

Audit of learning-related media literacy policy development

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Executive summary

Background

- Ofcom and the Department for Children, Schools and Families (DCSF) commissioned this audit to map learning-related public policy development across the United Kingdom that impacts on the promotion of media literacy.
- The research was directed towards policy owners and key delivery partners across government and the public sector.
- Media literacy is a learning outcome, conceived in public policy terms by Ofcom as a set of inter-related competencies that enable people to access, understand and create communications in a variety of contexts. These competencies can be learned and developed throughout a person's life, and they are relevant to young and old.
- Many of the basic competencies associated with media literacy develop in the course of everyday life without the need for directed learning. Nonetheless, media literacy can be further developed and enhanced through channels under-pinned by public policy, including compulsory and post-16 education, vocational training and skills development, and informal learning and participation.
- This locates the promotion of media literacy within a broad and dynamic policy context, which is further extended by policy drivers to tackle social exclusion and the risks posed by the internet, including identity theft, online fraud and child exploitation.
- Passage of the Communications Act (2003) marked a step change in public policy promoting media literacy, putting it firmly on the agenda.
- Under the Act, Ofcom has a statutory duty to promote media literacy.
- Ofcom is not alone in its statutory responsibilities for promoting media literacy, although by virtue of the Communications Act (2003) it has a leadership role in this regard. The BBC recently acquired a duty to promote media literacy under the terms of its Charter and Agreement.
- No single organisation can promote media literacy across the UK without involving others. Ofcom has decided this is best achieved by working through partnerships and facilitation with other organisations.
- The importance of media literacy promotion, and of Ofcom's role in this area, has recently been recognised in 'Digital Britain: The Interim Report', published in January 2009.
- The interim report calls for a further step change in approach to media literacy promotion, through development of a National Media Literacy Plan that takes account of changes in the availability and use of digital technology since 2003.
- It is a propitious time for such a step change, to take advantage of opportunities like the recent establishment of UK Council for Child Internet Safety (UKCCIS), launch of the Digital Inclusion Action Plan in England (along with equivalent initiatives in the

other home nations), the drive towards realising the vision of Creative Britain, reform of the school curriculum across the nations and the re-evaluation of skills and training needs of the 21st Century spurred by the Leitch Review.

Terminology and definitions

- There is no single agreed definition of media literacy, although Ofcom’s specification is widely recognised and has been adopted for use by others.
- By basing its definition on an open-ended set of competencies, Ofcom has succeeded in opening up the specification of media literacy, thereby making it easier to see how media literacy promotion can find common ground with other policy agendas.
- There is some overlap between media literacy and two other non-traditional ‘literacies’ commonly featured in public policy: digital literacy (also referred to as computer or ICT literacy) and information literacy (Table ES1).

Table ES1: Mapping competencies across definitions

Main competence groups	Ofcom media literacy	Digital literacy*	CILIP information literacy	Charter for Media Literacy
Defining the need		•	•	
Access	•	•	•	•
Understanding	•	•	•	•
Creativity	•	•		•
Appreciation				•
Communicating information	**	•	•	•

Notes

*Definition is taken from an unpublished review of digital literacy prepared on behalf of Becta by Dr Tabettha Newman. The specification is given as an example, and should not be taken to represent Becta’s view.

**‘Communicating information’ is one aspect of ‘creativity’ in Ofcom’s specification of media literacy.

CILIP= Chartered Institute of Library and Information Professionals.

The policy landscape

- The audit has found evidence confirming that the UK Government’s intentions for the promotion of media literacy are being served by top-level policy agendas outside of the regulatory context of Ofcom’s work.
- These agendas fall into three broad categories:
 - Learning and skills;
 - Digital inclusion, participation & delivery of public services;
 - Safety, protection and security.
- Sitting below the top-level policy agendas are other relevant initiatives, termed ‘midstream activity’ by the audit, located somewhere between top-level policy development (‘upstream’) and direct delivery of media literacy promotion (‘downstream’). Examples include the ‘A Wider Literacy’ campaign in Northern Ireland

and Help The Aged's 'Learning for Living: Helping to prevent social exclusion among older people' campaign.

- Those involved in midstream activity often characterise their work in terms of advocacy, and many of the top-line policy agendas described in the audit have been instigated or influenced by midstream activity.
- Developments in Europe also have a direct or indirect bearing on media literacy promotion in the UK; examples include the European Commission's *Communication on a European approach to media literacy in the digital environment* (2007), the Audio-Visual Media Services Directive and the Safer Internet 2009-2013 programme.

Learning and skills

- Because media literacy is a learning outcome it has obvious relevance to policy agendas dealing with the delivery of education, skills development and informal learning.
- This category covers formal and informal learning settings, including compulsory and post-16 education, informal adult learning, vocational training and skills development (including apprenticeships).

Digital inclusion, participation and delivery of public services

- Access and inclusion are central to Ofcom's regulatory duties, and a key element of media literacy promotion.
- Policies addressing community and civic participation and improved public service delivery through digital media services are also relevant drivers of media literacy promotion.

Safety, protection and security

- The safeguarding agenda covers a broad spectrum of concerns for children's welfare, aspects of which are relevant to media literacy including the age appropriateness of media content, e-safety and protection from online sexual exploitation.
- In addition, media literacy promotion also has a bearing on consumer and citizen protection including data security and privacy.

Key players

- Of the organisations included in the audit, the following have a key role to play in media literacy promotion at the UK-wide level: Becta (Learning & skills; digital inclusion; safety), CEOP (Safety), Digital Inclusion Expert Taskforce (Learning & skills; digital inclusion), Ofcom (Learning & skills; digital inclusion; safety), Skillset (Learning & skills), UKCCIS (Learning & skills; safety).
- Though it was not consulted during the audit, the BBC can be added to this list, given its Charter/Agreement responsibilities.
- A range of other key players operate within each home nation.

1 Introduction

1.1 Background to the audit

The Office of Communications (Ofcom) and the Department for Children, Schools and Families (DCSF) commissioned this audit in October 2008 to map learning-related public policy development across the UK that impacts on the promotion of media literacy.

Ofcom's responsibilities for promoting, and encouraging the promotion of, media literacy provide the starting point for the audit. Of interest, therefore, is media literacy promotion as it applies to television, radio, telecommunications (fixed and mobile) and internet services.

The communications regulator defines media literacy as 'the ability to access, understand and create communications in a variety of contexts', but policy owners using different terminology may not share this definition in whole or in part. The audit therefore sought to identify the different ways in which media literacy is conceptualised in public policy, helping to clarify shared objectives and common understandings.

The research was directed towards policy owners and key delivery partners across government and the public sector rather than organisations engaged solely in direct delivery ('upstream activity' as opposed to 'downstream activity').

The audit provides an account of policy commitments and aspirations rather than of actual delivery. It is not the place of this inquiry to judge how successfully these have been translated into action on the ground.

The principal questions addressed by the audit are as follows:

- Across which public policy agendas does the promotion of media literacy find expression, either directly or otherwise?
- Who are the key players promoting media literacy in each nation and across the UK as a whole?
- What are they currently doing to promote media literacy, and what do they have planned?
- How do these organisations conceptualise media literacy, what terminology do they use and what grounds are there for a common understanding?
- Where do initiatives to promote media literacy align, and where are the gaps in each home nation and UK-wide?

Further details of the background to the audit and the methods used can be found in Appendix 1, alongside the audit terms of reference (Appendix 2), a sample questionnaire (Appendix 3), a list of key contacts consulted during the research (Appendix 4) and references for the main policy documents of relevance (Appendix 5).

1.2 Media literacy in context

Media literacy is a learning outcome, conceived in public policy terms by Ofcom as a set of inter-related competencies that enable people to access, understand and create communications in a variety of contexts. These competencies can be learned and developed throughout a person's life, and they are relevant to young and old alike.

Section 2 looks at the terminology used to describe media literacy and the ways in which it has been defined in public policy.

Many of the basic competencies associated with media literacy develop in the course of everyday life without the need for directed learning. In fact, research conducted by Ofcom has found that very few adults have ever had any formal instruction in how to use digital media functions like creating content or setting access controls.¹

Nonetheless, media literacy can be further developed and enhanced through a number of channels under-pinned by public policy, including:

- formal education at primary, secondary and tertiary levels (in subject areas like English and Literacy, Media Studies and ICT, as well across the curriculum through use of media in other subjects and through the wider application of technology to assist learning);
- vocational training and skills development;
- informal learning and participation (including structured and unstructured non-vocational courses that do not lead to a qualification, and participation in schemes that promote the use of media technology for leisure and creativity or for improving access to public services).

This locates the promotion of media literacy within a broad and dynamic policy context, which is further extended by policy drivers to tackle social exclusion. The same research by Ofcom referred to above has revealed variations in media uptake and use by different age and socio-economic groups. For example, older adults (over 65) and those in C2DE households tend to have less involvement with new media (including Internet access). In seeking to address this, media literacy promotion is part of the drive towards digital inclusion.

Through its research programme, Ofcom has discovered that levels of parental concern about children's media use are low (less than one-in-ten parents consider

¹ Ofcom Media Literacy Audit - Report on UK adults' media literacy, May 2008:
http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrssi/ml_adult08/

the internet to be one of their major concerns and for TV this falls to less than one in twenty).² This is despite the many risks posed by digital media to children (from sexual exploitation to the potentially harmful effects of unregulated content). And new media can pose risks to adults as well, including identity theft and online fraud. Within this context, media literacy promotion can play a part in public policy measures tackling harm, offence and fraud, by empowering children and adults to recognise potential risks and protect themselves and others accordingly.

Section 3 looks in more detail at the policy landscape within which media literacy promotion operates, across the following agendas: learning and skills; digital inclusion, participation & delivery of public services; safety, protection and security.

1.3 The Communications Act (2003) and beyond

Passage of the Communications Act (2003) marked a step change in public policy promoting media literacy, putting it firmly on the agenda. Under section 11 of the Act, Ofcom has a statutory duty to promote, and encourage the promotion of, media literacy:

11 Duty to promote media literacy

1. It shall be the duty of OFCOM to take such steps, and to enter into such arrangements, as appear to them calculated-
 1. to bring about, or to encourage others to bring about, a better public understanding of the nature and characteristics of material published by means of the electronic media;
 2. to bring about, or to encourage others to bring about, a better public awareness and understanding of the processes by which such material is selected, or made available, for publication by such means;
 3. to bring about, or to encourage others to bring about, the development of a better public awareness of the available systems by which access to material published by means of the electronic media is or can be regulated;
 4. to bring about, or to encourage others to bring about, the development of a better public awareness of the available systems by which persons to whom such material is made available may control what is received and of the uses to which such systems may be put; and
 5. to encourage the development and use of technologies and systems for regulating access to such material, and for facilitating control over what material is received, that are both effective and easy to use.
2. In this section, references to the publication of anything by means of the electronic media are references to its being-
 1. broadcast so as to be available for reception by members of the public or of a section of the public; or
 2. distributed by means of an electronic communications network to members of the public or of a section of the public.

² Ibid

In discharging its role, Ofcom intends:

- to give people the opportunity and motivation to develop competence and confidence to participate in digital society, and
- to inform and empower people to manage their own media activity (both consumption and creation).

The regulator recognises it has a role to play that goes beyond its statutory requirements, by:

- directly fulfilling statutory duties to enable people to:
 - access (navigate and manage), and
 - understand (read and deconstruct)
- working in partnership to enable people to:
 - access (use); and
 - understand (evaluate)
- facilitating, with others, to enable people to:
 - create (produce, distribute and publish) media and services.

Ofcom is not alone in its statutory responsibilities for promoting media literacy, although by virtue of the Communications Act (2003) it has a leadership role in this regard. The BBC recently acquired a duty to promote media literacy under the terms of its Charter and Agreement, and a Memorandum of Understanding between Ofcom and the BBC sets out an agreement to co-ordinate and support joint initiatives.

In part this reflects the idea that no single organisation can promote media literacy across the UK without involving others. Ofcom believes this is best achieved by working through partnerships and facilitation with agencies and government departments across the public sector, as well as operators in the voluntary and private sectors.

As a mark of the weight it carries in policy terms, Ofcom's specification of media literacy is mirrored in the European Commission's Communication on a European approach to media literacy in the digital age, and it has been adopted in a variety of other contexts (e.g. as the basis for moving image work supported by the Northern Ireland Commissioner for Children and Young People). Indeed, during the research phase of the audit, Ofcom's leadership role was acknowledged time and again by participating organisations, including those with little direct role in media literacy promotion at the present time.

Ofcom is clearly a significant player, and its early work on media literacy promotion followed three strands: research; connecting, partnering and signposting; and labelling.

Key projects to date have included:³

Research into:

- the media literacy of UK adults, UK adults from ethnic minority groups and UK children
- the media literacy of older people and disabled people
- use of, and attitudes to, programme information
- social networking
- citizens' digital participation

The development of tools and information:

- Review of the UK code of practice for the self-regulation of new forms of content on mobiles
- Development of BSI Kitemark (with the Home Office)
- Support of Broadband Stakeholder Group's development of content information principles
- Media Literacy Taskforce evaluation toolkit
- Support of Get Safe Online

Provision of opportunities to use digital technology, through:

- Adults Learners' Week
- Silver Surfers' Day
- UK online centre support

Initiatives to develop and promote critical awareness:

- Review of BBC News' School report
- Support of Media Smart
- A pilot news review programme for people with learning difficulties/disabilities. (Your News)
- A media literacy resource aimed at people with learning difficulties/disabilities. (Switch On!)

³ Further details are available on Ofcom's website:

http://www.ofcom.org.uk/advice/media_literacy/

The importance of media literacy promotion, and of Ofcom's role in this area, was recognised in 'Digital Britain: The Interim Report', published in January 2009.⁴

The report outlines a vision for 'Digital Media Literacy' promotion as a necessary pre-requisite to equip all UK citizens so they can benefit from what Digital Britain terms 'the digital revolution'.

The interim report calls for a further 'step change in our current approach' to media literacy promotion, and Action 22 of the report prepares the ground for a National Media Literacy Plan that takes account of changes in the availability and use of digital technology since 2003:

'Action 22: The current statutory and specific remit on Media Literacy is contained within s.11 of the Communications Act 2003. As this report makes clear, since 2003 there have been significant market changes in the availability of digital technologies and how they are used. We will ask Ofcom to make an assessment of its current responsibilities in relation to media literacy and, working with the BBC and others, to recommend a new definition and ambition for a National Media Literacy Plan.'

In response to Action 22, Ofcom established the Digital Britain Media Literacy Working Group (the Group). The Group was chaired by Stewart Purvis, Partner, Content and Standards, Ofcom and members were drawn from Government, Education, Industry and the Third Sector.

The Group took an integrated view of three policy strands which have hitherto been approached separately: Digital inclusion, Digital life skills and Digital media literacy. This approach offers the prospect of coordinated activity with the single vision.

The Report of the Digital Britain Media Literacy Group sets out an ambitious range of strategic options to drive digital participation for all sections of society. The Report was published on 27 March⁵.

This audit demonstrates that it is a propitious time for such a step change, to take advantage of opportunities like the recent establishment of UKCCIS, launch of the Digital Inclusion Action Plan in England (along with equivalent initiatives in the other home nations), the drive towards realising the vision of Creative Britain, reform of the school curriculum across the nations, including the Independent Review of the Primary Curriculum: Final Report (Rose Review) and the re-evaluation of skills and training needs of the 21st Century spurred by the Leitch Review.

It is early days, but the National Media Literacy Plan envisioned in the Digital Britain Interim Report offers the best opportunity to date to capitalise on these (and other) opportunities for broadening and enhancing the promotion of media literacy across the full range of relevant policy agendas.

Section 4 outlines the main conclusions of the audit based on the research evidence.

⁴ http://www.culture.gov.uk/what_we_do/broadcasting/5631.aspx

⁵ http://www.ofcom.org.uk/advice/media_literacy/media_lit_digital_britain/

2 Terminology and definitions

As Ofcom acknowledges in its summary of priorities,⁶ there is no single agreed definition of media literacy, and the present audit can only agree with Professor Sonia Livingstone, writing in 2004, who notes that the ‘spawning of new literacies’ has been ‘infelicitous’, often generating more heat than light.⁷

Nonetheless, the regulator’s own specification has found acceptance in a variety of different contexts either as a direct referent and inspiration, or for use in making comparisons with other formulations.

As previously noted, the regulator defines media literacy as ‘the ability to access, understand and create communications in a variety of contexts’. In specifying media literacy further, Ofcom has produced a table of key competencies a media literate person may be able to demonstrate:

Table 1: Key media literacy competencies

Definition		Example Competencies
Access	Use	Evaluate and use technology;
	Navigate	Use an electronic programme guide and web browser;
	Manage	Access, store, retrieve content and services; Search effectively and safely; Customise applications; Use firewalls and filters.
Understand	Read	Recognise editorial, advertising & sponsorship;
	Deconstruct	Understand media contexts and motivations; Critique – i.e. have a view on the quality and provenance of material;
	Evaluate	Make informed choices about media and services offered.
Create	Produce	Use technology to communicate ideas, information and opinions;
	Distribute	Contribute to the democratic process using electronic media;
	Publish	Post and transact online; Use and create media responsibly and ethically.

Source: Ofcom

In keeping with the regulator’s role, the definition applied by Ofcom stops short of including the more qualitative aspects of media consumption, like appreciation and cultural access⁸, which makes it different to the wider notion of traditional print-based literacy encompassing these elements in relation to knowledgeability and

⁶ http://www.ofcom.org.uk/consult/condocs/strategymedialit/ml_statement/

⁷ Livingstone, S. (2004) *Media literacy and the challenge of new information and communication technologies*. *Communication Review*, 7: 3-14.

⁸ ‘Cultural access’ is concerned with broadening a person’s experience of different kinds of media forms and content; in other words, enabling people to become ‘well read’ in media texts.

connoisseurship, and at variance with other definitions of media literacy, like that articulated in the Media Literacy Task Force's Charter for Media Literacy.⁹

By basing its definition on an open-ended set of competencies, Ofcom has succeeded in opening up the specification of media literacy, thereby making it easier to see how media literacy promotion can find common ground with other policy agendas. This approach has allowed the present audit to move beyond explicit references to 'media literacy' in policy and examine complementary and overlapping initiatives framed in other terms.

To this end, and despite the fact that few of the public bodies included in this audit actively use the term 'media literacy' in describing their work, there is evidence that Ofcom's stated intentions for the promotion of media literacy are being served by other policy agendas, and vice versa.

This is partially explained by the overlap between media literacy and two other non-traditional 'literacies' commonly featured in public policy: digital literacy (also referred to as computer or ICT literacy) and information literacy, which offer related, though not fully coterminous, visions of the technical and critical thinking skills required for modern living and working.

These terms can overlap with media literacy across two axes - technology and competencies:

- **Technology**

Digital literacy is most commonly understood in public policy to apply only to ICT use, whereas Ofcom has a duty to promote media literacy in relation to television, radio, telecommunications (fixed and mobile) and Internet services (of which ICT use for communication purposes is a sub-set).

- **Competencies**

The core media literacy competencies identified by Ofcom also feature in policy formulations of digital literacy and information literacy, as well as alternative specifications of media literacy, as illustrated in Table 2 below:

⁹ <http://www.medialiteracy.org.uk/>

Table 2: Mapping competencies across definitions

Main competence groups	Ofcom media literacy	Digital literacy*	CILIP information literacy	Charter for Media Literacy
Defining the need		●	●	
Access	●	●	●	●
Understanding	●	●	●	●
Creativity	●	●		●
Appreciation				●
Communicating information	**	●	●	●

Notes

*Definition is taken from an unpublished review of digital literacy prepared on behalf of Becta by Dr Tabetha Newman. The specification is given as an example, and should not be taken to represent Becta's view.

**'Communicating information' is one aspect of 'creativity' in Ofcom's specification of media literacy.

CILIP= Chartered Institute of Library and Information Professionals.

Although this mapping of competencies requires further dedicated work to tease out the detail (which goes beyond the scope of this audit), Table 2 does help to illustrate the overlaps between common definitions, providing an appropriate basis upon which to clarify their respective roles and complementary nature within public policy.

3. The policy landscape

3.1 Mapping media literacy promotion

The audit has found evidence confirming that the UK government's intentions for the promotion of media literacy are being served by top-level¹⁰ policy agendas outside of the regulatory context of Ofcom's work. This is being achieved at the UK-wide level, as well as across the home nations in concert with the priorities and activities of the Devolved Administrations.

These agendas further the promotion of media literacy either explicitly or as an unintended consequence of related activity, and media literacy promotion may in turn help to deliver against their intended outcomes.

The audit confirms that top-level policy agendas with a bearing on media literacy promotion fall into three broad categories:

- Learning and skills (detailed in section 3.2)
- Digital inclusion, participation & delivery of public services (section 3.3)
- Safety, protection and security (section 3.4)

Using examples from Ofcom's specification of core media literacy competencies, it is possible to illustrate this by mapping media literacy competencies against the three top-level policy agenda categories (Table 3), and by providing examples of how the promotion of these competencies can help to deliver policy outcomes (and vice versa).

Table 3 is illustrative rather than exhaustive, and it should be noted that the three main policy categories are not mutually exclusive, as some policies cut across more than one category (e.g. the Home Access to Technology Scheme in England sits within learning and skills and digital inclusion). The categories are a helpful organising tool, but their use should not blind us to the crosscutting nature of many initiatives.

Moreover, these categories are inter-dependent, so that, for example, improvements in digital inclusion are only likely to succeed if excluded groups learn how to get the most out of technology through learning and skills development. As a lack of confidence may act as a barrier to technology adoption by excluded groups (like older adults), promoting safety and security can also play a role in tackling the digital divide.

¹⁰ Top-level in this context simply denotes the fact they are owned or sponsored by a government department.

Table 3: Media literacy competencies across key policy categories

	Learning & skills	Digital inclusion, participation & delivery of public services	Safety, protection & security
Access	Use Evaluate and use technology; Use an electronic programme guide and web browser	Evaluate and use technology; Use an electronic programme guide and web browser	
	Navigate Access, store, retrieve content and services; Search effectively and safely	Access, store, retrieve content and services	Search effectively and safely
	Manage Customise applications; Use firewalls and filters	Customise applications	Use firewalls and filters
Understand	Read Recognise editorial, advertising & sponsorship; Understand media contexts and motivations	Recognise editorial, advertising & sponsorship; Understand media contexts and motivations	Recognise editorial, advertising & sponsorship; Understand media contexts and motivations
	Deconstruct Critique – i.e. have a view on the quality and provenance of material	Critique – i.e. have a view on the quality and provenance of material	Critique – i.e. have a view on the quality and provenance of material
	Evaluate Make informed choices about media and services offered	Make informed choices about media and services offered	Make informed choices about media and services offered
Create	Produce Use technology to communicate ideas, information and opinions	Use technology to communicate ideas, information and opinions	
	Distribute Contribute to the democratic process using electronic media	Contribute to the democratic process using electronic media	
	Publish Post and transact online; Use and create media responsibly and ethically	Post and transact online;	Post and transact online; Use and create media responsibly and ethically
Example policy outcomes	<i>Use of technology to enhance learning and skills development; Literacy curriculum includes learning about media texts; Media and technology form basis of cross-curricular activity.</i>	<i>Increased confidence among prospective users; Use of digital technology for self-expression and community building; Improved access to public services.</i>	<i>Improved awareness of potential risks; Users empowered to protect themselves and others; Digital media are used responsibly and legally.</i>

Before considering the three main policy categories in further detail it is worth taking a moment to consider the wider policy landscape within which the constituent agendas operate. This requires a brief examination of the contextual influences on top-level policy development from two perspectives: what the audit terms ‘midstream’ activity and developments at the European level.

'Midstream' activity

Sitting below the top-level policy agendas are other relevant initiatives, which earn a place at the table because they involve public bodies (and others from the private and third sectors) without being directly sponsored by a government department (although they may be endorsed as such through funding agreements).

These are examples of 'midstream' activity, sitting between top-level policy development ('upstream') and direct delivery of media literacy promotion ('downstream').

Midstream activity includes the development of 'A Wider Literacy' in Northern Ireland, making the case for moving image education in the classroom, which was originally drawn up in 2004 by a working group comprising the Northern Ireland Screen Commission (now Northern Ireland Screen), the British Film Institute and other local partners in education and government.¹¹

In another example, Children's Commissioners in each home nation are mandated to advocate on behalf of young people, and the relevance of their work to media literacy promotion is ably demonstrated by the office of the Northern Ireland Commissioner for Children & Young People, which has a Youth Panel of 12-19 year olds with a media sub-group that produces YouTube videos, including one for International Youth Day in August 2008.¹² This initiative to give young people a voice and a digital platform was in part inspired by Ofcom's media literacy definition, and is intended to help empower young people to have their voices represented through improved access, understanding and creativity.

In England, midstream activity includes Screen West Midlands' publication of a media literacy strategy entitled 'Switching On To Media Literacy' in 2007, in an effort to bring together the common goals of organisations working in media literacy across the region.¹³

Meanwhile, the Museum Libraries and Archives Council (MLA) advocates seeing digital and media literacy as key components of the learning offer of public libraries, as exemplified in the People's Network in England.¹⁴ The MLA has contributed to this effect to the Department for Culture Media and Sport (DCMS) Library Service Modernisation Review underway at present (which includes a work strand looking at digital services and information literacy, and is expected for publication in summer 2009).

In Wales, midstream activity is evidenced through the work of NIACE Dysgu Cymru, which maintains the Ofcom-funded Media Literacy Network, bringing together education providers, the voluntary sector, broadcasters and other stakeholders with an interest in media literacy promotion, to share good practice and express a common purpose in tackling the digital and learning divides.

¹¹ It should be noted that the vision of 'A Wider Literacy' goes beyond promoting media literacy *per se*, as it also seeks to encourage the use of moving image media to help teach other areas of the curriculum. Activity linked to 'A Wider Literacy' has recently been evaluated by BDO Stoy Hayward, and a copy of the report can be obtained from Northern Ireland Screen.

¹² <http://www.youtube.com/watch?v=lxSdgpD-w8>

¹³ http://www.screenwm.co.uk/media_and_film_education/media_literacy/

¹⁴ <http://www.peoplesnetwork.gov.uk/>

In Scotland, the Scottish Information Literacy Project at Glasgow Caledonian University, which began in 2004, was initially intended to develop an information literacy framework linking secondary and higher education. But it has since grown into a broader campaign 'to urge the Scottish Executive to ensure that the national school curriculum recognises the importance of information literacy as a key lifelong learning skill'.¹⁵ The Project has made notable in-roads into formal education practice in Scotland. For example, it has secured funding from LTS to identify good practice within the cross-curricular area of IL at different levels, and within different subject matters, for dissemination through their Curriculum for Excellence sharing practice space.

At the UK level there is also the ongoing work of the Media Literacy Task Force, founded by the UK Film Council, Channel 4, the BBC and the BFI and launched by the Secretary of State for Culture, Media and Sport in January 2004, whose achievements include establishment of The Charter for Media Literacy, which 'celebrates using media, encourages understanding and questioning, while at the same time highlighting the importance of everyone, regardless of age, having access to technologies and skills that will enable them fully to get the most from the full range of media.'¹⁶

The launch in 2008 of 'Film: 21st Century Literacy' is also relevant at the UK-wide level, bringing together a consortium of film education providers and advocates (including Film Education, Film Club, the British Film Institute, First Light Movies, Skillset and national and regional screen agencies) to deliver a range of opportunities for young people to experience and learn about film in all its richness.¹⁷ This activity includes advocating for greater and better film education provision across formal and informal learning settings.

In the charity and voluntary sector there is the example of Help the Aged's campaign to address digital inclusion among older adults as part of its 'Learning for Living: Helping to prevent social exclusion among older people' campaign, which calls, among other things, for:

- government investment 'in media and ICT literacy, particularly given the fact that ICT holds such a central role in education and learning in general, and could act as a gateway to other learning opportunities.'
- 'a major (and non-ageist) public campaign to highlight the benefits of getting online to older people to fully prioritise ICT learning for older people.'¹⁸

¹⁵ [http://www.slainte.org.uk/publications/serials/infoscot/vol6\(4\)/vol6\(4\)article5.htm](http://www.slainte.org.uk/publications/serials/infoscot/vol6(4)/vol6(4)article5.htm)

¹⁶ The Charter has a European equivalent (found at <http://www.euromedialiteracy.eu>), which aims

- to foster greater clarity and wider consensus in Europe on media literacy and media education;
- to raise the public profile of media literacy and media education in each European nation, and in Europe as a whole.
- to encourage the development of a permanent and voluntary network of media educators in Europe, bound together by their common aims, and enabled by their institutional commitment.

¹⁷ <http://www.21stcenturyliteracy.org.uk/>

¹⁸ http://policy.helptheaged.org.uk/_policy/default.htm

As these examples demonstrate, one common feature of midstream activity, which the river analogy fails to convey adequately, is the desire of those involved to influence both downstream and upstream activity; in other words, to have an impact on the direct delivery of media literacy promotion and on top-level public policy.

Those involved in midstream activity often characterise their work in terms of advocacy, and many of the top-line policy agendas reported in subsequent sections have been instigated or influenced by midstream activity, hence the need to refer to it, albeit briefly, within this review.

European context

Developments at European level also have a bearing on media literacy promotion in the UK, either directly in the case of Directives that become enshrined in UK legislation, or indirectly through European Commission Communications and Recommendations that frame policy discussions and initiatives across Europe.

In general terms, the European Commission recognises the media are a powerful economic and social force, and it has identified improved media literacy as a means to reaching its objective for a more competitive knowledge economy and inclusive society set by the European Union at the Lisbon European Council on 23 and 24 March 2000.

Following an EU-wide survey of best practices launched in October 2006, seeking the public's views on media literacy in connection with digital technologies, the Commission adopted a Communication on media literacy in the digital environment in December 2007. The Communication forms part of the wider European audiovisual policy agenda, sitting alongside the new Audiovisual Media Services Without Frontiers Directive and the MEDIA support-programme for the development and distribution of European film.

The definition of media literacy in the Communication (which was validated by members of the Media Literacy Expert Group) closely mirrors that adopted by Ofcom: 'Media literacy is generally defined as the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts.'

Other measures to encourage media literacy form part of EU initiatives, like the Recommendation on the Protection of Minors and Human Dignity and on the Right of Reply, which was adopted by the Parliament and the Council on 20 December 2006.¹⁹

Building on these commitments, the UK Government, with Ofcom and key UK industry stakeholders, took the lead in pressing for the inclusion of media literacy provisions in the Audio Visual Media Services Directive, which emphasises the importance of media literacy and the increased role that consumers are empowered to play in protecting themselves and their families from potentially harmful and offensive material in the new media environment.

¹⁹ http://ec.europa.eu/avpolicy/reg/minors/index_en.htm

The AVMS Directive does not contain any substantive provisions on encouraging media literacy, but instead refers to the Recommendation on the protection of minors and human dignity and on the right of reply, which contains a series of possible measures for promoting media literacy (Recital 37). However, when the Commission assesses compliance with the Directive under Article 26, it must consider levels of media literacy in member states.

In addition, DCMS led on the Government's response to the European Commission's Conclusions paper on media literacy published in the first half of 2008. The Conclusions invite Member States to:

- encourage the appropriate authorities, for example those in charge of audiovisual and electronic communication regulation, to cooperate and to promote the improvement of media literacy,
- promote and facilitate the development and implementation of codes of conduct and other co-regulatory and self-regulatory initiatives in conjunction with all interested parties at national level,
- encourage all stakeholders, in particular within the media and ICT sector, to carry out their own regular research into and observation of the different aspects and dimensions of media literacy,
- promote awareness-raising initiatives including those focusing specifically on the use of ICTs that are directed to young people and their parents and involve youth organisations as well as the media,
- promote media literacy in the framework of their lifelong learning strategies and encourage peer learning and the exchange of good practices between teaching professionals on this aspect of education.

In a related initiative, the Safer Internet Programme (SIP) aims to protect online environments from illegal and harmful online content, ranging from racism and bullying to child abuse images and grooming. In December 2008, the Council of Ministers adopted the new Safer Internet Programme proposed by the Commission. Safer Internet 2009-2013 builds upon the Safer Internet plus programme, started in 2005. Encompassing recent Web 2.0 communications services, such as social networking, the new programme will combat illegal content and will also tackle illegal and harmful conduct such as grooming and cyber-bullying. The UK-based Child Exploitation & Online Protection Centre's (CEOP) 'Think U Know' initiative falls within the SIP (see section 3.4 for further details).

The proposed new programme will co-fund projects to:

- Increase public awareness: empower young people, their parents and teachers to make responsible choices online by advising them on relevant precautions to take.
- Provide the public with a network of contact points that could be reached either via a website or a phone number, for reporting illegal and harmful content and conduct, in particular on child sexual abuse material, grooming and cyber bullying.

- Foster self-regulatory initiatives in this field and involve children in creating a safer online environment.
- Establish a knowledge base on new trends in the use of online technologies and their consequences for children's lives by bringing together at European level technical, psychological and sociological expertise.

At the EU Education, Youth Affairs and Culture Council (in May 2008), ministers agreed on a general approach to the new proposal, and its final adoption is expected in early 2009.

3.2 Learning and skills

Because media literacy is a learning outcome it has obvious relevance to policy agendas dealing with the delivery of education, skills development and informal learning. This category covers formal and informal learning settings, including compulsory and post-16 education, informal adult learning and vocational training (including apprenticeships).

As compulsory and post-16 education is a devolved responsibility, policy agendas in these areas are driven primarily by governments in each home nation. In what follows, separate overviews of media literacy in the curriculum are therefore provided for England, Northern Ireland, Scotland and Wales.

These national profiles also include details of the relationship between media literacy promotion and skills development and informal adult learning, which are also devolved responsibilities (see Table 4 for an overview in each nation).

On the matter of the former, the Leitch Review of Skills, commissioned by the UK government in 2004, examined the long term skills needs of the UK as a whole, and therefore provides a backdrop to skills policy development in each nation.

The final report of the Review, 'Prosperity for all in the global economy - world class skills', was published in December 2006. It called for an urgent rise in achievements at all levels of skills and recommended the UK commit to becoming a world leader in skills by 2020, benchmarked against the upper quartile of the OECD.

The Review developed in parallel with, and in some cases helped to inform, skills strategies in the nations, including 'Success Through Skills' (Northern Ireland Executive, 2006). The report called upon Devolved Administrations in Northern Ireland and Scotland to consider the Review's recommended policy framework in the context of differing circumstances in those countries.

Table 4: Learning and skills: key policy agendas with relevance to media literacy promotion

England	<ul style="list-style-type: none"> • <i>Skills for Life</i> (DIUS, 2000) • <i>21st Century Skills, Realising Our Potential</i> (DIUS, 2003) • <i>Prosperity for all in the global economy- world class skills</i> (Leitch Review of Skills, HM Treasury, 2005)* • <i>Skills: Getting on in business, getting on at work</i> (DIUS, 2005) • <i>The Secondary National Strategy for school improvement</i> (DCSF, 2004/05 and 2006/07) • <i>Harnessing Technology: Next Generation Learning</i> (DCSF, DIUS and Becta, 2008)* • <i>Informal Adult Learning - Shaping The Way Ahead</i> (DIUS, 2008) • <i>Home Access to Technology</i> (DCSF, 2008) • <i>Independent Review of the Primary Curriculum</i> (DCSF, 2008) • <i>Creative Britain: New Talents for the New Economy</i> (DCMS, BERR and DIUS, 2008)* <p><i>NB Every Child Matters and The Children's Plan cuts across all policy areas involving the care and welfare of children.</i></p>	<p><u>Leads</u> BERR, DCSF, DIUS, HM Treasury</p> <p><u>Key partners</u> Becta, LearnDirect, Learning and Skills Improvement Service, NIACE, QCA, Skillset, SSAT, TDA, UK Online Centres</p> <p><u>Others with interest</u> British Film Institute, Children's Commissioner, GTCE, HEFCE, IAP, JISC LEAs & LGA, Media Education Association, MLA & People's Network, Ofsted, Regional Screen Agencies</p>
Northern Ireland	<ul style="list-style-type: none"> • <i>Unlocking Creativity: a Creative Region</i> (DCAL, DETI, DE and DEL, 2003) • <i>Every School a Good School</i> (DE) • <i>Programme for Government</i> (Northern Ireland Executive, 2008) • <i>Success Through Skills: the Skills Strategy for Northern Ireland</i> (DEL, 2006) • <i>Literacy and Numeracy Strategy and School Improvement Policy</i> (DE, 2008) 	<p><u>Leads</u> DCAL, DEL, DE, DETI</p> <p><u>Key partners</u> Becta, CCEA, Creative Learning Centres, Creative Youth Partnerships, Education & Library Boards, LearnDirect, Learning & Skills Network, LSDANI, Media Education Association, Northern Ireland Screen EPWG, Skillset</p> <p><u>Others with interest</u> British Film Institute, GTCNI, JISC, Local authorities & NILGA, NI Commissioner for Children and Young People,</p>

Scotland	<ul style="list-style-type: none"> • <i>Life Through Learning: Learning Through Life</i> (Scottish Government, 2003) • <i>Curriculum for Excellence</i> (Scottish Government, 2004) • <i>Skills for Scotland: A Lifelong Skills Strategy</i> (Scottish Government, 2007) 	<p><u>Leads</u> Scottish Government</p> <p><u>Key partners</u> Becta, LTS and Glow, Skills Development Scotland, Skillset, SQA</p> <p><u>Others with interest</u> British Film Institute, GTCS, HmiE, JISC, Learning Link Scotland, Local authorities & COSLA, Media Education Association, Scottish Screen, SFC, Scottish Further Education Unit, Scotland's Commissioner for Children and Young People</p>
Wales	<ul style="list-style-type: none"> • <i>The Learning Country</i> (WAG, 2001) • <i>Creative Future - Cymru Greadigol - A Culture Strategy for Wales</i> (WAG, 2002) • <i>Framework for Children's Learning for 3 to 7-year-olds in Wales</i> (DCELLS, 2008) • <i>Skills framework for 3 to 19-year-olds in Wales</i> (DCELLS, 2008) • <i>PSE framework for 7 to 19-year olds in Wales</i> (DCELLS, 2008) • <i>National exemplar framework for religious education for 3 to 19-year-olds in Wales</i> (DCELLS, 2008) • <i>Revised national curriculum</i> (DCELLS, 2008) • <i>Cymru Ar-Lein – Online for a Better Wales</i> (Welsh Assembly Government) • <i>Making the Connections</i> (Welsh Assembly Government) • <i>Skills That Work for Wales: A Skills and Employment Strategy and Action Plan</i> (DCELLS, 2008) • <i>Transforming Schools with ICT: The Report to the Welsh Assembly Government of the Schools ICT Strategy Working Group</i> (2008) • <i>The Learning Country: Vision into Action</i> (WAG, 2008) 	<p><u>Leads</u> Welsh Assembly Government</p> <p><u>Key partners</u> Becta, LearnDirect, NGfL Wales, NIACE Dysgu Cymru, Skillset Cymru, Wales Employment & Skills Board, Welsh Language Board</p> <p><u>Others with interest</u> British Film Institute, Children's Commissioner for Wales, Estyn, Fforwm, GTCW, HEFCW, LEAs & WLGA, Media Education Association, Media Education Wales, Welsh Books Council</p>
EU	<ul style="list-style-type: none"> • <i>Communication on a European approach to media literacy in the digital environment</i> (European Commission, 2007) • <i>Conclusions paper on media literacy</i> (European Commission, 2008) 	

Notes

*Contains elements with UK-wide relevance

'Lead agencies' are those with policy ownership at government level. They are listed alphabetically and not in order of prominence.

'Key partners' are those agencies charged with significant responsibility for developing and implementing policy, including through direct delivery.

'Others with interest' include those agencies identified by the audit as having a present role, or the potential for future involvement, in delivering key policy agendas relevant to media literacy. It does not include all agencies involved in 'midstream' activity or direct delivery.

3.2.1 England

Compulsory and post-16 education

The Every Child Matters (ECM) agenda, given a legislative spine in the Children Act 2004, provides an over-arching framework for education delivery in England, as it does for all public policy addressed at the well-being of young people. In fact, ECM cuts across all of the top-level policies of relevance to media literacy promotion to children, including digital inclusion, safety and protection.

By way of background, under ECM the Government's aims for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

In March 2005, the first Children's Commissioner for England was appointed, to give children and young people a voice in government and in public life, and there is now a Commissioner in each of the other nations. ECM also led to 'The Children's Plan' in England, a strategy to make the country the best in the world for children.

The statutory national entitlement for education is delivered through the National Curriculum (Ages 5 – 16).

Within the primary curriculum, at Key Stages 1 and 2, the statutory subjects with direct relevance to media literacy promotion that all pupils must study include design and technology, English and information and communication technology.

The use of ICT is also a general teaching requirement that cuts across all primary teaching and learning, as follows:

- Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects. At Key Stage 1, it is statutory to teach the use of ICT in the programmes of study for English, mathematics and science. Teachers should use their judgement to decide where it is appropriate to teach the use of ICT across these subjects at Key Stage 1. At other key stages, there are statutory requirements to use ICT in all statutory subjects, except PE.
- Pupils should be given opportunities to support their work by being taught to:
 - find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility

- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
- exchange and share information, both directly and through electronic media
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Key Stages 1 and 2 also involve cross-cutting strands of learning across the curriculum, which includes creativity and ICT use.

The primary curriculum was recently reviewed by Sir Jim Rose²⁰. The final report of the Review, published in April 2009, highlights the importance of cross-curricular activity (alongside subject teaching) as well as 'essentials for learning and life'. The report recognises that all areas of learning are germane to media literacy promotion and fit with the cross-curricular use of moving image media and ICT.

The Review has placed 'literacy, numeracy, and ICT at the core of the curriculum. In principle, at least, the Review provides an opportunity to better embed media literacy learning (particularly that associated with ICT use) within the primary curriculum.

A statutory consultation on the programmes of learning is currently underway. Implementation of a revised primary curriculum will begin from September 2011.

The secondary national curriculum includes references to learning outcomes associated with media literacy through the English Programme of Study. For example, in the Key Stage 3 (KS3) Key processes strand for reading, it is recognised that pupils should be able to 'understand how meaning is created through the combination of words, images and sounds in multimodal texts' ('multimodal texts' include moving image media), and 'how form, layout and presentation contribute to effect' (including through sequencing, framing, speech and sound in moving image texts).

The national entitlement is supported by the Secondary National Strategy for school improvement, part of the Government's reform programme to enable children and young people to attend and enjoy school, achieve personal and social development and raise educational standards in line with the Every Child Matters agenda.

The Strategy led to the introduction of renewed, non-statutory Frameworks for English, mathematics, science and ICT. The English and ICT Frameworks both share some common ground with Ofcom's core media literacy competencies (for example, through 'Reading for meaning: understanding and responding to print, electronic and multi-modal texts' in the English Framework).

Media and moving-image texts and aspects of Media Studies appear in a number of other subjects, including art and design and performing arts.

²⁰ <http://www.dcsf.gov.uk/primarycurriculumreview/>

Media literacy can also be part of the approach to teaching and learning in any subject, and DCSF recognises it has particular relevance in History and Citizenship.

A wide range of qualifications are offered to learners that focus on, or are related to, aspects of media literacy, including the revised GCSE's, GCE's and Diplomas.

In recent developments, the Qualifications and Curriculum Authority's 'big picture' of the secondary curriculum recognises 'Technology and media' as one of seven whole curriculum dimensions with significance for individuals and society.²¹ These dimensions can provide a focus for work within and between subjects, and across the curriculum as a whole. The big picture is intended to reinforce the concept of curriculum as the entire planned learning experience of a young person, and includes learning in extended schools activities, which may involve media use (e.g. school film clubs).

The 'Technology and media' dimension is framed around a series of key questions that young people would wish to ask about technology and media, and it embeds aspects of media literacy promotion within delivery of the secondary curriculum as a whole, in an effort to help learners appreciate the role of technology and the media in their lives and make informed decisions about how to use it.

The relevance of this for media literacy promotion can be seen from the list of cross-curricular opportunities identified by QCA:

- 'access and use a rich range of technologies, including broadcast media, film, printed communications, games, web, podcasts and animation
- consider media as both consumers and authors of content
- develop the skills to adapt to the changing nature of both technologies and media
- ask and answer questions such as: 'Can I believe what I read?', 'How can I use technology safely?' and 'How can the media be used to benefit society?'
- use technology to create products for real situations, and increase their awareness of its role in the creative industries and media
- access a culturally and historically diverse range of technologies and media products
- access the information that contextualises the way in which technologies are used and media products are made
- use technology to personalise learning, so they can work at different times, in different places and with a wider audience.'²²

The Media Education Association (MEA) and the Specialist Schools and Academies Trust have a common interest in the development of media

²¹ http://www.qca.org.uk/qca_5856.aspx

²² <http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/technologymedia/index.aspx?return=/key-stages-3-and-4/cross-curriculum-dimensions/index.aspx>

education at KS3. To this end they recently issued a joint questionnaire as part of an inquiry into current practice and planning, and in follow up they hosted a joint event in February 2009 to share accounts of current provision, planning and barriers to wider adoption. The MEA and SSAT acknowledge that media education is more likely to become established at KS3 when it is seen to contribute to learning in other subjects, provided this does not compromise its distinctive features.

The Training and Development Agency for Schools (TDA) is committed to ensuring that the Initial Teacher Training (ITT) community has access to credible and relevant information on all subject areas, including key resources and policy documents relevant to the promotion of media literacy. In addition to work within the ITT sector, the TDA ensures that continuing professional development (CPD) remains a priority for those with teaching and learning responsibilities.

The TDA uses the Teacher Training Resource Bank (TTRB) as a means of providing information on subjects to ITT tutors, trainees, teachers and mentors. The TTRB features links to Subject Association and Subject Resource Network websites. Links to the Media Education Association and the related Subject Resource Network will be available in this way once the Subject Resource Network is established. The TDA has been working in connection with MEA to develop these web resources for ITT tutors, and deliverables for the project include:

- An overview of routes into media teaching in ITT and providers – PGCE, SCITT, GTP routes with links to GTTR and TDA;
- Correlating media learning with the QTS standards through the use of exemplar case studies and links to existing resources and materials from a range of providers;
- Summaries of key media literacy concepts, and their potential curricular locations;
- Case studies collected from school-based mentors guiding trainees in the teaching of English and Media Studies;
- Case studies from trainees – backgrounds, struggles and breakthroughs;
- The role of Media Education in Primary PGCE courses;
- The post-16 landscape of training – an introduction;
- An introduction to the policy landscape – where has media education emerged from and what are the debates regarding its development?.

A further priority for the TDA is helping to implement extended schools provision, so that schools are able to link into wider community provision and support integrated working. ITT, CPD and Masters level training are all affected, and teachers and the wider workforce will be supported to work with other professionals to consider topics with relevance to the extended school and wider community, such as media literacy promotion.

Following the Tomlinson Review in 2004, the Government announced plans for new vocational diplomas for 14-19 year olds. The Diploma in Creative and Media (available in England since September 2008) is relevant to media literacy promotion as it is aimed at young people who want to learn

about the creative industries.²³ It was developed to help bridge the gap between the skills developed in compulsory education and those required by HE and employers. The qualification has been developed by Skillset, Creative & Cultural Skills and Skillfast-UK, and it covers a range of disciplines including film, TV and fashion. Students of the Diploma are expected to gain knowledge, experience and skills enabling them to master processes common to all creative industries.

The Diploma Programme has a role in supporting and training for the new Diploma in Creative and Media. The programme is delivered on behalf of the Learning and Skills Improvement Service (LSIS) by a partnership led by the Specialist Schools and Academies Trust (SSAT), and including the Learning and Skills Network, Pearson Education and the Workshop.²⁴

The roll out of Diplomas, including the Creative and Media Diploma, will also be supported by the Training and Development Agency for Schools through CPD resources and materials.

Harnessing Technology: Next Generation Learning

One of Becta's principal roles in relation to media literacy is in supporting improvement and innovation in the safe and effective use of technology to support learning by the learner and the people, systems and institutions that work with the learner.

This includes describing the expectations of the learner in the digital and technology environment, including raising demand for improvements in the teaching and development of digital information literacy skills and capabilities.

The Government's Harnessing Technology agenda provides the framework for Becta's work in this area, and through a process of consultation and engagement with partners the intention is that key delivery partners align with Becta's work in supporting the Harnessing Technology objectives.

The original e-strategy was launched in 2005 and updated in 'Harnessing Technology: Next Generation Learning' (November 2007), which summarises Becta's review and revision of the e-strategy. According to the Becta press release, 'the revised strategy sets out a commitment to ensuring every school, college, university or training provider is 'technology confident', placing particular emphasis on achieving this through engagement with learners and parents and the professional development of teachers and trainers. Becta is now tasked with leading and working with education and skills providers, Government and national partners to ensure this ambitious strategy is delivered by 2014.'

Fulfilment of the strategy requires partnerships with a number of other public bodies and institutions, including those included within the audit like HEFCE (and JISC) and the Local Government Association (along with local

²³ http://www.skillset.org/qualifications/diploma/learners/article_6298_1.asp

²⁴ <http://www.diploma-support.org>

authorities themselves). HEFCE's strategy for e-learning (the use of technology in learning opportunities), published in March 2005, aims to embed full and sustainable e-learning in higher education institutions within a ten-year period. The strategy was reviewed in 2008 and a revised approach will be published in spring 2009. The revised strategy will complement the Harnessing Technology agenda.

A related initiative is the 'The Next Generation Learning campaign', launched by Becta in January 2008, whose outcomes include enabling learners to 'reach their potential', 'make learning fun', and 'learn safely online' in an effort to 'transform our education and training system for the better, enabling people to get better results, creating a more highly skilled workforce to benefit the UK economy so everyone succeeds'.²⁵ The campaign is endorsed by the Minister for Lifelong Learning, Further and Higher Education.

Home Access to Technology Scheme

In September 2008 the Prime Minister announced details of the Home Access project, which involves expenditure of £300 million on providing computers and broadband Internet access to families so that children can enhance their learning at home. This initiative comes out of a report produced by the Home Access Taskforce, set up by Jim Knight MP Minister of State for Schools and 14–19 learners in 2007. The Taskforce was made up of a broad cross section of experts from education, industry and the third sector and met five times between March 2007 and April 2008.

According to the press release issued by Becta (a key partner in the project), the programme also has a role to play in digital inclusion alongside improving learning opportunities:

'This initiative is intended to bridge the digital divide where currently more than one million children still do not have a computer at home and 35 per cent of families have no access to the internet. This should create a level playing field for learners where every child has equal access to the internet at home to assist with their learning.

Initially the programme will be piloted in two local authority areas in early 2009. This will allow time to trial the purchasing logistics and eligibility criteria, after which the wider roll-out of the programme is planned for autumn 2009 with the aim to have universal home access by 2011.'²⁶

Creative Britain

Led by DCMS with BERR and DIUS, 'Creative Britain' is a strategy for the Creative Economy in the UK, although it is mainly addressed at England as the Devolved Administrations did not formally participate in drafting the strategy and they are not represented on the Board.

²⁵ <http://www.nextgenerationlearning.org.uk/>

²⁶ <http://news.becta.org.uk/display.cfm?resID=38386>

The document was published in February 2008 following a two-year programme of engagement with the creative industries as part of the Creative Economy Programme.²⁷

Creative Britain identifies seven broad areas in which evidence suggests that targeted Government action could help the UK creative economy to sustain growth and competitiveness. It sets out a specific plan of action covering:

- Education: developing creativity in children and young people
- Talent and skills: developing talent and ensuring businesses have access to the creative skills they need
- Support for research and innovation
- Access to finance, particularly for creative SMEs
- Intellectual Property
- Supporting creative clusters
- Promoting Britain's creative reputation to the world

Media literacy promotion is not a central concern of Creative Britain, but the development of media literacy skills will be a useful by-product of many of the key work strands (especially in education), and the strategy features a number of commitments designed to achieve this.

Most of the key initiatives, like 'Find Your Talent', are specific to England, but other areas of the strategy with relevance to media literacy promotion have a wider application across the UK, including development of the UK-Intellectual Property Office (UK-IPO) action plan on intellectual property (IP) enforcement, delivered through the curriculum in schools and public awareness campaigns.

In England, the 'Find Your Talent' programme (which involves piloting five hours of culture a week for children and young people), will build on the National Curriculum entitlement and the work of Creative Partnerships. The aim is for every young person in England to have the chance to:

- attend top quality live performances
- visit exhibitions, galleries and museums
- visit heritage sites
- use library and archive services
- learn a musical instrument
- play music or sing
- take part in theatre and dance performances
- produce creative writing, or listen to authors
- learn about and make films, digital or new media art
- make a piece of visual arts or crafts.

There is obvious scope for the promotion of media literacy through a number of these cultural activities (e.g. 'use library and archive services' and 'learn about and make films, digital or new media art').

²⁷ http://www.culture.gov.uk/reference_library/publications/3572.aspx/

Employment skills

ICT was first announced as a Skill for Life in 2003 (in '21st Century Skills, Realising Our Potential', DIUS). The White Paper sought to equip the population with the skills needed to function effectively in an increasingly ICT-mediated society, both in work and leisure, and thereby contribute to economic productivity and reduce social exclusion.

The work of UK online centres also recognises the importance of ICT skills, reflecting the skills agenda outlined in the subsequent White Paper entitled 'Skills: Getting on in business, getting on at work': 'functional competence in using ICT needs to be counted as an essential skill for the modern world' (2005).

Briefly, UK online centres, managed by Ufi, raise awareness of the benefits of using computers and the internet through a network of 6,000 centres and marketing, and provides calls to action for those people to get online (e.g. Get Online day). The centres are supported by central funding from DIUS for work with adults, but many also engage with young people. They have a cross-government role and support a wide range of policy agendas at national and regional levels, including adult skills and employability to social and digital exclusion, e-accessibility and e-government. Further details about their work in relation to tackling the digital divide can be found in section 3.3.1.

In terms of employment skills with relevance to media literacy, the Information Age Partnership,²⁸ supported by The Department for Business, Enterprise & Regulatory Reform (BERR) and established in 1998, has a skills workstream that involves working with the Sector Skills Council for the IT and telecoms sectors, e-skills UK, 'to bring about change in support of the business voice and to increase productivity and competitiveness.' The Digital Britain Interim Report indicates the continuing importance of the IAP's role in promoting the business voice, arguing it will become 'an even more important and valuable forum for engagement between Government and industry, with a mission to ensure that the promise of Digital Britain is realised.'

Informal Adult Learning - Shaping The Way Ahead

The Department for Innovation, Universities and Skills (DIUS) has recently conducted a consultation on informal adult learning (the consultation closed in June 2008 and a response was published by DIUS in October 2008). According to DIUS, development of IAL policy is not intended to improve media literacy/ICT skills in the way that, for example, the DCSF Home Access scheme is.

Instead, the IAL policy review aims to develop a strategy for non-accredited learning for leisure, pleasure and personal and community development. It has a strand to consider how technology and media literacy can contribute to the strategy by removing barriers to participation and supporting delivery.

²⁸ <http://www.iapuk.org/>

DIUS also recognises that IAL can play a role in promoting child protection and e-safety, by improving the knowledge of parents/carers/guardians about how to help ensure the online safety of children.

A cross-government White Paper on IAL 'The Learning Revolution' was published in March 2009²⁹, which aims to raise the profile of non-accredited learning across the board. And to support the growing importance of digital skills at home and in work, DIUS have asked Baroness Estelle Morris to chair an independent review of ICT Skills for Adults.

3.2.2 Northern Ireland

The Programme for Government (PfG) sets out a number of strategic priorities for Northern Ireland during the period 2008-2011 to pursue an innovative and productive economy and a fair society. It provides the overarching framework for policy development across government in Northern Ireland.

PfG envisages that a successful economy will be 'characterised by high productivity, a highly skilled and flexible workforce and employment growth', in which new technology will play a key role.

PfG has five strategic and interdependent priorities:³⁰

- Growing a dynamic, innovative economy
- Promote tolerance, inclusion and health and well-being
- Protect and enhance our environment and natural resources
- Invest to build our infrastructure
- Deliver modern high quality and efficient public services

PfG addresses the promotion of literacy and ICT skills in terms of:

- Boosting the skills level of the workforce, by improving opportunities for adults to update their essential skills of numeracy, literacy and ICT through review of Success Through Skills strategy and implementation of the Essential Skills strategy.³¹
- Implementation of the Literacy and Numeracy Strategy and School Improvement Policy to reduce the gap in educational outcomes by addressing the needs of disadvantaged and vulnerable children and young people.³²

Both of these areas are examined in further detail below.

²⁹ http://www.dius.gov.uk/skills/engaging_learners/informal_adult_learning/white_paper

³⁰ <http://www.pfgbudgetni.gov.uk/index/programme-for-government-document.htm>

³¹ [Ibid](#)

³² [Ibid](#)

Compulsory and post-16 education

Use of moving images in the classroom to support whole class teaching is referenced in the Department of Education, (DE) consultation 'Every School a Good School – A Strategy for Raising Achievement in Literacy and Numeracy'.³³ Previously, wave one of Every School a Good School recommended whole-class teaching that includes having access to, and making effective use of, 'print materials, moving image and digital technology to support their learning'.

It is worth noting in this connection that Northern Ireland Screen's Education Policy Working Group submitted a consultation reply to the consultation. The response took issue with the 'narrow' definition of literacy given in section 4.7:

'The assumption behind the definition is that literacy can only be print-based. We would argue that children need to be literate in a range of texts including audio, moving image and other media. In fact, the revised Northern Ireland curriculum recognises this definition of a wider literacy and encourages teachers to use this to support the teaching of literacy. Many of the skills used by children to interpret story, character and setting are common to a range of different texts and can be utilised by teachers in literacy learning.'

And on the subject of ICT:

'Paragraph 4.6 notes the important role information and communication technology (ICT) can play in supporting learning and teaching in schools, including the promotion of literacy and numeracy standards, especially for those children who have become disengaged with learning through more traditional approaches. The EPWG would endorse this evidence and would encourage schools, teachers and the proposed Literacy and Numeracy Taskforce to investigate and develop strategies that fully utilise creative digital technologies in the teaching of literacy in schools.'

Leaving aside the Literacy and Numeracy consultation, under present arrangements from primary level onwards, pupils have the opportunity to access, process and share information from a range of sources, including digital, and will be assessed on this. Furthermore, Media Education is a contributory element of the Language and Literacy area of learning at KS3 (post-primary, Years 8-10).

Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become 'critical, creative and effective'.

Across the key stages, pupils should have opportunities to:

³³ http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-review-of-literacy-and-numeracy-strategy.htm

- Appreciate and evaluate methods of communication and the power of media, including digital technologies, in their day-to-day lives and in wider contexts
- Use a range of techniques, forms and media to convey information creatively and appropriately.

Guidance and support materials for the curriculum are provided by the Council for the Curriculum, Assessment and Examinations (CCEA) which advises that, as part of the Key Element of Media Awareness, teachers should consider with pupils:

- In what ways does the media have an impact on their life?
- How are language and image manipulated in different media?
- What are the possibilities and limitations of communication using media technologies?
- How can they communicate effectively using different media?
- How can they stay safe in our media world?

In terms of qualifications, an AS and A Level in Moving Image Arts was introduced in 2005, and a GCSE in Moving Image Arts will become available for first teaching from September 2009. The GCSE Moving Image Arts follows on from the new requirement to teach the moving image at Key Stage 3 in English and Art and Design, and bridges the gap to the existing GCE Moving Image Arts specification.

Unlocking Creativity

The Department of Culture, Arts and Leisure (DCAL) leads on the 'Unlocking Creativity' initiative, based on an original policy from 2000. It has particular relevance for the promotion of creativity in education, but it is also cross-cutting, seeking 'to harness and mainstream creativity within the cultural, educational, training and economic areas.'³⁴

'Unlocking Creativity: a creative region', the most recent iteration of the strategy, is an action plan published in 2003 with three key action areas: learning, innovation and enterprise and connecting.

In terms of learning, the strategy intends:

- Putting programmes and facilities in place to promote learning in a creative way.
- Embedding creativity in the curriculum and promoting the role of creativity in learning, teaching, assessment and accreditation.
- Promoting the use of infrastructure and technology to enhance young peoples' creativity.

The action plan cites the contribution of Creative Youth Partnerships (CYP) in this regard, which were established in 2004 and supported by Arts Council and DE in partnership with the five Education and Library Boards. 'Through CYP, young people from across Northern Ireland have had

³⁴ http://www.dcalni.gov.uk/index/arts_and_creativity/unlocking_creativity_initiative.htm

opportunities to participate in high quality creative arts programmes including dance, music, drama, visual arts, literature, film and digital media projects. Participation is open to all schools, colleges, youth clubs and youth and community groups.³⁵

Success Through Skills

The Department for Employment and Learning (DEL) promotes learning and skills to prepare people for work and to support the economy. It has four key areas of activity:

- Enhancing the provision of learning and skills, including entrepreneurship, enterprise, management and leadership.
- Increasing the level of research and development, creativity and innovation in the Northern Ireland economy;
- Helping individuals to acquire jobs, including self employment, and improving the linkages between employment programmes and skills development; and
- The development and maintenance of the framework of employment rights and responsibilities.

DEL has responsibility for delivering Success through Skills: The Skills Strategy for Northern Ireland, published in February 2006.³⁶ Media literacy promotion is relevant to DEL's work in relation to the department's recognition of ICT as a priority skills sector, and an area of particular economic significance in Northern Ireland. ICT skills will be added to the list of essential skills, following a pilot, in September 2009.

3.2.3 Scotland

The Scottish Government's commitment to the promotion of media literacy was outlined in a speech given by Linda Fabiani (the then Minister for Europe, External Affairs and Culture) to a conference on the subject organised by Ofcom, BBC Scotland, Skills Development Scotland and Scottish Screen.³⁷

The Minister identified a number of policy areas where media literacy features, including the Curriculum for Excellence, Skills for Scotland, Scottish broadcasting and the work of Scottish Screen. She also noted it bears on Scotland's approach to child protection, which has links to the Byron Review. The formation of the Scottish Forum for Media Literacy, a network for media literacy issues and practitioners, was also announced at the event.³⁸

³⁵ <http://www.cypni.org.uk/>

³⁶ <http://www.delni.gov.uk/skills-strategy-ni>

³⁷ Media Literacy Conference for Scotland, November 2008
<http://uk.youtube.com/watch?v=d7JS1cmiOXc>

³⁸ http://www.ofcom.org.uk/advice/media_literacy/medlitpub/bulletins/issue15.pdf

Compulsory and post-16 education

In terms of formal education, the current review of the curriculum recognises that the development of literacy skills in young people is the responsibility of all teachers. Curriculum for Excellence defines Literacy for the 21st Century as 'the set of skills which allows an individual to engage fully in society and learning, through different forms of language and a range of texts, which society values and finds useful'.³⁹

It has also resulted in a series of frameworks being developed for each area of the curriculum, called Experiences and Outcomes (published by Learning and Teaching Scotland (LTS) in April 2009).⁴⁰ These are intended to support staff in taking forward the main features of Curriculum for Excellence through professional reflection and trialling in the classroom, and they cover areas of relevance to media literacy promotion including Literacy and English, Literacy and Gàidhlig and Technologies.

By having these Experiences and achieving the defined Outcomes, learners are expected to gain skills and knowledge in the three high level defined areas of media literacy ('Access, Understand and Create').

Examples of such Outcomes and Experiences relevant to media literacy promotion include:

Access

- Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.
- Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.

Understand

- To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion and assess the reliability of information and credibility and value of my sources.
- By discussing the business, environmental, ethical and social implications of computer technology, I can begin to gain an understanding of the need for sustainability and accessibility.

Create

- By considering ways to protect technological devices, I can act safely and responsibly when selecting and using different technologies to communicate and collaborate.
- I can create graphics and animations using appropriate software which utilise my skills and knowledge of the application.

³⁹ <http://www.ltscotland.org.uk/curriculumforexcellence/>

⁴⁰ <http://www.ltscotland.org.uk/curriculumforexcellence/experiencesandoutcomes/index.asp>

As the main source of advice and support for education professionals in Scotland, LTS has a key role in the promotion of media literacy. It provides a range of resources relevant to media literacy promotion in schools, including:

- The Approaches to Learning section of the Early Years website, which looks at active learning, a key theme of Curriculum for Excellence. This includes a comprehensive exploration of moving image education in Early Years settings. Developed in conjunction with Scottish Screen, the model focuses on using moving image to stimulate group discussions and problem-solving situations, create contexts that support play and social communication, and discover how all texts are composed to convey meaning.
- The ICT in Education website, which focuses on learning and teaching with technology. It provides classroom resources, online tutorials, and examples of good practice in the use of technology in the classroom.

The Scottish Government is also implementing Glow, a national schools intranet hosted by LTS.⁴¹ Glow will provide tools and resources to underpin the approaches to teaching and learning envisaged in Curriculum for Excellence. Teachers and learners using Glow will be expected to use ICT in ways that will facilitate improved information and media literacy.

LTS is currently analysing the feedback received on draft proposals for English and literacy, and the definition of a 'text' is broad enough to encompass media texts (including moving image and digital technology).⁴² Examples of texts given in the proposals include e-mails, films, games, TV programmes, text messages, blogs, social networking sites and web pages.

This breadth is a key feature of the literacy curriculum: 'In planning for learning in any curriculum area it is important for practitioners to ensure that children and young people encounter a wide range of different types of text in different media.'

Elsewhere, the proposals state the new literacy and English framework 'is designed to develop critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, inter-personal and team-working skills [...] The framework provides [...] broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.' This indicates an ambition for media literacy teaching and learning that goes beyond the competencies specified in Ofcom's definition.

The proposed framework takes account of national and international research and of other skills frameworks, for example SQA Core Skills and the 'An Adult Literacy and Numeracy Framework' for Scotland.

⁴¹ <http://www.ltscotland.org.uk/glowscotland/index.asp>

⁴² http://www.ltscotland.org.uk/Images/literacy_english_cover_paper_tcm4-468724.pdf

The Scottish Government has also published a paper on literacy across the curriculum, stating that literacy is a responsibility for all teachers.⁴³ The paper talks about 'writing using a range of media' and 'technology and literacy – taking advantage of the opportunities offered by technologies, for example by using text messages, the internet and email', both of which point to the development of media literacy competencies like those envisaged by Ofcom.

In terms of formal qualifications, the Scottish Qualifications Authority (SQA) has specific qualifications in The Higher National and National Qualifications areas in Media Studies and in technical areas of working in the Media Industry as well as Digital Media.

There are also opportunities for all schools and colleges using English Qualifications to demonstrate knowledge of film and television studies. For example, there is some 'reading the media' work available in English Higher and Advanced Higher options, and also in Standard Grade Folio Reading (one of the three texts chosen can be a media text). This goes beyond core skills and is an option, not mandatory. In Modern Languages there is also an option called 'Extended reading and viewing', which includes studying foreign language films.

SQA offers a suite of Media Studies qualifications covering SCQF levels 4-7 and Learning Teaching Scotland provides teaching and learning resources in this area at Secondary school level. The Scottish Further Education Unit (SFEU) does similar work for the college sector.

Skills for Scotland

Published in 2007, 'Skills for Scotland: A Lifelong Skills Strategy' outlines the Scottish Government's vision for a co-ordinated approach to skills development from early years learning to vocational training and beyond.⁴⁴

The strategy focuses on the following overlapping skills clusters:

- personal and learning skills that enable individuals to become effective lifelong learners;
- literacy and numeracy;
- the five core skills of communication, numeracy, problem solving, information technology and working with others;
- employability skills that prepare individuals for employment rather than for a specific occupation;
- essential skills that include all of those above; and
- vocational skills that are specific to a particular occupation or sector.

Skills Development Scotland is a new body established in 2007, bringing together Careers Scotland, Scottish University for Industry, and key skills

⁴³ http://www.ltscotland.org.uk/Images/literacy_across_the_curriculum_tcm4-470951.pdf

⁴⁴ <http://www.scotland.gov.uk/Publications/2007/09/06091114/0>

elements in Scottish Enterprise and Highlands and Islands Enterprise, to take forward and deliver 'Skills for Scotland'.

3.2.4 Wales

The Department for Children, Education, Lifelong Learning and Skills (DCELLS) aims to improve children's services, education and training provision to secure better outcomes for learners, business, and employers as set out in 'The Learning Country' strategy.⁴⁵

'The Learning Country: Vision into Action' (2008) describes how the Welsh Assembly Government (WAG) is developing an ICT strategy for schools aimed at realising the potential of ICT to transform teaching and learning and improve organisational effectiveness.

Compulsory and post-16 education

A revised curriculum for 3 to 19-year-olds in Wales has been implemented from September 2008.

The Foundation Phase is a new curriculum for 3 to 7-year-olds in Wales (replacing the old Early Years and Key Stage 1) with a focus on learning through play/doing. Included in its statutory educational programme are a number of statements that reference media literacy, including:

- Engage with resources from a variety of contexts including interactive forms.
- Experience a range of stimuli including media and ICT texts, such as children's TV programmes and animated tales on CD.
- Extract information from a variety of sources, including ICT.
- Read and make use, for different purposes, of a variety of printed and ICT resources.

To support the implementation of the 'Framework for Children's Learning for 3 to 7-year-olds in Wales', guidance documents have been published. References to ICT and other interactive forms of learning are included in these documents.

At secondary level, there is a close fit between the learning outcomes within Ofcom's specification of media literacy and the statutory curriculum for schools under the English and Welsh orders, the PSE framework and ICT curriculum.

These aspects also feature in some GCSE and A/AS specifications (for which DCELLS has regulatory responsibility in Wales), and the underpinning competencies are also part of DCELLS's non-statutory Skills framework for 3-19 year olds.

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<http://wales.gov.uk/topics/educationandskills/publications/guidance/learningcountry/;jsessionid=tkXGJrfPT2z841v4qv7TgTGb2LNMYtVSVpGLWP16BFRJnTLkb4Gv!1614610361?lang=en>

The revised national curriculum subject orders, PSE and RE frameworks are underpinned by the principles and progression of the Skills framework. The skills learners need to become media literate are all represented within the Skills framework.

In addition, the Welsh Assembly Government introduced the Welsh Baccaulaureate Qualification (WBQ) in 2003, and all components of the Core programme can offer opportunities to develop knowledge and skills that are relevant to media literacy.

In terms of learning and teaching support, the National Grid for Learning Cymru (NGfL Cymru) is managed by WJEC on behalf of the Welsh Assembly Government. Since June 2007 it has had an enhanced remit to develop a library of interactive resources for teachers and learners at all levels.

The library consists of nearly 3,000 downloadable educational resources which support all Key Stages of the Curriculum, from Early Years to Post 16. Many of the resources are interactive, and all have been produced by practising teachers. It has a specific remit to:

- provide a single point of reference to sources and resources throughout Wales and from further afield;
- provide schools and colleges in Wales with easy, free access to high quality curriculum content in a range of digital formats;
- support teaching in the Welsh language and to promote the Welsh dimension in teaching and learning;
- assist teachers in the task of raising standards of learning through the application of ICT in teaching and learning.

E-learning

The Welsh Assembly Government's e-learning strategy, 'Cymru Ar-Lein – Online for a Better Wales', supports the crosscutting themes of social inclusion, equal opportunities and sustainable development by 'encouraging the use of ICT as a key tool for personal, organisational and community development throughout Wales'.⁴⁶

Also of relevance is the 'Transforming Schools with ICT: The Report to the Welsh Assembly Government of the Schools ICT Strategy Working Group' (2008), which includes the vision statement:

'All learners to have the ability to learn basic information literacy, enabling them to make informed decisions over content they may be directed to in an uncontrolled environment (e.g. Internet).' 'Transforming Schools with ICT' also addresses the issue of e-safety in schools (see section 3.4.4 for further details).

⁴⁶ <http://wales.gov.uk/topics/socialjustice/jobsandskills/?lang=en>

‘Transforming Schools with ICT’ uses the following definition of ‘ICT capability’:

‘demonstrating skills in the processes of gathering, searching, exploring, analysing, presenting, communicating and sharing information, underpinned by an understanding of key concepts related to the nature of information and of technology. It includes a set of technical competences together with a confidence in learning to use new tools; a disposition to solve problems and enhance results with ICT in unfamiliar contexts; a knowledge of the potential and limitations of familiar tools; an awareness of the opportunities and dangers inherent in the use of ICT and a willingness to reflect on the use of ICT in the world beyond one’s immediate experience.’

The Welsh Assembly Government plans to hold further discussion with stakeholders of the report’s recommendations in 2009, focussing on specific themes of:

- learners' entitlement to ICT;
- pedagogy;
- use of learning platforms;
- sustainable funding; and
- integration of schools ICT strategy with all age e-learning.

In advance of this, the Welsh Assembly Government is already applying Becta’s ICT Self Review Framework⁴⁷ to help promote effective, whole-school approaches to ICT. This is being delivered in partnership with LEAs, and supported through a grant from the WAG Better Schools Fund.

DCELLS is also closely involved in projects to support the use of e-learning within FE colleges, work-based learning and adult continuing education, including support for the Wales Video Network and the JISC Regional Support Centre in Swansea.

In Higher Education (HE), the Higher Education Funding Council for Wales (HEFCW) has published a circular entitled: ‘Enhancing Learning and Teaching Through Technology: a Strategy for Higher Education in Wales’. It provides a ten-year strategy for the enhancement of learning and teaching through technology for higher education (HE) in Wales from 2007/08 to 2016/17.⁴⁸

It seeks to support Welsh HE institutions in embracing new technologies and identifying how their application can enhance learning, teaching and the overall student experience.

The strategy also encourages HE institutions to consider technology-enhanced learning within the context of lifelong learning and employability, and to ensure provision complements similar initiatives in elsewhere in formal and informal education contexts.

⁴⁷ <http://schools.becta.org.uk/index.php?section=srf>

⁴⁸ http://www.hefcw.ac.uk/Publications/circulars_5137.htm

3.3 Digital inclusion, participation and delivery of public services

Access and inclusion are central to Ofcom's regulatory duties, and a key element of media literacy promotion.

In its Review of media literacy promotion activities 2004-2008, Ofcom notes that media literacy 'is becoming as essential as basic print literacy for reasons including:

- a wide range of communications devices and services are now available;
- an increasing number of central and local government services are now offered online; and
- internet purchasing offers people greater choice and more competitive pricing than traditional retailers.'

Crucially, Ofcom recognises that some groups in society 'are being left behind, in terms of:

- ownership of new technologies;
- awareness of, and access to, new content and services; and
- confidence and competence in using digital media.'

This results in various forms of exclusion, including being

- without access to the best, cheapest or most appropriate products and commercial services available;
- excluded from public services offered online;
- isolated in the employment market;
- at greater risk of harm (including financial loss) and offence from new content and services; and
- disenfranchised from the democratic process.'

The Digital Britain Interim Report recognises the impact of the digital divide, and the urgent need to address it: "We must ensure being digital is within the grasp of everyone. If we do not, we risk leaving significant parts of our society disenfranchised and permanently behind the mainstream. In so doing, we would fail to secure the full potential of these technologies for our country."⁴⁹

This section looks at the policy agendas in each home nation framing approaches to digital inclusion, that seek to encourage community participation and that underpin the drive for greater, and improved, public service delivery through digital media services. A list of the relevant policy agendas in each nation is given in Table 5.

⁴⁹ http://www.culture.gov.uk/images/publications/digital_britain_interimreportjan09.pdf Page 5

Table 5: Digital inclusion, participation and delivery of public services: key policies of relevance to media literacy promotion

<p style="text-align: center;">England</p>	<ul style="list-style-type: none"> • <i>Connecting the UK (Cabinet Office/DTI, 2005)*</i> • <i>Transformational Government: Enabled by Technology (Cabinet Office, 2005)*</i> • <i>Aiming High for Young People: a ten-year strategy for positive activities (DCSF, 2007)</i> • <i>Delivering Digital Inclusion (Communities and Local Government, 2008)</i> • <i>Home Access to Technology (DCSF, 2008)</i> • <i>Library Service Modernisation Review (DCMS, forthcoming in 2009)</i> <p><i>NB Every Child Matters and The Children’s Plan cuts across all policy areas involving the care and welfare of children.</i></p>	<p><u>Leads</u> BERR, Cabinet Office, CLG, DCMS, DCSF</p> <p><u>Key partners</u> Becta, Digital Inclusion Champion and Expert Taskforce, Mediabox consortium, UK Online Centres,</p> <p><u>Others with interest</u> Children’s Commissioner, Digital Inclusion Network, Age Concern, Local authorities, LGA and IDEA, MLA & People’s Network</p>
<p style="text-align: center;">Northern Ireland</p>	<ul style="list-style-type: none"> • <i>Digital Inclusion Strategy (DFP, 2003)</i> • <i>Delivering Tomorrow’s Libraries (DCAL, 2006)</i> • <i>Modernisation & Innovation Policy (DFP)</i> • <i>Delivering Digital Inclusion (Communities and Local Government, 2008; this has support of DFP in Northern Ireland)</i> <p><i>NB The UK Government seeks to work closely with the Devolved Administrations to maximise digital inclusion. To this end it hopes the Devolved Administrations will be represented on the Digital Inclusion Expert Taskforce to ensure ongoing engagement for the benefit of all UK citizens.</i></p>	<p><u>Leads</u> DCAL, DFP</p> <p><u>Key partners</u> Becta, Digital Inclusion Expert Taskforce (UK-wide), Digital Inclusion Steering Group (NI), Education and Library Boards, Network for Youth</p> <p><u>Others with interest</u> NI Commissioner for Children and Young People, Local authorities, NILGA, Public Achievement and WIMPS</p>
<p style="text-align: center;">Scotland</p>	<ul style="list-style-type: none"> • <i>Connecting Scotland’s People (Scottish Executive, 2001)</i> • <i>Transforming Public Services - The Next Phase of Reform (Scottish Executive, 2006)</i> • <i>Digital Inclusion in Partnership (Scottish Executive, 2007)</i> <p><i>NB The UK Government seeks to work closely with the Devolved Administrations to maximise digital inclusion. To this end it hopes the Devolved Administrations will be represented on the Digital Inclusion Expert Taskforce to ensure ongoing engagement for the benefit of all UK citizens.</i></p>	<p><u>Leads</u> Scottish Government</p> <p><u>Key partners</u> Becta, Digital Inclusion Expert Taskforce (UK-wide), Local authorities and COSLA, Scottish Digital Alliance, Skills Development Scotland (formerly Scottish University for Industry)</p> <p><u>Others with interest</u> Scotland’s Commissioner for Children and Young People</p>

Wales	<ul style="list-style-type: none"> • <i>Cyflawni Cynhwysiant Digidol: Cynllun Gweithredu ar gyfer Ymgynghoriad</i> (Delivering Digital Inclusion: An Action Plan for Consultation) (London: Communities and Local Government, 2008) • <i>Cymru Ar-Lein – Online for a Better Wales</i> (Welsh Assembly Government) • <i>Making the Connections</i> (Welsh Assembly Government) • <i>Iaith Pawb (2003)</i> <p><i>NB The UK Government seeks to work closely with the Devolved Administrations to maximise digital inclusion. To this end it hopes the Devolved Administrations will be represented on the Digital Inclusion Expert Taskforce to ensure ongoing engagement for the benefit of all UK citizens.</i></p> <p><i>The Welsh Affairs Committee is currently holding an inquiry into digital inclusion, and is expected to report in the summer 2009 (date may be subject to change).</i></p>	<p><u>Leads</u> CyMAL (Museums Archives and Libraries Wales), Welsh Assembly Government Digital Inclusion Unit</p> <p><u>Key partners</u> Becta, Digital Inclusion Expert Taskforce, Wales Co-operative Centre; Welsh Language Board</p> <p><u>Others with interest</u> Children’s Commissioner for Wales, Local authorities, WLGA, WISEkids</p>
EU	<ul style="list-style-type: none"> • <i>Communication on a European approach to media literacy in the digital environment</i> (European Commission, 2007) • <i>i2010 - a European Information Society for Growth and Employment</i> (European Commission, 2005) 	

Notes

*Contains elements with UK-wide relevance

‘Lead agencies’ are those with policy ownership at government level. They are listed alphabetically and not in order of prominence.

‘Key partners’ are those agencies charged with significant responsibility for developing and implementing policy, including through direct delivery.

‘Others with interest’ include those agencies identified by the audit as having a present role, or the potential for future involvement, in delivering key policy agendas relevant to media literacy. It does not include all agencies involved in ‘midstream’ activity or direct delivery.

3.3.1 England

The Minister for Digital Inclusion launched ‘Delivering Digital Inclusion: An Action Plan for Consultation’ in October 2008, and consultation on the proposals ended in January 2009.

The Action Plan outlines the key issues relating to the use of digital technology and argues why digital exclusion is an increasingly urgent social problem. In summary:

- ‘Digital technologies pervade every aspect of modern society. However these opportunities are not enjoyed by the whole of the UK population - for example, 17 million people in the UK still do not use computers and the Internet and there is a strong correlation between digital exclusion and social exclusion.
- There are significant and untapped opportunities to use technology better on behalf of citizens and communities. These include improved service planning, design and delivery, particularly to address the needs of disadvantaged groups and individuals.’⁵⁰

⁵⁰ From the Delivering Digital Inclusion web site:

<http://www.communities.gov.uk/publications/communities/deliveringdigitalinclusion>

The Action plan categorises digital inclusion in two ways:

- ‘Direct access to technologies such as computers and the internet, mobile phones, PDAs and digital TV. These give people the opportunity to access employment and skills, social, financial, informational and entertainment benefits from the internet; improved services; wider choice and empowerment around major areas of their lives.
- Indirect use of technologies, where greater use of digital technology to plan, design and deliver services leads to significant improvements’.

Among 70 actions that cut across government and the public sector outlined in the plan is the proposal to create a ‘Digital Champion’ who will be independent of government but will work closely with an expert task force, the Minister for Digital Inclusion, the Digital Inclusion Cabinet Committee and the cross-Government Digital Inclusion Team.

The Action Plan envisages a role for Ofcom in ensuring the regulatory framework is conducive to supporting digital inclusion by ‘reducing barriers to people using [electronic communications, television and radio] services’, and this includes activity to promote media literacy.

Unlike other top-level policy agendas, the Action Plan makes explicit reference to media literacy, albeit in a very specific way. It crops up in the context of ‘Learning and skills’, within the future aim of ‘exploring IT training and media literacy training’.

The Annex to Delivering Digital Inclusion⁵¹ acknowledges the parallels between media literacy and traditional literacy⁵², but nonetheless media literacy’s relevance to digital inclusion is confined to promoting access to technology in the service of transforming learning; in other words, it is allied to the principles of the Harnessing Technology agenda:

‘The key digital inclusion principle underpinning adult education and media literacy is:

The Government vision is of education and skills providers making effective and innovative use of technology to transform learning, making it more flexible, accessible and responsive to the needs of employers and individuals.’ (‘Delivering Digital Inclusion Annex’, p. 23).

The BBC also has an obligation under its Charter to ‘end the “digital divide”’. In consequence, the Digital Inclusion Action Plan recognises the BBC as ‘an important partner in helping to end the digital divide and promote media literacy’.

⁵¹ <http://www.communities.gov.uk/publications/communities/digitalinclusionannex>

⁵² ‘Media literacy has parallels with traditional literacy, in that it is the ability to ‘read’ and ‘write’ audiovisual information (rather than text). At its simplest level, media literacy is the ability to use a range of media and to understand the information received. At a more advanced level it moves from recognising and comprehending information, to the higher-order critical thinking skills such as questioning, analysing and evaluating that information.’ (p. 21).

Digital inclusion is not just about improving access to technology. It also involves giving people the wherewithal (including the technology, knowledge, skills and confidence) to make their voices heard through participation, which involves those media literacy competencies associated with creativity.

The Digital Inclusion Action Plan recognises this with the Digital Mentors Scheme⁵³ in deprived areas (led by the Department for Communities and Local Government with part funding from DIUS), following an announcement in the 'Communities in control: real people, real power' White Paper.⁵⁴ The mentors are intended to 'support groups to develop websites and podcasts and use digital photography and online publishing tools to develop short films and to improve general media literacy' ('Delivering Digital Inclusion'). This is one of the few examples of a public policy initiative addressed at promoting creativity through digital media use, and is all the more exceptional for being open to adult participation (under-19s tend to benefit from most publicly-supported creative activity schemes, e.g. Mediabox- see below for details).

Aiming High for Young People

The 'Aiming High for Young People'⁵⁵ strategy was first published in July 2007 and an Implementation Plan was published by DCSF in March 2008 and updated in October of that year.⁵⁶ The strategy is allied to the Children's Plan, published in December 2007.

The Youth Media Fund, which forms one strand of the Aiming High agenda, is relevant to media literacy promotion. It comes out of the Government's Youth Matters green paper, published in July 2005, setting out proposals designed to improve outcomes for 13-19-year-olds. This was followed in November 2006 with publication of 'Youth Matters: Next Steps'.⁵⁷ The Youth Matters reforms provide the foundation for the implementation of Aiming High, which focuses on increasing young people's participation in positive activities.

The Youth Media Fund sits within a work strand called 'Rebalancing the Public Narrative about Young People', and is intended to improve the public perception of young people:

'The Youth Media Fund provides specific funding for activities to help young people have a positive voice in the media. £8 million has been made available over the 2008-11 period to give disadvantaged teenagers the opportunity to develop and produce creative media projects, using film, print, television, radio or online platforms. Under the brand name of Mediabox, the fund is managed by a consortium of media organisations led by First Light Movies, who manage the Fund, in partnership with Media Trust, UK Film Council and Skillset. Grants ranging from £500 - £40,000 are

⁵³ <http://www.mediatrust.org/digitalmentors>

⁵⁴ <http://www.communities.gov.uk/publications/communities/communitiesincontrol>

⁵⁵ <http://www.everychildmatters.gov.uk/youthmatters/aiminghigh/>

⁵⁶ <http://www.everychildmatters.gov.uk/youthmatters/aiminghigh/implementationplan/>

⁵⁷ http://www.everychildmatters.gov.uk/_files/3804D7C4B4D206C8325EA1371B3C5F81.pdf

available in three categories to support both organisations and individuals. An additional £250,000 has been allocated, by the department for Communities and Local Government, in 2008-2009 for projects which address community cohesion issues. Over 7,000 young people have so far been funded to make media projects. More information can be found at www.media-box.co.uk (from 'Aiming High for Young People: a ten-year strategy for positive activities: Implementation Plan').

The current contract with Mediabox ends in March 2009. A tender process was held at the end of last year to identify a contractor to continue management of the Youth Media Fund in 2009-2011. The Mediabox consortium was successful in this, and a new contract is currently being drawn up.

Library Services Modernisation Review

Launched in October 2008 by the Secretary of State for Culture, Media and Sport,⁵⁸ the Review seeks to define the Government's vision for a modern, world-class public library service and set out some of the necessary steps to achieve this vision. It builds on both 'Framework for the Future' and 'A Passion for Excellence', the 2008 strategy to support local government with the improvement of cultural and sport services.

The Review aims to deliver:

- A high level vision for public library services in the 21st century;
- A set of recommendations for central Government, its agencies and other partners, to support the delivery of this vision for a modernised local library service.

It has five focal areas, two of which are pertinent to media literacy promotion through their links with digital inclusion, participation and delivery of public services agendas, as follows:

- **Digital Services and Information Literacy:** to explore and make recommendations on the digital services required to enable public libraries to meet the current and future needs of their local communities 24/7; assess the skills, technology, content, service structures, licensing issues and partnerships necessary to develop those services; and consider the associated information literacy needs, and how they might be addressed in the delivery of those services.
- **A Community-led Service:** to explore and make recommendations on innovative models of service delivery that integrate libraries with other local services; that make libraries increasingly responsive to the needs of their communities and that involve users in their design and delivery.

Publication of the Review is expected in summer 2009.

⁵⁸ http://www.culture.gov.uk/what_we_do/libraries/5583.aspx

UK online centres

The UK online centres national organisation has a key role in raising awareness of the benefits of using computers and the internet, and providing clear calls to action for those people to get online, thereby directly addressing digital inclusion.

In addition to the 6,000 online centres based in local communities, UK online centres develops and maintains the myguide platform to support those with most barriers to using the internet.⁵⁹ Myguide is an interface to the internet which makes it simpler to use and it also hosts 19 short courses or modules to help people to develop digital skills as well as to understand further the ways in which they could use the internet (e.g. for shopping, banking, communicating, use social network sites etc.).

UK online centres also hosts an annual digital inclusion conference and publishes research reports to raise the profile of digital inclusion amongst key stakeholders and decision makers. In this connection UK online centres has published the following documents.⁶⁰

‘Does the internet improve lives?’ - explores the attitudes, characteristics and behaviours of internet users and non-users living in C2DE households (April 2009)

‘Digital inclusion, social impact’ – research report looking at the social impact of digital inclusion across 20 flagship UK online centre led projects (September 2008)

‘Economic benefits of digital inclusion’ – research report building the economic case for action on digital inclusion (April 2008)

‘Understanding digital inclusion’ – an analysis of over 80 different research findings on digital inclusion brought together in one report (July 2007)

⁵⁹ <http://www.myguide.gov.uk/>

⁶⁰ These are all available to download at the following address:
<http://www.ukonlinecentres.com/corporate/content/view/11/112/lang,en/>

At the heart of UK Online Centres offer is the Users' journey, described in Table 6, which neatly illustrates the connection between digital and social exclusion and the development of competencies associated with media literacy to deliver confident citizens:

Table 6: Users' Journey: UK Online Centres

From digital & social exclusion	Through learning & skills	To confident citizen
Outreach	Computing & internet skills	Advanced internet skills
Marketing	Access to online	Complex online gov. transactions
Inspiration	information	Advice & guidance
Personal support	Simple online government	Further learning
Mentoring	transactions	Steps towards employment
Information, advice and guidance	Tasters and assessments	Volunteering
Partnership working		Referral to other services & providers
		Content creation

Source: UK Online Centres

Transformational Government

The Transformational Government agenda ('Transformational Government: Enabled by technology', 2005) is also a potential driver for media literacy promotion, particularly in respect of those public services that will only be available online (e.g. NHS Choices) and in the development of public service delivery directly to people's homes through broadcasting channels.⁶¹ These will require users to have sufficient knowledge, understanding and skills to be able to access and make the most of such services.

3.3.2 Northern Ireland

The Digital Inclusion team of the Department of Finance and Personnel (DFP) recognises digital literacy as a pre-requisite for digital inclusion initiatives to be effective among excluded groups.

The Digital Inclusion Strategy, developed in 2003, has delivered a number of projects through the eGovernment fund since its inception.⁶² The strategy is currently being redrafted to complement the UK Government's Digital Inclusion Action Plan (DFP fed into its development), and is also intended to tie in more with the transformational government agenda and initiatives like NI Direct.

The Northern Ireland Local Government Association (NILGA) has an e-Government vision linked to transformational government: 'That Local Government in Northern Ireland, in co-operation with partners across all sectors, fully embraces the modernisation process to provide citizens with access to information and key services when, where and how they want

⁶¹ http://www.cio.gov.uk/transformational_government/strategy/contents/

⁶² <http://www.dfpni.gov.uk/index/delivery-and-innovation/did-innovation/did-digital-inclusion.htm>

and in a manner that maximises the efficiency, effectiveness & inclusiveness of service provision.'

DE's Youth Service section is also involved in two digital inclusion initiatives relevant to media literacy promotion:

- The Network for Youth

This is seen as a means by which the government can help to 'strengthen the direct voice of children and young people in all relevant aspects of government provision'.

Network for Youth will enable children and young people up to the age of 25 to contribute to the democratic process by making their voice and opinions heard by government, the public and the media. This will be done through a number of channels, including direct meetings, written reports and electronic media, including the internet and email.

An initial consultation on this proposal ran until the end of November 2008. It sought views on what the Network should look like. Responses are currently under consideration and the Network is expected to be set up after 2010.

- Bytes Project

This initiative, supported by DE through the Education and Library Boards, provides access and basic training in IT to disadvantaged and marginalised young people in the 16-25 age range from socially deprived areas.

The main aim of the Bytes programmes is to improve employment opportunities for young people who have become disengaged as a result of personal or social issues. IT training is provided in an informal setting, offering young people the opportunity to learn skills and gain accreditation in an environment that supports their needs and that can inspire them to undertake further training or enter employment.

Finally, the Department of Culture, Arts and Leisure (DCALNI) led a review of libraries for the future, and produced a strategy called 'Delivering Tomorrow's Libraries - principles and priorities for the development of public libraries in Northern Ireland' (2006), which highlights the need for 'equality of access to digital skills, information and electronic government services'.⁶³

3.3.3 Scotland

The Scottish Government (then known as the Executive) published its original Digital Inclusion strategy 'Connecting Scotland's People' in September 2001.⁶⁴

The main themes of the original Digital Inclusion strategy were:

⁶³ http://www.dcalni.gov.uk/1mb_final_libraries_doc-2.pdf

⁶⁴ <http://www.scotland.gov.uk/Topics/Government/PublicServiceReform/efficientgovernment/Open-scotland/17820/15727>

- Awareness and Promotion - Ensuring excluded individuals and groups are aware of the opportunities that the web and Information and Communication Technologies (ICTs) can provide.
- Access - Providing access to the web and ICTs at the time, place, method and price appropriate to the needs and lifestyles of disadvantaged communities and individuals.
- Support - Providing reliable, accessible and cost effective sources of advice and support is crucial.
- Skills - Developing the basic computer and technological skills that will instil individuals with the confidence to use the web and ICTs.
- Content - Ensuring that disadvantaged individuals and communities are provided with, or can themselves develop online content and services that they value and wish to use.
- Community Involvement - Ensuring that initiatives are sustainable at a local level, and that local communities have a sense of ownership.

The main initiatives were:

- Public Internet Access Points Initiative
- Digital Communities
- Internet Made Easy CD-ROM
- Awareness Raising

The Executive published a revised Digital Inclusion Strategy in 2007 ('Digital Inclusion in Partnership'), resulting from a consultation exercise that ended in 2006.⁶⁵ It set out a mainstreaming approach, devolving responsibility for digital inclusion to service providers (e.g. local government).

The revised Strategy reflected a shift in emphasis from centrally funded projects to encouraging partnership working and sharing good practice across stakeholders. Local authorities have been encouraged to take the lead in an approach that recognises the relationship in Scotland between the Scottish Government and local government, and which best responds to the needs of communities.

The revised Strategy outlines the following key initiatives:

- The Executive will work in partnership with the Scottish University for Industry (SUfi) on promotional and awareness campaigns to encourage service providers and policy makers to mainstream Digital Inclusion (NB SUfi is now part of Skills Development Scotland).
- The Executive will highlight the need for service providers to do more to support specific needs groups who require assistive technology and support to become digitally included, utilising the expertise of SUfi and other key partners, in this area to deliver a guide to available products and services.

⁶⁵ <http://www.scotland.gov.uk/Publications/2007/02/28141134/0>

- The Executive will investigate with SUfl whether the options already in place for local and national networks can be developed further to allow best practice to be shared, and encourage practitioners to work together to deliver effective provision.
- The Executive will explore with SUfl the maintenance of a portfolio of appropriate training and learning opportunities, using the existing database to ensure information is available on basic ICT training, to those who wish to take up the opportunity.
- The Executive as a partner in the Scottish Digital Alliance, will work together with public and private sector partners to promote a uniformed approach to Digital Inclusion.

The Scottish Government did not contribute to the UK Government's Digital Inclusion Action Plan, but at a recent British Irish Council summit in Cardiff (February 2009) Scottish Ministers agreed to participate in a new work stream on digital inclusion, which is being led by the Isle of Man.

3.3.4 Wales

Since 2005 the Communities Directorate of the Welsh Assembly Government (WAG) has funded a digital inclusion initiative called Communities @One.⁶⁶ Its successor initiative, Communities 2.0, has recently been commissioned and will provide a strategic approach to supporting digital inclusion from 2009-2015. The Directorate is also in the process of establishing a Digital Inclusion Unit.

In terms of the wider policy context, Communities @One contributed to the 'Wales: A Better Country' strategic agenda, with a focus on improving four key areas: to help more people into jobs; to improve health; to develop strong and safe communities and to create better jobs and skills.

A key element of the WAG's 'Making the Connections' report, published subsequently, reinforces the Assembly's commitment to achieving these goals through ICT use. The report states that ICT will be used as a tool for the improvement of public services and for personal organisational and community development throughout Wales.

The Assembly Government's ICT Strategy, 'Cymru Ar-lein', has provided the ICT vision, strategy, targets and achievements which underpin the Making the Connections report.

Cymru Ar-lein was based on five main themes:

- using ICT for citizens and communities;
- using ICT in the private sector;
- using ICT in the Welsh public sector;
- providing essential ICT skills; and
- providing essential ICT infrastructure.

⁶⁶ <http://wales.gov.uk/topics/housingandcommunity/regeneration/publications/catoneguide?lang=en>

Within the citizens and communities theme, the overall aim is to use ICT to enhance communities, their culture and languages, promote social inclusion and help combat the digital divide. Within this theme there is a clear objective to 'accelerate the understanding and take-up of the Information Age in Wales by establishing a major e-communities programme'. Communities @One was developed in response to this objective, which will be further developed through Communities 2.0.

The WAG Action Plan for the Welsh language 'Iaith Pawb' aims to 'enhance communities, their culture and languages, to promote social inclusion and help combat the digital divide, to raise the status of the Welsh language with respect to ICT to support the continued growth of the Welsh language and to help minimise digital exclusion due to language.'

The Welsh Language Board has produced a bilingual software accreditation system, which enables software developers to assess system compliance. This will be available on the Board's website in August 2009. Welsh language versions of Microsoft Windows, Google and Facebook are already available

In parallel with this, the Welsh Affairs Committee (of the UK Parliament) is currently examining digital inclusion in Wales. The inquiry, launched in November 2008, is addressing six areas of interest:

- The recommendations of the Government's Digital Inclusion Action Plan, with respect to their application to Wales;
- The role, responsibilities and actions of the Government, the Welsh Assembly Government and local government in promoting digital inclusion, especially with regard to (a) education and young people; (b) access to services; and (c) availability and access for hard-to-reach groups.
- The adequacy of technological infrastructure provision throughout Wales (including Broadband, wireless, mobile, digital TV and digital radio);
- The extent of digital exclusion (through lack of access, skills and/or motivation) throughout Wales compared to the regions of England, other nations in the UK and abroad;
- The ways in which commercial and non-governmental organisations contribute to digital inclusion in Wales, and the opportunities available;
- The risks to citizens (in particular children and young people), businesses and the economy of Wales associated with the use of technology (including internet crime).

The committee will take evidence during spring 2009, with a report due later in the summer (although this may be subject to change).

3.4 Safety, protection and security

The safeguarding agenda covers a broad spectrum of concerns for children’s welfare, aspects of which are relevant to media literacy including the age appropriateness of media content (e.g. television programming, films and video games), e-safety and protection from online sexual exploitation (part of the child protection agenda).

In addition to child protection, media literacy promotion also has a bearing on consumer and citizen protection including data security and privacy, a point reflected in Ofcom’s support for Get Safe Online. This concern does not simply apply to adults. The Byron Review recognised the risks to children posed by unscrupulous companies exploiting their data, leading to ‘the potential infringement of privacy and potential exploitation of children’. ‘Given what we know about children’s difficulties with evaluating both the content and source of information while their brains are still developing the appropriate skills’, the Review concludes, ‘it is clear that this kind of contact presents a potential risk to children’.⁶⁷

Media literacy promotion can play a role in raising awareness of the risks posed by the internet, and by helping users to take suitable precautions to protect themselves and others in their care. In addition, improved understanding of the right to privacy and the responsibilities that go with use of other people’s data and content can help to ensure digital media are used responsibly. This forms an important element of the ‘create’ category of competencies articulated within Ofcom’s specification of media literacy, bringing the promotion of media literacy within the ambit of data protection and intellectual property rights regimes.

Table 7: Safety, protection and security: key policy agendas

England	<ul style="list-style-type: none"> • <i>Safer Children in a Digital World: Full Report of the Byron Review and the cross-Government Action Plan</i> (DCSF, DCMS and the Home Office, 2007 and 2008) • <i>Child Internet Safety Strategy</i> (UKCCIS, forthcoming, 2009) • Policing and law enforcement regime • Data protection and privacy laws and regulations • Media content regulation 	<p><u>Leads</u> DCMS, DCSF, Home Office, Ministry of Justice</p> <p><u>Key partners</u> Becta, CEOP, Get Safe Online, Information Commissioner’s Office, LEAs, MLA & People’s Network, Ofcom, Ofsted, QCA, TDA, UKCCIS, UK Online Centres</p> <p><u>Others with interest</u> ASA, BBC, BBFC, Childnet Int., Children’s Commissioner, Local Safeguarding Children Boards</p>
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⁶⁷ <http://www.dcsf.gov.uk/byronreview/>

Northern Ireland	<ul style="list-style-type: none"> • <i>Safer Children in a Digital World: Full Report of the Byron Review and the cross-Government Action Plan</i> (DCSF, DCMS and the Home Office, 2007 and 2008) • <i>Child Internet Safety Strategy</i> (UKCCIS, forthcoming, 2009) • Policing and law enforcement regime • Data protection and privacy laws and regulations • Media content regulation 	<p><u>Leads</u> Northern Ireland Executive</p> <p><u>Key partners</u> Becta, CEOP, Childnet Int., Get Safe Online, ICO Northern Ireland, Ofcom, UKCCIS</p> <p><u>Others with interest</u> ASA, BBC, BBFC, NI Commissioner for Children and Young People</p>
Scotland	<ul style="list-style-type: none"> • <i>Safer Children in a Digital World: Full Report of the Byron Review and the cross-Government Action Plan</i> (DCSF, DCMS and the Home Office, 2007 and 2008) • <i>Child Internet Safety Strategy</i> (UKCCIS, forthcoming, 2009) • Policing and law enforcement regime • Data protection and privacy laws and regulations • Media content regulation 	<p><u>Leads</u> Scottish Government</p> <p><u>Key partners</u> Becta, CEOP, Childnet Int., Get Safe Online, ICO Scotland, Ofcom, UKCCIS</p> <p><u>Others with interest</u> ASA, BBC, BBFC, Scotland's Commissioner for Children and Young People</p>
Wales	<ul style="list-style-type: none"> • <i>Safer Children in a Digital World: Full Report of the Byron Review and the cross-Government Action Plan</i> (DCSF, DCMS and the Home Office, 2007 and 2008) • <i>Transforming Schools with ICT: The Report to the Welsh Assembly Government of the Schools ICT Strategy Working Group</i> (2008) • <i>Child Internet Safety Strategy</i> (UKCCIS, forthcoming, 2009) • Policing and law enforcement regime • Data protection and privacy laws and regulations • Media content regulation 	<p><u>Leads</u> Welsh Assembly Government</p> <p><u>Key partners</u> Becta, CEOP, Childnet Int., Get Safe Online, ICO Wales, LEAs, Ofcom, UKCCIS, WISEkids, Wales Internet Safety Partnership, NGfL Wales</p> <p><u>Others with interest</u> ASA, BBC, BBFC, BT Wales, Canllaw-Online, Children's Commissioner for Wales, DangerPoint, Fostering Network, Local Safeguarding Children Boards, NSPCC, South Wales Police, Urdd Gobaith Cymru, UCAC</p>
EU	<ul style="list-style-type: none"> • <i>Recommendation on the Protection of Minors and Human Dignity and on the Right of Reply</i> (adopted by the European Parliament and the Council in December 2006). • <i>Audio-Visual Media Services Directive</i> (European Commission) • <i>Safer Internet 2009-2013</i> (European Commission) 	

Notes

*Contains elements with UK-wide relevance

'Lead agencies' are those with policy ownership at government level. They are listed alphabetically and not in order of prominence.

'Key partners' are those agencies charged with significant responsibility for developing and implementing policy, including through direct delivery.

'Others with interest' include those agencies identified by the audit as having a present role, or the potential for future involvement, in delivering key policy agendas relevant to media literacy. It does not include all agencies involved in 'midstream' activity or direct delivery.

Age appropriateness and content regulation

A number of agencies have responsibility for ensuring children do not come into contact with inappropriate content, through systems such as age classification administered by the British Board of Film Classification (BBFC) for film, video and video games; Ofcom's Broadcasting Code, the BBC's Editorial Guidelines and the television watershed; the self-regulatory advertising code; and the voluntary system of video games ratings (Pan-European Game Information, PEGI). These classification and regulatory regimes all operate right across the UK.

Media literacy plays a role in ensuring children and those responsible for them understand how these systems operate, as well as providing young viewers and listeners with the competencies to deal with distressing or potentially harmful material themselves. To this end, Ofcom, the Broadband Stakeholder Group and the UK's top broadcasters and content providers, have developed a set of common principles for providing viewers with information about content which may contain potentially harmful or offensive material.

A review of child safety in the digital world, led by Dr Tanya Byron, was launched in 2007. The review report was published in March 2008 and a cross-Government Action Plan was published in June 2008. The review looked at content regulation on the internet and in video games, and made a number of recommendations that have since been accepted by the Government. These include establishment of a self-regulatory system for protecting children from potentially harmful or inappropriate material on the Internet, complemented by an online resource directing children and parents to the information needed to keep themselves safe online.

The Review also recommended reforms to video game classification (bringing it closer in line with the way video works are classified by the BBFC), linked to a public awareness campaign so that parents have the necessary information to make informed decisions about what is appropriate for their child.

The issue of content regulation has been raised in the Digital Britain Interim Report, in a section dealing with online safeguards in the context of universal broadband access. The interim report outlines a set of principles and supporting guidelines for a safeguarding framework allied to media literacy initiatives promoting safe and responsible Internet use.

E-safety and UKCCIS

The Byron Review also recommended setting up the UK Council for Child Internet Safety (UKCCIS), which was launched in September 2008. UKCCIS is committed to publication of the Child Internet Safety Strategy by autumn 2009, the terms of which were agreed in December 2008.

The work of UKCCIS is overseen by an Executive Board, whose purpose is to provide strategic direction and leadership; to oversee delivery of the Byron Review recommendations in relation to safer internet and video games for children and

young people; and to order and steer the work of four Multi-Stakeholder Working Groups:

1. Industry Working Group
2. Better Education Working Group
3. Public Information and Awareness Working Group
4. Video Games Working Group

Each of the Devolved Administrations is represented on the Executive Board, extending its remit to the UK as a whole and ensuring a joined up approach across the home nations.

Within the cross-government Action Plan, which outlines the Government's response to the Byron Review, the term 'media literacy' is deployed specifically in the context of 'Better Education – schools and wider services for children and families', and allied to 'e-safety' in schools: 'Ensure extended schools support children and families around e-safety and media literacy' (p. 26).

In consequence, the UKCCIS Better Education Working Group has as its aim:

'To ensure that children, families and the children's workforce have access to consistent and comprehensive support and information that improves their knowledge, skills and understanding of internet safety. For example, activity to include:

- working with Ofsted to ensure e-safety is embedded in the schools and children's services inspection regime;
- working with QCA to ensure e-safety is embedded in the education curricula;
- working with TDA to ensure that the school workforce has the support to deliver e-safety;
- ensuring access to high quality support materials for children, young people and parents outside school, for example, CEOP's Purely for Parents, Childnet's Know It All, Becta's advice and support, UK Online's Myguide, using extended schools, etc.

In this regard, e-safety sits squarely within the group of media literacy competencies associated with access and understanding, according to Ofcom's specification, which includes the ability to search effectively and safely, use firewalls and filters, as well as to understand media contexts and motivations and make informed choices about media and services offered. But by the same token, e-safety goes wider than promoting these competencies, taking in, for example, issues around cyber-bullying.

Although the example activities listed above by the Better Education Working Group predominantly involve organisations serving England (e.g. Ofsted, QCA, TDA), the Devolved Administrations are expected to take the principles developed and expounded by UKCCIS and apply them within their own national context, via their representation in the Working Groups and the Executive Board.

Thus in Wales, as previously noted, 'Transforming Schools with ICT: The Report to the Welsh Assembly Government of the Schools ICT Strategy Working Group'

(2008), which refers to e-safety,⁶⁸ is being developed through close association with UKCCIS - on which the Welsh Assembly Government, the Office of the Children's Commissioner, and Newport-based organisation WISE KIDS are all represented.

In Scotland, the SQA offers the first National Qualification in the EU relating to internet safety, intended for regular internet users of all ages.⁶⁹ The qualification has been developed in collaboration with a number of external partners, including BT, Microsoft and Strathclyde Police.

In England, the delivery of e-safety learning in schools is of interest to Ofsted, which published a briefing note in response to a request from the Byron Review for a study of what schools report about e-safety in their self-evaluation forms ('School self-evaluation: a response to the Byron Review', December 2008⁷⁰). Ofsted reviewed 100 self-evaluation forms of schools that were being inspected in the summer term 2008 and found considerable variation in how they monitor and evaluate the effectiveness of their e-safety policies. The briefing note concludes with the following recommendations:

'The Department for Children Schools and Families should:

- re-emphasise the duty of schools to ensure their pupils' e-safety
- issue brief guidance on how to evaluate the effectiveness of e-safety policies, providing examples of effective interventions
- work with Becta and local authorities to help develop and maintain schools' expertise in e-safety, including advising them on legal issues surrounding the use, or confiscation, of private electronic property on school sites
- advise schools on how they might work with families and other agencies to help combat misuse of privately owned equipment outside school hours.

Ofsted will:

- retain references to e-safety in the current school self-evaluation form
- ensure that the training and guidance for inspectors include an appropriate focus on e-safety, for example within the evaluation of safeguarding and the care and support of pupils.'

Child protection

E-safety sits within the broader child protection agenda, a link that was explicit in the Home Secretary's Taskforce for Child Protection on the Internet, which was established in March 2001 in response to a report by the Internet Crime Forum.⁷¹

The Taskforce, since been superseded by UKCCIS, brought together government, law enforcement, children's agencies and the internet industry, and produced good

⁶⁸ 'E-safeguarding: provide joined-up information and support to promote the safe and responsible use of ICT and protect children and young people from harm.'

⁶⁹ <http://www.sqa.org.uk/sqa/34591.1726.html>

⁷⁰ <http://www.ofsted.gov.uk/content/download/8702/94938/file/School%20self-evaluation%20a%20response%20to%20the%20Byron%20Review.doc>

⁷¹ <http://police.homeoffice.gov.uk/operational-policing/crime-disorder/child-protection-taskforce>

practice guidance for search service providers and for moderation of interactive services. It also published 'Good practice guidance for the providers of social networking and other user interactive services', which recommends 'the importance of education and media literacy in keeping children and young people safer online' (recommendation 14).⁷²

These guidance documents complement the self-regulatory model for the internet industry favoured in the UK, and this work is also in line with the EU's 'Safer Internet' programme (see section 3.1 for details).⁷³

The Child Exploitation and Online Protection Centre (CEOP), a member of UKCCIS, is a UK-wide law enforcement agency funded by Empower to deliver Think U Know, the UK awareness node for the Safer Internet programme.⁷⁴

CEOP is based on a UK-wide partnership created in 2006 to provide 'a single point of contact for the public, law enforcers, and the communications industry to report targeting of children online' as well as offering 'advice and information to parents and potential victims of abuse' and carrying out 'proactive investigations and work with police forces around the world to protect children'.⁷⁵ The Home Office funds and is responsible for CEOP through the Serious Organised Crime Agency (SOCA).

In addition to Think U Know, key CEOP initiatives with relevance to media literacy promotion include:

- A national internet safety and security education and awareness programme for children, young people, teaching professionals, parents, & carers.

Products for children and young people will cover a range of behavioural topics including online abuse, racism, xenophobia, cyber bullying and harassment and how these may manifest themselves through the use of peer-to-peer services, broadband video, instant messaging, chat-rooms, social networking, mobiles, mobile products and services and online gaming through PC's and consoles. Organisations that can offer guidance and help on specific issues will be signposted both through the education/awareness programme.

Resources for parents and carers include the 'parents & carers' section of the CEOP website for advice downloads or register for monthly updates from CEOP. CEOP's Think U Know trainers can also access a bespoke presentation for use in local schools at Parent and Teacher evenings. CEOP plans to develop these resources and downloads including for topics on other aspects of internet safety and security.

- CEOP Industry Volunteer Programme: CEOP is overseeing a programme of work for volunteers from the private sector, including the online and mobile companies, to help deliver Think U Know to children, young people and parents.

⁷² <http://police.homeoffice.gov.uk/publications/operational-policing/social-networking-guidance>

⁷³ http://ec.europa.eu/information_society/doc/factsheets/018-saferinternetplus-en.pdf

⁷⁴ <http://www.thinkuknow.co.uk/>

⁷⁵ <http://police.homeoffice.gov.uk/operational-policing/crime-disorder/child-protection-taskforce>

In terms of wider advocacy, the Home Office is working with DCSF, through UKCCIS, to ensure child safety materials are distributed and used in schools.

Security

Get Safe Online promotes information about computer security and privacy among users. It was launched in 2005, and is supported by government departments and agencies (The CSIA unit of the Cabinet Office, the Department for Business, Enterprise and Regulatory Reform, the Home Office, the Centre for the Protection of National Infrastructure and SOCA) and private sector companies (HSBC, Microsoft, Cable & Wireless, Paypal and Symantec).

Ofcom also supports the initiative, along with a range of other interested parties across the public, private and third sectors. In its review of media literacy promotion activities 2004-2008, the regulator undertakes to 'work closely with Get Safe Online to support its provision of information to people on how to protect their PCs and transact safely and securely online.'⁷⁶

The Get Safe Online web site lies at the heart of the initiative, offering information about internet safety and a guide to online protections alongside other practical advice. It offers a beginners guide and test to check safety awareness, as well as technical information and advice for small businesses and other users.

Get Safe Online also conducts research into UK internet user behaviour and attitudes towards safety and security, and it runs Get Safe Online week to raise awareness of these issues across the UK.

The Information Commissioner's Office (ICO), the UK's independent authority promoting access to official information and protecting personal information, has a complementary role to play through enforcement of the Data Protection Act and the Privacy and Electronic Communications Regulations.

The ICO describes its main functions as 'educating and influencing' (by promoting good practice and giving information and advice), 'resolving problems' (by managing complaints from people who think their rights have been breached) and 'enforcing' (through legal sanctions against those who ignore or refuse to accept their obligations).

It is the first function that brings ICO into the sphere of media literacy promotion, through its work to encourage consumers and citizens to recognise and understand online risks and to protect their personal information when using digital media.

There is also some overlap here between the ICO's web-based pages for young people⁷⁷, which advise about data security on social networking sites, and the advice given by the Think U Know and Get Safe Online initiatives.

⁷⁶ http://www.ofcom.org.uk/advice/media_literacy/review0408/

⁷⁷ <http://www.ico.gov.uk/youth.aspx>

4. Conclusions

The principal challenge faced by this audit has been to identify not only those policy agendas that have an explicit bearing on media literacy promotion as perceived through the lens of Ofcom's specification, but also to recognise those areas of the policy landscape in each home nation and across the UK as a whole that have some implicit, or potential, connection.

But with the task now complete it is possible to reflect on the evidence and draw some broad conclusions.

This concluding section therefore revisits the main questions framing the inquiry, addressing each in turn in light of the information derived from the research:

Across which public policy agendas does the promotion of media literacy find expression, either directly or otherwise?

- The audit confirms that top-level policy agendas with a bearing on media literacy promotion fall into three broad categories:
 - learning and skills;
 - digital inclusion, participation & delivery of public services;
 - safety, protection and security.

(In what follows these categories will be abbreviated to 'learning & skills', 'digital inclusion' and 'safety')

- Table 8 (below) applies these categories to list the policy agendas relevant to media literacy promotion in each nation. The policies are in alphabetical, rather than chronological, order.

Table 8: Policy agendas relevant to media literacy promotion in each nation

	England	N. Ireland	Scotland	Wales
Learning & skills	<ul style="list-style-type: none"> • 21st Century Skills • Creative Britain • Every Child Matters • Harnessing Technology • Home Access to Technology • Independent Review of the Primary Curriculum • Informal Adult Learning • Prosperity for all in the global economy • Skills for Life • Skills: Getting on in business, getting on at work • The Secondary National Strategy for school improvement 	<ul style="list-style-type: none"> • Every School a Good School • Literacy and Numeracy Strategy and School Improvement Policy • Programme for Government • Success Through Skills • Unlocking Creativity 	<ul style="list-style-type: none"> • Curriculum for Excellence • Life Through Learning: Learning Through Life • Skills for Scotland: A Lifelong Skills Strategy 	<ul style="list-style-type: none"> • Creative Future • Framework for Children's Learning for 3 to 7 • Making the Connections • National exemplar framework for religious education for 3 to 19 • Online for a Better Wales • PSE framework for 7 to 19 • Skills framework for 3 to 19 • Skills That Work for Wales • The Learning Country: Vision into Action • Transforming Schools with ICT
Digital inclusion	<ul style="list-style-type: none"> • Aiming High for Young People • Connecting the UK • Delivering Digital Inclusion • Home Access to Technology • Library Service Modernisation Review • Transformational Government 	<ul style="list-style-type: none"> • Delivering Tomorrow's Libraries • Digital Inclusion Strategy (NI) • Modernisation & Innovation Policy 	<ul style="list-style-type: none"> • Connecting Scotland's People • Digital Inclusion in Partnership • Transforming Public Services 	<ul style="list-style-type: none"> • Cymru Ar-Lein – Online for a Better Wales • Delivering Digital Inclusion • Making the Connections
Safety	<ul style="list-style-type: none"> • Child Internet Safety Strategy • Data protection and privacy laws and regulations • Media content regulation • Policing and law enforcement regime • Safer Children in a Digital World 	<ul style="list-style-type: none"> • Child Internet Safety Strategy • Data protection and privacy laws and regulations • Media content regulation • Policing and law enforcement regime • Safer Children in a Digital World 	<ul style="list-style-type: none"> • Child Internet Safety Strategy • Data protection and privacy laws and regulations • Media content regulation • Policing and law enforcement regime • Safer Children in a Digital World 	<ul style="list-style-type: none"> • Child Internet Safety Strategy • Data protection and privacy laws and regulations • Media content regulation • Policing and law enforcement regime • Safer Children in a Digital World • Transforming Schools with ICT

- A number of the key policy drivers are at a relatively early stage of development (e.g. the UK Government's Digital inclusion Action Plan, and the establishment of UKCCIS), while the pace of reform of compulsory education in each home nation varies. Media literacy promotion operates within a complex, fluid and dynamic policy arena.
- Sitting below the top-level policy agendas are other relevant initiatives, termed 'midstream' activity. Those involved in such initiatives often characterise their work in terms of advocacy, and many of the top-line policy agendas have been instigated or influenced by midstream activity, which makes it important to take into account when considering the wider policy landscape.
- Developments in Europe also have a direct or indirect bearing on media literacy promotion in the UK:

Literacy & skills

- *Communication on a European approach to media literacy in the digital environment (European Commission, 2007)*
- *Conclusions paper on media literacy (European Commission, 2008)*

Digital inclusion

- *Communication on a European approach to media literacy in the digital environment (European Commission, 2007)*
- *i2010 - a European Information Society for Growth and Employment (European Commission, 2005)*

Safety

- *Recommendation on the Protection of Minors and Human Dignity and on the Right of Reply (adopted by the European Parliament and the Council in December 2006)*
- *Audio-Visual Media Services Directive (European Commission)*
- *Safer Internet 2009-2013 (European Commission)*

Who are the key players promoting media literacy in each nation and across the UK as a whole?

- Of the organisations included in the audit, the following have a key role to play in media literacy promotion at the UK-wide level:
 - Becta (Learning & skills; digital inclusion; safety)
 - CEOP (Safety)
 - Digital Inclusion Expert Taskforce (Learning & skills; digital inclusion)
 - Ofcom (Learning & skills; digital inclusion; safety)
 - Skillset (Learning & skills)
 - UKCCIS (Learning & skills; safety)
- Though it was not consulted during the audit, the BBC can be added to this list, given its statutory Charter/Agreement responsibilities.
- A range of key players operate within each home nation, as set out in Tables 9 to 11.
- ‘Lead agencies’ are those with policy ownership at government level. They are listed alphabetically and not in order of prominence.
- ‘Key partners’ are those agencies charged with significant responsibility for developing and implementing policy, including through direct delivery.
- ‘Others with interest’ include those agencies identified by the audit as having a present role, or the potential for future involvement, in delivering key policy agendas relevant to media literacy. It does not include all agencies involved in ‘midstream’ activity or direct delivery.

Table 9: Key players in each nation: learning and skills

	England	N. Ireland	Scotland	Wales
Policy leads	BERR, DCSF, DIUS, HM Treasury	DCAL, DEL, DE, DETI	Scottish Government	Welsh Assembly Government (DCELLS)
Key partners	Becta, LearnDirect, Learning and Skills Improvement Service, NIACE, QCA, Skillset, SSAT, TDA, UK online centres	Becta, CCEA, Creative Learning Centres, CYPs, Education & Library Boards, LearnDirect, Learning & Skills Network, LSDANI, Media Education Association, Northern Ireland Screen EPWG, Skillset	Becta, LTS and Glow, Scottish Screen, Skills Development Scotland, Skillset, SQA,	Becta, LearnDirect, NGfL Wales, NIACE Dysgu Cymru, Skillset Cymru, Wales Employment & Skills Board, Welsh Language Board

Others with interest	British Film Institute, Children's Commissioner, GTCE, HEFCE, IAP, JISC, LEAs & LGA, Media Education Association, MLA & People's Network, Ofsted, Regional Screen Agencies	British Film Institute, GTCNI, JISC, Local authorities & NILGA, NI Commissioner for Children and Young People,	British Film Institute, GTCS, HmiE, JISC, Learning Link Scotland, Local authorities & COSLA, Media Education Association, SALP, Scottish Arts Council, SFC, Scottish Further Education Unit, Scotland's Commissioner for Children and Young People, Teacher Training Colleges	British Film Institute, Children's Commissioner for Wales, Estyn, Fforwm, GTCW, HEFCW, LEAs & WLGA, Media Education Association, Media Education Wales
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Table 10: Key players in each nation: digital inclusion, participation and delivery of public services

	England	N. Ireland	Scotland	Wales
Policy leads	BERR, Cabinet Office, CLG, DCMS, DCSF	DCAL, DFP	Scottish Government (Communities Directorate)	Welsh Assembly Government – CyMAL, Digital Inclusion Unit, DE&T, SJLG.
Key partners	Becta, Digital Inclusion Champion and Expert Taskforce, Mediabox consortium, UK online centres	Becta, Digital Inclusion Expert Taskforce (UK-wide), Digital Inclusion Steering Group (NI), Education and Library Boards, Network for Youth	Becta, Digital Inclusion Expert Taskforce (UK-wide), Local authorities and COSLA, Scottish Digital Alliance, Scottish Libraries and Information Council, Skills Development Scotland (formerly Scottish University for Industry)	Becta, Digital Inclusion Expert Taskforce, Wales Co-operative Centre, Welsh Language Board,
Others with interest	Children's Commissioner, Digital Inclusion Network, Age Concern, Local authorities, LGA and IDeA, MLA & People's Network	NI Commissioner for Children and Young People, Local authorities, NILGA, Public Achievement and WIMPS	Scotland's Commissioner for Children and Young People	Children's Commissioner for Wales, Local authorities, Media Snackers, WLGA, WISEkids, Canllaw Online

Table 11: Key players in each nation: safety, protection and security

	England	N. Ireland	Scotland	Wales
Policy leads	DCMS, DCSF, Home Office, Ministry of Justice	Northern Ireland Executive	Scottish Government	Welsh Assembly Government
Key partners	Becta, CEOP, Get Safe Online, Information Commissioner's Office, LEAs, MLA & People's Network, Ofcom, Ofsted, QCA, TDA, UKCCIS, UK online centres	Becta, CEOP, Childnet Int., Get Safe Online, ICO Northern Ireland, Ofcom, UKCCIS	Becta, CEOP, Childnet Int., Get Safe Online, ICO Scotland, Ofcom, UKCCIS	Becta, CEOP, Childnet Int., Get Safe Online, ICO Wales, LEAs, Ofcom, UKCCIS, WISEkids, Wales Internet Safety Partnership, NGfL Wales
Others with interest	ASA, BBC, BBFC, Childnet Int., Children's Commissioner, Local Safeguarding Children Boards	ASA, BBC, BBFC, NI Commissioner for Children and Young People	ASA, BBC, BBFC, Scotland's Commissioner for Children and Young People	ASA, BBC, BBFC, BT Wales, Canllaw-Online, Children's Commissioner for Wales, DangerPoint, Fostering Network, Local Safeguarding Children Boards, NSPCC, South Wales Police, Urdd Gobaith Cymru, UCAC

What are they currently doing to promote media literacy, and what do they have planned?

- The audit has found evidence of a wide range of policy development that may promote media literacy either as an intended outcome or through the pursuit of common policy objectives.
- Section 3 of this report includes a descriptive account of the main activities across the UK.
- It is worth noting that the majority of policy and initiatives examined in the course of the audit are primarily, and in some cases exclusively, concerned with ICT use. This reflects the growing importance of ICT, and in particular use of the Internet, to social interaction, commerce, work, leisure and public service delivery. In part this may be justified by the logic of convergence, but there is a danger that this makes the promotion of media literacy applied to telecommunications (fixed and mobile), radio and television less visible in policy terms outside of Ofcom's statutory obligations.

How do these organisations conceptualise media literacy, what terminology do they use and what grounds are there for a common understanding?

- The agencies and government departments in this audit use a variety of terms to describe media literacy (e.g. digital literacy, information literacy, ICT literacy, digital information literacy, digital media literacy), or else they fail to use the term at all in accounts of their work. A number of participants explained that the terminology is inter-changeable.
- Nonetheless, the audit found evidence of widespread awareness of Ofcom's definition. There may not yet be any consensus about the relative merits of various specifications of media literacy, but there is an underlying willingness to explore common understandings.
- By basing its definition on an open-ended set of competencies, Ofcom has succeeded in opening up the specification of media literacy, thereby making it easier to see how media literacy promotion can find common ground with other policy agendas. This approach has allowed the present audit to move beyond explicit references to 'media literacy' in policy and examine complementary and overlapping initiatives framed in other terms.
- One further thought: In many respects 'media literacy' is a hard sell in policy terms. It is an abstract concept for something that most of us take for granted- our ability (or inability) to use electronic media for work or leisure, to build and maintain relationships, to enrich our, and others', lives through creativity and to take part as active citizens. It is probably easier to make the case for public intervention in support of initiatives aimed at promoting access to digital technology (i.e. digital inclusion) and protecting the vulnerable (i.e. child safety on the internet) without the 'media literacy' label. These are concrete issues whose articulation in policy terms is relatively straightforward, thereby helping to enlist public support. It maybe worth considering whether the term 'media literacy' presents its own barrier to wider adoption in policy terms and with the public. One option would be to push for media literacy to be folded into a broad-based conception of literacy, along with digital and information literacies.

Where do initiatives to promote media literacy align, and where are the gaps in each home nation and UK-wide?

- Within learning and skills, the audit found evidence of a growing recognition that learning about and through electronic media should feature in the compulsory education curricula of the home nations. But there are national variations, although it is not the place of this audit to evaluate where media literacy provision is strongly represented in schools and where it is not.
- There is also broad-based consensus around ICT use in education, both to enhance learning and to develop essential skills for life and work.
- In terms of safety, child protection and security there is ample scope for crossover as these are closely related issues. For example, child safety and the work of UKCCIS forms part of the child protection agenda within which CEOP

operates, and both are concerned with helping children (and their carers) keep their personal data and identities safe online, a responsibility shared by Get Safe Online and the Information Commissioner's Office.

- The most obvious gap found by the audit concerns policy directed at supporting creativity among adults, one of the three categories of media literacy competence specified by Ofcom. The promotion of creativity is currently one of the areas that falls outside of Ofcom's statutory obligations, but it is no less important within a rounded conception of media literacy (just as writing is as important as reading and listening within traditional literacy).

There are a number of high profile initiatives aimed at promoting creativity among children and young people (in addition to opportunities for creative activity with media in compulsory education) (e.g. Mediabox and Find Your Talent) but few similar opportunities for adults (Digital Mentors is a notable exception). There may be a role to play here for Informal Adult Learning opportunities promoted through agencies like UK online centres in England, as well as a firmer connection to the work of Creative Britain and the Creative Economy Programme in England, and Unlocking Creativity in Northern Ireland.

- Under Ofcom's specification, creativity encompasses not only the act of content creation, but also responsible and legal use in publishing and distributing original or copyrighted material (e.g. by blogging, podcasting or webcasting, posting user generated content online or sharing it through mobile phones and devices, adding content to social networking sites etc.). The audit found little evidence of a link at the policy level between media literacy promotion and government & industry efforts at promoting responsible approaches to intellectual property rights (IPR) (with the exception of Creative Britain).
- It's not a gap in the same sense as the above, but the available evidence suggests a lack of coherence and consistency in media literacy promotion as a genuinely lifelong learning outcome, from the primary stage of compulsory education to secondary, further and higher education, vocational training and informal adult learning. Under present arrangements in each nation there is little sense of a progression pathway, or even of the connections between media literacy learning in different contexts and at different life stages.

Appendix 1

Methods

This audit derives from a meeting hosted by Ofcom on 24 September 2008, which brought together representatives of agencies, government departments and other public bodies with an interest in the promotion of media literacy (termed here as the Media Literacy Policy Development Group).

The meeting agreed the need for a formal and wide-ranging review of policy development in this area, and this section describes briefly how the audit is being conducted and what progress has been made.

A1.1 Initial Ofcom survey

Prior to the audit, Ofcom administered a small-scale survey of public bodies' media literacy promotion initiatives. Fourteen organisations responded with details of their work, and the information supplied forms the basis of the present consultation.

This initial exploratory work highlighted the existence of a variety of strategic aims, priorities and activities across the UK, which informed the scoping stage of the audit.

A1.2 Scoping work

The scoping stage, written up in a report for the commissioners and the Media Literacy Policy Development Group, established the enquiry's terms of reference, methodology, timetable and deliverables.

Based on a review of Ofcom's questionnaire responses and other desk research, the scoping report recommended expanding the number of organisations considered 'in remit' from 23 to 38, and outlined the remit and the questions guiding the enquiry, providing an appropriate focus for the research (see section A1.3 for details).

Feedback on the scoping report was received from five organisations plus the audit commissioners, and the terms of reference were finalised on this basis.

A1.3 Sample and remit

The core group of organisations included in the audit is made up of the Media Literacy Policy Development Group plus a number of other agencies identified during the scoping stage as most likely to have something relevant to contribute, as follows:

UK-wide

- Child Exploitation and Online Protection Centre (CEOP)
- Home Office
- Office of Communications (Ofcom)
- Skillset
- UK Council on Child Internet Safety (UKCCIS)

England

- Becta (with UK-wide partnerships and support role)
- Department for Business, Enterprise and Regulatory Reform (BERR)
- Department for Children, Schools and Families (DCSF)
- Department for Culture, Media and Sport (DCMS)
- Department for Innovation, Universities and Skills (DIUS)
- Department of Communities and Local Government (DCLG)
- General Teaching Council for England (GTC)
- Higher Education Funding Council for England (HEFCE)
- Local Government Association (LGA)
- Ofsted
- Qualifications and Curriculum Authority (QCA)
- Specialist Schools and Academies Trust (SSAT)
- Training and Development Agency for Schools (TDA)
- UK online centres

Northern Ireland

- Council for the Curriculum, Examinations and Assessment (CCEA)
- Department of Culture, Arts and Leisure (DCAL)
- Department of Education, (DE)
- Department of Employment and Learning (DEL)
- Department of Enterprise, Trade and Investment (DETI)
- General Teaching Council for Northern Ireland (GTCNI)
- Northern Ireland Local Government Association (NILGA)

Scotland

- Convention of Scottish Local Authorities (COSLA)
- General Teaching Council for Scotland (GTCS)
- Learning and Teaching Scotland (LTS)
- Scottish Further and Higher Education Funding Council (SFC)
- Scottish Government
- Scottish Qualifications Authority (SQA)

Wales

- Department for Children, Education, Lifelong Learning and Skills (DCELLS)
- Estyn
- Fforwm
- General Teaching Council for Wales (GTCW)
- Higher Education Funding Council for Wales (HEFCW)
- Welsh Local Government Association (WGLA)

In the course of the enquiry helpful contextual information has been gathered from discussions with representatives of the DCMS Library Service Modernisation Review, Department of Finance and Personnel NI, the Communities Directorate of the Scottish Government, Scottish Screen, Northern Ireland Screen, the Improvement and Development Agency for Local Government (IdeA), the National Institute of Adult Continuing Education Wales (NIACE Dysgu Cymru), and the Welsh Assembly Government Digital Inclusion Unit.

The full list of key contacts approached during the audit is given in Appendix 3.

In addition to identifying the organisations to be included in the audit, the remit also specified the types of activity of interest, the categories of information to be collected, and the geographical areas and time period to be covered (details of which can be found in Appendix 2).

A1.4 Methods

Given the ambitious scope and limited timeframe of the enquiry, it was decided the most productive approach would be to build upon information previously collected through Ofcom's survey, augmented with equivalent information from those organisations who did not reply to the original survey or who had not been approached previously.

The audit was therefore designed around three strands:

- Filling any gaps in the existing survey information through direct follow up with the organisations in question (by email, telephone or in person).
- A survey of the remaining organisations, based on the original Ofcom questionnaire and incorporating additional requirements of the audit terms of reference (a copy of the questionnaire is given in Appendix 3).
- Desk research to source key policy and supporting documents.

In practice it has been necessary to take a more bespoke approach, as many of the organisations had not been involved in previous stages of the research, nor had any awareness of the meeting that led to the audit. This necessitated initial contact via an introductory email, followed by a telephone call to establish the organisation's relevance to the enquiry and how best to involve them.

In some cases this initial approach resulted in the organisation making clear they had only a very limited or indirect role in media literacy promotion, and no further consultation was required. This is a reflection of current circumstances, and these organisations may well have a future role to play.

Four organisations completed the survey while others chose to supply information in an email submission or by telephone. The low uptake of the questionnaire survey meant that data collection was more open-ended than anticipated. What was lost in terms of standardisation has been more than compensated for by the rich detail respondents have been able to supply through their written and telephone submissions.

An interim report was drafted on the basis of available information at the halfway point in the inquiry. This was shared with all participants to allow them to check the report for accuracy and fill any gaps in the information. In some cases the interim report prompted fresh submissions from agencies that had previously not recognised in full the relevance of media literacy promotion to their work.

The present final report brings together all the available information derived from the fieldwork and desk research, including feedback on the interim report.

Appendix 2

Audit terms of reference

A2.1 Introduction

In one form or another, the promotion of media literacy finds expression at various levels of public policy, helping to deliver against a number of government agendas (e.g. digital inclusion, child protection etc.). A wide range of strategic aims, priorities and activities exist across the UK, although there appears to be little in the way of common purpose.

With this in mind, Ofcom and the Department for Children, Schools and Families (DCSF) have commissioned this audit to map the full extent of current activity and to identify any significant gaps and scope for complementary work. The report will also inform Lord Carter's review of the digital economy (*Digital Britain*), launched in October by DCMS and BERR.

The audit will involve policy owners rather than organisations engaged solely in direct delivery ('upstream activity' as opposed to 'downstream activity'), and will look at provision in each of the four nations and across the UK as a whole.

The audit is concerned with media literacy as it applies to television, radio, telecommunications (fixed and mobile) and Internet services.

Ofcom defines media literacy as 'the ability to access, understand and create communications in a variety of contexts', but policy owners using different terminology may not share this definition in whole or in part.

The audit will therefore also identify the different ways in which media literacy is conceptualised in public policy, helping to clarify shared objectives and common understandings.

A2.2 Remit

The audit's remit encompasses several factors:

- a). The organisations to be included;
- b). The type(s) of activity of interest;
- c). The categories of information to be collected;
- d). The geographical areas covered;
- e). The relevant time period for inclusion.

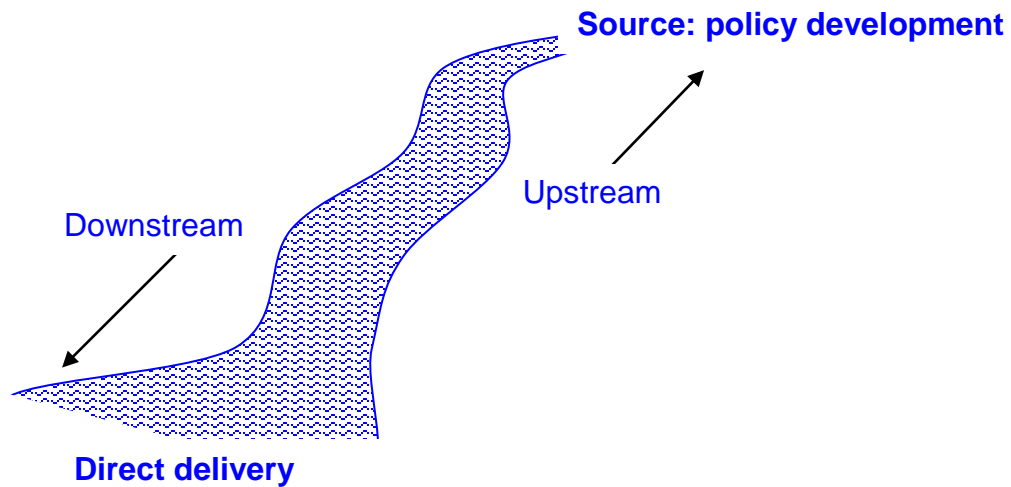
It is worth noting here that while it is necessary to be prescriptive in specifying the remit, certain latitude will be granted during the audit to ensure the process remains open to any other relevant factors emerging from the research.

a). Organisations

In line with the brief, the audit will involve organisations responsible for steering or influencing media literacy promotion in the UK (through policy development, advocacy, facilitation and partnerships, funding or direct delivery).

By way of analogy, the audit is primarily concerned with ‘upstream activity’ (see Figure A1).

Figure A1: River analogy



The audit will not involve media literacy practitioners involved solely in ‘downstream activity’ (direct delivery), although we will ask policy owners to identify their delivery partners as part of the mapping exercise (e.g. Get Safe Online, Internet Watch Foundation, Childline etc.).

The core group of organisations to be included in the audit is made up of invitees to the Media Literacy Policy Development meeting hosted by Ofcom on 24 September 2008. These are drawn from across the UK, and comprise government departments (UK and national administrations) and other public bodies.

A number of other agencies were identified as ‘within remit’ during the scoping stage of the audit, bringing the total to 38 as follows:

UK-wide

- Child Exploitation and Online Protection Centre (CEOP)
- Home Office
- Office of Communications (Ofcom)
- Skillset
- UK Council on Child Internet Safety (UKCCIS)

England

- Becta (with UK-wide support role)
- Department for Business, Enterprise and Regulatory Reform (BERR)
- Department for Children, Schools and Families (DCSF)
- Department for Culture, Media and Sport (DCMS)
- Department for Innovation, Universities and Skills (DIUS)
- Department of Communities and Local Government (DCLG)
- General Teaching Council for England (GTC)
- HEFCE
- Local Government Association (LGA)
- Ofsted
- Qualifications and Curriculum Authority (QCA)
- Specialist Schools and Academies Trust (SSAT)
- Training and Development Agency for Schools (TDA)
- UK Online Centres

Northern Ireland

- Council for the Curriculum, Examinations and Assessment (CCEA)
- Department of Culture, Arts and Leisure (DCAL)
- Department of Education, (DE)
- Department of Employment and Learning (DEL)
- Department of Enterprise, Trade and Investment (DETI)
- General Teaching Council for Northern Ireland (GTCNI)
- Northern Ireland Local Government Association (NILGA)

Scotland

- Convention of Scottish Local Authorities (COSLA)
- General Teaching Council for Scotland (GTCS)
- Learning and Teaching Scotland (LTS)
- Scottish Further and Higher Education Funding Council (SFC)
- Scottish Government
- Scottish Qualifications Authority (SQA)

Wales

- Department for Children, Education, Lifelong Learning and Skills (DCELLS)
- Estyn
- Fforwm
- General Teaching Council for Wales (GTCW)
- HEFCW
- Welsh Local Government Association (WGLA)

b). Types of activity

The types of activity to be included within remit have already been indicated.

They will include (but not necessarily be limited to):

- Policy development
- Research
- Advocacy
- Facilitation and partnerships
- Funding
- Direct delivery (where the policy owner is also responsible for delivery)

Not all organisations will have a dedicated policy framework or work programme for media literacy, although their wider activities may touch on similar concerns. Therefore the audit also needs to capture this more diffuse activity.

c). Categories of information

It is highly likely the audit will expose a diverse range of media literacy activity. For the mapping exercise to be useful this complexity needs to be marshalled while guarding against over-simplification.

To this end, each discrete activity will be described in terms of the following criteria:

- The activity’s principal beneficiary age group;
- Whether the activity is primarily aimed at a priority group (e.g. disadvantaged young people, ethnic minority groups, disabled people, older adults);
- Whether the activity is primarily directed at the formal education sector (primary, secondary, FE and HE);
- The media literacy competencies addressed by the activity.

Each criterion comprises a category and a set of corresponding variables (see Table A2). Information about each activity will be gathered across all the criteria and used to build up a picture of media literacy policy and provision that allows easy comparison between different initiatives.

Table A2: Categories of information

	Category	Variables
1	Beneficiary age groups	<ul style="list-style-type: none"> ▪ Children 3-11 years ▪ Children 12-19 years ▪ Adults (20 and over) ▪ All ages
2	Priority groups	<ul style="list-style-type: none"> ▪ Priority group(s) ▪ General population
3	Formal education	<ul style="list-style-type: none"> ▪ Yes ▪ No
4	Media literacy competencies	<ul style="list-style-type: none"> ▪ Access ▪ Understand ▪ Create

d). Geographical remit

In accordance with the brief, the audit will distinguish between activity in each of the four nations (England, Northern Ireland, Scotland and Wales) and UK-wide.

e). Time period covered

The audit will cover current activity and that planned to take place up to, and including, 2010/11 (the period covered under the existing Spending Review).

A2.3. Audit questions

The audit will pursue the following lines of enquiry:

- Who are the key players (policy owners and delivery partners) in each nation and across the UK as a whole?
- What are they currently doing to promote media literacy, and what do they have planned?
- Who are their intended beneficiaries?
- Is their activity aimed principally at priority groups? Which ones?
- Is their activity addressed principally to the formal education sector?
- What are the intended outcomes of their media literacy work?
- What are the significant partnerships (with other key players and stakeholders)?
- How does their activity link into other government policy areas and agendas (at national, UK and EU levels)?
- Overall, where does media literacy activity overlap, and where are the gaps in each Nation and UK-wide?
- How do organisations conceptualise media literacy, what terminology do they use and what grounds are there for a common understanding?
- What opportunities exist for complementary work and new partnerships?

A2.4. Timetable

The audit will run throughout December 2008 and January 2009, with a final report due for delivery in February 2009.

Jim Barratt
December 2008

Appendix 3

Audit questionnaire

Introduction

In one form or another, the promotion of media literacy finds expression at various levels of public policy, helping to deliver against a number of government agendas. A wide range of strategic aims, priorities and activities exist across the UK, although there appears to be little in the way of common purpose.

With this in mind, Ofcom and the Department for Children, Schools and Families (DCSF) have commissioned this audit to map the full extent of current activity and to identify any significant gaps and scope for complementary work. The report will also inform Lord Carter's review of the digital economy (*Digital Britain*), launched in October by DCMS and BERR.

About the survey

This questionnaire addresses the promotion of media literacy as it applies to television, radio, telecommunications (fixed and mobile) and Internet services.

Our starting point is the definition of media literacy used by Ofcom: *'the ability to access, understand and create communications in a variety of contexts'*.

However, we do not wish to limit the enquiry to any particular definition; we recognise that you may use different terminology to describe your media literacy activity (and you may not even refer to 'media literacy' as such). Therefore please include details of activity you think may be relevant, even if it is described in other ways (such as in terms of child protection or digital inclusion).

Notes on completing the survey

This form is designed for electronic completion, although you may wish to print it for completion in hard copy. Please contact me as soon as possible if you are unable to complete the survey using either of these means, and I will be happy to arrange a short telephone interview.

For electronic completion:

- Free text can be entered by selecting the grey box and typing your response.
- Other questions are completed by clicking the relevant check boxes.
- Please be sure to save your response at regular intervals to ensure no information is lost.

What we need to know

In what follows, please provide details of media literacy promotion activities or initiatives your organisation is involved in that are currently underway, along with details of planned activity in the period up to, and including, 2010/2011. We are particularly interested in learning about policy development.

You should complete one of the following grids for each activity. Three blank grids have been included; should you need to list more than three activities you can create additional grids by copying and pasting a blank grid onto a new page.

Activity/ initiative name:		
<u>Period of activity</u>	Start date: (month/year)	End date (where known)
<u>Type of activity</u> (please select all that apply)	Policy (e.g. formal work plan, good practice guidance) <input type="checkbox"/> Research (e.g. outsourced or in-house data collection) <input type="checkbox"/> Advocacy (e.g. championing, thought leadership) <input type="checkbox"/> Facilitation (e.g. brokering partnerships, seed funding) <input type="checkbox"/> Funding (e.g. grants, capital or revenue funding) <input type="checkbox"/> Direct delivery (e.g. specific media literacy projects) <input type="checkbox"/> Other (please state)	
<u>Principal beneficiary age group</u> (please select all that apply)	All ages <input type="checkbox"/> or Children 3-11 years <input type="checkbox"/> Children 12-19 years <input type="checkbox"/> Adults (20+) <input type="checkbox"/>	
Is the activity primarily directed at the formal education sector?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is the activity primarily aimed at a priority group (e.g. disadvantaged young people, ethnic minority groups, disabled people, older adults)?	Yes <input type="checkbox"/> Please state which group(s) No <input type="checkbox"/>	
Which of the following media literacy competencies does the activity promote? (please select all that apply)	Access <input type="checkbox"/> (e.g. Evaluate and use technology; use an EPG and web browser; access, store, retrieve content and services etc.) Understand <input type="checkbox"/> (e.g. Recognise editorial, advertising & sponsorship; understand media contexts and motivations; have a view on quality and provenance of material etc.) Create <input type="checkbox"/> (e.g. Use technology to communicate ideas, information and opinions; contribute to the democratic process using electronic media; post and transact online; use and create media responsibly etc.)	
<u>Please provide a brief description of the activity</u> (including details of the intended outcomes, any partners involved in the initiative, key publications, and wider policy or government agendas it connects to)		

Appendix 4

Key documents

Learning and skills

'Building the Curriculum 3: a framework for learning and teaching'

http://www.ltscotland.org.uk/Images/building_the_curriculum_3_jms2_tcm4-489454.pdf

'Creative Britain: New Talents for the New Economy' (2008)

http://www.culture.gov.uk/reference_library/publications/3572.aspx

'Curriculum for Excellence'

<http://www.ltscotland.org.uk/curriculumforexcellence/>

'Delivering Tomorrow's Libraries - principles and priorities for the development of public libraries in Northern Ireland' (2006)

http://www.dcalni.gov.uk/1mb_final_libraries_doc-2.pdf

'Draft experiences and outcomes for Literacy and English'

http://www.ltsscotland.org.uk/Images/literacy_english_outcomes_codes_tcm4-468727.pdf

'Enhancing Learning and Teaching through Technology: a Strategy for Higher Education in Wales' (HEFCW, 2008)

http://www.hefcw.ac.uk/Publications/circulars_5137.htm

'Every School a Good School – A Strategy for Raising Achievement in Literacy and Numeracy'

http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-review-of-literacy-and-numeracy-strategy.htm

'Harnessing Technology: Next Generation Learning 2008-14 A summary' (2008)

<http://publications.becta.org.uk/display.cfm?resID=37346>

'HEFCE strategy for e-learning' (2005)

http://www.hefce.ac.uk/pubs/hefce/2005/05_12/#exec

'Informal Adult Learning - Shaping The Way Ahead' (DIUS 2008)

http://www.dius.gov.uk/consultations/con_091008_informal_adult_learning.html

'Literacy Across the Curriculum'

http://www.ltscotland.org.uk/Images/literacy_across_the_curriculum_tcm4-470951.pdf

'Programme for Government'

<http://www.pfgbudgetni.gov.uk/index/programme-for-government-document.htm>

'Prosperity for all in the global economy - world class skills' (Leitch Review of Skills, HM Treasury, 2005)

http://www.hm-treasury.gov.uk/d/leitch_finalreport051206.pdf

'Skills for Scotland: A Lifelong Skills Strategy'
<http://www.scotland.gov.uk/Publications/2007/09/06091114/0>

'Success Through Skills: the Skills Strategy for Northern Ireland' (2006)
<http://www.delni.gov.uk/index/successthroughskills/sts-further-info.htm>

'The Independent Review of the Primary Curriculum: Interim Report' (2008)
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=BLNK-01010-2008&>

'The Learning Country' (2001)
<http://wales.gov.uk/dcells/publications/publications/guidanceandinformation/learningcountry/learningcountry-e.pdf?lang=en>

'The Learning Country: Vision into Action' (2008)
<http://wales.gov.uk/dcells/publications/publications/guidanceandinformation/learningcountry/learningcountryvis-e.pdf?lang=en>

'The Secondary National Strategy for school improvement'
<http://www.standards.dfes.gov.uk/secondary/keystage3/aboutks3/strategyguide/>

'Transforming Schools with ICT: The Report to the Welsh Assembly Government of the Schools ICT Strategy Working Group' (2008)
<http://new.wales.gov.uk/topics/educationandskills/publications/reports/ictstrategyworkinggroup/?lang=en>

'Unlocking Creativity: A Strategy for Development' (2000)
'Unlocking Creativity: Making it Happen' (2001)
'Unlocking Creativity: a creative region' (2005)
http://www.dcalni.gov.uk/index/arts_and_creativity/unlocking_creativity_initiative.htm

'Youth Matters: Next Steps'
<http://www.everychildmatters.gov.uk/files/3804D7C4B4D206C8325EA1371B3C5F81.pdf>

Independent Review of the Primary Curriculum: Final Report
http://publications.teachernet.gov.uk/eOrderingDownload/Primary_curriculum_Report.pdf

Digital inclusion, participation and delivery of public services

'An Analysis of International Digital Strategies: Why develop a digital inclusion strategy and what should be the focus? Research Report' (2008)
<http://www.communities.gov.uk/publications/communities/internationaldigitalstrategies>

'Communities in control: real people, real power' (2008)
<http://www.communities.gov.uk/publications/communities/communitiesincontrol>

'Delivering Digital Inclusion: An Action Plan for Consultation' (2008)
<http://www.communities.gov.uk/publications/communities/deliveringdigitalinclusion>

'Delivering Digital Inclusion Annex: Public Sector use of Information and Communications Technologies to Support Social Equality'

<http://www.communities.gov.uk/publications/communities/digitalinclusionannex>

'Digital Inclusion in Partnership' (2007)

<http://www.scotland.gov.uk/Publications/2007/02/28141134/0>

'Digital Inclusion Strategy' (2006)

<http://www.scotland.gov.uk/Publications/2006/12/22112316/0>

'Digital inclusion, social impact' – research report looking at the social impact of digital inclusion across 20 flagship UK online centre led projects (2008, UK Online Centres)

<http://www.ukonlinecentres.com/corporate/content/view/11/112/lang,en/>

'Economic benefits of digital inclusion' – research report building the economic case for action on digital inclusion (2008, UK Online Centres)

<http://www.ukonlinecentres.com/corporate/content/view/11/112/lang,en/>

'Extending Opportunity: Final Report of the Minister's Taskforce on Home Access to Technology'

<http://news.becta.org.uk/display.cfm?resID=38386>

'Home Access to Technology' (2008)

<http://www.dcsf.gov.uk/consultations/conResults.cfm?consultationId=1522>

'Understanding digital inclusion' – an analysis of over 80 different research findings on digital inclusion brought together in one report (2007, UK Online Centres)

<http://www.ukonlinecentres.com/corporate/content/view/11/112/lang,en/>

'Iaith Pawb'

<http://wales.gov.uk/depc/publications/welshlanguage/iaithpawb/iaithpawbe.pdf?lang=en>

Safety, protection and security

'Byron Review Action Plan'

<http://www.dcsf.gov.uk/byronreview/actionplan/index.shtml>

'Information and Guidance for Members of the Public Concerned about Safeguarding and Child Protection' (2008)

<http://www.everychildmatters.gov.uk/search/IG00353/>

'Making the Internet a Safer Place' (2008)

http://ec.europa.eu/information_society/doc/factsheets/018-saferinternetplus-en.pdf

'Safer Children in a Digital World'

<http://www.dcsf.gov.uk/byronreview/>

'Safer Internet Plus'

http://ec.europa.eu/information_society/doc/factsheets/018-saferinternetplus-en.pdf

Others

'A European approach to media literacy in the digital environment: Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions' (December 2007)
http://ec.europa.eu/avpolicy/media_literacy/docs/com/en.pdf

'A Wider Literacy' (2004)
<http://www.northernirelandscreen.co.uk/page.asp?id=59>

'Charter for Media Literacy'
<http://www.medialiteracy.org.uk/usr/downloads/charterformedialiteracy.pdf>

'Digital Britain: the future of communications' terms of reference (joint DCMS/BERR press release, October 2008):
http://www.culture.gov.uk/reference_library/media_releases/5548.aspx

'European Charter for Media Literacy'
<http://www.euromedialiteracy.eu/?Pg=charter>

'Every Child Matters'
<http://www.everychildmatters.gov.uk/>

'Learning for Living: Helping to prevent social exclusion among older people' (Help the Aged, 2008)
<http://policy.helptheaged.org.uk/policy/default.htm>

'Reframing Literacy'
http://www.bfi.org.uk/education/research/teachlearn/pdf/reframing_literacy.pdf

'Review of Ofcom's Media Literacy Programme 2004-2008' (December 2008)
http://www.ofcom.org.uk/advice/media_literacy/review0408/reviewml0408.pdf

'The Children's Plan: building brighter futures'
<http://www.dcsf.gov.uk/childrensplan/>

'Digital Britain – The Interim Report'
http://www.culture.gov.uk/images/publications/digital_britain_interimreportjan09.pdf

'Report of the Digital Britain Media Literacy Working Group'
http://www.ofcom.org.uk/advice/media_literacy/media_lit_digital_britain/