

Inclusive data taskforce

Findings from the paper-based consultation among those at greater risk of digital exclusion



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Research objectives and summary findings

Disclaimer: Within this report, we aim to portray the views of participants and to reflect their words as closely as possible. The findings that are presented therefore reflect the opinions and experiences of a range of individuals and may not be shared by others within the same or other institutions, including the Office for National Statistics. Some quotes have been edited for language and grammar to improve accessibility, without changing the content or meaning.

Research objectives

In April 2021, the Office for National Statistics (ONS) conducted a qualitative, paper-based consultation with members of the public who are at greater risk of digital exclusion. **The aim of this consultation was to gather insight into:**

- how this group accesses data
- what this group think is important for decision makers to know about their lives and views
- potential barriers to sharing personal information for research purposes.

Capturing the views of digitally excluded groups is particularly important when considering that most research has now migrated online to comply with coronavirus (COVID-19) restrictions.

Summary findings

Participants highlighted the news as an important source of facts and figures, with some linking awareness of such information to reporting of the coronavirus (COVID-19) pandemic. **Participants reported seeing facts and figures through various sources including:**

- traditional news media such as newspapers and news programmes
- websites and internet searches
- social media
- word of mouth
- advertising

Participants identified that the use of plain English to explain statistics and having reassurance that the figures are produced by “trusted sources” were key to accessing and feeling confident about information.

For people with limited digital access, there were examples of using the internet through **“other people’s phones”** or by **“visiting my local library”**.

To ensure inclusivity, participants suggested that facts and figures should be available in a range of ways to enable access among diverse audiences.

Participants suggested a range of individual characteristics, circumstances, experiences, and values that may be relevant to policy makers when making decisions that impact participants' lives. **Important personal experiences for decision makers to consider included:**

- personal health and care needs
- household circumstances and living conditions
- personal or household finances (for example income)
- political views
- local issues

Personal characteristics such as age, sex, gender, and ethnicity were seen to be important for understanding individuals' experiences and perspectives. However, some participants did not want to be defined by these characteristics. When sharing personal experiences, some participants stressed that decision makers should seek to understand people's unique experiences before making decisions that could have an impact on their lives. Participants also described their difficulties in using online services and suggested that decision makers should be aware of these challenges to avoid excluding people.

Participants explored various **circumstances in which they are or would feel comfortable sharing personal data for research purposes. These included:**

- when the purpose is clearly explained
- when the reason for wanting the data is seen as relevant
- when the data will be used to benefit society, the participant, or people in their communities
- when the topic is not overly intrusive
- when it is clear who will be able to access the data
- when they retain choice and control over sharing their data or answering questions

Participants highlighted various **reasons why they are not or would not be comfortable sharing personal information about themselves for research purposes. These include:**

- when privacy is their key concern and the research is seen to undermine that
- when they are unsure of data security
- when they do not trust the researchers (including government)
- when there is a perception that the data could be used in ways which harm the participant or people in their communities
- when they feel the data could be **"misused"**
- when there is a perception that anonymity will not be respected and they worry that others will know something about them

Methods

Approach to sampling and recruitment

Different options were considered for how best to approach digitally excluded groups. In February 2021, the Office for National Statistics (ONS) commissioned a research agency to recruit a sample of people who are at risk of digital exclusion. This professional, independent agency was used to meet the tight timeframe within which this work had to be completed.

Sub-groups were devised based on the [Government Digital Inclusion Strategy \(2014\)](#) requirements for a person to be digitally included.

Table 1: Sub-groups of digital exclusion and the demographics of those impacted

Type of digital exclusion	Definition	Likely demographics of people who are impacted
Digitally impoverished	People lacking access to devices or sharing devices and lacking internet data and credit	Those experiencing other forms of poverty, receiving income support, rough sleepers or asylum seekers
Lacking digital skills	People lacking digital skills required to use devices and the internet independently	The elderly and the disabled and may overlap with those experiencing digital poverty
Lacking digital infrastructure	People under-served by current digital infrastructure in their area	Very rural communities who lack access to broadband

An additional set of sampling criteria was used by the research agency to help identify those at risk of digital exclusion:

Digitally impoverished participants:

- people who reported no access to digital devices, such as a laptop, smartphone, or desktop in their home
- people who had a phone but it was not a smartphone or did not have internet connectivity

Participants lacking digital skills:

- people without internet access
- people not using the internet

Participants identified as lacking digital infrastructure:

- people living in rural areas without reliable broadband internet connection to their homes
- people who need to frequently rely on mobile data for hot spotting
- people who said they have regular drop-out of service or no service at all

This sample covered each of the four nations of the UK. Where possible, the recruiter aimed for an equal distribution of age and sex.

Achieved sample

The aim was to obtain an achieved sample of 60 people, with 20 participants in each of the three digital exclusion categories. A 20% oversample of 72 addresses was used to allow for non-response.

The recruitment agency was responsible for providing a sample file, including names and addresses of participants in the three groups at greater risk of digital exclusion, so that ONS could send out engagement materials and track responses.

The paper-based consultation achieved 59 responses:

18 responses (30%) came from those who were digitally impoverished, **20 responses (34%)** from people who lacked digital skills, and **21 responses (36%)** from people who lacked digital infrastructure



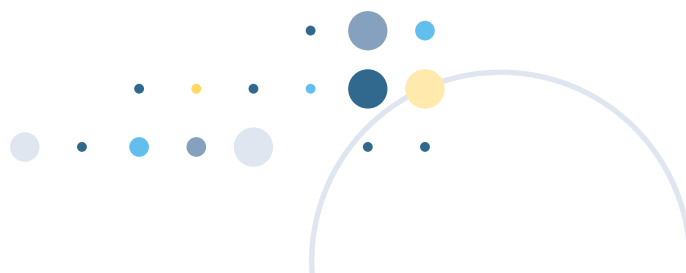
31 responses (52%) came from people living in England, **11 responses (19%)** from people living in Scotland, **9 responses (15%)** from people living in Wales, and **8 responses (14%)** from people living in Northern Ireland



40 responses (68%) were from women and **19 responses (32%)** were from men



Responses were gathered from ages ranging from 23 to 91, with **most participants (76%)** aged 45 and over



Design and Materials

The paper-based consultation approach was inspired by a **postcard consultation used in New Zealand** to gather the views of children and young people. The “**Postcard to the Prime Minister**” was a way for children, young people, and adults to express their ideas directly with the Prime Minister. The postcard was available online and in hard copy at face-to-face engagements. A similar approach was also used by ONS in the **Measuring National Wellbeing consultation (the National Debate)** in 2010 and 2011.

Cognitive testing was undertaken in February 2021 to ensure the research questions and associated materials were accessible, easy to understand, and relevant to members of the public. Cognitive testing is a form of interviewing which looks closely at a participant’s understanding of questions and how they decide what answers they give.

Participants were asked if they felt comfortable and confident in answering questions about data inclusivity, accessibility, and trust via a postcard or leaflet. Participants were also asked about the accessibility of the postcard, envelopes, and information page, and whether participants would prefer to respond via leaflet instead. The sample consisted of 12 participants, including older people, people with neurodiversity or learning disabilities, people with low digital skills, people with limited English language skills, and people from minority ethnic groups.

The initial list of questions tested for each area fell under three themes:

Inclusion:

- How can we make sure everyone is included in information about life in the UK?
- What would help you feel included in information about life in the UK?

Trust:

- How do you feel about sharing information about yourself for research?
- What might stop you from sharing information about yourself for research?
- Can you think of any reasons why you wouldn’t want to share information about yourself for research?

Accessibility:

- What would make it easier for people to understand facts and figures?
- Where do you usually see facts and figures about the UK?

All proposed questions were tested for readability and achieved an A or B grade, which is the standard readability score for the general public.

The proposed questions were also assessed against a question evaluation framework, which tested for clarity, focus, openness, suitability, and objectivity.

Participants involved in the cognitive testing offered preferences to questions in each section and suggested alternative wordings. Most also said that they would prefer to respond via leaflet rather than postcard and offered some solutions as to how to improve the leaflet design. A leaflet was designed based on this feedback. **Additional revisions were made based on the findings, including:**

- development of a new inclusion themed question
- revision of the question order to minimise participant burden and encourage responses
- selection of the trust and accessibility themed questions

The final engagement material for the paper-based consultation provided background to the research and a brief outline of the benefits of having facts and figures to improve people's lives. **The material also asked participants three questions on the themes of accessibility, inclusion, and trust in sharing personal data for research:**

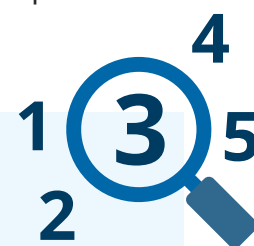
- **Accessibility** - where do you usually see facts and figures about people in the UK?
- **Inclusion** - what is important for decision makers to know about you, your life and your views?
- **Trust** - can you think of any reasons why you wouldn't share information about yourself for research?

A pre-paid return envelope was included to reduce participant burden in returning the completed leaflets. A £25 voucher was offered to participants as a "Thank You" for their time and contribution to the consultation.

Approach to analysis

Responses from the paper-based consultation were scanned, transcribed and coded for analysis. The theme-based analysis involved developing inductive codes (or "labels") for responses to each question. To develop the coding framework and ensure reliability and consistency, discussions between coders informed the overarching themes and sub-themes. All transcripts were analysed using the agreed framework.

The findings have been reported under the three themes of accessibility, inclusion, and trust. As responses were handwritten, they varied in length and detail. Open-ended questions were chosen to encourage participants to write freely about their own views and experiences.



Findings on the accessibility of facts and figures

The findings for the question “where do you usually see facts and figures about people in the UK?” has been categorised by sub-theme and reported with quotes to illustrate points and provide deeper insight.

The type of facts and figures people access

Some participants appreciated that

“[facts and figures are often] presented as part of news stories” and “tend to be framed with an explanation about the context of data and why it’s being used” (Man, 38, digitally impoverished) and that “[the news] predominantly portrays statistics to inform the public audience” (Woman, 36, lacking digital skills).

Some participants mentioned specific interest areas, such as health-related research and information on society and the economy. It was also reported that the news has been dominated by the coronavirus (COVID-19) pandemic and that these are the main facts and figures that they had seen over the last few months.

“I research independently on the likelihood of certain diseases, and the population of people in the UK infected with universally afflicting disorder which are very common.”

(Woman, 36, lacking digital skills).

“At the moment [fact and figures] tend to be mainly comparative figures. Covid, or employment and financial based on the pandemics effect on the UK.”

(Woman, 67, lacking digital infrastructure)



Source of information and trust in different source

In discussing the sources used to access information such as facts and figures, participants mentioned the following:

- newspapers and news programmes (both television and radio; national and local)
- websites (such as GOV.UK)
- social media
- friends and family (word of mouth)
- libraries
- GP surgery (posters)
- magazines
- advertisements on public transport
- leaflets and informational material delivered by post

Participants noted seeing and hearing facts and figures in newspapers and radio stations, both locally and nationally.

“I live in a small community. I concentrate on what I can affect and influence on local issues and my community.”

(Woman, 54, lacking digital infrastructure).

There was also some reference to national media sources such as the BBC and ITV. When talking about specific sources, participants acknowledged the value of having information clearly explained by specialists and through trusted sources.

“I have always trusted the BBC they invite many specialists to explain the information. I like things explained in simple terms.”

(Man, 64, digitally impoverished).

But others were less likely to accept news and data at face value:

“It is regulated information based on someone who makes decisions on what I (and the public) ‘need’ to know”.

(Woman, 54, lacking digital infrastructure).

“Can these facts and figures be trusted though?”.

(Woman, 56, lacking digital skills).



Using the internet and social media

Some participants noted that they use the internet to look for specific facts and figures.

This suggests that even those who are digitally excluded may have some access to the internet.

For example, some participants said they would go to a library or use someone else's smartphone to look for further information in topics of interest

"If I was particularly interested in something, I would use the Internet to find out more information."

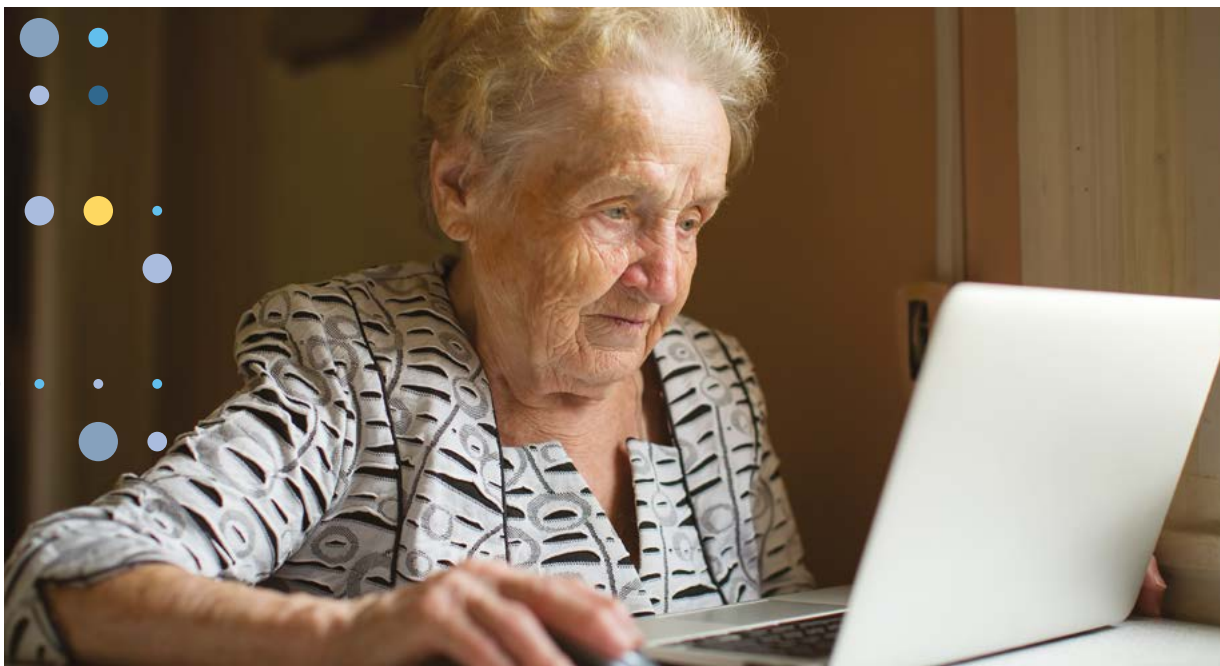
(Woman, 55, lacking digital infrastructure)

"If I wanted to see a particular thing I would go on the internet and type into Google."

(Woman, 45, Lacking digital infrastructure)

Some participants only noted the internet as their source of facts and figures about the UK. Their sources included news apps, internet searches and online news websites





“I usually see facts and figures on digital platforms and websites, usually governmental statistics as I hold them in the most highest and reliable regards.”

(Woman, 36, lacking digital skills).

The GOV.UK website was specifically mentioned as a source of information, both for general facts and figures and more specifically, the **Ethnicity Facts and Figures platform**. Some participants suggested it is an important source of information where they could find out about a range of different topics

“GOV.UK is usually my first port of call. This is because it encompasses and includes a multitude of areas so I am usually able to find the information I am looking for.”

(Woman, 57, lacking digital skills).

Some participants reported seeing facts and figures on social media platforms and tended to refer to **“social media”** generally but there were also specific references to platforms such as Facebook, Twitter, LinkedIn, and Instagram.

“Social media – LinkedIn, Facebook, Instagram, Twitter.”

(Man, 51, digitally impoverished).

“Facebook mainly, links of news on Facebook.”

(Man, 60, lacking digital infrastructure).

However, when referencing social media, the accuracy and reliability of facts and figures through these channels was questioned.

“Take with a pinch of salt as lots of fake news posted.”
(Man, 71, lacking digital infrastructure).

“Hearsay on social media that I follow up to verify facts.”
(Man, 60, lacking digital infrastructure).

Alternatively, one participant made explicit reference to not using the internet to look at social media, suggesting

“I do not use the internet for this purpose”
(Man, 77, digitally impoverished).

The need for different forms of communication to accommodate a range of needs was also noted.

“Rarely is anything sent out in the post. Not all people have access to the internet and not all people are able to read.”
(Woman, 60, digitally impoverished)

Additional sources

Word of mouth, including from friends, family, and social groups, was another source mentioned for hearing about facts and figures.

“My family and friends keep me informed of anything I want to know.”
(Woman, 72, digitally impoverished).

“I usually get most of my information from TV news but I also attend some groups and I get a lot of information from the other women who attend. We sometimes have political and charity visitors who give us good information. I also have children and grandchildren.”
(Woman, 79, lacking digital skills).

Some other additional sources mentioned by participants include the electoral role, credit consumer sites, the census, ancestry sites, libraries, public transport, leaflets in the post, adverts, magazines, and journals

“Sometimes in the doctors surgery there are statistics on the posters to encourage people to get checked for things or for people like carers to register and get help.”
(Woman, 25, lacking digital infrastructure).

“There are also facts and figures sometimes on information leaflets that are posted through the door.”
(Woman, 55, lacking digital infrastructure)

Findings on inclusion and being visible to decision maker

The findings for the question “**what is important for decision makers to know about you, your life and your views?**” has been categorised by sub-theme and reported with quotes to illustrate points and provide deeper insight.

Participants raised several aspects in their lives which they thought were important for decision makers to know. These ranged from personal circumstances and characteristics and insights into their lives.

Personal circumstances

Participants highlighted a range of important issues for decision makers to consider, such as their:

- personal health and care needs
- household circumstances and living conditions
- personal or household finances (for example income)
- political views
- local issues

Some participants noted that it was important for decision makers to be aware of their health issues and care needs, which covered physical and mental health. There was also some reference to the NHS and the need for better funding to support these health issues and care needs.

“Having health issues is a hindrance. The pandemic is not really helping at all, having to shield.”

(Woman, 56, lacking digital skills)

“More money to be spent on the health service particularly important for me that there is mental health provision for young people. A very long waiting list. Not enough money spent on caring for the disadvantaged: social workers, health care, physio, and NHS dentists.”

(Woman, 40, lacking digital skills).

Some participants also listed income and personal financial circumstances as important for decision makers to know about

"I would like to be asked about my needs and how my lower income has changed my lifestyle."
(Man, 64, digitally impoverished).

"I think it is important they take into account my financial situation."
(Woman, 79, lacking digital skills).

Living circumstances were also noted as key issues decision makers should be aware of. This was sometimes linked to income but also included matters relating to housing and living situations.

"Where I live, [such as a] house, flat, or apartment owned or rented in area."
(Woman, 68, lacking digital skills).

"It is important for people to understand life with a child."
(Woman, 24, digitally impoverished).

Local issues such as amenities, services and transport were also raised as important issues for some participants. Specific references were also made to needs of those living in rural areas.

"They need to know how to improve services I use".
(Woman, 60, digitally impoverished).

"They need to talk and see first-hand how people actually live within their means or without good services and transport etc."
(Woman, 45, lacking digital infrastructure).

Personal characteristics

Some participants listed specific demographic characteristics as being important for decision makers to be aware of, such as age, sex, gender, and ethnicity.

"It is important for them to know my background, age, and life stage to inform decisions."
(Woman, 55, lacking digital infrastructure).

Although the importance of raising awareness of individual characteristics was outlined, much like the views towards individual differences, some participants stressed that they did not want to be defined by these characteristics.

"Not to judge a book by its cover."
(Woman, 47, digitally impoverished).

"I for example don't want assumptions made about me based on age, gender, education level etc."
(Woman, 67, lacking digital infrastructure).

Some participants encouraged the use of inclusive practices and the need to have representation of various groups across society. One participant noted that decision makers should **"act in the best interest of all"**.

"The most important thing is to be treated equally. To look at every walk of life."
(Man, 64, digitally impoverished).

"Inclusion of all people affected by decisions. Especially ethnic minorities, LGBTQ+ and women."
(Woman, 23, lacking digital infrastructure).

"Tackle all forms of inequality in the UK"
(Man, 56, lacking digital skills).

People's lived experiences

In sharing what was important for decision makers to know about them specifically, participants provided insights into their lived experiences covering various personal experiences and circumstances.

"I am a pensioner, living alone, healthy, intelligent and financially secure. I no longer choose to drive a car and have no computer or mobile phone - only a landline. I can access the internet only by visiting my local library. I walk regularly and play sport but rely on public transport."
(Man, 77, digitally impoverished)

"I am a mother of three children under the age of 13 and worry often about their social future as after school clubs, activities and summer plans are very limited along with leisure centres, soft play and mother and toddler groups are no longer in use even before the pandemic began."
(Woman, 37, digitally impoverished).

"I worry about global warming and my grandchildren's future. How long I have to wait if I need an operation or treatment on NHS."
(Woman, 79, lacking digital skills)

"I am a lady living with a physical disability from an acquired brain injury. I look to enjoy each day as it comes and believe my views and opinions are important and matter as much as anyone else's. Being disabled does not define me."
(Woman, 57, lacking digital skills).

Why are these things important for decision makers to know?

Participants noted that, before making decisions on their behalf, it was important for decision makers to be aware of, and understand, individual experiences.

"It is significant for decision makers to be appropriately informed on my personal and collective livelihood."
(Woman, 36, lacking digital skills).

"If I wanted decisions to be focused on me and my lifestyle I would expect to have to give some personal information."
(Man, 38, digitally impoverished).

However, one participant reported not giving any insights into their life or views because they did not think decision makers needed to know about their personal details. They felt that respecting their privacy was more important.

"I don't really think there is anything that people need to know about me. I like to be private."
(Woman, 84, lacking digital skills).

Participants' perceptions around the importance of sharing political views differed. Whilst some felt their political views should be considered by decision makers, others suggested they would prefer to keep their **"politics private"**.

"As a citizen of the UK I believe my perspectives opinions and strongly held views should be rightfully and morally considered."
(Woman, 36, lacking digital skills).

"I prefer to keep my politics private."
(Woman, 75, digitally impoverished).

Some participants also had mixed views on whether characteristics such as sexuality and religion were important for decision-makers to take into account.

“I don’t think my sexuality or religion need to be considered.”
(Woman, 25, lacking digital infrastructure).

For decision makers to better understand individual circumstances and make decisions in the best interests of those affected, it was suggested that further research could be conducted to gain insight into individuals’ perspectives and experiences.

Participants raised the importance of the individuals affected “being listened to” and their views being considered.

“I think the decision [makers] should conduct survey, interviews, focus groups to ask/get to know my life and my views.”
(Woman, 27, digitally impoverished).

“They really need to be able to listen. Really listen and understand.”
(Woman, 45, lacking digital infrastructure).

“Decision makers cannot help us and provide what we need if they are not aware of our views.”
(Woman, 56, lacking digital infrastructure).

How digital exclusion affects perceived inclusion

On inclusion, some participants made specific reference to their experiences of digital exclusion. Concerns were expressed around the growing number of services being provided online alongside an awareness of their own lack of digital skills.

“I don’t have access to internet or mobile phone so I worry about everything being online. Where does that leave me in the future?”
(Woman, 79, lacking digital skills).

“Our age, we don’t take too well to change, advanced technology is not too good at our age.”
(Woman, 82, lacking digital skills).

There was also specific mention of the need for decision makers to be aware of difficulties relating to digital exclusion to avoid further exclusionary practises.

"I can access the internet only by visiting my local library ... Decision makers and companies should stop assuming that everyone has internet access."

(Man, 77, digitally impoverished).

"Decision makers tend to forget that not everyone has access to the internet and also tend to sideline older people, especially if they live in more rural areas. Policy makers forget about this group too often."

(Woman, 68, lacking digital skills).

"Rural communities are sometimes very remote and just looking on a map is very different to actually coming to see how remote it actually is. Decision makers need to come and visit the area and speak to local people."

(Woman, 45, lacking digital infrastructure).

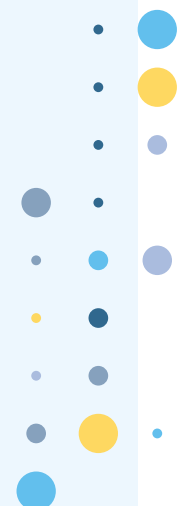
Findings on trust in sharing data

The findings for the question “can you think of any reasons why you wouldn’t share information about yourself for research?” has been categorised by sub-theme and reported with quotes to illustrate points and provide deeper insight.

Reasons that encourage data sharing

Participants explored various circumstances in which they are or would feel comfortable sharing personal data for research purposes. **These include:**

- when the purpose is clearly explained
- when the reason for wanting the data is seen as relevant
- when the data will be used to benefit society, the participant, or people in their communities
- when the topic is not overly intrusive
- when it is clear who will be able to access the data
- when they retain choice and control over sharing their data or answering questions



Some participants noted that they could not think of any reasons that would stop them sharing information for research purposes and suggested that **"the better informed the research the more accurate the findings will be"** (Woman, 32, digitally impoverished).

Purpose and content of research

Participants stressed that the research purpose and content would affect their deciding whether to participate. Additionally, the importance of understanding why the research is taking place, who can access their data, and what happens to the data when the research ends was noted. One participant also made specific reference to **General Data Protection Regulation (GDPR)** practices

"I would be concerned what the information would be used for and who it would be passed on to."
(Woman, 79, lacking digital skills).

"If I was unsure of the legitimacy of the research I would not feel comfortable sharing any of my data."
(Woman, 57, lacking digital skills).

They also expressed being happy to share personal information if it was seen to benefit society and provided positive impacts.

"It is important to share information with research to have an overall understanding."
(Woman, 73, lacking digital skills).

Some participants expressed having limits to the information they would feel comfortable sharing, with some stating that they would not partake if topics were seen as **"intrusive research"** and included **"personal sensitive information"**.

"It depends what's being shared and to whom. You're only sharing what you want them to know, but at the same time your information could be shared anywhere."
(Woman, 56, lacking digital skills)

"Important to me to have choice to refuse if I feel uncomfortable and pressured."
(Woman, 68, lacking digital skills).

There were mixed opinions on sharing personal health and financial information. Some participants highlighted these as important issues for decision makers to be aware of. Others noted that they would not be comfortable sharing this information due to concerns that it could be used against them.

“Regarding financial information could be worried it would be used against you, say if you were going through divorce proceedings. Or worries about being truthful if you are self-employed and not declaring your tax properly.”

(Woman, 40, lacking digital skills).

Reasons that discourage data sharing

Participants highlighted various reasons why they are not or would not be comfortable sharing personal data for research purposes. These include:

- when privacy is their key concern and the research is seen to undermine that
- when they are unsure of data security
- when they do not trust the researchers (including government)
- when there is a perception the data could be used in ways which harm the participant or people in their communities
- when they feel the data could be “misused”
- when there is a perception that anonymity will not be respected and they worry others will know something about them

Privacy concerns

Some participants spoke about their concerns with privacy, mainly regarding anonymity and confidentiality. Privacy concerns were linked directly to distrust of technology and secure storage of data, with some participants highlighting their “fear” of their personal data being hacked or experiencing an “intrusion of privacy”.

“Anything stored on a computer is vulnerable to being ‘hacked’ into.”
(Woman, 75, digitally impoverished).

“I would never disclose my exact date of birth, full name, bank or credit card details, in case of possible fraud.”

(Man, 77, digitally impoverished).

Some participants note that they would share personal data if they trusted that the data would be kept secure and confidential.

“I am happy to share my information if I think it is to my advantage and with someone who will protect it.”
(Man, 64, lacking digital infrastructure).

Perceived safety of systems

Some participants referred to online data collection and the perceived safety of these systems.

“You need to be careful how much personal information you reveal online. Sharing your address, phone numbers, birthday and other personal information can mean you are at a greater risk of identity theft, stalking or harassment... We need better and safer internet data for everyone to use.”
(Woman, 51, lacking digital infrastructure).

Identity theft, scams and nuisance calls were some of the main reasons these participants suggested an unwillingness to share information about themselves for research. The selling of data to third parties was of particular concern.

“I’d just be worried in case any personal information became very public and then you’d get scammers and advertised/cold callers getting in touch.”
(Woman, 45, lacking digital infrastructure)

“I would not like to have my personal information e.g., income, or health be made public or shared with companies that want me to purchase things.”
(Man, 64, digitally impoverished)

When talking about scams and nuisance calls, one participant also suggested **“this is why I don’t want my information being shared by anyone to anyone”** (Woman, 23, digitally impoverished). Another suggested **“I don’t like to share any information if I can help it”** (Woman, 84, Lacking digital skills).



Trust in organisations

Trust in organisations was a key theme in relation to concerns of fraud and scams. Some participants talked about the importance of a **“trusted”** source or an organisation that they knew of.

"I would never share information about myself to people I don't know or trust."

(Woman, 68, lacking digital skills).

One participant also expressed a general distrust of government and the police which has impacted their data sharing behaviours.

"Generally, I do not trust the government or police. For example, I did not download the track and trace app as I worry about my location being shared."

(Woman, 25, lacking digital infrastructure).

Negative impact of sharing personal information

Concerns were expressed around how sharing personal data for research purposes may negatively impact themselves and those around them.

"There is a possibility that having shared info that this could or would be misused or misrepresented whereby having a negative impact on myself, family, and communities or lead to a lack of trust."

(Man, 61, lacking digital infrastructure)

Embarrassment and judgement were also given as reasons for participants not wanting to share their information for research.

"If you were embarrassed. Concerned about being judged. Poor self-esteem... Wouldn't want my info to be a source of gossip or amusement to office staff."

(Woman, 40, lacking digital skills).

There were also concerns raised around providing information on behalf of other people, with some participants stating that they would not feel comfortable sharing information about their family.

"How others (family and friends) would view any 'over exposure' if confidentiality was breached (are they implicated)."

(Man, 61, lacking digital infrastructure).

Contact us

If you would like to get in touch, please email us at equalities@ons.gov.uk
Alternatively you can write to us at:

Government Buildings
Cardiff Road
Newport
South Wales
NP10 8XG

