

**THE BUSINESS CASE
FOR PROVIDING COMPUTERS AND
INTERNET TRAINING FOR BLIND, DEAF
AND DISABLED PEOPLE**

PREPARED BY

U CAN DO I.T.

FOR

THE MINISTRY OF WORK AND PENSIONS

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1. INTRODUCTION

1.1 The government has made a commitment to build an inclusive society in which disadvantaged people including blind, deaf and disabled children and adults are given the opportunity to build their skills and self-confidence and to participate in and contribute to the economic and social development of the country.

1.2 The Government's commitment is illustrated by the setting up of the independent Disability Rights Commission and by legislation to be incorporated in the Disability Discrimination Act. Recognition has also been given to the importance of E-Technology in creating a level playing field for disadvantaged people by the setting up of the Office of the e-Envoy in September 1999 as a part of the Prime Minister's Cabinet Office. This organization is working to meet the Prime Minister's target of internet access for all who want it by 2005.

1.3 As a result of the above UK Online was set up and has established 6,000 centres, some of which are newly built and some of which are in existing premises such as libraries and day centres throughout the United Kingdom. In their annual report for 2002 UK Online state:

“while the market has successfully delivered internet access to most citizens, take up among the most disadvantaged groups in society – those on low incomes, the elderly and people with disabilities – is lower. These groups are traditionally heavy users of public services and potentially have most to gain from convenient customer focused channels of electronic delivery. Services such as benefit applications, access to health records and GP appointment bookings will all be available on-line. But without access to the internet, or the skills to use it confidently, these groups may face further social exclusion.”

1.4 U Can Do I.T is a charity set up in 1999 which provides internet training for blind, deaf and disabled people in their own homes on their own computers.

We are the only charity providing this service.

Over the last five years we have built up a team of 56 tutors working on a freelance basis in Greater London. We have carried out 6,681 tutorials and developed a secure and sensitive system for delivering, controlling and monitoring first class one to one tuition of high quality. A brief history of the formation and history of U Can Do I.T. and the U Can Do I.T. course is attached in Appendices 3 and 4.

1.5 We do not believe that the Governments policy of working towards social inclusion for disadvantaged people can succeed unless provision is made for blind, deaf and disabled people to get online.

A major barrier in the way of achieving this objective is the fact that for many disabled people, whose only income comes from Disability Allowances amounting to £140 per week, it is not possible to afford to buy computers for themselves without financial hardship. This fact cannot be ducked.

We therefore argue that the only way of achieving our objective is to make available computers and training in their own homes for those who are able to benefit from it.

1.6 We believe that understandably the presumed cost factor has been a major deterrent in the way of pursuing and fulfilling this policy. This explains why other alternatives have been preferred. On the basis of there being 8.5 million disabled people entitled to receive free computers and training at a cost of £2,500 per person this would undoubtedly be true. However, all our experience shows that the final total number of disabled people who would be entitled to participate in our proposal would be no more than 3% of those currently drawing Disability Living Allowance or Attendance Allowance. This gives a national total of 110,000 people. Our evidence for this conclusion is set out in Appendix 1.

2. THE NEED FOR COMPUTERS AT HOME AND RELATED OUTCOMES

WORK AND PENSIONS

2.1 From a work point of view, the case for home computers is disarmingly self evident. **Without a computer at home you cannot work from home.**

2.2 Since most of our client group are unable to travel without assistance, they can only work from home and therefore they must have a computer at home if they are going to get a job.

2.3 The market for home working is developing very fast and becoming increasingly competitive with other options. It is as yet a growing phenomena. Technically it is achievable and the saving in capital costs, office costs and travel costs will become substantial. Disabled workers in this area would add to an increasing pool of people who are becoming available and market forces will create the opportunities we seek in which disabled people will compete on equal terms with any other employee in this area.

2.4 Many firms and government departments have been unable to meet their obligations for the employment of disabled people under existing legislation. With proper encouragement they should be eager to exploit this new resource. Job opportunities should be specifically created to encompass the talents available.

2.5 Job opportunities are increasingly advertised on the internet and this provides an essential window into the employment world. This facility is increasing very fast and has already become a major means of finding and filling a job.

2.6 In this sphere, email is the main means of communication both for CV's and applications. Without these facilities it is becoming impractical to job search efficiently and for a house bound person this means it is essential to have a computer at home.

2.7 The internet provides endless scope for entrepreneurial activity to be able to enter the market at low cost. Develop a web site and you are in business. There is a huge range of activity in which a self employed home worker can become involved and earn a living. This includes research, journalism, counseling, buying and selling, auctioning, share transactions and so forth. Further encouragement and support both from government and charities will enormously develop this sector. **25% of our graduate students are seeking jobs.**

2.8 Voluntary work is another important entry into the world of employment. With a computer at home, a disabled person can access disabled sites possibly associated with their own disability and participate in the success of these organizations, whether they be charities or part of the social service structure. Such involvement leads on to confidence and further employment. In a recent survey of our own graduate students, we have found that 29% are now actively involved in voluntary work.

2.9 Help lines play a very important part in the flow of information to disadvantaged people but telephone help lines are expensive to run particularly on a 24 hour basis, 7 days a week. Email help lines are a far more practical proposition and furthermore would provide an opportunity for computer literate disabled people to give the answers as well as ask the questions.

EDUCATION AND SKILLS

2.10 Distance learning is the thing of the future. The Open University paved the way. How wonderful to be able to sit at home and have the whole panorama of learning at your fingertips. Bliss for a disabled person.

2.11 Organisations set up by the government, such as Learn Direct and Cybrarian have been created to enhance this possibility. They do this by simplifying access and by providing a huge range of courses with endless opportunities for advancement and accreditation.

2.12 In addition, more and more universities and colleges are developing their own web sites and their own direct learning systems often with tutorial back up by email.

2.13 This is a wonderful development, but without a computer at home, it is entirely impractical.

2.14 People want to and need to work in their own time and do their homework in their own time. Very often the clocking on time for various courses and chatrooms may be outside the normal working hours when UK Online centers or other public venues available with computers are not open.

2.15 Searching the web for information is very often part of these courses and will in any case throw up subsidiary benefits. This takes many hours and cannot be done without your own computer.

HEALTH

- Communication

2.16 As already outlined in the quotation from the UK Online annual report, many services provided by the National Health Service and Social Services will be available on line and there will be enormous economic savings and organisational benefits by utilizing this facility. This would include doctors appointments, payment of benefits, the making of applications, and indeed all activities in which disabled people are very heavy users. **In a few years time, not being able to communicate by computer will be like not being able to read. 75% of our graduate students use the email regularly, compared with 56% of adults nationally according to a National Statistics Omnibus Survey. 66% of our graduates used the web to access disability information.**

- Depression

2.17 Many disabled people suffer from acute depression and panic attacks. Part of the reason for this is they spend a lot of time alone and may have no positive future or occupation to engage their abilities. We find that all our students glory in their new found skills and become markedly more cheerful and positive. The cost of depression to the National Health Service is enormous. A recent BBC survey found that depression was the second most common complaint in the NHS. The cost of treatment of drugs is very great. This could be one of the most important aspects of our scheme.

TRADE AND INDUSTRY

- Shopping & Banking

2.18 By doing their own shopping and banking, disabled people will be able to reduce the need for help in these areas which will represent a very substantial job saving in terms of carer support and time. In fact 26% of our own ex students do on-line banking and 45% shop on-line. We have graduate students who were never able to read their own mail before they took the course. A computer at home is a pathway to confidence and independence.

- Creating Business

2.19 Once they have learned to use the internet disabled people will be able to access information about holidays, housing, computer programmes,

assistive devices, wheelchair offers and a whole range of services and applications.

2.20 This access will generate business for the many small suppliers of equipment designed for disabled people and will encourage small and larger firms to enter this field on a more economic basis.

2.21 The same argument applies to the provision of holidays. Many disabled facilities in concert halls, theatres, cinemas, hotels and restaurants remain underused because advertising to this small audience is uneconomical and the target group don't know where these facilities exist. Using the internet to provide this information directly to the people who need it will be a crucial element in the success of these businesses.

3. THE NEED FOR TRAINING AT HOME

3.1 Colleges and day centers can do an excellent job for people with independent transport and a low level of disability. We strongly believe that people in this category should be encouraged to attend colleges and day centers because it may take them out of their homes and give them social contact with able bodied people which is vitally necessary to achieve social inclusion.

3.2 However, many disabled people do not feel able to attend colleges and day centers. They may be shy about their disability or lack self confidence or have a record of failure which discourages them from this challenging situation.

3.3 There are also a number of very practical reasons why going to a college is difficult.

- Travelling

3.4 For a severely disabled person this can be an absolute bar to college attendance. A paraplegic or somebody with severe cerebral palsy or someone in constant pain would not be able to attend a college. For many other slightly less disabled people there is still a considerable problem. If wheelchair transport is required, this is expensive. An individual taxi fare might cost £10 each way. Use of a mini bus provided by special contractors through a local authority is very expensive because waiting time is included and picking up several passengers elongates the journey. Westminster PHAB pays Brent Transport £140 per journey for 4 disabled people from Brent to attend our PHAB for two hours every Monday night.

3.5 In addition some people may wish to stay at college or day center longer than others and not be bound to a strict timetable.

3.6 In comparison it is very easy for an individual tutor to travel to a students home. Typically public transport will be used in City areas or a petrol allowance of 16p per mile is provided.

- Illness

3.7 Many disabled people unfortunately suffer from degenerating conditions and need doctors appointments on an irregular basis. This disrupts class based learning and means that a disabled person will often fall behind and become discouraged.

3.8 More prolonged illnesses will mean missing the course altogether which cannot then be resuscitated.

3.9 U Can Do I.T. has had a number of students who have started the course then had to break off for an operation and have come back six months later and eventually finished the course.

- Special Equipment

3.10 Many severely disabled people require special equipment and special programmes. This might include Jaws for visually impaired or blind people or special software to enable voice access to be obtained.

3.11 It is often impractical for this to be set up in a college or day center. Every time the student arrives, the equipment would have to be re-configured to suit their requirements or it would not be able to be used by anyone else. The same applies to assistive devices and special keyboards.

3.12 This is a very serious problem. Small day centers or libraries may have one or two computers. Larger centers may have as many as fifty machines. Will some of these be tailored to fit a particular disabled persons needs? Alternatively, will a disabled person have to bring their own special programmes and assistive devices with them? If so, will there be anyone available at the day center or the UK Online center to load the programme and fit the equipment? This particularly applies to voice activated software which is matched to the individual user.

- Practice at Home

3.13 Whether or not a disabled person is able to attend a college they will still need a computer at home in order to practice what they have learnt. Over the course of the last five years we have come to realize that homework is one of the principle reasons for the success and failure of students. They must do some homework every day if they are to succeed in retaining the information they have received.

3.14 In any case, once the college courses are finished, the graduate student will have to have a computer at home in order to participate in any of the benefits outlined above.

- Dropping Out

3.15 The drop out rate for non disabled class based learning is calculated at more than 20%. We know of situations run by other charities where courses have had to be cancelled because the drop out rate has been 90%. The very nature of one to one tuition at home minimizes drop out potential. As mentioned above, the flexibility of the system will enable a person to go into hospital for several months and return to the course thereafter with some revision. Also the individual encouragement and support the students receive from their tutor is a decisive factor in persuading them to persevere and do the homework and finish the course.

3.16 The teaching is also delivered at the students own pace and can be selective according to the needs of the individual. Some students will want to concentrate on sending and receiving emails. Others will find shopping and banking more important.

- Cost

3.17 To make an accurate comparison between the cost of individual tutorial learning and tuition in established colleges is extremely hard to assess. The U Can Do I.T. course of an average of 12.5 lessons per student of 2 hours each costs approximately £1,200 and therefore the hourly rate is £50. However, the student will in that time become proficient in the use of emails, surfing the net and other computer skills. We have recently carried out a survey of students who left the course 18 months ago and the results which are set out in Appendix 2 are extremely encouraging. These show that 87% of students use the web regularly, 75% use email regularly, 26% do their own on-line banking, 46% shop on-line, 66% access disability information,

25% would like to gain employment and 29% are involved in some form of voluntary work.

3.18 A full copy of the Refresher Lesson Questionnaire analysis is attached in Appendix 2. This currently covers 85 students.

3.19 In comparison, a college course may last one or two years and cost between £15,000 - £19,000. In addition there will be substantial capital costs derived from the maintenance of buildings and purchase of equipment.

3.20 It is possible, but unlikely that over the course of the next three years, disabled places could be found for 110,000 students through the existing system. It is possible that under utilization of existing university places could be used. However, we would anticipate that expensive capital works and adaptations would be necessary. In addition, in a non residential situation, transport would have to be provided on a daily basis.

3.21 An alternative might be residential courses. A small number of places for disabled people are already available but much more provision would have to be made if a target was to be met within three years. The cost of residential provision would far exceed the cost of individual tuition at home and in addition at the end of the course a computer would still have to be provided in the students home if the benefits described in the previous section are to continue.

Case Study

3.22 Rileys UK Online centre in Coventry was used as a case study in the UK Online Annual Report 2002 (page 81) to illustrate the broad range of services available at the centres. The report states:

“Rileys disabled facilities include wheelchair access, disabled toilets, screen magnifiers, specialist keyboards, trackball mice, voice activation software and spacious work stations. In addition one member of staff has sign language skills.”

The centre has now been open for 3 years and has 40 computer spaces. We have spoken to Sheila Stamford who is the manager of the centre and who is, herself, able to use British Sign Language. We have shared information with her about the service she provides and the service provided by U Can Do I.T.

The unfortunate situation is that very, very few disabled people visit the centre. They have had five

or six people in wheelchairs over the 3 years. One visually impaired person and one profoundly deaf person, although Sheila has never had to use her BSL skills. They have five staff who are able to give one to one tuition, but they are not skilled in special programmes such as Jaws or Dragon Dictate. They do have switch access prediction software but this has never been used so far. They do have one copy of Supernova for visually impaired people, but this can only be operated on Windows XP which is not available at present.

They have not specifically advertised the services available for disabled people because there are no recognized channels for doing this and therefore rely on word of mouth to spread news about the centre.

The college is open 9am-5pm on weekdays and 9am-1pm on Saturday. This is a busy centre with an average of 50 people attending every day.

If skilled tuition were to be required, the manager said that this could be obtained from Henley College who have a number of specialist teachers and BSL experts. The tutor would have to come in specially to meet the student at the centre. This would be expensive either for the college or the centre. Probably £20 per hour plus travelling expenses. Students travelling expenses would also have to be added. Cancellations would be a major problem. Our cancellation rate giving tuition at home is 12%. We think this would be far higher when travelling was involved.

Of course, the evidence from one centre is not conclusive, but we feel that this strongly supports our contention that however good available facilities may be, disabled people will not regularly attend these centres. All the reasons set out above explain how difficult this is for them. The result is that a lot of very expensive equipment is gathering dust.

4. THE U CAN DO I.T. PROPOSAL

4.1 The eventual aim of U Can Do I.T. is to provide computers and training for all blind, deaf and disabled people in the United Kingdom who need this service and could benefit from it.

4.2 Before launching a national scheme, we think it is imperative to carry out a well structured pilot study to confirm the number of students who would be involved and the effectiveness of the course.

4.3 It would be essential that external evaluation was available to verify the results obtained.

4.4 We therefore suggest that a pilot scheme should be carried out in a single London borough to be selected in consultation with the local authority involved for the applicability of its demographic profile in comparison with the United Kingdom as a whole.

4.5 The scheme would involve the co-operation between The Ministry of Work and Pensions, The Ministry of Education & Skills, The Ministry of Health, Ministry of Trade & Industry and U Can Do I.T.

4.6 The proposal is that all people in the borough entitled to receive Disability Living Allowance or Attendance Allowance should be effectively contacted and invited to join the scheme under which they would be lent a computer which would be installed in their homes with the necessary assistive devices and U Can Do I.T. would then carry out the necessary training.

4.7 The following stages are envisaged:

1. Reaching of agreement between the parties.
2. The recruitment of additional tutors as required.
3. Concurrently with the above, designing of appropriate literature.
4. The establishment of administrative premises.
5. The enrolment of students.
6. The installation of computers.
7. The commencement of the course.
8. The completion of the course.
9. The evaluation of the course.
10. The extension of the course throughout the United Kingdom.

4.8 A provisional budget for the scheme is set out on page 8. From this it can be seen that the total cost of providing computers and training for 360 students in a single London borough is estimated to cost £933,330.

4.9 This breaks down to £2,593 per student, of which £1,247 is computer cost and installation and £1,346 is the cost of U Can Do I.T. training.

4.10 On page 9 we set out a time chart which shows that from inception to conclusion the scheme will take 15 months to achieve. Attached hereto under Appendix 5 a schedule showing the number of disabled people in the London boroughs entitled to receive Disability Living Allowance and Attendance Allowance.

4.11 For the purpose of this proposal we have assumed that the borough selected will have 12,000 people in this category and that 3% of this number will participate in the scheme.

4.12 In order to limit the total possible number of participators it would be able to be possible to send out the publicity information in batches. However, this would mean extending the life of the project.

4.13 We believe that a pilot scheme would provide a statistically reliable sample.

4.14 As a result of the project it will be possible to make an accurate forecast of the total cost of extending the scheme throughout the United Kingdom.

BUDGET FOR 360 STUDENTS IN SINGLE LONDON BOROUGH		
TUTOR COSTS		
Recruitment and Training of Additional Tutors	Advertising	1500
	Interviewing and Admin 300 hours @ £15	4500
	Training 20 tutors to learn Jaws/Dragon	6000
Training Lessons for Students	4500 Lessons @ £40	180000
Final Report and Analysis		2000
ADMIN COSTS		
Recruitment and Training of 3 Admin Staff	Advertising and Interviews	2000
Completion of Student Application Forms	3 Staff Salaries for 4 Months	25000
Administer Contract	1 Staff Salary for 18 Months	36000
Manage Contract	Upgrading of Existing Managers	7000
COMPUTER COSTS		
Initial Assessments (Standard)	210 @ £40	8400
Initial Assessments (Special)	150 @ £250	37500
Purchase of Student Computers/Printers/Progs etc	360 computers at £700	252000
Special Programmes	150 @ £600	90000
Assistive Devices	50 @ £300	15000
Installation (Standard)	210 @ £40	8400
Installation (Special)	150 @ £250	37500
PUBLICITY COSTS		
Design, Ordering & Delivery of Publicity Material	15000 Leaflets @ £1	15000
Mailing and Analysis	Package and Post 50p	7500
OFFICE COSTS		
Stationary		6000
Postage/Telephone		8000
Email/Copier		3000
Computer Installation		10000
Computer Maintenance		5000
Rent and Rates for 18 months	1500 sq ft @ £45 including rates/fees	101000
Moving and Installation Costs		40000
Accountancy		3500
Travel		1500
Petty Cash		4000
Total Scheme Costs		923300
Independent Measurement and Report		10000
FINAL TOTAL COST		933300
Cost Per Student	Computer	1247
	Training	1346
Total Per Student		2593

APPENDIX 1

STUDENT NUMBERS

The total number of blind, deaf and disabled people in the United Kingdom is variously estimated to be between 3.5 and 8 million.

The high estimate is misleading because it depends on a definition of disability which includes people with minor visual impairments, hearing loss or arthritic conditions. In our view the only realistic evidence of the number of disabled people in the UK must be taken from the 2001 Census and the more up to date figures published by the Department of Work and Pensions which include only those people entitled to draw Disability Living Allowance or Attendance Allowance.

On this basis the total number of disabled people in Greater London is 330,110 and the total number of disabled people in the United Kingdom as a whole is 3,641,000.

The purpose of this proposal is to concentrate on more severely disabled people who are the most seriously disadvantaged and precluded from social involvement and contribution by the nature of their disability. Disabled people with relatively minor complaints are capable of leading normal lives and have every opportunity for employment and can buy their own computers.

All our experience over the last 4 years indicates that student take up will be surprisingly low. We predict a figure of less than 3% of those entitled to the Allowances listed above.

Our evidence at this conclusion is as follows:

(1) In 2001 in conjunction with Westminster City Council Social Service Department and the Area Health Authority we were successful in a bid for funding from the Area Health Authority to provide computers and training for 20 disabled people in the South Paddington SRB (Single Regeneration Budget) area. This is a deprived inner city area with a resident population of 41,000 people.

Westminster City Council gave us access to their list of 2,200 disabled people who were

entitled to the benefit of transport by means of personal taxi-cards. We also had access to Westminster Social Services own list of disabled

people. Leaflets explaining the scheme were sent to everyone on the above list.

As a result, we expected to be inundated with applications and set up a special committee to prioritise criteria in conjunction with the Area Health Authority Westminster City Council and Disabled Living Foundation.

In fact, we only received 42 applications from within the SRB Bid area. Many of these turned out to be false bids from family members seeking to benefit from a free computer. In the end we enrolled only 16 students to whom computers were supplied and training given. This equates to a take up of 2.73%.

(2) Transport for All is an organization which among other things provides transport by bus for disabled people in their own boroughs and throughout London. It has a total of 126,000 registered members to whom a quarterly magazine is mailed free of charge. In May 2002, we selected an area of 20,000 members and enclosed leaflets in the magazine together with a 200-word editorial.

As a result we eventually signed up 22 students which represents 0.11% of the total number of leaflets circulated. It must be emphasized that no computers were offered on this occasion.

On this basis we think that our estimate of 3% of the total number of disabled people drawing Disability Allowance and Attendance Allowance will be close to the mark. This will be 9,903 people in London and 109,000 people nationally.

This low figure takes into account the fact that many disabled people are senior citizens and the figures also include people with learning difficulties and other mental health conditions.

APPENDIX 2

REFRESHER LESSON QUESTIONNAIRE TOTALS 2003-2004

1. The Course – a) Current Content	Very Important	Important	Not Important
(a) What importance would you place on the sections below:			
Emails	61	23	1
Surfing the web	44	35	6
Chat Rooms	6	14	65
News Groups	4	7	74
(b) What else do you think it should contain? Comments:			
General computer skills = 8 Shopping on the Internet = 2 Web Design Topics = 1 Technical information = 3 Menu for office = 1 Word processing = 13 Basic operating systems = 2 Microsoft office = 8 Using CD writer and other equipment To contain faxing = 2 Other Applications to be included The uses of the computer (how it works) Word and Excel More lessons = 9			
	Yes	No	%
(c) If U Can Do I.T. started a chat-room, would you join it?	35	50	
(d) Is the course the right length?	51	34	
(e) Should it be more spread out?	21	64	
(f) Did you make your own notes?	53	32	
(g) Did you do the homework?	81	4	9
(h) Do you email regularly?	64	21	75
(i) Did you get enough practice emailing during the course?	74	11	
(j) Did you find the websites you wanted?	78	7	
(k) Do you use the web now?	74	11	87
(l) Do you do online banking?	22	62	26
(m) Do you shop online?	38	46	46
(n) Do you access Disability Information?	56	28	66
(o) Do you email your social Services?	7	77	8
2. Costs/Funding	Yes	No	
(a) Are the charges for the course about right?	79	3	
(b) Could you have afforded to pay more for the course?	32	50	
(c) Could you have raised funds from friends or family?	12	70	
(d) Would you consider making a monthly donation to U Can Do I.T.	13	69	
(e) Do you know any other people who might sponsor this?	3	77	
(f) Would you pay for additional lessons at £40 per lesson (2 hours)?	5	77	
(g) Many other charities invite legacies from their beneficiaries. Do you think this is a good idea?	63	19	
(h) How did you fund your computer?			

Personal	55		
Family	12		
Friends	3		
Local Authority	8		
Other; Please specify: U Can Do I.T (Charity) Charity RNIB Local Rugby Club	4		
3. Tutor Quality	Yes	No	
(a) Was your tutor generally on time?	82		
(b) Was your tutor patient and friendly?	82		
(c) Was your tutor competent?	82		
4. Enrolment Procedure	Yes	No	N/A
(a) Did you have difficulty filling in the application form?	12	70	
(b) Did you find the office helpful?	75	2	5
(c) Do you have any comments on the Student Terms & Conditions? Can it be improved?	Yes	No	
Comments:	7	75	
It was good = 5 I was not happy with the chairman's email warning during the course. He likened it to a final stage warning in Industry - It was abrupt and too strong! Student: Valerie Robinson I think you should have the option to choose a male or female tutor.			
(d) Was there any point at which you were doubtful about doing the course? Can you say why?	Yes	No	
Comments:	17	65	
My computer is too slow. At the beginning, but with help from tutor I gained more confidence. At beginning I was confused. At the start I was nervous about meeting my tutor but once I met her we became best pals. I would have liked more lesson as I'm a slow learner. R.Buckle - K.Penrose's student When I saw the application form - it was a bit involved! Monika was moving and had to do the homework in a short space of time. My first lesson but I was fine after that. When the tutor didn't suit M.S makes Ann a slower learner Continually, my computer was always having problems and I felt that I was taking one foot forward and three steps back! When I was moving house and had to do the homework in a short space of time. When my computer misbehaved At the very beginning I didn't think that I would be able to do it, but Tricia made me work at it. J.Hoschander - P.Webb's student Disability driven frustration resulted in a lack of motivation. R.Foggie - Personal failure to follow advice and easily upset -student Gerald Steele The test at end of course, I was very nervous			

5. Outreach			
(a) What Publications do you read/listen to?			
Comments:			
<p>Newspapers = 8 Capital radio, radio 4. I like books in general Computer active Radio 4. Media Radio 4, Open university New Scientist How to use the Internet (in Arabic), Internet in easy steps. TV Disabled driver Daily Mail and other news papers Computer shopper Access It (RNIB) in Braille Novels autobiography magazines Radio 5 Live Disability View Magazine New Beacon T.V programs only Irish newspapers – Independent Lifestyle (Motability) & Polio Bulletin Disability aids Independent newspaper, radio times and BBC history mag. MS Matters & The Key & Carers Support Mail, Telegraph & people's friend (weekly mag) Radio times, guardian, what your doc may not tell you. Saga magazine ME Newsletters – Outreach DASL & The Mole (linked with CICERO) Disability now, disabled driver, British polio fellowship. Limbless association mage Computer shopper Times, Church newsletter Forward - Spinal injuries association, Mobility-Government scheme + disabled drivers association Blue badge network news letter (BBNN) Calibre-tapes for the blind x 2 MS Matters, radio 4, t.v., newspapers BBC News T.F.A, Newshopper, local papers Radio 4, Guardian + Times Talking book, Richmond talking newspaper Newspapers on C.D. TNALK MS Society, motor neuron union, radio 4, classic fm, TV Computer active Radio 4, The Times, Photography magazines Talking books, TNALK, New Beacon, Local Newspapers on tape, Soundaround and Soundings</p>			

Disabled Drivers Association & Disabled Drivers Club, Forward a Spinal Injuries Publication Womans Own, Local Talking Newspapers KAB Newspaper New beacon, local Newshopper New Statesman & Guardian & Observer			
(b) Are you regularly in touch with other people who have a disability?	Yes	No	
	55	26	
(c) Do you have ideas about reaching people with disabilities?	Yes	No	
	26	55	
Comments:			
Day centre, Lison Grove Edgware. Web: www.disabledunited.com Mobile adverts like Sainsbury Talking to them Television, newspapers and libraries Advertise in the disabled people community More one-to-one contact Through other organizations Hand out promo leaflets when they go shopping at the supermarket. Some disabled folk go in parties to do their shopping. Get them all in one go!! X2 Give out lots of application forms Richmond aid are planning to join with other organisations in borough to distribute info to disabled organisations in the borough Yes, I do visit rehab centres and meet people Send them a newsletter with your email address. Approach our local skill center Stick posters etc in hospitals or where you will find disabled people. Feature articles on their websites Advertising Advertise in local N.P and hospitals Through local disability organisations publications Local education authority, doctors surgeries, local newspapers. Go to other charities like Disability Alliance Merton & Merton Mind and Guardian Centre for the Blind By word of mouth Disability Now magazines (article or advertisement). Physiotherapy and Hydrotherapy Departments at Hospitals Tracey Fawthrop could come to our group 'Eye Contact' and give a talk. Swimming pools and super market notice board			
(d) Do you visit the U Can Do I.T. website?	Yes	No	Have in Past
	16	50	16
6. Employment	Yes	No	%
Are you currently in paid employment?	2	80	
If not, would you like to be employed?	21	61	25
Are you undertaking any voluntary work?	25	56	29
Is one of the reasons for taking the UCDIT course the possibility of obtaining paid or voluntary employment?	10	72	12

APPENDIX 3

U CAN DO I.T. FORMATION AND DEVELOPMENT

In order to meet the needs described in section 1 U Can Do I.T. was started on the present basis in October 1999.

Since that time we have carried out 6,691 individual tutorials and trained 452 students. We now have 50 active and experienced tutors and have built up valuable first hand experience in providing one- to- one tuition in student's own homes. We have refined and developed our systems of control and delivery as set out below. We have won contracts with 2 London Learning and Skills Councils. We have partnerships with a number of charities in the same field including Action for Blind People and Leonard Cheshire Workability.

We have 5 full- time employees. Our budget for this year is £280,000 and for next year will be £350,000.

Over the last 4 years we have improved and developed the service as set out below:

- a) We have developed an integrated control system via email under which all lessons given are individually monitored.
- b) All tutors are cleared by the Criminal Records Bureau and must prove personal identification at their initial interview. They also require 3 personal references.
- c) Students complete a detailed application form, which includes personal references and a doctor's reference.
- d) We have developed over the last 4 years a Contract and Code of Conduct which are completed and signed by both tutors and students.
- e) We have mature, well developed written statements covering Health and Safety, Equal Opportunities, Risk Assessment, Quality Assurance, Financial Control. Minutes and memoranda are taken of all internal meetings.

f) We have a board of directors which includes four non-executives with wide experience in the not-for-profit area.

g) We have tutor seminars at 3 monthly intervals which are minuted. This gives the tutors the opportunity to exchange information and ideas and to develop policy initiatives and to consider learning techniques and systems.

h) We have a Graduate Policy Forum which meets six-monthly to consider all aspects of U Can Do I.T. policy and implementation and their views and findings are reported directly to the main board of Trustees. All students who have graduated in the last six months are invited to attend and are paid an attendance fee/travel allowance of £15.

APPENDIX 4

THE U CAN DO I.T. COURSE

The course has been developed to meet the needs of individual students. The lessons are based on Module 7 of the European Computer Driving License and include the following:

We give a general introduction to the computer and to the programme Word where this is required.

Sending and receiving emails, economically and effectively.

Using the web with particular reference to personal educational development shopping, employment, banking and resourcing opportunities for disabled people.

The effective use of chat rooms and newsgroups.

In special circumstances we can include additional programmes such as Excel where job opportunities or social involvement justify this initiative.

APPENDIX 5

LONDON BOROUGH POPULATION STATISTICS FROM 2000 CENSUS

STATISTICS	Disability Allowance	Attendance Allowance
Barking & Dagenham	7380	4625
Barnet	6990	5670
Bexley	5530	3580
Brent	7150	3575
Bromley	6070	4725
Camden	6625	3005
Croydon	7740	3810
Ealing	8570	4135
Enfield	7340	5035
Greenwich	7680	3525
Hackney	7595	3500
Hammersmith & Fulham	4645	1750
Haringey	7065	2935
Harrow	5030	3825
Havering	6500	4850
Hillingdon	6340	3965
Hounslow	6910	2710
Islington	7060	3060
Kensington & Chelsea	3145	1690
Kingston upon Thames	2160	17895
Lambeth	7410	2715
Lewisham	7740	3515
Merton	3475	2125
Newham	10155	4240
Redbridge	6680	4980
Richmond upon Thames	2735	2070
Southwark	7625	3145
Sutton	3855	2565
Tower Hamlets	7105	3240
Waltham Forest	7215	4425
Wandsworth	6735	3420
Westminster	4805	2540
City Corporation	100	105
	203160	126950