurately reflect the views of the wider population.

In order to bring the sample back into line with the population, 'weights' were applied to the data. Weights are calculated based on the difference between the proportion of a certain type of participant in the sample and the proportion of that type of participant in the population (e.g. the proportion of males aged 50-59 years old in regional Victoria in the sample, relative to their proportion in the population). In essence, applying weights to a dataset readjusts the achieved sample to resemble the population, removing any skew in the results.

The weighting scheme for the Digital Behaviour survey was developed to realign the responses received so that the data would reflect the characteristics of the Australian population aged 50 years and over.

The weighting scheme that was developed was based on the most recent Australian Bureau of Statistics population statistics for 2011 and took into account the following attributes:

- Age
- Gender
- Location - Greater Capital City Statistical Area (GCCSA) boundaries

The following table displays the proportion of the sample as collected and the weighted sample proportions. As outlined below in Table 32, once the weighting scheme has been applied, the figures match those of the Australian population aged 50 years and over, by age, gender and location (i.e. Metro and Regional by state).

Table 32: Sample attributes and population comparisons

Location	Age	Proportion of Male as collected (%)	Proportion of Male weighted (%)	Proportion of Female as collected (%)	Proportion of Female weighted (%)
Greater Sydney	50-59	2.7%	3.8%	2.8%	3.9%
	60-69	2.4%	2.8%	2.5%	2.9%
	70-79	1.7%	1.5%	2.1%	1.8%
	80+	0.9%	0.9%	1.2%	1.5%
Rest of NSW	50-59	2.0%	2.5%	2.5%	2.5%
	60-69	2.7%	2.2%	3.2%	2.2%
	70-79	2.0%	1.3%	2.1%	1.4%
	80+	0.8%	0.7%	1.2%	1.1%
Greater Melbourne	50-59	1.9%	3.4%	2.3%	3.6%
	60-69	2.5%	2.5%	2.6%	2.7%
	70-79	1.6%	1.5%	1.3%	1.7%
	80+	0.9%	0.8%	1.1%	1.3%
Rest of Vic.	50-59	1.1%	1.3%	1.3%	1.4%
	60-69	1.6%	1.1%	1.6%	1.2%
	70-79	0.7%	0.7%	1.1%	0.7%
	80+	0.4%	0.4%	0.6%	0.6%
Greater Perth	50-59	0.9%	1.5%	1.1%	1.6%
	60-69	1.1%	1.1%	1.2%	1.1%
	70-79	0.9%	0.6%	1.1%	0.7%
	80+	0.5%	0.3%	0.6%	0.5%
Rest of WA	50-59	0.3%	0.5%	0.4%	0.5%
	60-69	0.3%	0.4%	0.4%	0.3%
	70-79	0.2%	0.2%	0.2%	0.2%
	80+	0.2%	0.1%	0.1%	0.1%
Greater Brisbane	50-59	1.4%	1.7%	1.5%	1.8%
	60-69	1.4%	1.3%	1.6%	1.3%
	70-79	0.7%	0.7%	1.2%	0.7%
	80+	0.5%	0.4%	0.7%	0.6%
Rest of QLD	50-59	1.7%	2.1%	1.9%	2.2%
	60-69	1.7%	1.8%	1.9%	1.7%
	70-79	1.2%	1.0%	1.3%	1.0%
	80+	0.6%	0.5%	0.8%	0.7%
Greater Adelaide	50-59	1.0%	1.1%	1.0%	1.2%
	60-69	0.9%	0.9%	1.3%	0.9%
	70-79	0.8%	0.5%	1.0%	0.6%
	80+	0.4%	0.3%	0.5%	0.5%
Rest of SA	50-59	0.3%	0.4%	0.4%	0.4%
	60-69	0.3%	0.3%	0.3%	0.3%

Location	Age	Proportion of Male as collected (%)	Proportion of Male weighted (%)	Proportion of Female as collected (%)	Proportion of Female weighted (%)
	70-79	0.3%	0.2%	0.2%	0.2%
	80+	0.1%	0.1%	0.2%	0.2%
Australian Capital Territory	**50-59**	0.2%	0.3%	0.3%	0.3%
	60-69	0.3%	0.2%	0.3%	0.2%
	70-79	0.2%	0.1%	0.2%	0.1%
	80+	0.1%	0.1%	0.1%	0.1%
Greater Darwin	**50-59**	0.1%	0.1%	0.1%	0.1%
	60-69	0.1%	0.1%	0.0%	0.1%
	70-79	0.1%	0.0%	0.1%	0.0%
	80+	0.0%	0.0%	0.0%	0.0%
Rest of NT	**50-59**	0.1%	0.1%	0.1%	0.1%
	60-69	0.1%	0.0%	0.0%	0.0%
	70-79	0.0%	0.0%	0.1%	0.0%
	80+	0.0%	0.0%	0.1%	0.0%
Greater Hobart	**50-59**	0.3%	0.2%	0.2%	0.2%
	60-69	0.2%	0.2%	0.2%	0.2%
	70-79	0.1%	0.1%	0.1%	0.1%
	80+	0.1%	0.1%	0.1%	0.1%
Rest of Tasmania	**50-59**	0.3%	0.3%	0.3%	0.3%
	60-69	0.4%	0.3%	0.3%	0.3%
	70-79	0.2%	0.1%	0.1%	0.2%
	80+	0.1%	0.1%	0.1%	0.1%
Total	**Total**	46.8%	47.8%	53.2%	52.2%

10. Appendix 4 – Qualitative Research Plan

Based on the quantitative research findings, Ipsos proposes the qualitative phase to be conducted focusing on the low literacy group.

In addition to the low literacy group, The Office would also like the digitally disengaged group to be included in order to further understand their perceptions of the internet as well as to explore ways to encourage the use of devices and the internet.

As the majority of the digitally disengaged and low literacy group are above 60 years old, the qualitative phase will be focusing on this age group.

Based on the proposal submitted, six focus groups and six in-depth interviews are planned.

Research Objectives

The overarching objective of the qualitative research phase is to provide an in-depth understanding of the targeted participants in terms of their perceptions and usage of digital devices and the internet.

Amongst the low literacy group, the aim is to:

- understand participants' reasons for their current frequency of device and internet use and their depth of engagement online;
- identify possible motives to increase the intensity of their use of digital devices and the internet; and
- identify how participants would like to be engaged in learning and/or enhancing current and new technical skills and knowledge.

Amongst the digitally disengaged group, the aim is to:

- identify pathways and interventions to address participants' reluctance on using devices and the internet;
- identify how participants would like to be engaged in learning technical skills related to devices and the internet; and
- explore their perception of core online activities or topics of interest which may encourage their use of devices and the internet.

Methodology

All participants will be recruited from the quantitative sample based on their agreement to participate in the qualitative phase.

Low literacy participants

Low literacy participants will be included in the qualitative component by way of focus group discussions.

Based on Table 33 below, there is a total of one-hundred-eighty-seven low literacy participants in metro locations who agreed to participate in the qualitative phase and who meet the additional specified recruitment criteria. As they are split into states, we propose to conduct the fieldwork in both metro NSW (Sydney) and metro VIC (Melbourne). Key reasons for conducting fieldwork in metro areas are to focus our energy and resources on the areas with the highest pool of potential respondents as well as to minimise the travel distance and time for the participants. As distances between locations in regional areas are larger, the burden of travelling to the focus group venue would be higher for participants living in these areas.

Table 33: Low literacy group by gender, age and location

Column %	Total Male	Male 60-69 years	Male 70-79 years	Male 80+ years	Total Female	Female 60-69 years	Female 70-79 years	Female 80+ years
NSW	15	4	7	4	35	13	12	10
ACT	4	2	1	1	3	1	0	2
VIC	25	12	6	7	18	6	7	5
QLD	11	7	1	3	21	2	12	7
SA	11	6	4	1	14	7	5	2
WA	9	3	4	2	14	4	8	2
TAS	3	1	1	1	3	2	1	0
NT	0	0	0	0	1	0	1	0
NET	**78**	**35**	**24**	**19**	**109**	**35**	**46**	**28**

For the low literacy group, we propose to divide the groups based on gender as the quantitative findings showed some differences in the level of device and internet usage. We have also proposed to further divide the groups based on age (where we are conducting two groups in the same location with the same gender). However, it should be noted that this will impose a challenge as the base size for recruitment is limited. Therefore, while we will endeavour to achieve this, we may need to relax these requirements.

For NSW, we will attempt to form one male group (based on the available pool of fifteen participants) and two female groups (based on the available pool of thirty-five participants). For VIC, we will attempt to form two male groups (to be recruited from a pool of twenty-five participants) and one female group (from a pool of eighteen participants).

As the pool of participants who agreed to participate in the qualitative phase is limited, we will attempt to conduct groups with six participants in each group. The focus group will go ahead as planned if we have a minimum number of three participants per group. Groups will go for about 1.5 to 2 hours.

Focus group timing

Table 34: Focus group schedule

Group #	Location	Venue	Timing	Gender	Age
1	Sydney (CBD)	Sydney Group Rooms 131 Clarence St, Sydney	Weds 9 August 4pm	Female	70+
2	Sydney (CBD)	Sydney Group Rooms 131 Clarence St, Sydney	Weds 9 August 2pm	Female	60-69
3	Sydney (CBD)	City Group Rooms Level 11, 60 York Street Sydney	Thurs 10 August 6pm	Male	60+ (all ages)
4	Melbourne (Richmond)	Group Focus Richmond 140 Coppin St, Richmond	Weds 9 August 6pm	Male	60-69
5	Melbourne (Richmond)	Group Focus Richmond 140 Coppin St, Richmond	Thurs 10 August 4pm	Male	70+
6	Melbourne (Richmond)	Group Focus Richmond 140 Coppin St, Richmond	Thurs 10 August 6pm	Female	60+ (all ages)

Digitally disengaged participants

Digitally disengaged participants will be included by way of in-depth interviews via telephone.

As shown in Table 35, the proportion of digitally disengaged participants willing to be re-contacted was fairly fragmented by states amongst the digitally disengaged group. Hence, it will be best to include them in the research by conducting in-depth interviews over telephone. We propose completing all six in-depth interviews in areas not covered by focus groups and to broaden the reach by including regional areas (see Table 36) if required. Each in-depth interview will last up to an hour.

Table 35: Digitally disengaged group by gender, age and location (Metro only)

Column %	Total Male	Male 60-69 years	Male 70-79 years	Male 80+ years	Total Female	Female 60-69 years	Female 70-79 years	Female 80+ years
NSW	6	0	1	5	6	0	4	2
ACT	0	0	0	0	1	0	0	1
VIC	6	1	2	3	7	2	2	3
QLD	1	1	0	0	5	1	3	1
SA	3	1	0	2	2	1	0	1
WA	3	1	1	1	4	0	2	2
TAS	0	0	0	0	1	0	1	0
NT	0	0	0	0	0	0	0	0
NET	**19**	**4**	**4**	**11**	**26**	**4**	**12**	**10**

Table 36: Digitally disengaged group by gender, age and location (Regional only)

Column %	Total Male	Male 60-69 years	Male 70-79 years	Male 80+ years	Total Female	Female 60-69 years	Female 70-79 years	Female 80+ years
NSW	6	2	1	3	8	3	3	2
ACT	0	0	0	0	0	0	0	0
VIC	3	1	0	2	2	0	0	2
QLD	4	1	0	3	11	3	3	5
SA	5	2	2	1	0	0	0	0
WA	2	0	1	1	0	0	0	0
TAS	1	1	0	0	1	0	0	1
NT	1	0	0	1	0	0	0	0
NET	**22**	**7**	**4**	**11**	**22**	**6**	**6**	**10**

In-depth interview timing

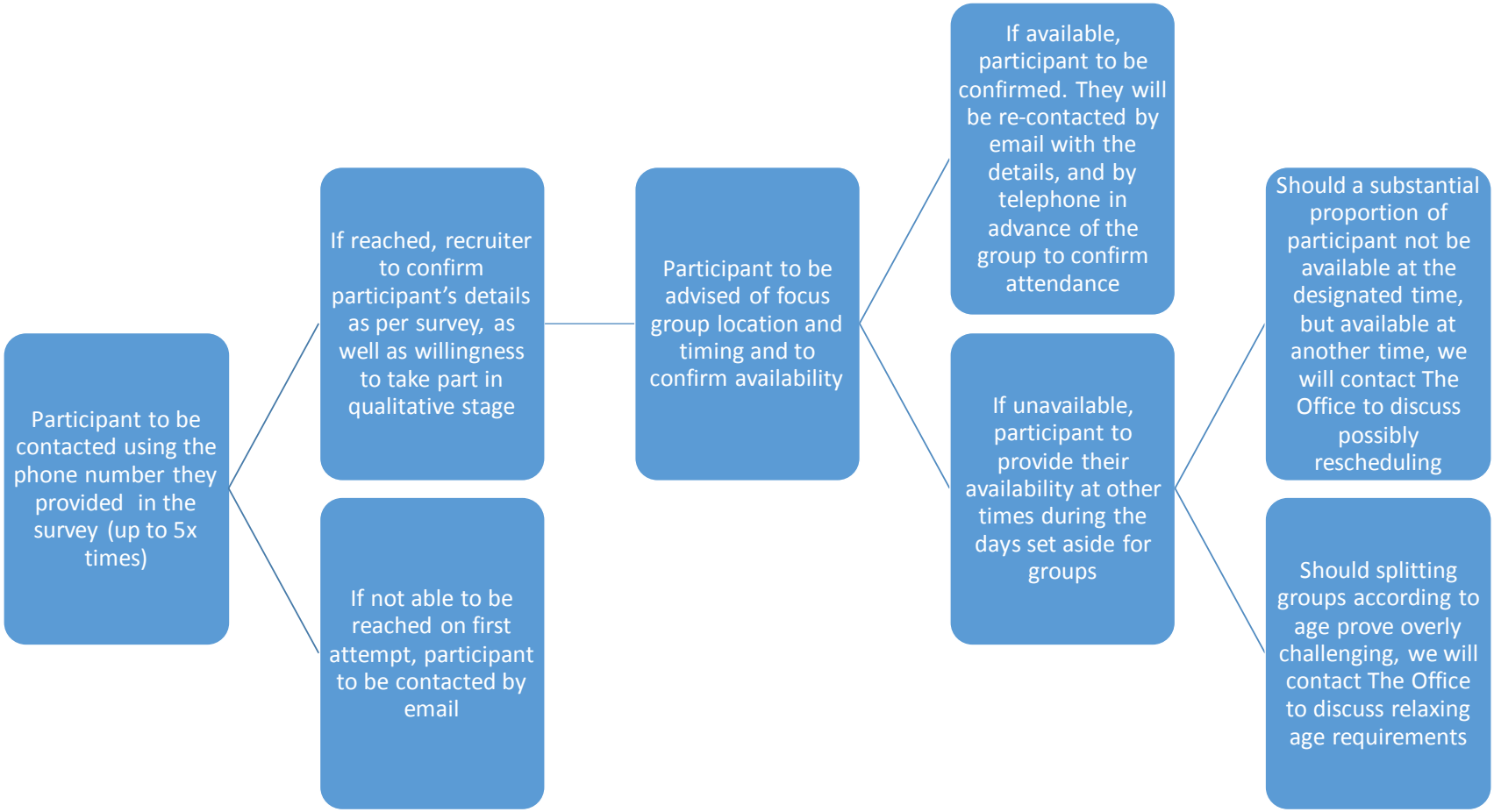
In-depth interviews will be booked at times that suit participants on the 14th-15th August.

Recruitment and Logistics

As we will be recruiting based on the quantitative sample, we will be generating the participants' IDs based on the demographic criteria above for the re-contact. Key information such as age, gender etc. will be validated through the re-contact. During this process, the participants will also be informed of the upcoming fieldwork dates of the focus groups and asked whether they would like to take part in it. For monitoring purpose, the call outcome will be recorded. As there are no additional screening criteria, no recruitment screener is needed at this point. Given the relatively small pool of potential participants, we will use our skilled, ISO accredited CATI operators to recruit. As mentioned, should limiting groups to specific age ranges (i.e. where we have several groups with a certain gender in the same location), these limits may need to be relaxed.

Figure 65 below shows the process our recruitment will use to ensure that groups are fully recruited.

Figure 65: Recruitment process



Discussion Guide

Prior to fieldwork, we will develop a discussion guide and an interview guide in collaboration with The Office. We will tailor both the guides according to the objectives, at this point, we anticipate that they will share some levels of similarities. The guides will be used by our interviewers to guide the course of discussion and ensure that the feedback provided by participants is as relevant and useful as possible to address the project objectives. Discussion and interview guide development will commence following the approval of the qualitative research plan. Following the design of an initial draft for the guides, we will obtain feedback from The Office, then work together to refine them until both project teams are confident that they cover all of the key areas of interest. While writing the guides, we will make constant reference back to the objectives of the project and the research findings of the quantitative phase to ensure that we cover all necessary areas.

Timing

The key milestones are identified as below.

Please note that the fieldwork timing assumes that focus groups for both locations will be conducted simultaneously.

Qualitative Milestones	
Submission of qualitative research plan for feedback/sign off	31 July 2017
Sign off on qualitative research plan	1 August 2017
Recruitment for fieldwork	31 July 2017 onwards
Submission of draft discussion guide for feedback	4 August 2017
Sign off on finalised discussion guide*	7 August 2017
Fieldwork: focus groups	9 – 10 August (see above for more specific schedule)
Fieldwork: in-depth interviews	14 – 15 August
Submission of draft qualitative findings report for feedback	25 August 2017
Sign off on finalised qualitative findings report*	1 September 2017

*denotes a payment milestone

Deliverables

As the qualitative component is a follow-up post the quantitative research phase, we will be consolidating the findings from the qualitative phase with the quantitative results into one report. Transcripts will be provided with participants' serial ID attached, namely we will include the serial IDs of participants who participated in each focus group and in-depth interview at the beginning of each transcript.

Appendix

Serial ID of participants to be contacted as below.

Low Literacy				
NSW			VIC	
Male	Female		Male	Female
40918	25688		10033	11048
47208	25838		10568	13163
48101	37158		12004	20018
50408	37659		12414	9034
24265	39675		12460	9092
25509	44255		13921	9916
36767	46460		15003	9564
40902	46882		15210	12375
45213	48357		19155	12724
48070	48697		22598	16424
48924	49304		26713	16710
25274	53469		9826	26528
37518	66202		12878	8046
46061	24358		11662	10983
49309	25952		12475	11009
	25957		17595	14875
	40457		22626	15788
	41189		9878	22721
	41873		46880	
	42741		11429	
	47218		16384	
	47358		19216	
	48104		19892	
	48491		20066	
	50401		8592	
	39477			
	40635			
	40832			
	41897			
	41915			
	43660			
	43816			
	45956			
	48939			
	50535			

Disengaged	
Male	Female
18348	13701
30168	17863
27013	34711
6570	21905
45869	25789
18565	37309
26805	41587
5334	45294
24078	15290
24693	9359
40070	29584
46410	30472
50660	80405
11431	2590
16761	5330
22644	21091
21350	43230
27272	44318
2492	29469
	18191
	18331
	19188
	34508
	22461
	2016
	5363

Note: Serial IDs for Disengaged in non-metro will be provided if required