



Evidence-based support for the design and delivery of user-centred online public services



## **Online services of public interest: Results from the eUser 10- country population survey 2005**

**Telecities 2005 Autumn Event  
Prague, 14<sup>th</sup> October 2005**

# The **eUSER** population survey

- **Survey of general population in early 2005**
  - Population (18+) living in private households
  - Denmark, France, Germany, Ireland, Italy , U.K.
  - Czech Republic, Hungary, Poland, Slovenia
  - total ~10,000 interviews
- **Topics**
  - Use of “services of public interest” in 3 domains:
    - Government & public administration (eGovernment)
    - Lifelong learning / adult education (eLearning)
    - Healthcare (eHealth)
  - Attitudes, preferences, experiences
  - ICT take-up, eSkills, attitudes
  - Extensive socio-demographic background data

# Scope: services covered

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- **Government & public administration**
  - Compulsory and information services in the areas:
  - Taxes, declarations and permits, public libraries, education services, financial benefits and grants.
- **Lifelong learning**
  - Work-related adult education and training
  - Non-work related adult education and training (hobbies, civic education).
- **Healthcare**
  - Seeking health related information and advice
  - Consulting with doctors and other healthcare providers.

# Starting point: The challenge

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- **Technological feasibility drives online public services**
- **Assumption that public services, once put online, will meet demand**
- **Fast progress towards “100% availability of online services” as defined in eEurope 2002/2005**
  - Cap Gemini E&Y surveys
- **eGovernment users tend to be satisfied**
  - Top of the Web Study 2003
  - BISER 2003
  - eUSER 2005 (eGovernment, eLearning, eHealth)

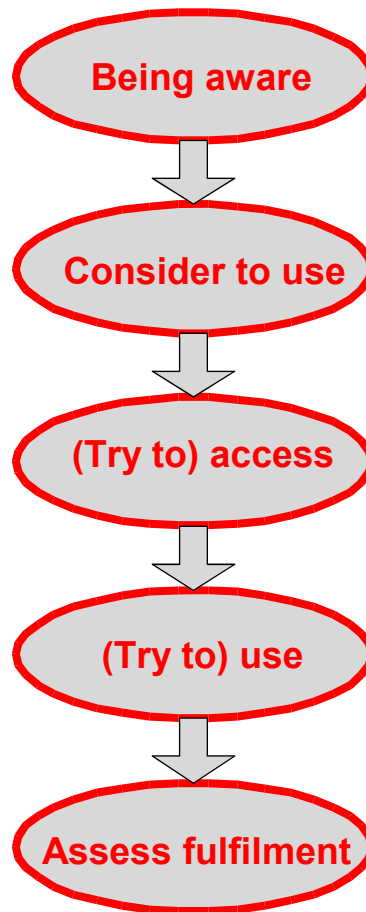
however ...

# Starting point: The challenge

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- Available demand-side studies indicate sharp contrast between availability and take-up
- High percentage of non-users of eGovernment services do not see a reason why they should use them
  - SIBIS 2002/2003
  - BISER 2003
  - eUSER 2005
- Often strong preference for traditional delivery channels
  - SIBIS 2002/2003
  - eUSER 2005
- Encouraging more citizens to (try to) use online public services should be the top priority for providers
- This requires more emphasis on user orientation

# What is user orientation?

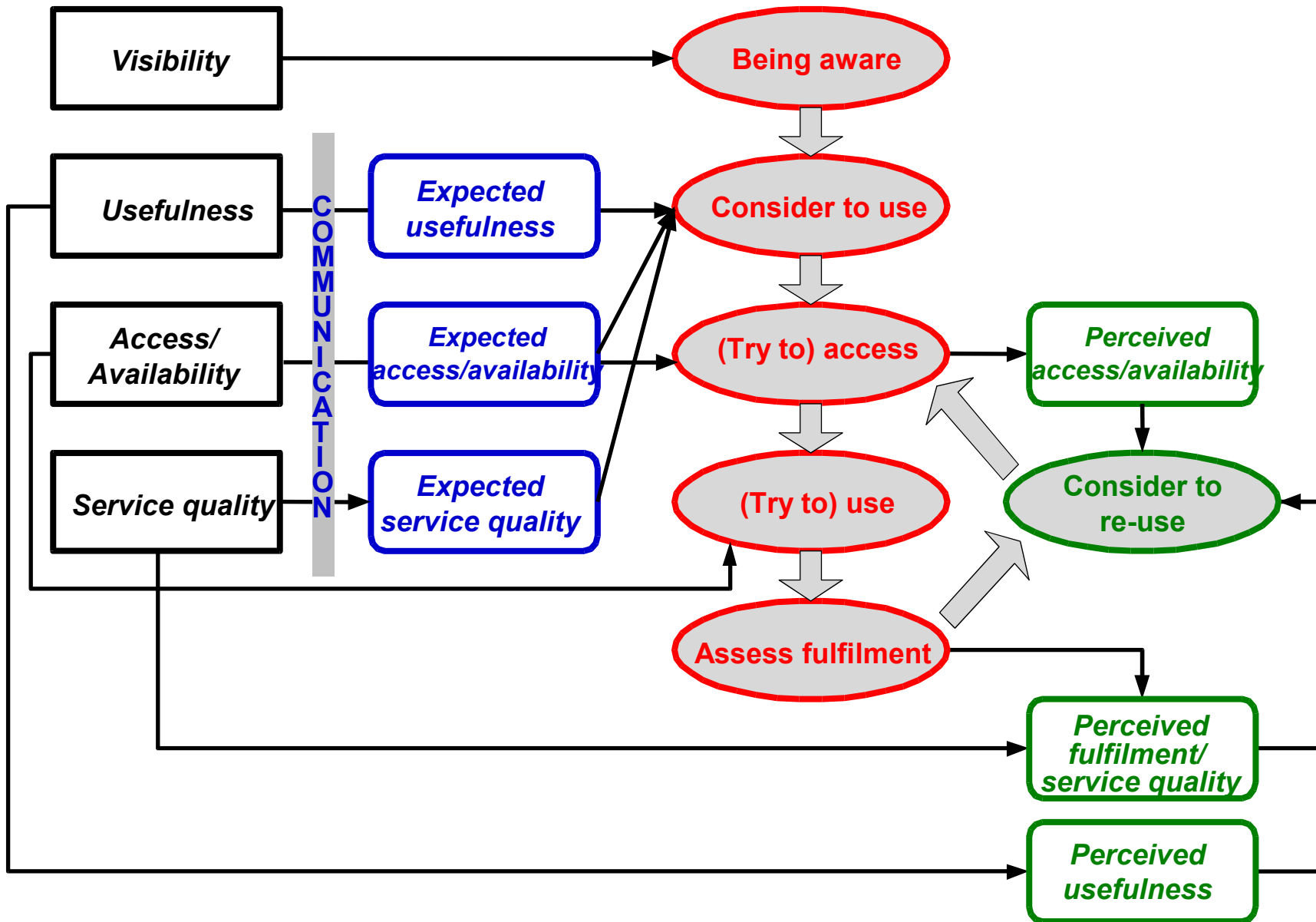


**SERVICE CHARACTERISTICS**

**USER EXPECTATIONS**

**ACTIVITIES**

**USER PERCEPTIONS**



# The promise of online public services

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- **Two types of potential positive impacts for users:**
  - to substitute for less efficient, less effective, or more costly types of service use
  - to increase the overall amount of use
- **Implication:**
  - Risk of widening Digital Divide?

# eLearning

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# Diversity of (non)users

## Typology of citizens according to

- participation in education/learning
- access to and usage of the Internet

	online (Internet user)	offline (Internet non-user)
participating in education/learning	(A) e-learning user	(D) Learner, offline
	(B) e-learning non-user, learner	
not participating	(C) Non-learner, non-user	(E) Non-learner, offline

# Diversity of (non)users

## Typology of citizens according to

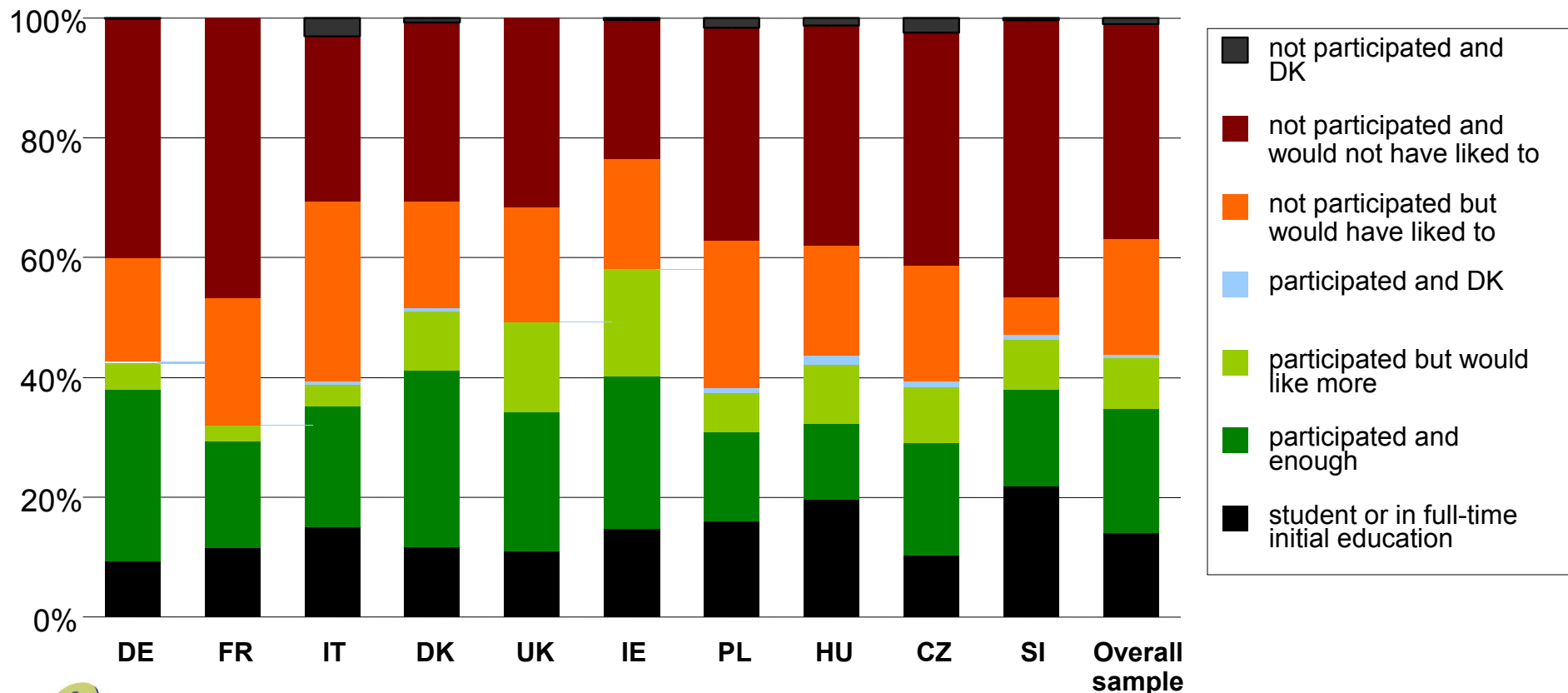
- participation in education/learning
- access to and usage of the Internet

	online (Internet user)	offline (Internet non-user)	
participating in education/learning	(A) e-learning user <b>24%</b>	(D) Learning offline <b>7%</b>	<b>44%</b>
	(B) e-learning non-user, learning online <b>13%</b>		
not participating	(C) Non learner, learning online <b>24%</b>	(E) Non learner, learning offline <b>32%</b>	<b>56%</b>
	<b>61%</b>	<b>39%</b>	

# Interest in lifelong learning

## Participation in lifelong learning (adult education and training)

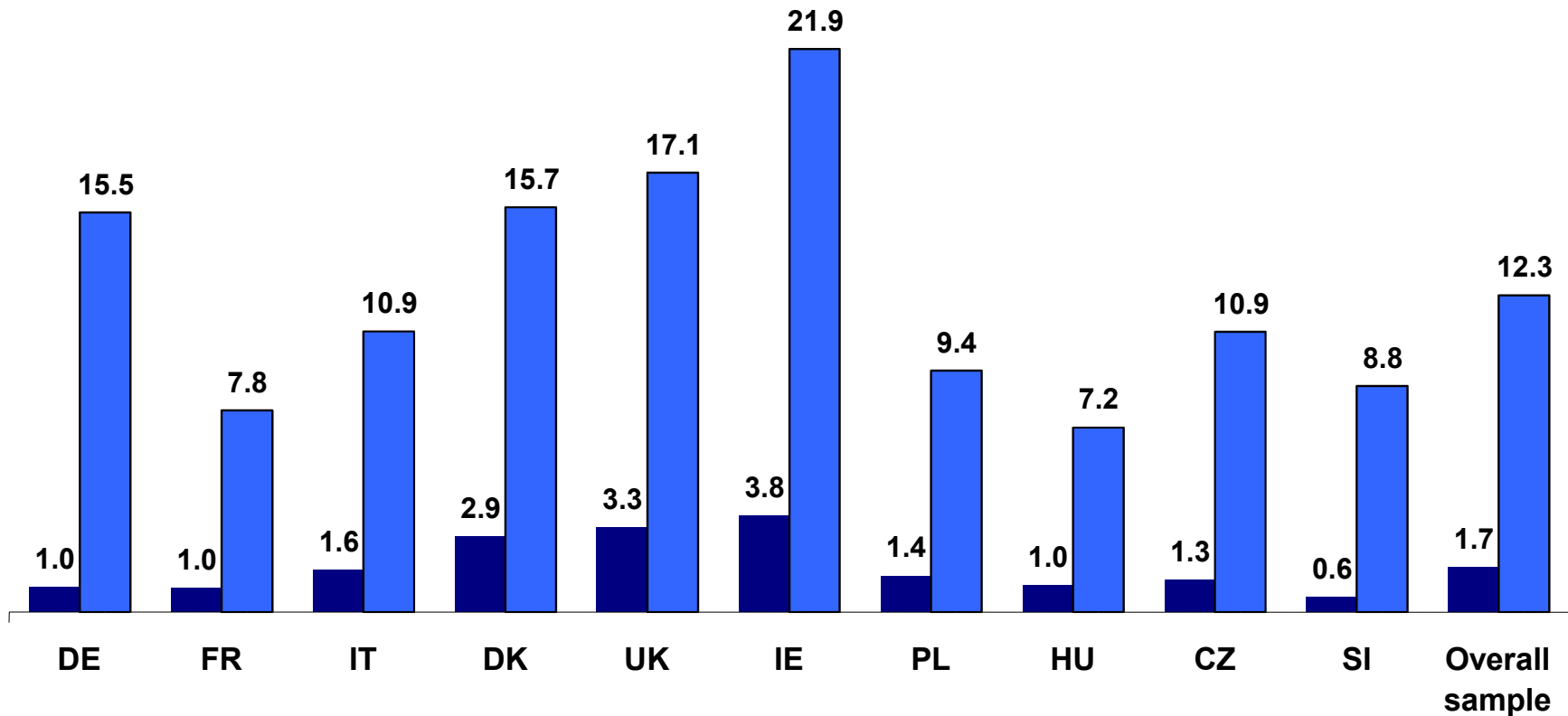
(in percentage of total population 18+)



# eLearning uptake

## Uptake of eLearning (wide & narrow definition)

(in percentage of total adult population, excluding full-time students)

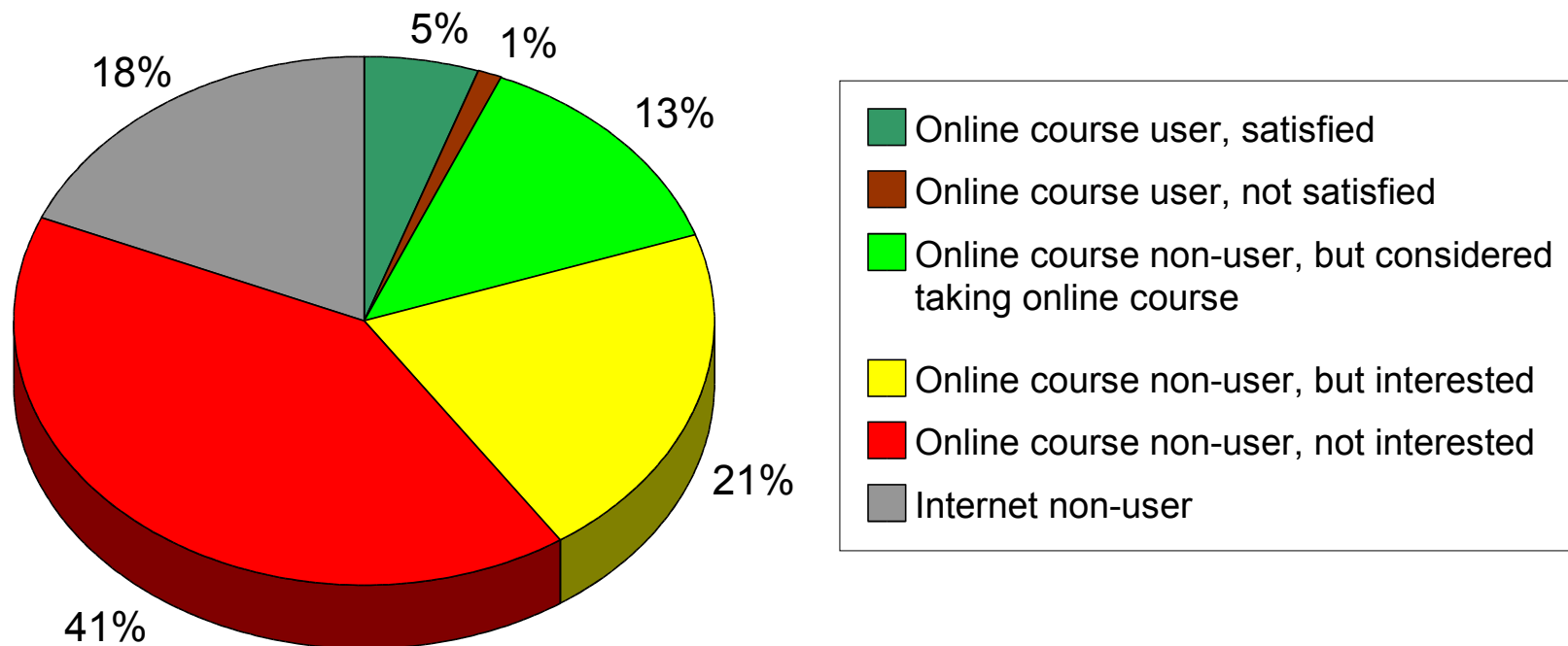


Source: eUSER Population Survey Spring 2005

# Uptake of online eLearning courses

## eLearning Courses: Uptake and Interest

(in percentage of persons engaged in adult education)

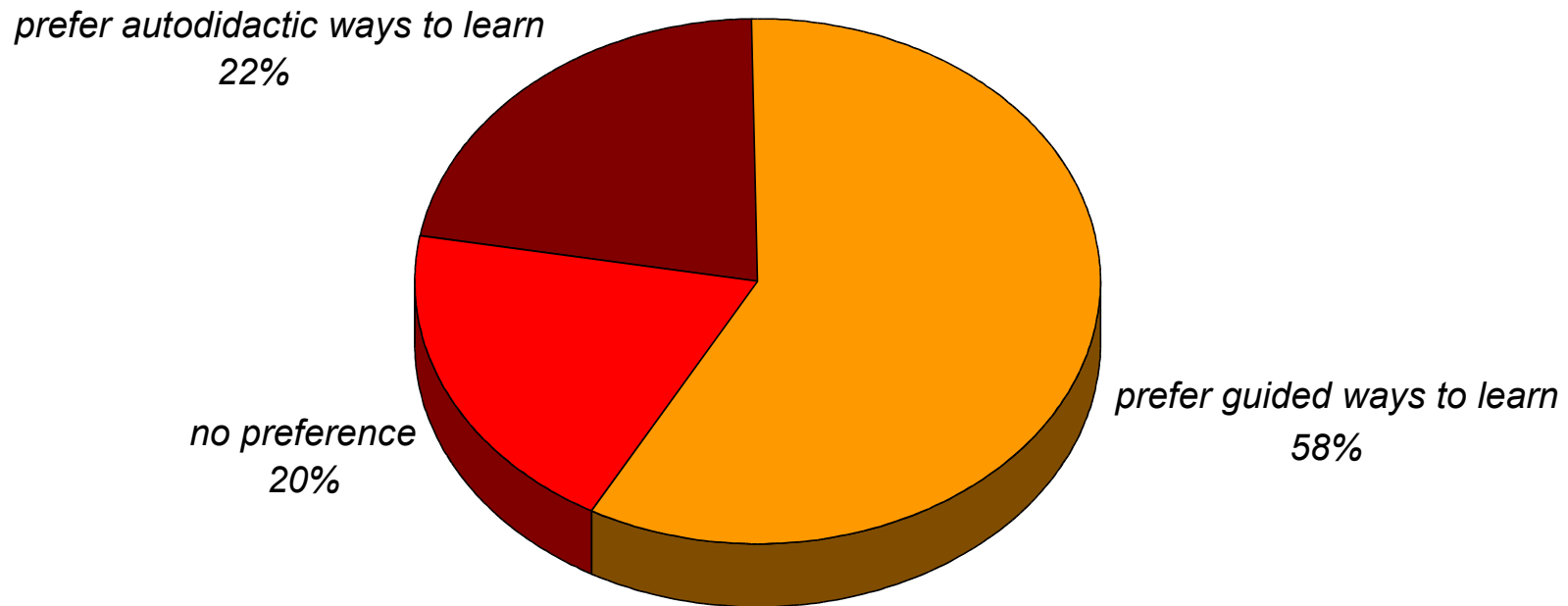


Source: eUSER Population Survey Spring 2005

# Learning styles

## Priority for ways to learn: autodidactic vs. guided learning

(percentages for total population, EU10)

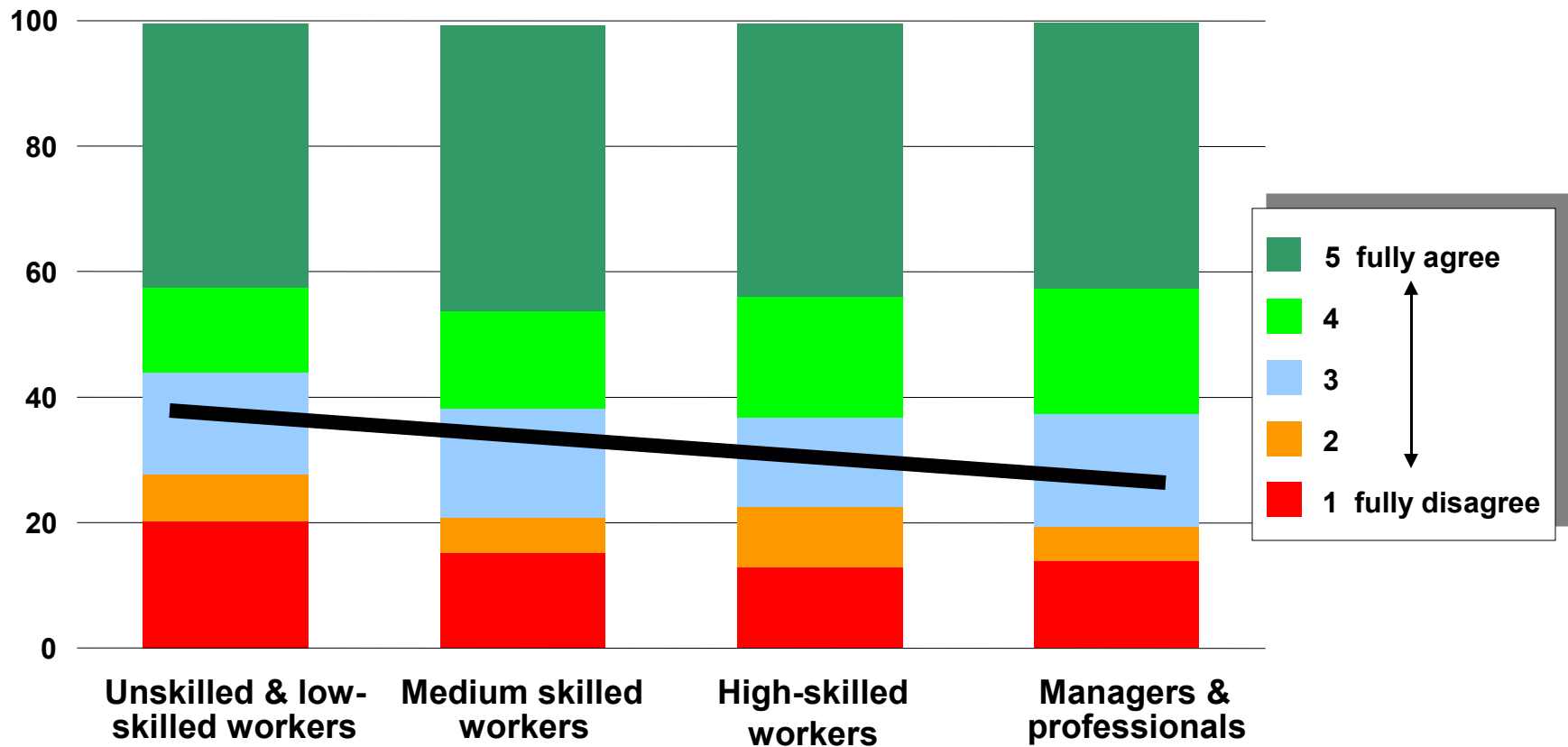


Source: eUSER Population Survey Spring 2005

# Barriers to participation in learning

"Further training would help improve my career or job prospects"

(in percentage of labour force in job status groups)



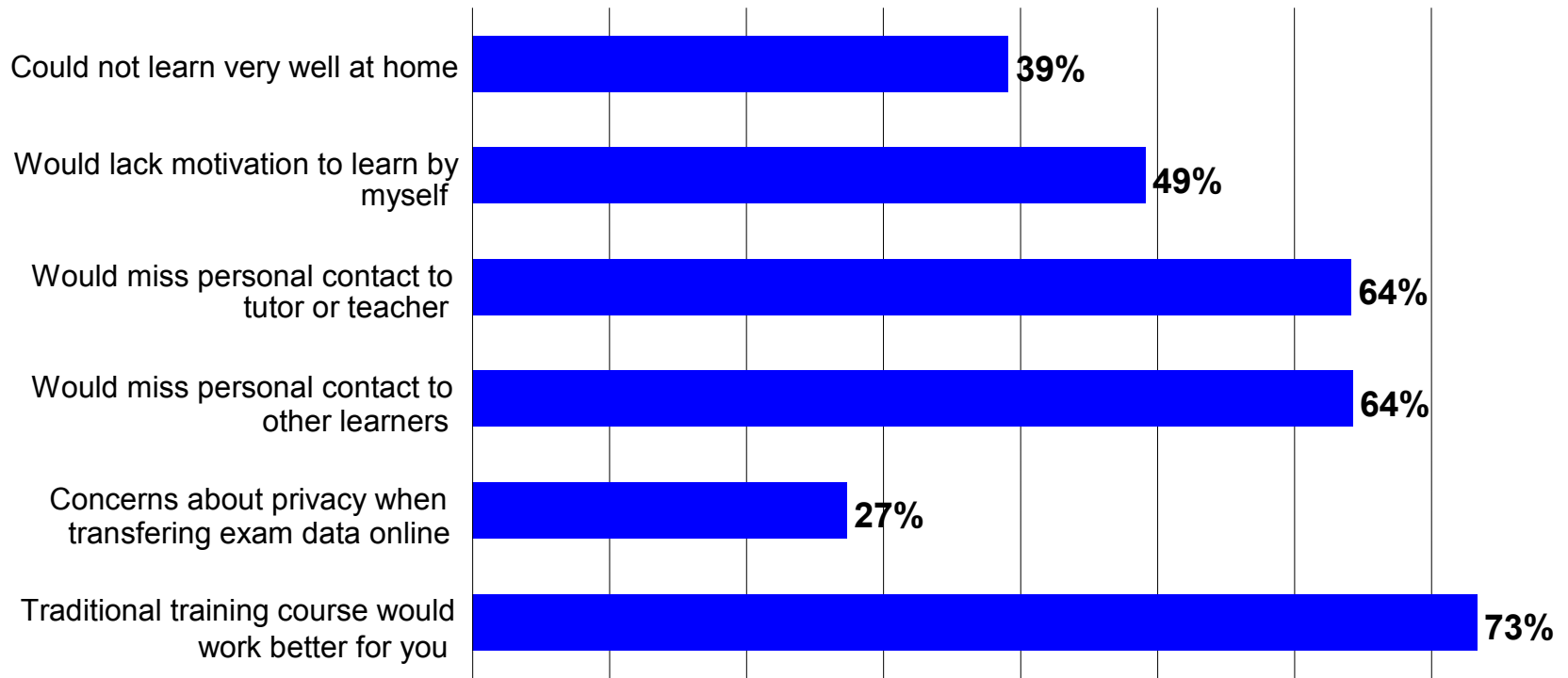
Source: eUSER Population Survey Spring 2005

# Reasons for lack of interest in eLearning

## Reasons for lack of interest in eLearning

(percentages of persons\* saying that they cannot imagine taking an eLearning course, EU10)

### Did this reason apply?



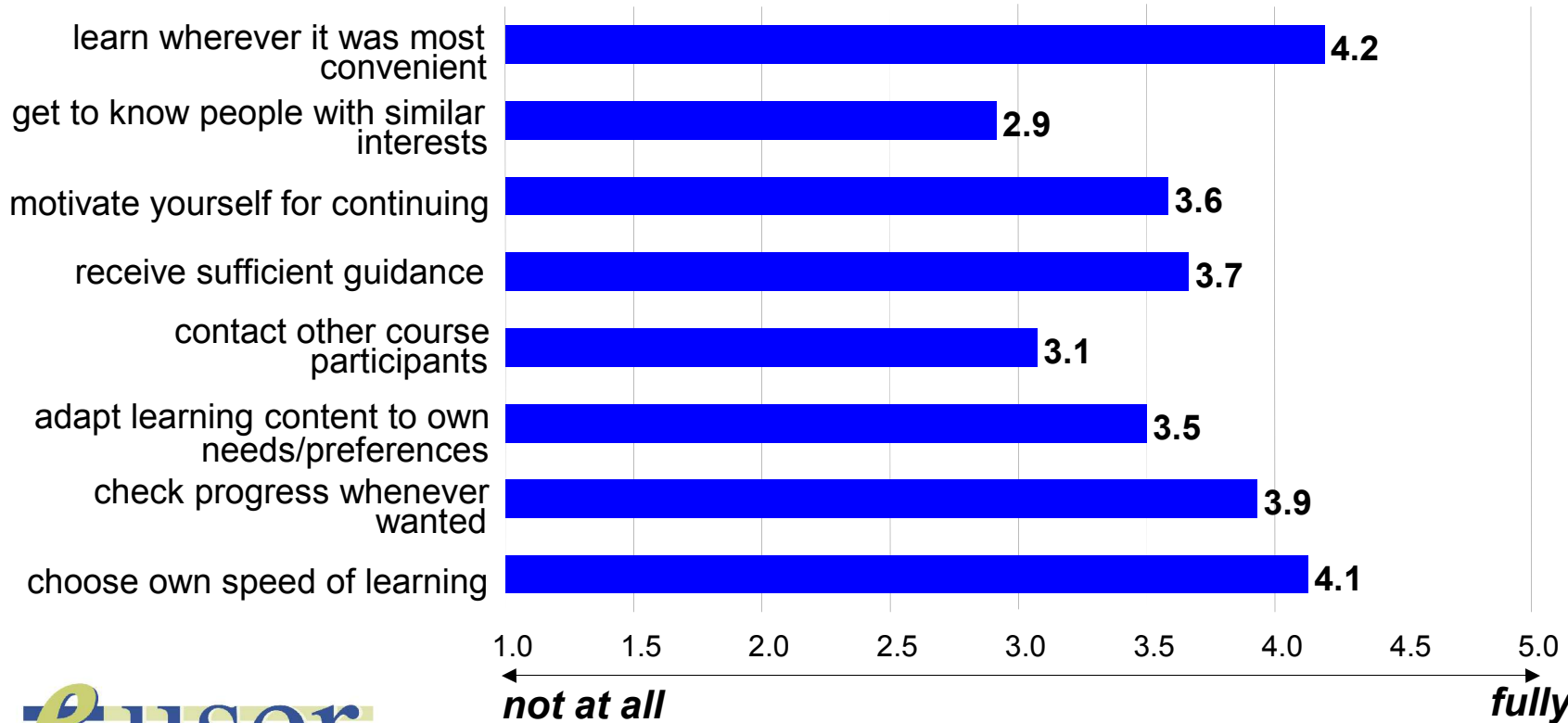
Source: eUSER Population Survey Spring 2005

# Experiences with eLearning

## User Orientation of eLearning Courses

(means for all online course users, EU10)

*To what extent did the online course allow you to...*



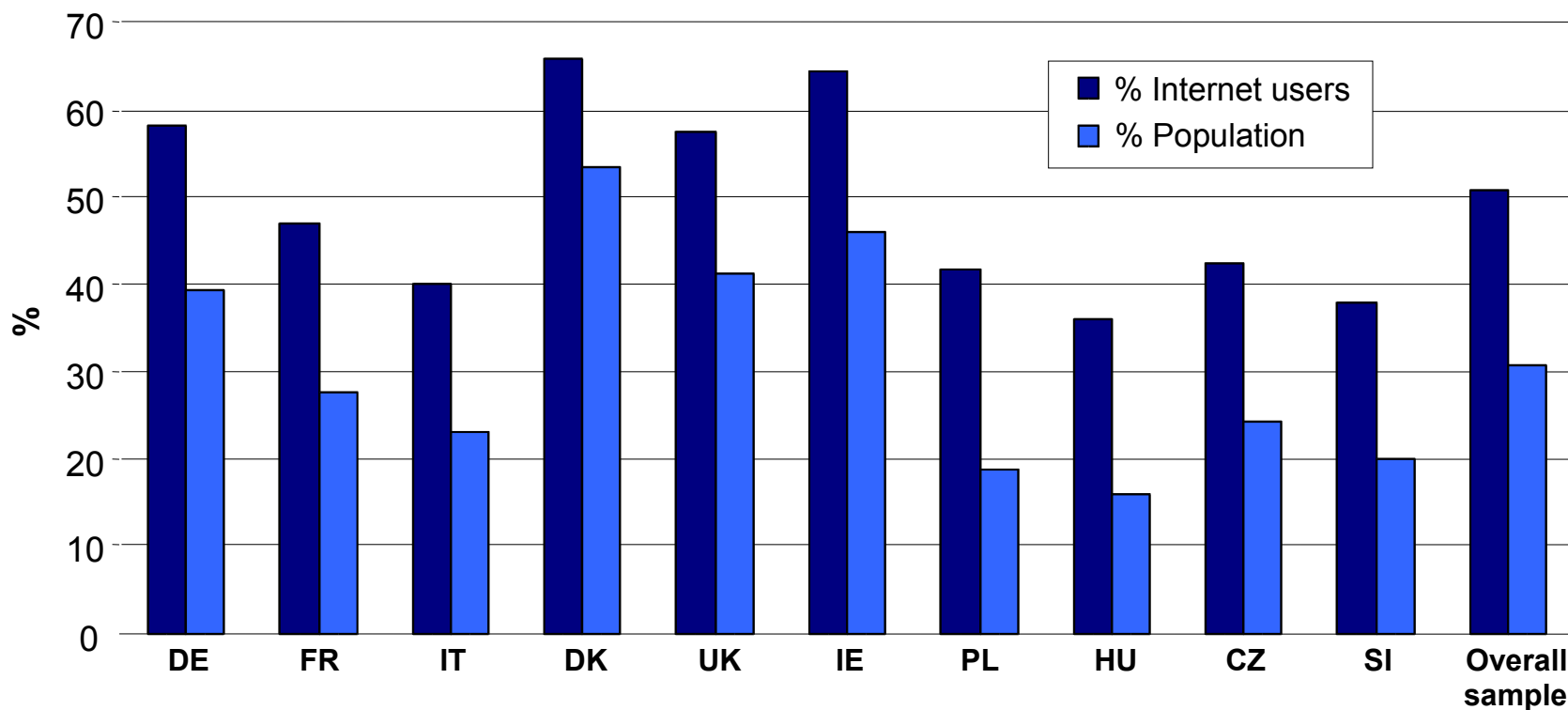
Source: eUSER Population Survey Spring 2005

# eHealth

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# Online search for health information

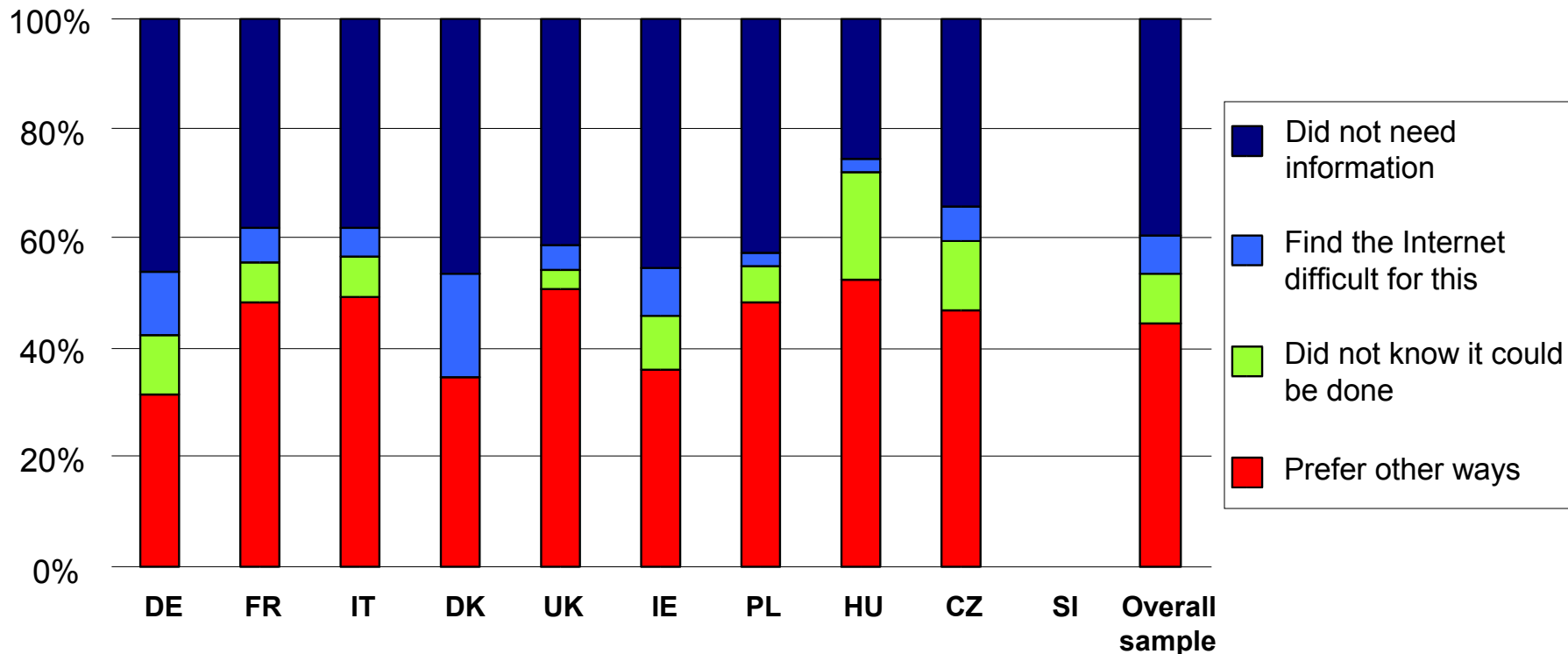
## Searching for health information on Internet (2005)



Source: eUSER Population Survey Spring 2005

# Reasons for not seeking online health information

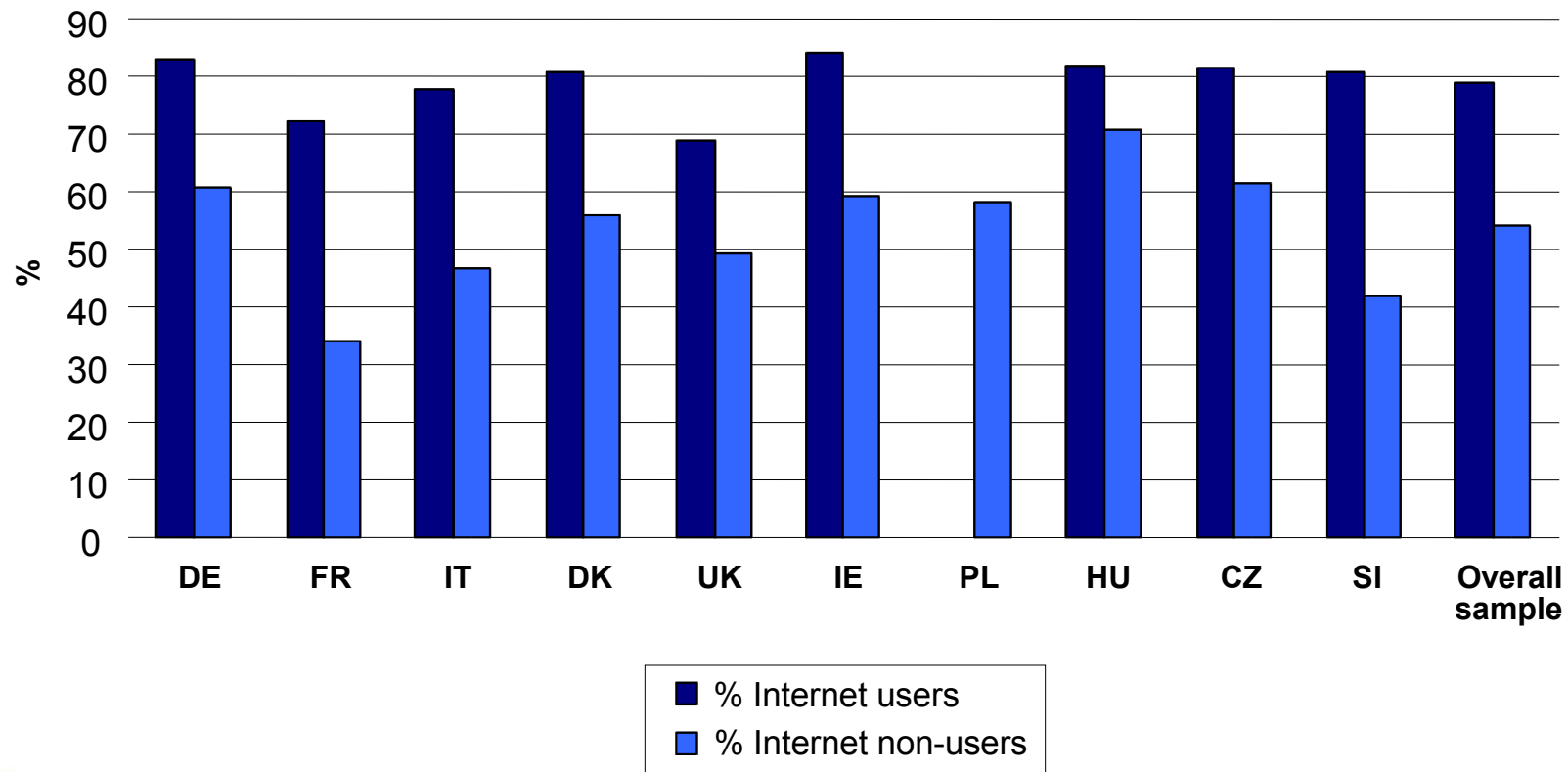
Reasons for not using Internet to search for health information  
(% Internet users who did seek health information but not online )



Source: eUSER Population Survey Spring 2005

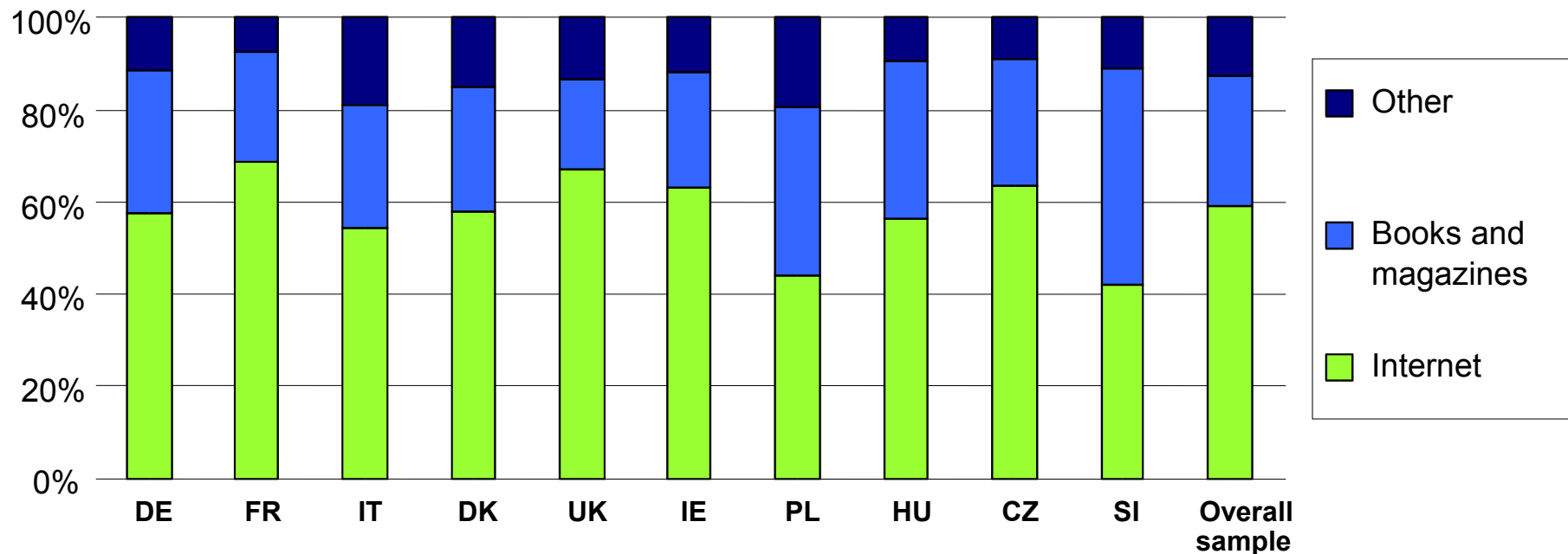
# Interest in online health information

Could see oneself using Internet for health information  
(% those currently not doing it)



# Perceived usefulness of online health information

Most important source of health information  
(% eHealth users)



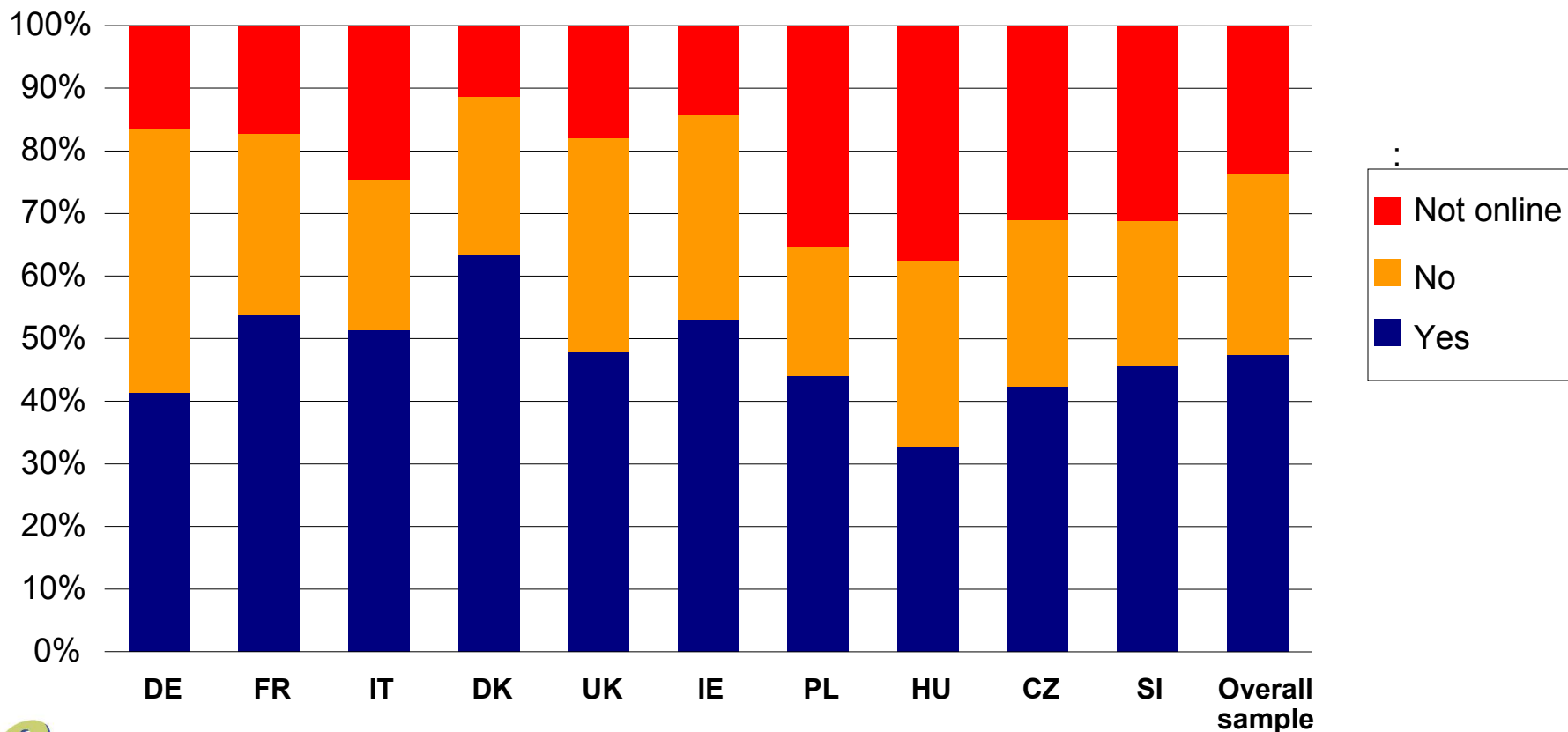
# eGovernment

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# Intended use of eGovernment

## Intending to use Internet for contact government

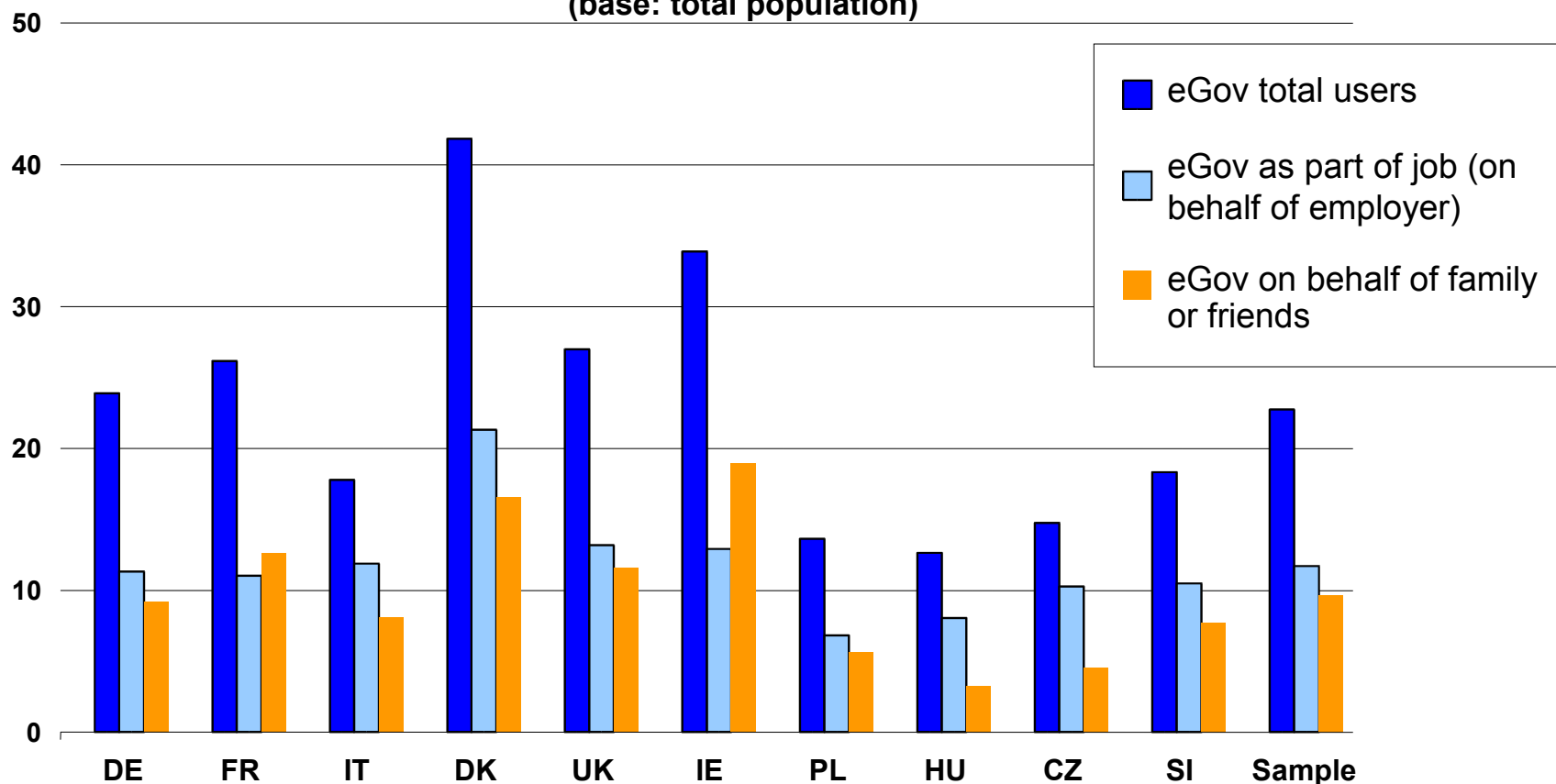
(base: all government users)



# eGovernment use on behalf of others

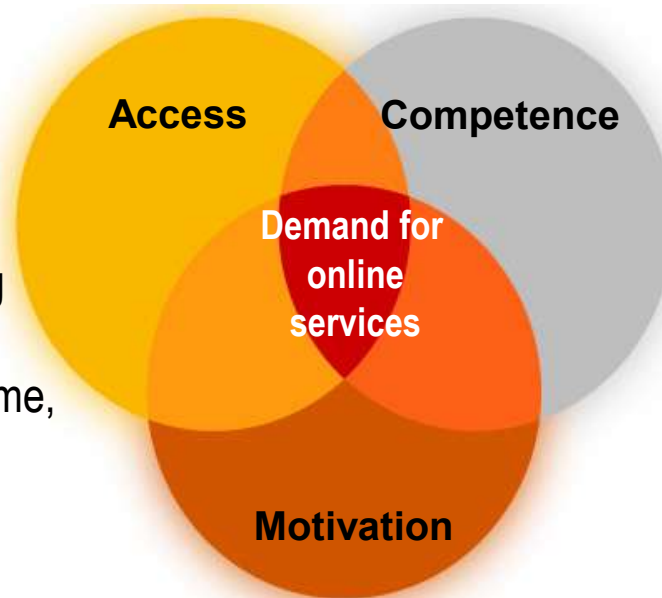
## eGovernment users and intermediary usage

(base: total population)



# Diversity of (non)users

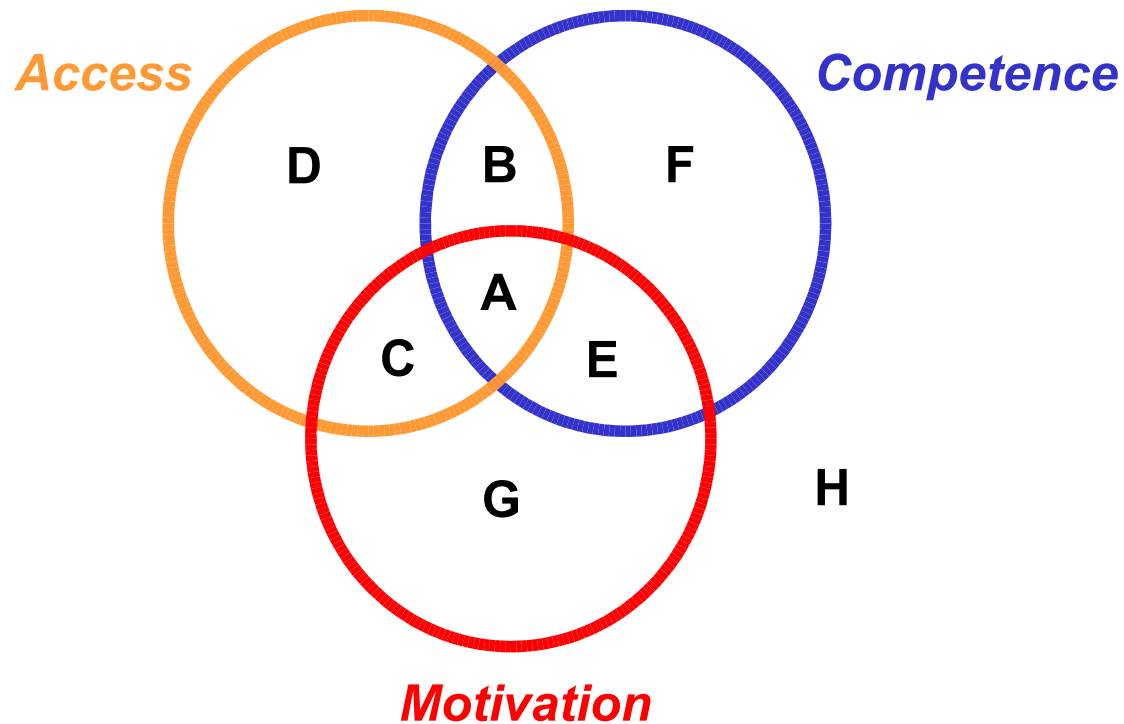
- Equipment: PC, Internet
- Connection (bandwidth)
- Training offers at suitable times and places
- Employer-provided training
- Affordability
- Access to eLearning at home, at work, at other places
- Special needs



- Learning capabilities
- Required modes of training
- ICT user experience
- Digital literacy
- Access to help from household members, family, etc.
- Language

- Willingness to learn (intrinsic/extrinsic motivation)
- Expected benefits from learning
- Quality of past learning experience
- Preferred modes of training provision
- Attitudes to technology and the Internet
- Quality of online experience

# Diversity of (non)users



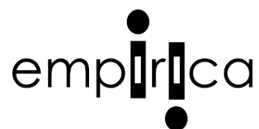
# Thank you for your attention!

## More information:



[www.euser-eu.org](http://www.euser-eu.org)

## or contact



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