Media literacy uptake among 'hard to reach' citizens

Technical Appendix

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THE
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INSIGHTS
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Appendix 1: Evidence Review

This section presents the results from the evidence review, in which BIT reviewed existing evidence and literature related to citizen engagement with media literacy support, including barriers to engagement. The evidence review sought to increase the evidence base related to six key areas:

- Citizens' perception of the relevance of media literacy to their daily lives.
- Rates of engagement with existing media literacy provisions including initiatives and standalone resources.
- Reasons for a lack of engagement with media literacy provisions.
- Factors contributing to engagement with media literacy support.
- Existing categorisations of target audiences for media literacy interventions.
- Gaps in the existing evidence base which are set out the evidence gaps at the end of each section.

1.1 Methodology

This process comprises two stages, as follows: (1) collating the evidence and (2) assessing the evidence. The evidence review reflects a systematic and comprehensive approach to the collation and assessment of evidence, with an overarching goal to find in-depth evidence related to the six key areas above.

1.1.1 Collation of studies

Search strategy

Search locations

BIT primarily used Google Scholar to search a number of databases, journals and institutional websites. BIT used Google Scholar due to the broad coverage it captures, which includes "research articles and abstracts from most major academic publishers and repositories worldwide, including both free and subscription sources"[1].However, where the evidence base within Google Scholar was particularly thin, BIT broadened our search to other search engines such as the Education Resources Information Center (ERIC), APA PsycNet, Econstar and ResearchGate. BIT also repeated our search using Google's normal search engine, to capture grey literature, such as government reports, or reports by relevant think tanks and research organisations. BIT also reviewed grey literature sources which were highly relevant to media literacy, such as GOV.UK publications on media literacy (including research done for DCMS such as the Mapping Exercise and Literature Review by RSM[2] and Ofcom's research on media literacy[3]).

Search terms

BIT sought to identify a list of search terms relating to media literacy provision. BIT therefore spent a period before the search to determine the optimal search terms. This included brainstorming possible terms, testing out terms in an exploratory search, and snowballing

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[1] Google Scholar (2022). *Google Scholar Search Tips.* Available at: Google Scholar Search Help

[2] RSM (2021). Department for digital, culture, media & sport online safety - Media literacy strategy. Mapping Exercise and Literature Review - Phase 1 Report. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[3] Ofcom (n.d.) Making sense of media. Available at: https://www.ofcom.org.uk/research-and-data/media-literacy-research

from key papers to understand the terminology used across similar literature. BIT also used search terms related to specific media literacy capabilities outlined in DCMS Media Literacy Strategy Framework,[4] such as (*personal data OR misinformation) AND (nudge)*. Where the search yielded particularly sparse results, BIT also included snowball sampling from the papers BIT had identified.

A full list of search terms for each area of focus can be found in Table 1 below.

Table 1. Search terms

Topic	Search Terms
Citizens' perception of media literacy and its relevance to their lives	("perceptions" OR "attitudes") AND (media literacy OR sharing personal data online OR critically analyse media content OR use of social media) AND (adults) AND (review OR qualitative OR experimental OR survey)
Rates of engagement with media literacy provisions	Papers received from academic consultants were used for this topic.
Factors contributing to a lack of engagement with media literacy support	("barriers") AND (media literacy OR media skills OR news media literacy) AND (interventions OR support OR provision) AND (review OR qualitative OR experimental OR survey)
Factors contributing to engagement with media literacy support	Papers received from academic consultants were used for this topic.
Existing categorisations of target audiences for media literacy interventions	("media literacy interventions") AND ("older adults") Papers received from academic consultants were used for this topic.

1.1.2 Assessing the evidence

Inclusion criteria

Each paper was assessed to determine whether it was in-scope (see Table 2 below). Assessments were based on the title of the paper, the abstract, and (if further information was required) the summary/introduction. When a paper fulfilled inclusion and exclusion criteria, we assigned the paper as in-scope, i.e., evaluations which focus on or include barriers and enablers to digital skills initiatives as these may also be applicable to lack of engagement with media literacy provisions.

Table 2. Inclusion and exclusion criteria

In-scope = Include	Out of scope = Exclude
Examines one or more of the following: ● Citizens' perception of the relevance of media literacy to their daily lives.	Examines one or more of the following:

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[4] Department for Digital, Culture, Media & Sport (2021). Media literacy strategy. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004233/DCMS_Media_Literacy_Report_Roll_Out_Accessible_PDF.pdf

• Rates of engagement with existing media literacy provisions (including initiatives and standalone resources). • Reasons for a lack of engagement with media literacy provisions.	• Citizens' engagement with print and other traditional offline media. • Digital skills and literacy. • Media literacy capability rates. • Any other topic that's not in-scope.

Assessment of study quality

BIT selected three key Red Amber Green (RAG) criteria to be assessed for each of the following types of evidence: (1) Experimental evidence, (2) Survey data, (3) Qualitative data, (4) Other evidence (e.g., reports). The following procedure was followed to get a final RAG score for each piece of evidence:

- Each piece of in-scope evidence was classified into one or more of the evidence types (e.g., experiment, survey, etc.).
- A score (1 = lowest, 3 = highest) was given for each of the three criteria relevant to that evidence type. For example, for experimental evidence, a score would be given for the following three criteria: source type, type of study and outcome measure.
- Where evidence fell into more than one category (e.g., survey and interviews), BIT took the average of the total scores.
- Scores were summed up and converted into a RAG rating:
  - Green: 8-9
  - Amber: 5-7
  - Red: 3-4

BIT reviewed studies which were (i) in-scope, and (ii) had an **amber** or **green** rating.

1.2 Findings

1.2.1 Summary of key findings

1. Strong evidence that people have concerns about personal data but little evidence on the perception of all other aspects of media literacy.

- BIT found a significant amount of evidence that people have concerns about their personal data online. However, these concerns may not lead to behaviours that are necessary to protect personal information online ('privacy paradox').
- At the same time, there is little evidence about people's awareness and perception of the other four forms of media literacy, such as understanding the commercial motivations behind online platforms and certain types of content (e.g. sponsored ads), or how people could positively support communities online.
- Importantly, BIT found no evidence on what people think about existing media literacy initiatives.

2. Rates of engagement are rarely reported by media literacy initiatives that focus on skills and rates of engagement with specific groups, such as adults..

- There is a general lack of evidence on evaluation of and engagement rates with media literacy initiatives. Lack of evidence may be related to competition between media literacy initiatives for funding which could motivate them to publish positive results or not publish results at all, hindering reporting of robust evaluation.

- The quality of evidence is low due to a lack of a standardised evaluation framework. Some types of methods and metrics used, such as 'reach data', may not accurately reflect engagement rates because this data does not capture unique users and does not show that people have actively used the resource (rather than just opened that page).
- Where available, evidence indicates high levels of participation with media literacy initiatives which focus on raising awareness but limited reach of specific target groups including adults. Reported engagement is high for media literacy initiatives which focus on increasing knowledge and awareness; however, this may not translate into better skills and behaviour change.

3. Evidence on barriers to media literacy, but not enough evidence on barriers to *engagement* with media literacy initiatives.

Barriers to a behaviour can be categorised into those related to Capability, Opportunity or Motivation.[5]

- **Capability:** BIT found limited evidence on capability barriers.
- **Opportunity:** There is moderate-strong evidence for lack of accessibility and affordability being barriers to engagement with initiatives. There is also some evidence that people may not be able to find training that is relevant to them or aimed at their demographic.
- **Motivation:** The evidence suggests that people are overconfident about some media literacy skills, however conclusions cannot be drawn on whether this hinders engagement with media literacy initiatives. It is unknown whether citizens think they should be responsible for keeping themselves safe online.

4. Keeping media literacy initiatives local, adapting delivery to keep it flexible, offering multiple sessions and fewer components could boost engagement.

- **Capability**: There is very little evidence on capability enablers apart from providing support in languages other than English.
- **Opportunity:** BIT found that leveraging local support networks and adapting the delivery method of the media literacy initiative may facilitate engagement.
- **Motivation:** grabbing people's attention by linking the initiative to people's hobbies and interests may boost engagement.

5. Many existing categorisations of target audiences for media literacy initiatives exist.

There is a wide range of existing categorisations of target audiences for media literacy intervention and media literacy initiatives, including:

- Categorisation based on target groups of media literacy initiatives, such as children or young adults.
- Categorisation based on demographics.
- Categorisation based on breadth of digital media use and target groups of media.
- Categorisation based on target groups of media literacy interventions.[6]

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[5] Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. Implementation science, 6(1), 1-12.
[6] Initiatives refer to programmes which aim to increase media literacy levels whilst interventions refer to studies which test the impact of a program.

1.2.2 Citizens' perceptions of media literacy and its relevance to their lives

1.2.2.1 Headline findings

- BIT found strong evidence that people are concerned about privacy but do not actively manage access to their personal information.
- Our search found some limited evidence that people are aware of other forms of media literacy, such as how sites can be funded, how to contribute to making the online environment positive, and that actions online have consequences offline.
- Some studies also emphasise that people may be overconfident and over-optimistic about their ability to spot fake news or their vulnerability to online risks. However, BIT found no evidence of correlation between people's overconfidence and their lack of engagement with media literacy initiatives.

1.2.2.2 Citizens' perceptions of media literacy and its relevance to their lives

Personal data

Evidence suggests that although people are concerned about their personal information, they do very little to manage and protect it.[7,8] This is known as the 'privacy paradox' and is well-established in the literature.[9] For example, in an online experiment, people were willing to disclose sensitive information such as their income level to a shop, rather than pay 1 Euro more to purchase from another shop without such a disclosure requirement. At the same time, 95% of participants said that they were interested in protecting their personal information.[10] Another experimental study also found that the actual disclosure of personal information to marketers was much higher than the initial intention to disclose.[11] The 'privacy paradox' could be explained by the following reasons:

- **Knowledge of how personal data is collected and used is low.** Ofcom's 2019 Online Nation report found that although 7 in 10 people said they were confident about managing their personal data online, half were unaware of the ways in which companies can collect their data.[12]
- **People are more likely to stick to the defaults.** Less than 5% of people who joined Facebook in February 2020 engaged with ad preferences or privacy controls within 30 days of registering.[13] Some surveys suggest that 31% of British internet users have adjusted their social media privacy settings from the defaults.[14] This means that if the default is set up to collect personal information unless the customer actively chooses to opt-out, they may not know what data they have agreed to disclose, or what steps they need to take to protect their data.

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[7] Baruh, L. et al. (2017). Online Privacy Concerns and Privacy Management: A Meta-Analytical Review. *Journal of Communication, 67,* 26–53.

[8] Kozyreva, A., Lorenz-Spreen, P., Hertwig, R., Lewandowsky, S., & Herzog, S. M. (2021). Public attitudes towards algorithmic personalization and use of personal data online: Evidence from Germany, Great Britain, and the United States. *Humanities and Social Sciences Communications, 8*(1), 1-11.

[9] Kokolakis, S. (2017). Privacy attitudes and privacy behaviour: A review of current research on the privacy paradox phenomenon. *Computers & security, 64*, 122-134.

[10] Beresford, A. R., Kübler, D., & Preibusch, S. (2012). Unwillingness to pay for privacy: A field experiment. *Economics letters, 117*(1), 25-27.

[11] Norberg, P. A., Horne, D. R., & Horne, D. A. (2007). The privacy paradox: Personal information disclosure intentions versus behaviors. *Journal of consumer affairs, 41*(1), 100-126.

[12] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021-02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[13] Competition & Markets Authority. (2020) Online platforms and digital advertising. https://assets.publishing.service.gov.uk/media/5fa557668fa8f5788db46efc/Final_report_Digital_ALT_TEXT.pdf

[14] Ipsos Mori Scotland (2018). Online data privacy from attitudes to action: evidence review.

- **People do not know how to protect their data.** A 2021 survey in Australia found that only 45% of respondents knew how to change privacy settings on social media, 39% felt confident they can take steps to identify fake news, and only a quarter (26%) understand how to read the terms and conditions of social media platforms to know what data the sites collect from their users.[15]
- **People feel disempowered.** People feel that they have 'no choice' but to share their data.[16] An additional qualitative study corroborated this finding, and found that respondents emphasised feeling that 'the damage has been done' and that other people, firms and governments already have information about them.[17]

A review of privacy-related research by Acquisti et al. (2015) suggests that people's concern about privacy depends, among other things, on how real privacy harms feel.[18] For example, the financial costs associated with identity theft are more tangible than having strangers become aware of one's life history. Another factor that can affect privacy related decisions is how clear the trade-offs of disclosing private information are.[19] For example, one experiment found that the majority of participants were willing to pay a premium to buy from merchants who had better privacy protection when they were provided with clear information about the differences in merchants' privacy policies.[20]

Online environment

There is some evidence that suggests that most people know how the online environment operates, for example, know that algorithms dictate the content presented on their newsfeeds and can identify sponsored content and advertisements online.[21] For example, Ofcom found that most people (80%) know that YouTube is funded by advertisements and that influencers can be paid for a favourable review.[22] However, a 2018 survey found that around half of U.S. adults who used Facebook (53%) said they did not understand why certain posts appeared in their news feed while others did not. Older users were especially likely to say they did not understand how the news feed operates: just 38% of Facebook users aged 50 and older said that they had a good understanding of why certain posts were included in it, compared with 59% of users aged 18 to 29.[23]

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[15] Notley, T., Chambers, S., Park, S., Dezuanni, M. (2021) *Adult Media Literacy in Australia: Attitudes, Experiences and Needs*. Western Sydney University, Queensland University of Technology and University of Canberra.

[16] Yates, S., Carmi, E., Pawluczuk, A., Wessels, B., Lockley, E., & Gangneux, J. (2020). Me and my big date: Understanding citizens data literacy research report. https://www.liverpool.ac.uk/humanities-and-socialsciences/research/research-themes/centre-fordigital-humanities/projects/big-data/publications/"

[17] Hinds, J., Williams, E. J., & Joinson, A. N. (2020). "It wouldn't happen to me": Privacy concerns and perspectives following the Cambridge Analytica scandal. International Journal of Human-Computer Studies, 143(102498). https://doi.org/10.1016/j.ijhcs.2020.102498

[18] Acquisti, A., Brandimarte, L., & Loewenstein, G. (2015). Privacy and human behavior in the age of information. *Science*, *347*(6221), 509-514.

[19] Acquisti, A., Brandimarte, L., & Loewenstein, G. (2015). Privacy and human behavior in the age of information. *Science*, *347*(6221), 509-514.

[20] Tsai, J. Y., Egelman, S., Cranor, L., & Acquisti, A. (2011). The effect of online privacy information on purchasing behavior: An experimental study. *Information systems research, 22*(2), 254-268.

[21] Department for Digital, Culture, Media & Sport. (2021) *Online Media Literacy Strategy*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004233/DCMS_Media_Literacy_Report_Roll_Out_Accessible_PDF.pdf

[22] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021-02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[23] Auxier, B., Rainie, L., Anderson, M., Andrew, P., Kumar, M, & Turner, E. ((2019). *Americans and Privacy: Concerned, Confused and Feeling Lack of Control Over Their Personal Information*. Pew Research Centre. https://www.pewresearch.org/internet/wp-content/uploads/sites/9/2019/11/Pew-Research-Center_PI_2019.11.15_Privacy_FINAL.pdf

Information consumption

While most people are confident in their ability to spot fake news, there is little evidence that they actually can.[24] Evidence shows that 1 in 10 do not consider how reliable content they read online is, and only 5 in 10 can correctly identify adverts on Google.[25] This is supported by a Channel 4 survey which found that only 4% of respondents could spot fake news, with nearly half of people believing at least one fake news story to be true.[26]

People were much more likely to believe they were not susceptible to misinformation if they had higher levels of education than the general public, reported themselves to be very knowledgeable about the risks of disclosing information, and considered themselves technologically savvy and unlikely to be a target for targeted advertising. [27]

Offline consequences of online actions

Unfortunately, the evidence does not allow us to draw any conclusions here since BIT found only one paper that mentioned the offline effects of actions taken online. However, an Ofcom survey found that internet users were more likely to agree (46%) than disagree (27%) that they worried about whether something they say online could cause them problems in the future. Younger users were more likely to agree, with most people under the age of 45 (55%) expressing concern.[28]

Online participation and engagement

BIT similarly found limited evidence when looking at participation in online engagement. The main exception was a study that conducted 15 focus groups with UK citizens and found that people do not know "how to use data for civic action, organising protest or benefitting their communities."[29]

1.2.2.3 Gaps in evidence

Lack of evidence on 'hard to reach' citizens

This review demonstrates a lack of evidence around how 'hard to reach' groups specifically perceive media literacy. Given the lack of evidence on the perceptions of 'hard to reach' groups, BIT cannot be confident of how the findings detailed above would translate to these individuals.

Limited evidence on anything beyond personal data

There is evidence on people's concerns about their personal data, but there is not enough evidence on other aspects of media literacy, such as understanding the commercial

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[24] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021-02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[25] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021-02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[26] Channel 4 (2017). C4 study reveals only 4% surveyed can identify true or fake news. https://www.channel4.com/press/news/c4-study-reveals-only-4-surveyed-can-identify-true-or-fake-news

[27] Hinds, J., Williams, E. J., & Joinson, A. N. (2020). "It wouldn't happen to me": Privacy concerns and perspectives following the Cambridge Analytica scandal. International Journal of Human-Computer Studies, 143(102498). https://doi.org/10.1016/j.ijhcs.2020.102498

[28] Ofcom. (2022). Adults' Media Use and Attitudes report.

[29] Carmi, E., & Yates, S.J., (2022). Data literacies to challenge power imbalance between society and 'big-tech'.

motivations behind online platforms and certain types of content (e.g. sponsored ads), or how they could positively support communities online.

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1.2.3 Rates of engagement with media literacy provisions

1.2.3.1 Headline findings

- Evidence is currently scarce for rates of engagement with media literacy initiatives and robust evaluations of media literacy initiatives are rarely publicly available, particularly beyond educational settings. An Ofcom report suggests that one challenge to evaluation may be funding which is lacking and offered on short-term cycles, making it competitive.[30] This could lead initiatives to report positive results or decide not to report results at all because they may not receive funding for similar initiatives in the future.[31]
- Where studies explore engagement with media literacy initiatives, there is variation in the methods and metrics used which could make comparison challenging. Some types of methods and metrics used, such as 'reach data', may not accurately reflect engagement rates because this data does not capture unique users and how they use resources.
- Available data indicates limited reach of specific target groups including adults, and much higher reach of initiatives targeting children.
- Reported engagement is high for media literacy initiatives which focus on increasing knowledge and awareness however this may not translate into better skills and behaviour change.

1.2.3.2 Availability and quality of evidence

Lack of evidence

There is an overall lack of evidence on rates of engagement and evaluation of the effectiveness of media literacy initiatives. A study conducted by RSM UK Consulting LLP on behalf of DCMS found 20 publicly available evaluations of media literacy initiatives delivered in the UK, only a small proportion of the 170 media literacy initiatives identified overall.[32] Whether engagement is reported or not also depends on other factors such as the type of initiative, target group or where the initiative takes place. For instance, phase 2 of the same

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[30]Ofcom. (2022). *Making Sense of Media - Evaluate: An update on our approach*.

[31]Ofcom. (2022). *Making Sense of Media - Evaluate: An update on our approach*.

[32] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021 -02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

mapping exercise found that initiatives focusing on raising awareness and knowledge tend to provide more information on engagement than those focusing on skills. However, this is based on a small number of studies.[33] Moreover, BIT reviewed 6 publicly available media literacy or digital literacy reports, of which only two did not indirectly or directly target young people or children and most were set in educational settings.[34]

What contributes to the lack of evidence?

The need to acquire funding may contribute to the lack of evidence on rates of engagement.[35] Most media literacy initiatives are delivered by charities or foundations (32%) which need funding to develop and deliver media literacy initiatives.[36] An Ofcom report corroborated this finding, suggesting that one barrier to evaluation may be the 'competitive nature of funding' which encourages reporting positive results.[37]

Lack of evaluation framework

Lack of publicly available evidence is exacerbated by a lack of a clear, standardised evaluation framework for media literacy initiatives.[38] This means that comparing studies and establishing a common understanding of the effectiveness of media literacy provision is often challenging. Principally, media literacy initiatives do not follow a uniform reporting approach. For example, Ofcom found that only 1 of 20 media literacy initiatives in the UK met the criteria for robust evaluation based on the Magenta Book.[39] Moreover, definitions of key terms such as 'user' differed between initiatives.[40] This means that outcomes of different initiatives are not directly comparable. However, Ofcom indicates that several factors make reporting difficult for media literacy initiatives, including: complexity of existing frameworks; rapid changes to the sector due to the emergency of new technologies; and difficulties in measuring impact of online initiatives and acquiring feedback from those who have engaged with 30 media literacy initiatives.[41]

[33] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021-02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[34] BIT reviewed nine impact reports sent by the academic consultants, three of which were excluded from the evidence review as they received a 'RED' rating. BITincluded reports that also focused on digital literacy in the evidence review (e.g., 'Digital Lifeline') as they thought this could provide a good indication of levels of engagement with media literacy initiatives where evidence is scarce.

[35] Ofcom. (2022). Making Sense of Media - Evaluate: An update on our approach.

[36] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[37] Ofcom. (2022). *Making Sense of Media - Evaluate: An update on our approach*.

[38] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[39] HM Treasury (2020). Magenta Book. Central Government guidance on evaluation. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879438/HMT_Magenta_Book.pdf

[40] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[41] Ofcom. (2022). *Making Sense of Media - Evaluate: An update on our approach*.

Methods and metrics

The methods used to measure rates of engagement and evaluate the effectiveness of media literacy initiatives may not accurately reflect engagement. Common methods used to evaluate media literacy initiatives include self-reporting, positive quotes and case studies.[42] However, these methods have limitations. For example, while self-report is relatively easy to measure, people may be unwilling to divulge their true beliefs because they want to be seen as saying and doing the 'right' thing; or to some extent people may not even be truly aware of their own attitudes or skills, which may only emerge when they find themselves in certain situations. Supplementing existing methods with other evaluation methods, such as observations, may provide a more comprehensive evaluation of media literacy initiatives.

Similarly, common metrics used to record levels of engagement, such as 'reach data'[43] which includes data on actions like web page visits and resource downloads may not be a good proxy for effectiveness. For example, someone may visit a webpage or download a resource but not actually read the content and thus not learn anything new. Moreover, visits to web pages are not unique visits (i.e., how many visits a website got can be determined but not how many of those were repeated visits by the same people) so this may not provide an accurate estimate of how many people engaged with the content.

1.2.3.3 Rates of engagement

Type of initiative

Evidence is limited, but where available, it indicates high levels of participation with media literacy initiatives which focus on raising awareness and knowledge. For example, one study which evaluated the 'significance' of media literacy initiatives[44] found that media literacy interventions were significant, especially for the ones focused on raising awareness and knowledge.[45] One example provided by the aforementioned research is the 'UK Safer Internet Day 2022' initiative. Their survey of more than 2,000 young people and 2,000 parents reported that 54% of UK children aged 8 -17 years old heard about Safer Internet Day.[46] Importantly, increasing awareness is not sufficient for materially improving media literacy as there is a gap between awareness and the corresponding skills and behaviours.[47]

Limited reach of specific target groups including adults

Media literacy initiatives mainly target and reach children rather than other groups such as adults (excluding parents), vulnerable groups and other groups. A study conducted by RSM

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[42] Ofcom. (2022). *Making Sense of Media - Evaluate: An update on our approach*.

[43] 'Reach' data includes data on actions such as web page visits and resource downloads.

[44] This includes identifying whether the initiative 'was significant in terms of scale, impact, or public awareness /perception?' by measuring key performance indicators including: size of target audience, total cost/budget, success of the initiative (outputs/outcomes compared to the objectives), level of public awareness of the initiative, level of engagement by target audience in RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021 -02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[45] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021 -02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[46] UK Safer Internet Centre. (2022) *Safer Internet Day 2022: All fun and games? Exploring respect and relationships online*. https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2022/impact-report

[47] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021 -02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

UK Consulting LLP[48] on behalf of DCMS included a mapping exercise on media literacy initiatives which also analysed web page visitors and user types to calculate the reach of initiatives. Based on data from 44 online media literacy initiatives, there were 7.8 million web page visits for initiatives mainly targeted at children, 4.7 million for young adults, 3.2 million for parents and only 400,000 thousand for initiatives targeting adults and 60,000 thousand for vulnerable groups. However, there are clear limitations to how this data should be interpreted and used. The data is based only on initiatives which take place online, which is likely to exclude those who are digitally excluded, non-internet users and perhaps limited users of digital services (see Table 4 for more information). Also, only 44 out of the 170 online media literacy initiatives provided information on web page visits in the survey.

Moreover, Ipsos Mori conducted a survey on behalf of Google and found that 88% of Europeans aged 16 to 75 years old (n = 22,115) had not participated in any sort of learning programmes about how to use online tools to distinguish between true and false information online.[49] Yet, it is worth noting that this survey is not specific to the UK and only covers initiatives that help people to detect misinformation. More evidence is necessary to understand the level of engagement with media literacy provision across the UK adult population.

1.2.3.4 Gaps in evidence

Missing data

There is a clear lack of meaningful data on the following:

1. Rates of engagement
2. How rates of engagement differ across types of media literacy initiative
3. How rates of engagement differ depending on type of user
4. How people find and search for media literacy initiatives

1.2.4 Factors contributing to a lack of engagement with media literacy support

As described below, the COM-B model is widely used to identify barriers to behaviour change. According to this model, all barriers can be categorised into those related to Capability, Opportunity and Motivation.

1.2.4.1 Headline findings

- **Capability:** BIT found little evidence on capability barriers.
- **Opportunity:** there were no studies that robustly measured the prevalence of media literacy provision aimed at adults. That said, BIT can conclude that it is *potentially* an important barrier to engagement. For example, the mapping exercise conducted for DCMS found that only 7% of media literacy initiatives are targeted at adults. Moreover, it may be more difficult for people to access online media literacy initiatives and thus develop media literacy skills who lack access to or cannot afford digital technology. People aged 50+, who are disabled or are from rural areas are at higher risk of digital exclusion than others and thus this may be a more relevant barrier.
- **Motivation:** There is strong evidence that people are overconfident about some of their media literacy skills, but there is not enough evidence to draw conclusions about how an individual would engage with media literacy support based on how

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[48] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021 -02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[49] Ipsos Mori. (n.d.) *Online media literacy: Across the world, demand for training is going unmet* [Infographic]. https://www.ipsos.com/en-uk/online-media-literacy-across-world-demand-training-going-unmet

overconfident they are. It is unknown who citizens think should be responsible for keeping them safe online. However, they place the responsibility on providers to some extent which may in turn contribute to lowering engagement.

1.2.4.2 The COM-B Model

Identifying barriers to a behaviour and exploring how to overcome them is a critical step in changing that behaviour. The COM-B model is a widely used framework to explore barriers in a comprehensive way. According to this model, people need Capability, Opportunity and Motivation to perform a behaviour.[50]

- Some barriers come in the form of limitations in our physical or mental **capabilities.** For example, wanting to engage with media literacy initiatives but not knowing how to access these initiatives may prevent us from doing so.
- Behaviour change may also be hindered by the physical or social environment. These are known as **opportunities.** For example, wanting to engage with media literacy initiatives but find that most initiatives are aimed at children, not at adults.
- Finally, our reflective (e.g., plans and goals) or automatic (e.g., habits and emotions) responses can inhibit or promote behaviour. These barriers fall into the **motivations** category. For example, believing that learning digital and media skills is for young people, so not asking about what help is available regarding these skills.

BIT used the COM-B model of behaviour change to identify the potential barriers to engagement with media literacy initiatives and set these out in the sections below.

1.2.4.3 Capability

Lack of digital skills

BIT found no studies that looked at how level of digital literacy may influence engagement in media literacy initiatives. Despite this, digital literacy is still believed to be important because those who lack digital skills may struggle to engage with media literacy provision (which is generally online[51]).

1.2.4.4 Opportunity

Lack of media literacy initiatives targeted at groups other than children.
Evidence from the mapping exercise conducted for DCMS found that only 9% of media literacy initiatives are targeted at vulnerable groups, 9% at young adults, 7% at adults and 4% at other groups.[52]

Lack of access and affordability
One way to encourage people to engage with media literacy initiatives is to make the digital infrastructure they rely on more accessible and affordable. Most media literacy initiatives

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[50] Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. *Implementation science, 6*(1), 1-12.

[51] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021 -02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[52] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021 -02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

take place online.[53] However, an Ofcom report found that around 40% of people said going online is too expensive and that they did not have the right equipment to access media sources, nor could they afford to buy it.[54] For these citizens, it may be more difficult to access online media literacy initiatives and thus develop media literacy skills. For example, the Australian Media Literacy Alliance (AMLA) conducted workshops with organisations interested in promoting media literacy who reported that without access to digital technologies, such as the internet or devices, citizens are unlikely to develop the media literacy skills needed to participate in society.[55]

Some people (people aged 50+, disabled or from rural areas) are at higher risk of digital exclusion than others.[56,57] Fifty-two percent of people surveyed by the Good Things Foundation reported that their disability or health condition prevented them from going online, or from being able to buy the digital technology needed to go online (43%).[58]

Lack of local media literacy provision
Evidence suggests that most initiatives in the UK are only available online, rather than locally.[59] This means that accessing these resources may be challenging for certain groups who prefer in-person learning or for those with limited and no internet access or devices (see 'Lack of access and affordability' above).

Lack of social support
No studies were identified that measured the impact of social support on engagement with media literacy initiatives. What the evidence from the UK suggests is that around 60% of people, particularly young people, provided help with online activities in the past 12 months.[60] However, it is not clear how much of this is a result of preference to ask a family member or a friend for advice versus unavailability of other types of support (such as formal training) in the UK. A large-scale survey in Australia also showed that 1 in 2 people said that they have either no support, or only one source of support to assist them with their media participation.[61] People turned to friends (42%) and family (41%) for support with their media use.[62]

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[53] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[54] Ofcom. (2020/21). *Adults' Media Use and Attitudes report*.

[55] Dezuanni, M., Notley. T., & Di Martino, L. (2021). *Towards a National Strategy for Media Literacy*. Australian Media Literacy Alliance.

[56] Mackey, J., Howe L., Appleby, M., & Stone, E. (2022). Digital Lifeline: A Qualitative Evaluation. Good Things Foundation. https://www.gov.uk/government/publications/digital-lifeline-a-qualitative-evaluation/digital-lifeline-a-qualitative-evaluation

[57] Dezuanni, M., Notley. T., & Di Martino, L. (2021). Towards a National Strategy for Media Literacy. Australian Media Literacy Alliance.

[58] Mackey, J., Howe L., Appleby, M., & Stone, E. (2022). *Digital Lifeline: A Qualitative Evaluation*. Good Things Foundation. https://www.gov.uk/government/publications/digital-lifeline-a-qualitative-evaluation/digital-lifeline-a-qualitative-evaluation

[59] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[60] Ofcom. (2022). *Adults' Media Use and Attitudes report*.

[61] Notley, T., Chambers, S., Park, S., Dezuanni, M. (2021) *Adult Media Literacy in Australia: Attitudes, Experiences and Needs*. Western Sydney University, Queensland University of Technology and University of Canberra.

[62] Notley, T., Chambers, S., Park, S., Dezuanni, M. (2021) *Adult Media Literacy in Australia: Attitudes, Experiences and Needs*. Western Sydney University, Queensland University of Technology and University of Canberra.

1.2.4.5 Motivation

Overconfidence

People may be overconfident and overoptimistic about their ability to spot fake news and recognise online advertising.[63] For example, an Ofcom study found that although 7 in 10 people felt confident in judging whether online content was true or false, most could not spot when news was not true, with 1 in 10 people not considering whether the content they were reading was from a reliable source.[64] Ofcom similarly found that although 9 in 10 said they were confident in recognising advertising online, only 5 in 10 people correctly identified advertisements on Google.[65] Evidence suggests that this was higher among older users.[66] It is important to note that confidence in media literacy skills and thus overconfidence may vary across groups. In comparison to the study above, survey data from Australia found that survey respondents with a lower level of education, living in low-income households, living with a disability, living in regional Australia and older respondents have overall lower confidence in their media ability.[67]

Overconfidence could lead people to believe that they already have sufficient media literacy knowledge and skills and therefore, do not see a need to engage with media literacy support. That said, there was no evidence to suggest that people who are overconfident are less likely to engage with media literacy initiatives. One reason that no papers were found on the correlation between overconfidence and engagement is that it is naturally harder to precisely measure overconfidence and its impact.

It is the providers' responsibility

Research by Ofcom found that 4 in 5 users felt that providers should monitor content posted on their platforms.[68] While it does not automatically follow that people eschew responsibility for keeping themselves safe online, they may place the responsibility on providers, and this in turn may contribute to lowering engagement with media literacy initiatives.

1.2.4.6 Gaps in evidence

Lack of evidence on capability barriers

Apart from speculation that low level of digital skills may inhibit citizen engagement with media literacy initiatives which are mostly online, BIT found little evidence related to other capability barriers.

Lack of evidence on engagement with initiatives

All the studies outlined above identify barriers to learning about or improving media literacy or digital literacy and do not explicitly look at barriers to *engagement* with initiatives. For example, there is little, if any, evidence on what acts as a barrier to searching for, engaging

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[63] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021 -02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[64] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021 -02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[65] Ofcom. (2022). *Adults' Media Use and Attitudes report*.

[66] Ofcom. (2022). *Adults' Media Use and Attitudes report*.

[67] Dezuanni, M., Notley. T., & Di Martino, L. (2021). *Towards a National Strategy for Media Literacy*. Australian Media Literacy Alliance.

[68] Ofcom. (2022). *Adults' Media Use and Attitudes report*.

with resources, or taking part in media literacy training (i.e. engaging with media literacy initiatives).

Lack of evidence on 'hard to reach' citizens

While there was some evidence on perceptions of media literacy, our review of the literature demonstrates a lack of evidence around how 'hard to reach' citizens perceive media literacy. Given the lack of evidence on the perceptions of 'hard to reach' individuals, the findings detailed above may not translate to this group.

1.2.5 Factors contributing to engagement with media literacy support

In the section, BIT focuses on enablers to engagement with media literacy initiatives. BIT excludes enablers which are the opposites of barriers previously listed. BIT found limited evidence on factors which contribute to engagement with media literacy initiatives.

1.2.5.1 Headline findings

- **Capability:** There is very little evidence on capability enablers apart from providing support in languages other than English.
- **Opportunity:** Media literacy initiatives may facilitate engagement by leveraging local support networks, taking a more flexible delivery approach, and offering multiple sessions with fewer components.
- **Motivation:** The motivation enablers identified in the literature included facilitating engagement though grabbing people's attention by linking the initiative to people's hobbies and interests.

1.2.5.2 Capability

Language

According to one media literacy initiative, providing information and support in other languages, apart from English, is important and particularly beneficial to refugees and people from ethnic minority backgrounds.[69]

1.2.5.3 Opportunity

Support networks

BIT found some evidence that support networks play an important role in digital skills training.[70] For example, in one qualitative study, community partners[71] emphasised the importance of families, carers and support networks in delivering digital skills training.[72] This also extends to digital skills and knowledge generally.[73] For instance, another study found

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[69] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021-02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[70] Yates, S., Carmi, E., Pawluczuk, A., Wessels, B., Lockley, E., & Gangneux, J. (2020). Me and my big data: Understanding citizens data literacy research report.

[71] In this context, community partners refer to organisations that provide local support and services, such as care or support services, or specialist education. These community partners delivered Digital Lifeline in their communities.

[72] Mackey, J., Howe L., Appleby, M., & Stone, E. (2022). *Digital Lifeline: A Qualitative Evaluation*. Good Things Foundation. https://www.gov.uk/government/publications/digital-lifeline-a-qualitative-evaluation/digital-lifeline-a-qualitative-evaluation

[73] Mackey, J., Howe L., Appleby, M., & Stone, E. (2022). *Digital Lifeline: A Qualitative Evaluation*. Good Things Foundation. https://www.gov.uk/government/publications/digital-lifeline-a-qualitative-evaluation/digital-lifeline-a-qualitative-evaluation

'networks of literacy'[74] are crucial to improving data literacy by helping people make sense of and use data.[75] Although this is not specific to media literacy facilitators, BIT assumes that these findings can be generalised.

Online Vs Offline opportunities

On one hand, media literacy initiatives or programmes may be more successful if they are community-based and relevant to communities.[76] This is based on an Australian study which conducted a survey and consultation process on media literacy outside the school context. The research participants identified that in order for media literacy initiatives to be successful, they should be community-based and include creating community ambassadors to promote media literacy.[77] Currently, most media literacy initiatives are available online rather than locally, so shifting provision to be more local may therefore increase engagement.[78]

On the other, people may be more likely to consider online initiatives. Ipsos Mori conducted a survey on behalf of Google and found that 61% of survey respondents across 11 European countries (n = 22,115) would consider online training to help them distinguish between accurate and inaccurate information online whilst interest in offline training options such as at a library or university varied from 26% to 16%.[79]

Delivery and content

Flexibility: Media literacy initiatives that offer flexible delivery of training sessions may help with engagement. For instance, The Good Things Foundation reported that it is beneficial to offer drop-in sessions to suit the needs of more disadvantaged users, such as low-income families with irregular working hours, as well as regular and consistent lessons for older workers.[80]
Numbers of sessions and components: Media literacy initiatives that offer multiple sessions and fewer components (media literacy topics addressed in the session) may be more successful. A meta-analysis which measured the average effect size and moderators of 51 interventions found that media literacy interventions with multiple sessions are more likely to be successful and interventions with fewer components were more effective than those with more components.[81] Currently, media literacy initiatives typically address more than one issue, so reducing the media literacy components could increase effectiveness.

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[74] This includes friends, family colleagues and social media contacts.

[75] Yates, S., Carmi, E., Pawluczuk, A., Wessels, B., Lockley, E., & Gangneux, J. (2020). Me and my big data: Understanding citizens data literacy research report. https://www.liverpool.ac.uk/humanities-and-socialsciences/research/research-themes/centre-fordigital-humanities/projects/big-data/publications/

[76] Dezuanni, M., Notley. T., & Di Martino, L. (2021). *Towards a National Strategy for Media Literacy*. Australian Media Literacy Alliance.

[77] Dezuanni, M., Notley. T., & Di Martino, L. (2021). *Towards a National Strategy for Media Literacy*. Australian Media Literacy Alliance.

[78] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[79] Ipsos Mori. (n.d.) Online media literacy: Across the world, demand for training is going unmet [Infographic]. https://www.ipsos.com/en-uk/online-media-literacy-across-world-demand-training-going-unmet

[80] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review - Phase 2 Report*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010027/2021-02-25_DCMS_Media_Literacy_Phase_2_Final_Report_ACCESSIBLE_v2.pdf

[81] Jeong, S. H., Cho, H., & Hwang, Y. (2012). Media Literacy Interventions: A Meta-Analytic Review. *The Journal of communication,* 62(3), 454-472. https://doi.org/10.1111/j.1460-2466.2012.01643.x

However, it is unknown whether this will increase engagement as the study did not directly measure this.[82]

1.2.5.4 Motivation

Interest in participation in media literacy initiatives

Limited evidence suggests that people are interested in learning about misinformation. Ipsos Mori conducted a survey on behalf of Google and found that 55% of survey respondents from the UK (n = 2,001) are interested in participating in 'any sort of learning about how to use tools to distinguish between true and false information online'.[83] There is also evidence more broadly (not specifically about media literacy) that interest is a strong predictor of persistence and cognitive engagement.[84,85] However, this study looked at interest and engagement when it comes to maths, little is known about interest in other aspects of media literacy and whether interest affects engagement with media literacy initiatives, specifically other forms of media literacy than misinformation.

Another factor which may contribute to engagement with media literacy initiatives is links with hobbies or interests of the target groups or communities. This was a recommendation based on a qualitative evaluation of 'Digital Lifeline', an initiative which aimed to supply people with learning disabilities with devices, data and digital skills training. Community partners involved in the initiative reported that 'using hooks' and linking the digital skills training to hobbies and interests can encourage engagement.[86]

1.2.5.5 Gaps in evidence

Overall, there is no evidence that measures the prevalence of each enabler discussed above.

- **Delivery type and content:** The available evidence on media literacy delivery and content is based on what is most effective on specific outcomes, such as media knowledge, criticism and self-efficacy amongst others rather than what increases engagement. Therefore, more research is needed to understand the types of delivery and content under which media literacy provision is or is not effective.
- **Interest:** There is only limited evidence on the impact of interest on misinformation. It is unknown, based on current evidence, whether people are interested in learning about other forms of media literacy, whether this results in them actually engaging with media literacy initiatives and whether interests differ by group. Moreover, whilst qualitative research reported that linking training to hobbies or interests may help to

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[82] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[83] Ipsos Mori. (n.d.) *Online media literacy: Across the world, demand for training is going unmet* [Infographic]. https://www.ipsos.com/en-uk/online-media-literacy-across-world-demand-training-going-unmet

[84] Song, J., Kim, S. I., & Bong, M. (2019). The more interest, the less effort cost perception and effort avoidance. *Frontiers in Psychology*, *10*(2146).

[85] By a 'strong predictor', the authors of this paper mean that interest is strongly correlated (i.e. associated) with engagement. To put it in context, this study found, using regression analysis, that an individual's engagement with maths was predicted by whether or not they were interested in maths. Higher interest in maths made students more likely to engage with maths tasks and persist in trying to understand/ solve difficult maths problems.

[86] Mackey, J., Howe L., Appleby, M., & Stone, E. (2022). *Digital Lifeline: A Qualitative Evaluation*. Good Things Foundation. https://www.gov.uk/government/publications/digital-lifeline-a-qualitative-evaluation/digital-lifeline-a-qualitative-evaluation

overcome barriers, this was specific to digital skills training and so it is unknown whether these findings generalise to media literacy provision.

- **Lack of capability enablers:** While BIT found some evidence on Opportunity and Motivation enablers, BIT found little evidence for Capability enablers.

1.2.6 Existing categorisations of target audiences for media literacy interventions

1.2.6.1 Headline findings

The evidence review found four existing categorisations, including:

- Categorisation based on target groups of media literacy initiatives.
- Categorisation based on demographics.
- Categorisation based on breadth of use.
- Categorisation based on target groups of media literacy interventions. [87]

1.2.6.2 Categorisation based on target groups of media literacy initiatives

A comprehensive mapping exercise of media literacy initiatives in the UK identified 41 target groups in total.[88] The majority of initiatives targeted children directly or indirectly through others, including parents, carers and teachers (see Figure 1 for percentage of initiatives targeting different types of groups).[89] BIT also reviewed seven impact reports from different initiatives of which the majority of these reports were focused on children, young people, parents or families.[90]

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[87] Initiatives refer to programmes which aim to increase media literacy levels whilst interventions refer to studies which test the impact of a program.

[88] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[89] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[90] BIT reviewed nine reports in total. However, two 'RED' rated reports were not included in the evidence review or the bibliography.
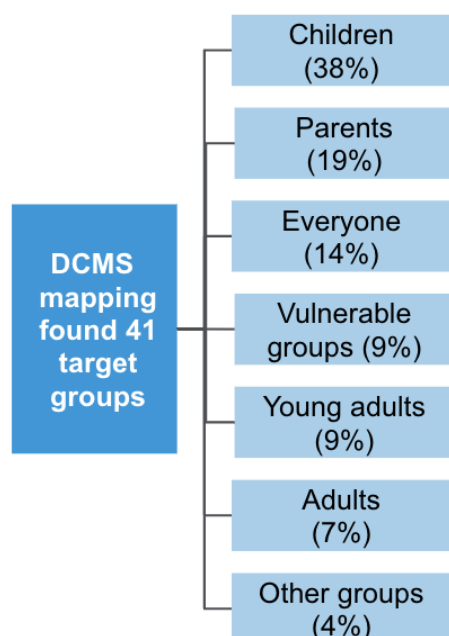
Figure 1. The seven target groups of 170 online initiatives. [91] This image uses information from the media literacy initiative mapping exercise conducted on behalf of DCMS.

1.2.6.3 Categorisation based on demographics

Demographics are used to categorise media use and digital literacy and some aspects of media literacy such as collection of personal data. The number of demographic categories used differs depending on the report or study, with some using more demographics than others. For example, Ofcom's Adults' Media Use and Attitudes report 2022 looks at media use across groups categorised by age, socio-economic group, gender and nation.[92] In comparison, another study first used latent class analysis (LCA) to define user types and secondly, identified their correspondence to eight demographic variables (see Figure 2).[93]

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[91] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021-02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

[92] Ofcom. (2022). *Adults' Media Use and Attitudes report*.

[93] Yates, S. J., Carmi, E., Lockley, E., Pawluczuk, A., French, T., & Vincent, S. (2020). Who are the limited users of digital systems and media? An examination of U.K. evidence. *First Monday, 25*(7). https://doi.org/10.5210/fm.v25i7.10847
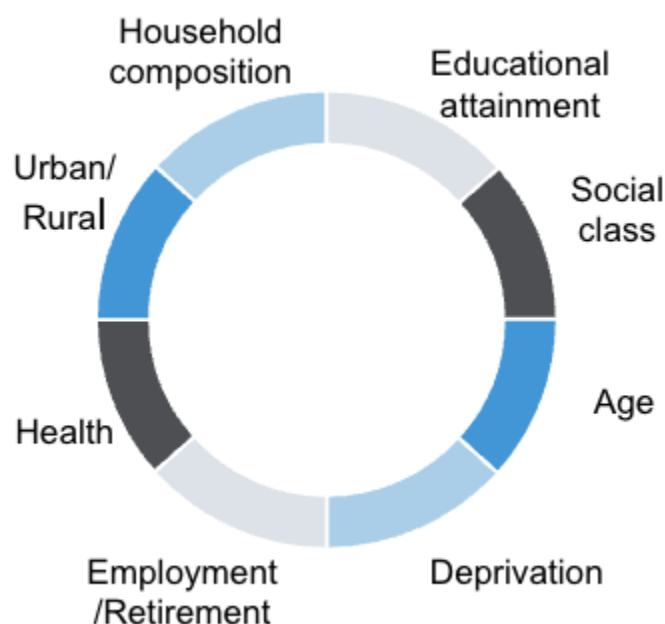
Figure 2. Diagram based on the eight key demographics used in Yates at al's LCA study. [94]

It is important to note, neither of these studies focuses on media literacy in particular. The first study focuses on media use which encompasses some media literacy skills such as confidence in recognising online advertising and an understanding of how companies can collect personal data online. The second study focuses on the breadth of use, which is explored in the next section.

1.2.6.4 Categorisation based on breadth of use

Users can be categorised based on the 'range of activities they complete online'.[95] Ofcom identifies users into the following three groups:

Table 3. Ofcom's breadth of use analysis[96]

Group	Activities undertaken ever	Users (%)
'Narrow' internet users	1- 4 activities	29
'Medium' internet users	5 - 8 activities	40
'Broad' internet users	9 - 13 activities	28

Similar to the categorisation based on demographics, Yates et al. (2020) provide more granular classes of digital technology users based on use:

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[94] Yates, S. J., Carmi, E., Lockley, E., Pawluczuk, A., French, T., & Vincent, S. (2020). Who are the limited users of digital systems and media? An examination of U.K. evidence. *First Monday, 25*(7). https://doi.org/10.5210/fm.v25i7.10847

[95] Ofcom. (2022). *Adults' Media Use and Attitudes report*.

[96] Ofcom. (2022). *Adults' Media Use and Attitudes report*.

Table 4. Yates et al.'s (2020) classes of digital technology users[97]

Group	Description	Users (%)[98]
Class 1: "Extensive users"	This group scores the highest probabilities across all behaviours, including a higher-than-average variety of apps and sites used.	14
Class 2: "Non-political extensive users"	This group scores slightly lower across all behaviours as Extensive users — but notably accepting political uses, including a higher-than-average variety of apps and sites used.	22
Class 3: "General (no social media) users"	This group has similar behaviour to the Extensive users but does not use social media, including a higher-than-average variety of apps and sites used	5
Class 4: "Social and entertainment media only users"	This has low usage probabilities (below 50 percent) on all behaviours except social media and audio-visual media consumption, but within this a higher-than-average variety of apps and sites used	31
Class 5: "Limited (social media) users"	This group has low usage probabilities (below 50 percent) on all behaviours except social media and a lower variety of apps and sites used.	22
Class 6: "Limited (no social media) users"	This class has low usage probabilities (below 50 percent) on all behaviours and a lower variety of apps and sites used	
Class 7: "Non-user"	Currently non-internet users	9[99]

1.2.6.5 Target groups of media literacy interventions

The primary target for media literacy interventions is children, however there are some aimed at students or adults.[100] A meta-analysis of media literacy interventions across the globe found that most interventions are conducted in schools, out of 51 interventions, 37 were in schools, three were in communities, two were in both schools and communities and

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[97] Yates, S. J., Carmi, E., Lockley, E., Pawluczuk, A., French, T., & Vincent, S. (2020). Who are the limited users of digital systems and media? An examination of U.K. evidence. *First Monday, 25*(7). https://doi.org/10.5210/fm.v25i7.10847

[98] Carmi, E., Yates, S., & Lockley, E. & Pawluczuk, A. (2020). Data citizenship: rethinking data literacy in the age of disinformation, misinformation, and malinformation. *Internet Policy Review, 9(2).* https://doi.org/10.14763/2020.2.1481

[99] The User Types were identified using the same methodology as outlined in this paper: "Who are the limited users of digital systems and media? An examination of UK evidence". The analysis used the respondent level data from the Attitudes Survey 2022, one of the three Ofcom Media Literacy Surveys reported in 2022. Due to the change in Ofcom methodology non-users only appear in the Core Survey. 9% is the percentage of non-users (weighted for demographics) identified in this Core survey.

[100] Jeong, S. H., Cho, H., & Hwang, Y. (2012). Media Literacy Interventions: A Meta-Analytic Review. *The Journal of communication, 62*(3), 454-472. https://doi.org/10.1111/j.1460-2466.2012.01643.x

nine were in other settings.[101] Other research has also commented on the lack of media literacy interventions focused on adult populations. For instance, Lee comments:

"Very little research exists on effective digital media literacy instructional interventions for adult populations" [102]

Similarly, a systematic review of 40 empirical studies related to fostering media literacy among older people[103] found that only four media literacy interventions were organised in the UK.[104]

1.2.6.6 Gaps in evidence

Missing categorisation of 'hard to reach' groups

There is some crossover of potential 'hard to reach' groups and existing categorisation but not for others. Table 5 provides an overview of 'Hard to reach' group inclusion criteria and existing categorisations. For example, whilst research has been conducted on groups which are digitally excluded, little is known about the demographics of those who are overconfident.

Table 5. 'Hard to reach' group inclusion criteria related categorisation.

'Hard to reach' group inclusion criteria[105]	Existing categorisation
Are disengaged with the issue of online safety (e.g., do not see the relevance).	The groups likely to be offline or with no access to the internet were people aged over 65 years old (18%), in DE [106],[107]socioeconomic households (11%) and financially vulnerable (10%).[108] However, this relates to internet use rather than safety.
Are overconfident in their media literacy capabilities.	How confidence varies across groups in relation to online safety is known. However, who is overconfident is unknown.[109]
Are outside of formal education settings where media literacy education may take place.	Not applicable as this is already a categorisation in itself.

[101] Jeong, S. H., Cho, H., & Hwang, Y. (2012). Media Literacy Interventions: A Meta-Analytic Review. *The Journal of communication, 62*(3), 454-472. https://doi.org/10.1111/j.1460-2466.2012.01643.x

[102] Lee, N. M. (2018). Fake news, phishing, and fraud: a call for research on digital media literacy education beyond the classroom. *Communication Education, 67*(4), 460-466.

[103] Across the studies the mean age of participants was over 60

[104] Rasi, P., Vuojärvi, H., & Rivinen, S. (2021). Promoting media literacy among older people:A systematic review. *Adult Education Quarterly, 71*(1), 37-54.

[105] Based on DSIT categorisation of citizens who are less engaged with, and harder to reach through, traditional media literacy initiatives.

[106] DE is a socio-economic classification which refers to households whose chief income earners are semi-skilled and unskilled manual workers, casual and lowest grade workers, unemployed with state benefits only, and state pensioners.

[107]Ofcom. (2022). Digital exclusion: A review of Ofcom's research on digital exclusion among adults in the UK.

[108] Ofcom. (2022). *Adults' Media Use and Attitudes report*.

[109] Ofcom. (2022). *Adults' Media Use and Attitudes report*.

Lack access to media literacy education or have limited awareness of how to access support (e.g. digital exclusion).	The demographics of citizens who are limited or non-users (see 1.2.6.4 Categorisation based on breadth of use') is known.

Interaction

There is little to no evidence on how different factors (e.g., gender and age) interact in terms of how one factor increases or decreases the likelihood of another factor influencing the degree of engagement.[110] This is likely due to the sample size being too small to analyse differences within groups (e.g., older women vs older men).

1.2.7 Conclusions from evidence review

1. Citizens' perception of the relevance of media literacy to their daily lives

While BIT found some evidence around perceptions of media skills in general – particularly around privacy and personal data – BIT found no evidence on what people think about existing media literacy initiatives. BIT looked to explore this more in the survey.

2. Rates of engagement with existing media literacy provisions

Evidence on rates of engagement was scarce. More research is needed on rates of engagement; how rates of engagement differ across types of media literacy initiatives; how rates of engagement differ depending on the type of user; and how people search for and find media literacy initiatives. BIT did not come across evidence on the efficacy of media literacy initiatives including whether engagement leads to an increase in media literacy. However, generating evidence on this topic is beyond the scope of this project.

3. Reasons for a lack of engagement with media literacy provisions

The reviewed studies provide a sufficient overview of barriers to media literacy but the information on barriers to *engaging* with media literacy education is scarce. The survey sought to explore barriers that specifically relate to engagement with initiatives, as opposed to media literacy as a whole.

4. Factors contributing to engagement with media literacy support

Whilst there is some indication of what factors may facilitate engagement with media literacy initiatives, BIT does not know how prevalent each factor is and the evidence is limited. The survey sought to provide feedback on who typically delivers information, preferred delivery type and content and whether linking media literacy to individual or community interests and hobbies has the potential to increase engagement. BIT also sought to understand how this differs across groups.

5. Existing categorisations of target audiences for media literacy interventions

Whilst there is a wide range of existing categorisations of target audiences for media literacy intervention and media literacy initiatives, BIT does not know what the most effective way to categorise 'hard to reach' groups is. The survey sought to increase understanding of the extent to which 'hard to reach' groups can be categorised into intervention target audiences.

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[110] For example, it may be that white women have different experiences compared to ethnic minority women.

Appendix 2: Survey

2.1 Methodology

2.1.1 Design and survey questions

BIT worked with DCMS to design an online survey to explore how UK adults currently behave online, their confidence in their media literacy abilities, their past engagement with media literacy and whether they recognise the benefits of improving their media literacy abilities. Critically, the survey also sought to explore people's barriers and enablers to engage with media literacy initiatives. The survey flow is shown in Figure 3 below.
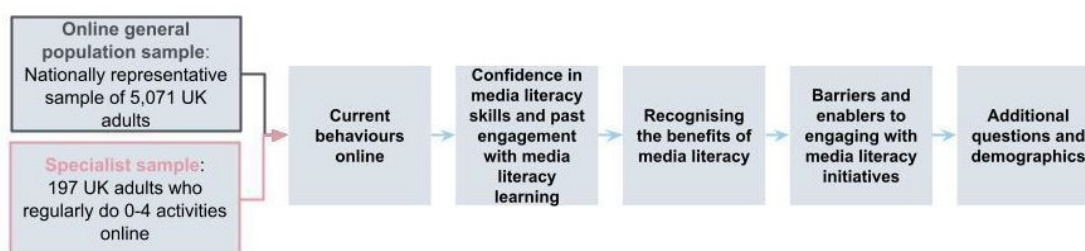
Figure 3. Outline of the survey design.

The survey aimed to answer the following research questions:

1. Current online activity

1a) What do people, including 'hard to reach' groups, do online and how often do they engage in different activities?

1b) Where in their online activities do they think these skills would benefit them/to what extent do they believe these skills to be relevant to them?

2. Perception and awareness

2a) How aware of existing media literacy initiatives are people?

3. Engagement

3a) To what extent do people engage with media literacy initiatives at present? How useful are they and why?

3b) What groups use media literacy provisions, are there any groups that do not engage?

4. How people search for media literacy

4a) Where and how do people source information generally, seek support, and access learning?

4b) Where and how do users look for media literacy-related information?

5. Barriers and enablers

5a) What are the key barriers and enablers for citizen engagement with media literacy initiatives?

5b) How confident do people feel about their online media literacy skills?

5c) What are the key barriers and enablers for citizen engagement with media literacy initiatives for specific groups, including 'hard to reach' groups?

6. Dissemination

6) Where do people want to find information on media literacy?

Throughout the survey results, BIT refers to six media literacy principles, which align closely with the five media literacy principles in DCMS' Media Literacy Knowledge and Skills Framework from the Online Media Literacy Strategy.[111] These principles were edited by DSIT, BIT, and our academic partners (Professor Simeon Yates and Frances Yeoman) to make them easy to understand in the online survey, particularly since respondents may not be familiar with the term "media literacy".

Table 6 below outlines how the media literacy principles were rewritten for the purposes of the survey.

Table 6. Principles used in the online survey	
Media literacy principle in DSIT's Media Literacy Knowledge and Skills Framework from the government's Online Media Literacy Strategy. **Users should understand…**	**Principles rewritten to make it easy for a layperson to understand in the online survey**
the risks of sharing **personal data** online and how that data can be used by others, and be able to take action to protect their privacy online;	Understanding the risks of sharing personal information online and knowing how to protect online privacy
how the **online environment** operates and use this to inform decisions online;	Understanding how platforms use personal data and online activity to personalise what people see online, and how this personalisation influences views
how online content is generated, and be able to critically analyse the content they consume (**information consumption**);	Recognising when people are seeing paid promotions and sponsored ads online
	Knowing how to find reliable information, what the key signs of false information are and the consequences of spreading false information online
actions online have **consequences offline**, and use this understanding in their online interactions; and	Identifying and responding effectively to unwanted, abusive, or hateful content or behaviours
how to **participate in online engagement** and contribute to making the online environment positive, whilst understanding the risks of engaging with others.	Sharing content and communicating with others online in a safe, responsible, and positive manner

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[111] Department for Digital, Culture, Media & Sport (2021). Media literacy strategy. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004233/DCMS_Media_Literacy_Report_Roll_Out_Accessible_PDF.pdf
Media literacy principles were edited by DSIT, BIT, Simeon Yates and Frances Yeoman (our academic partners) to make them easy to understand in the online survey.

2.1.2 Data collection methodology

BIT collected two samples for the survey.

BIT recruited a general population sample of 5,071 UK adults between 28 November and 6 December 2022. This sample was nationally representative on age, gender, income, region and ethnicity (see Table 6). However, being an online survey, the sample does not capture those people that are digitally excluded or those not inclined to complete online surveys.

To ensure BIT captured the experiences of those who do less online and were less likely to complete our online survey, BIT also recruited a specialist sample of 197 people who conducted landline and mobile telephone interviews to complete the survey from 6 December 2022 to 20 January 2023. Participants were eligible to be part of the specialist sample if they regularly did four or fewer online activities, from a list of 17.

The demographic characteristics of this sample are substantially different to the general population sample, suggesting the survey reached a very different group of people. For example, this sample tends to be older, more female, have fewer ethnic minority respondents, and have more people living in rural areas.

Table 7. Demographic characteristics of the 5,071 people from the general population who completed the survey[112]

General Population sample (N = 5,071)			
Gender		**Ethnicity**	
Women	51%	White	86%
Men	49%		
Other	<1%		
Age		Asian	8%
18-24	14%	Black	3%
25-54	54%	Mixed / other	3%
55+	31%	**SES**	
Region		Low	8%
South & East	30%	Medium	56%
North	26%	High	35%
Midlands	17%	**Education**	

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[112] Some numbers don't add up to 100% in total, in BIT's numbers this is due to rounding, and in statistics referenced from elsewhere, this is likely due to rounding too.

Scot/NI/Wales	14%	No degree	75%
London	13%	Degree	25%
Urbanicity		Median time spent completing survey: 7m 58s	
Urban	30%		
Suburban	50%	BIT also collected data for all respondents for income, employment, health, social grade and deprivation decile.	
Rural	20%		

Table 8. Demographic characteristics of the 197 people from the specialist sample

Specialist sample (N = 197)			
Gender		**Ethnicity**	
Women	62%	White	96%
Age		Asian	1%
18-24	1%	Black	0%
25-54	12%	Mixed / other	3%
55+	87%	**SES**	
Region		Low	13%
South & East	35%	Medium	43%
North	24%	High	42%
Midlands	20%	**Education**	
Scot/NI/Wales	18%	No degree	55%
London	3%	Degree	36%
Urbanicity		Median time spent completing survey over the phone: 25m 49s	
Urban	8%		
Suburban	10%	BIT also collected data for all respondents for income, urbanicity, employment, health, social grade and deprivation decile.	
Rural	83%		

Throughout the results, BIT refers to a range of subgroups of our sample. These include:

Full General Population sample
N = 5,071. This is the full sample recruited online, representative of the UK population.

'Engaged' and 'Not Engaged' groups

Identified from the general population sample. Based on whether people had previously looked for information on any of the following media literacy principles, BIT identified an 'engaged' and 'not engaged' group. See Table 9 for more information.

These were based on whether participants had previously looked for information on any of the following:
- …sharing content and communicating with others online in a safe, responsible, and positive manner
- …knowing how to find reliable information, what the key signs of false information are and the consequences of spreading false information online
- …understanding how platforms use their data and online activity to personalise what they see online, and how this personalisation influences their views
- …identifying and responding effectively to unwanted, abusive, or hateful content or behaviours
- …recognising when they are seeing paid promotions and sponsored ads online
- …understanding the risks of sharing their and others' personal information online

Table 9. Definitions and sample sizes for the 'engaged' and 'not engaged' groups

Engaged	n = 3,902	Those who said that they had previously looked for information on at least 1 media literacy principle.
Not Engaged	n = 1,169	Those who said that they had not previously looked for information on any of the six media literacy principles.

Classes of internet user
Identified from the general population sample. Based on trends in the online activities that the general population sample did regularly, BIT used a latent class analysis to identify six groups of internet users (Table 10). These groups are similar to groups of digital media users identified in previous work by our academic advisor, Simeon Yates. [113]

Table 10. Six groups of internet users

Class name	Class size	Description	Demographic characteristics
Extensive users	n = 1,126	This group does everything online. They do all online activities substantially more than the average internet user.	Compared to the general population, this group tends to be more educated, more employed

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[113] Yates, S. J., Carmi, E., Lockley, E., Pawluczuk, A., French, T., & Vincent, S. (2020). Who are the limited users of digital systems and media? An examination of U.K. evidence. First Monday, 25(7). https://doi.org/10.5210/fm.v25i7.10847

			and have a higher socioeconomic status.
Practical extensive users	n = 979	This group uses the internet for many activities, and when they do it's with a purpose. They do practical activities such as their emails, shopping, banking, news and government processes but tend not to use social and entertainment as much as the average user.	Compared to the general population this group tends to be older, more female, and not live in urban areas.
Extensive entertainment / social users	n = 715	This group is online more than average for most activities. They tend to be online mostly for entertainment and socialising tasks, and fewer tend to do admin activities.	Compared to the general population, this group tends to be younger, more female and have children aged under 18.
Practical limited users	n = 517	This group seems similar to the practical extensive users, usually having a purpose to their activities, but with lower overall engagement. They do practical activities such as financial transactions, making calls, emails but tend to not use social media or online entertainment anymore than the average user.	Compared to the general population, this group tends to be older, male, and not live in urban areas.
Limited entertainment / social users	n = 979	This group does less online than the average internet user. When they are online, they socialise and use entertainment services	Compared to the general population, this group tends to be younger, live in urban areas, have children aged under 18 and only use their mobile to access the internet.
Limited users	n = 755	This group regularly do substantially less online, compared to the average internet user. Their most frequent activities are connecting with others, shopping online or watching/streaming videos.	Compared to the general population, this group tends to be younger, more male, from an ethnic minority background and only use their mobile to access the internet.

Specialist sample

N = 197. As mentioned above, this sample was recruited through mobile interviews in order to ensure BIT captured the experiences of those who may otherwise be digitally excluded. To be eligible for this specialist sample, participants indicated that they regularly did between 0-4 online activities, from a list of 17.

This sample tends to be older, more female, have fewer ethnic minority respondents, and have more people living in rural areas.

2.3 Building a profile of survey user groups

Throughout this section, BIT has looked at how our results differ between different groups. Here, BIT summarises these results for each user group.

'Engaged' and 'not engaged' groups

These groups were identified based on whether they had previously looked for information on the media literacy principles. Those who had previously looked for information on at least 1 media literacy principle were 'engaged' while those who had not previously looked for information on any of the 6 media literacy principles were 'not Engaged'. 77% of the general population sample were 'engaged' while 23% were 'not engaged'.

- **Demographic characteristics:** No particular demographic group stood out as 'engaged' or 'not engaged'. The 'not engaged' group tended to be older, more female, White, have low or medium socioeconomic status, live in rural areas, or be unemployed. Additionally, BIT found that as people become increasingly engaged with media literacy (e.g., from 0 to 1, 2, 3, 4, 5 or 6 media literacy principles), they tend to be younger, more male, live in urban areas, have a higher SES and have children aged 18+.

- **Online activities:** The 'not engaged' group tended to do practical tasks, such as sending or receiving emails or using social media sites and did less social or entertainment activities such as using TV or music streaming services. The 'engaged' group tended to do similar online activities to the general population.

- **Engagement with media literacy initiatives:** Groups defined based on their previous engagement with media literacy initiatives.

- **Perception of media literacy and benefits:** BIT found that the 'not engaged' group tended to be less confident in their ability to do all media literacy activities, compared to the 'engaged' group. The 'not engaged' were also less likely to think that they would benefit from learning more about each media literacy item.

- **Barriers to engagement with media literacy initiatives:** The 'not engaged' group were generally less likely to say that they experienced the majority of barriers, compared to the engaged group. The largest reported barriers to engagement for both the 'engaged' and 'not engaged' groups were not being willing to pay and thinking that online platforms should be responsible for users' content and keeping data safe.

- **Enablers to engagement with media literacy initiatives:** The 'not engaged' were less likely to be encouraged to take part in media literacy initiatives for all facilitators, compared to the 'engaged' group. The most important enablers to encourage people to engage with initiatives were having reputable and trustworthy organisations, showing how media literacy initiatives would benefit participants and how they are relevant to participants' online activities.

Compared to the 'engaged' group, BIT found that the 'not engaged' group tended to be less interested in media literacy across our outcomes, such that even though they were less confident in their ability to do each media literacy item, they were less likely to think that they

would benefit. Consistently, the 'not engaged' felt like they would experience fewer barriers to media literacy, but they also reported that fewer things that could be done to get them to engage.

Classes of internet user

These groups were identified quantitatively using a Latent Class Analysis based on the trends in online activities participants regularly do. BIT identified six user groups, (1) Extensive users, (2) Practical extensive users, (3) Extensive entertainment / social users, (4) Practical limited users, (5) Limited entertainment / social users and (6) Limited users.

- **Demographic characteristics:** As described in Table 10, BIT found that extensive users tended to be more educated, employed and have a high SES. Practical users tended to be older and were less likely to live in urban areas. Entertainment / social users tended to be younger and have children aged under 18. Limited users tended to be younger, from an ethnic minority background and only use their mobile to access the internet.

- **Online activities:** Groups defined based on the trends in the online activities they regularly did.

- **Engagement with media literacy initiatives:** Extensive users were most likely to have previously looked for information on media literacy initiatives, whereas practical (both extensive and limited) users were least likely. Social (both extensive and limited) users and limited users tended to have similar engagement to the general population.

- **Perception of media literacy and benefits:** Extensive users tended to be more confident in their ability to do each media literacy principle, compared to the general population. All types of limited users (practical, social and general) tended to be less confident in their abilities. This is likely consistent with people's general familiarity with the internet, based on the extent to which they use the internet. Generally, extensive users were more likely to recognise the benefits of media literacy initiatives, whereas practical but limited users were the least likely.

- **Barriers to engagement with media literacy initiatives:** Limited users tended to experience more barriers than any other group, and when compared to the general population. Practical extensive users tended to experience the fewest barriers. Across all classes of internet users, the largest barriers reported were not being willing to pay and thinking that online platforms should be responsible for users' content and keeping data safe.

- **Enablers to engagement with media literacy initiatives:** Practical but limited users tended to say that they could be encouraged by the fewest barriers, while extensive users said that they could be encouraged by the most. Across all classes of internet users, the most important enablers to encourage people to engage with initiatives were having reputable and trustworthy organisations, and showing how media literacy initiatives would benefit participants and how they are relevant to participants' online activities.

BIT found varying results across classes of internet users. Extensive users were most likely to have looked for information on media literacy, most confident in their abilities and were also more likely to recognise the benefits of learning more about media literacy. Practical (both extensive and social) users were least likely to have looked into media literacy principles before, whilst limited users were least confident in their current abilities and

practical but limited users were least likely to recognise the benefits of learning more about media literacy initiatives. BIT found that the practical but limited user group said that they could be encouraged by the fewest barriers.

Therefore, BIT found that practical but limited users may be the hardest group to target with media literacy initiatives. This group tends to have low confidence, but do not think they will benefit. They also tend to say that few things could encourage them to take part. However, a question remains whether this group would actually benefit from improving their media literacy skills.

Specialist sample

This group was recruited through landline and mobile telephone interviews. Participants were eligible to be part of the specialist sample if they regularly did between 0-4 online activities, from a list of 17.

- **Demographic characteristics:** Compared to the general population sample, this sample tends to be older, more female, have fewer ethnic minority respondents, and have more people living in rural areas.

- **Online activities:** By definition, this group tends to do fewer online activities than the general population. The most common online activities for this group were more practical tasks rather than social or entertainment activities in the general population sample.

- **Engagement with media literacy initiatives:** Compared to the general population, this group were less likely to have previously looked at information on media literacy and therefore tended to be less engaged.

- **Perception of media literacy and benefits:** This sample tended to have slightly lower confidence in their media literacy abilities, compared to the general population, although general confidence remained high. They were also less likely to say that they would benefit from knowing more about media literacy initiatives.

- **Barriers to engagement with media literacy initiatives:** The largest reported barriers to engagement for both the specialised sample was mostly consistent with the general population. Not being willing to pay and thinking that online platforms should be responsible for users' content and keeping data safe remained in the top two. However, this group was more likely to report capability barriers such as "I would struggle because I am not good with technology" or "It would be too complicated for me", consistent with the idea that this group were lower internet users.

- **Enablers to engagement with media literacy initiatives:** BIT found that the specialist sample tended to report that fewer things could encourage them to engage with media literacy, compared to the general population. The most important enablers to encourage this sample to engage with initiatives were similar to the general population - that is, having reputable and trustworthy organisations, and showing how media literacy initiatives would benefit participants and how they are relevant to participants' online activities.

The specialist sample were generally low internet users, who tended to do practical tasks and who did not think that they would benefit much from learning more about media literacy initiatives. They generally had quite high confidence in their media literacy abilities and said that few things could encourage them to take part. In terms of barriers to engagement, they

tended to report more capability barriers suggesting that they had lower technical abilities than the general population.

Appendix 3: Qualitative Research

3.1 Methodology

3.1.1 Research questions and design

The qualitative research phase focused on understanding barriers to engagement and media literacy learning opportunities. More specifically, BIT conducted a series of (1) interviews with providers of local- and community-level educational initiatives and (2) focus groups with participants based on the demographics which 'hard to reach' survey participants tended to have to address the following research questions outlined by DCMS:

1. What are citizens' perceptions of the relevance of media literacy to their daily lives?
2. Why are they not engaging with existing media literacy initiatives?
3. Where do they access information and support in their daily lives? Which of these sources do they trust the most and why?
4. How best do they learn? What type of educational resources are most useful to them?

3.1.2 Provider interviews

Sampling frame and recruitment

BIT conducted 10 interviews with providers of local- and community-level educational initiatives to understand what is effective in facilitating engagement from 'hard to reach' citizens.To identify and construct a priority list of initiatives to recruit, BIT used: (1) a list of 163 media literacy and digital skills initiatives shared by DCMS from a mapping exercise which identified existing online safety and media literacy initiatives and (2) recommendations from academics and DCMS on which initiatives would be best to speak with were used to construct a priority list or organisations to recruit.[114] Due to the limited number of organisations which focus specifically on media literacy, BIT also included organisations that focus on digital skills more broadly.

BIT prioritised organisations based on two criteria:

- **Target audience:** evidence suggests that the primary target for media literacy interventions is children and that the majority take place in schools. Therefore, BIT decided to prioritise initiatives which do not target parents, families or children to collect findings that may be more likely to relate to 'hard to reach' groups and fill the evidence gap. This included prioritising initiatives which target adults in general or specific groups such as older people, people with a disability, vulnerable groups, rather than parents, families or children.
- **End-user engagement:** as our primary focus is barriers to engagement with media literacy provision and where there are opportunities to stimulate this engagement in their daily lives, BIT prioritised organisations/initiatives that work closely with end users. Where possible, BIT avoided organisations that focus on campaigns for awareness raising or providing online resources without accompanying outreach activities.

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[114] RSM UK Consulting LLP. (2021) *Department for Digital, Culture, Media & Sport Online Safety - Media Literacy Strategy: Mapping Exercise and Literature Review- Phase 1 Report.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1010025/2021 -02-25_Phase_1_final_report__2__-_ACCESSIBLE.pdf

Due to the small number of organisations and initiatives that met both criteria, BIT first identified organisations that met both criteria and then included organisations that only met one of the above criteria (either focusing on the right target audience or having good engagement with their end users).

Data collection

Overall, BIT conducted 10 45-minute semi-structured interviews with providers. The interviews took place online, via Google Meet. Seven were individual interviews and three included either two or three members of staff from the initiative. Interviews including multiple individuals were used to gain the perspective of staff involved in design and programme management as well as frontline staff who engage with end users. The interviews were broadly structured into six sections that covered background on the educational initiative, who their target audience was and how they reached them, and what they had found to be effective to stimulate their engagement (see Table 11). The full topic guide is shown in Table 12 below.

Table 11. Provider interview structure

Main objective	Purpose of section	Guide timings
1. Introduction, background and consent	Explain the purpose of the interview, the ground rules, verbal consent to record and verbal informed consent to participate.	5 mins
2. Scene setting	Get an overview of this initiative's offerings from the provider's perspective	5 mins
3. Target audience	Understand the provider's target audience and the barriers and drivers of engagement they face with respect to educational initiatives	7 mins
4. Service or initiative design	Understand how the provider has designed services or initiatives that take into account the needs of their target audience	10 mins
5. User engagement	Understand what has been effective, and what hasn't, in delivering local- and community-level interventions with their target audience, as well as key learnings and recommendations on engaging with their target audience	15 mins
6. Close	Thank you and close	2 mins

Table 12. Provider topic guide

Introductions and background	5 mins

Introduction:

- Introduce yourself and BIT

Aims of this interview

- DCMS would like to learn about what is effective in generating engagement from 'hard to reach' citizens when delivering local/community-level initiatives.
- We're here to talk about your experience as a provider of an educational initiative or programme that seeks to engage an underserved or hard to reach audience. This could include people who are typically challenging to engage with services, lack access to support, or are underserved with provisions.
- We're interested in learning from you:
  o Who your target audience is and what their needs are
  o How you've developed your initiative to meet their needs
  o What has or hasn't been effective in engaging your target audience, and any challenges you face around engagement.

This interview

- Should take no more than 45 minutes
- Want to understand things from your perspective.There are no right or wrong answers, we would just like you to speak freely

Reiterate key points:

- We will analyse interviews and use this to generate findings for a research report.
- All information gathered will be in strict confidence, unless there are concerns about the safety of you or someone else.
- May use quotes from this interview in our outputs, but these will be included in a way that no one is identifiable.
- Will be audio-recording this interview, in order to ensure we've accurately captured your views. The recording will be destroyed when the project finishes, or at any point you ask us to do so.
- We will then be using the audio-recording to transcribe this session. The transcription will be shared with DCMS, but we will remove your name and the organisation's name or any other identifying details wherever possible.
- If at any point you feel uncomfortable or prefer not to answer a specific question, you can just say so
- You are free to end the interview whenever you wish, and you have the right to withdraw from the study as a whole at any point
- *Check if they have any questions before starting*

Recording:

- Obtain verbal permission to begin audio-recording/start the audio recorder: "Are you happy for me to record the interview?"
- Start the recording
- Obtain verbal informed consent to participate in the interview: "Now that I'm recording, if you agree with the information/background information you've been provided with, can I get you to please confirm that you're happy to participate in this interview?"
- State interview number

| Scene setting | 5 mins |

I'd like to know a little bit more about your work:
1. **What is you role and how long have you been working at [provider name]**
   a. What are your specific responsibilities / role in relation to [initiative]

I'd like to know a little bit more about [initiative] & [service]:
1. Can you tell me about [initiative] in 1-2 sentences?

Target audience	10 mins

Objective of this section: understand the provider's target audience and the barriers and drivers of engagement they face with respect to educational initiatives

I'd like to know more about your target audience:

1. **Who is the target audience/s for [initiative]?**
   a. How did you select this target audience?

2. **What needs do they have with respect to [subject matter of initiative]?**
   a. How did you identify their needs?
   b. How do you think [initiative] meets their needs?
3. **Thinking about your target audience, can you talk me through:**
   a. What is challenging about engaging your target audience with [subject matter of initiative]? PROMPT: awareness, lack of need, access/location, understanding?
   b. What helps your target audience engage with [subject matter of initiative]?

Service or initiative design	8 mins

Objective of this section: understand how the provider has designed services or initiatives that take into account the needs of their target audience

I'd like to know more about the initiative you deliver and how it meets the needs of your target audience
1.

2. **What was the process of promoting the initiative?**
   a. What communication methods did you use?
      i. Why did you choose the communication methods you used to promote the initiative?
   b. Do you partner with any other organisations or get support to promote the initiative?
   c. If you were going to promote/communicate the initiative again, what would you do differently?
3. **[If applicable] How do participants sign up and take part in the initiative?**
4. **Talk me through how this initiative's services are delivered**
   a. PROMPT: do you provide training, resources, campaigns?
   b. PROBE: Why did you decide to use this type of delivery?
   c. PROBE: Why do you think this model works for your audience?
   d. How do you ensure the initiative is meeting the needs of your audience?

5. **How important is building trust with your target audience in engaging them with the initiative?**
   a. PROBE: How do you build and maintain this trust?
6. **Have there been any changes to the service delivery since the programme started?**
   a. PROBE: Why did you make changes?
   b. PROBE: What was the impact of these changes?
      i. PROMPT: willingness to engage, knowledge retainment, attendance.

User engagement	2 mins

Objective of this section: understand what has been effective, and what hasn't, in stimulating engagement from their target audience, particularly for 'hard to reach' citizens, as well as key learnings and recommendations.

1. **What does successful participant engagement look like for [initiative]?**
   a. Do you have a set of intended outcomes, and if so, what are they?
      PROMPT: For example, frequency of attendance, skill development etc
   b. In what ways do you monitor engagement?
2.

3. **What does unsuccessful participant engagement look like for [initiative]?**
   a. PROBE: For example, frequency of attendance, skill development etc

4. **I'd like to hear a bit more about who engages and doesn't engage with [initiative]:**
   a. From what you have learnt so far, what type of person do you think has been most likely to engage with [initiative]?
      i. PROBE: Why do you think this?
      ii. PROBE: Could it for example be based on age, job level, financial situation etc?
      iii. What makes them more likely to engage? PROMPT: motivation, capabilities, opportunities?
      iv. How do you adapt your initiative to make it accessible and worth participating in/valuable for participants?
   b. From what you have learnt so far, what type of person do you think has been least likely to engage with [initiative]? In other words, who are the people you're not reaching?
      i. PROBE: Why do you think this?
      ii. PROBE: Could it for example be based on age, job level, financial situation etc?
      iii. What makes them less likely to engage? PROMPT: motivation, capabilities, opportunities?
      iv. Is there anyone you think this initiative is not suitable for?
   c. Have you noticed any changes to who has engaged with the initiative over time?
5. **Are there specific points in the initiative where providers start to see participant engagement reduce?**
   a. **PROBE: Why do you think this is?**

> b. Have you ever had a participant fully engaged in the initiative and then drop off? Why did they drop off?
>   i.   PROBE: has this occurred more than once?
>
> **6. What steps has [insert organisation] have been taken to increase/facilitate engagement?**
>   a. Which approach has been most effective?
>   b. What has been the main challenge in trying to improve engagement?
>
> **7. What are the plans for the future of [initiative]?**
> **8. Overall, what would you recommend to others trying to increase engagement with similar initiatives?**

Close	2 mins

That is the end of my questions.

- **Do you have any questions for me? Do you have anything else you would like to add**
- Thank them for their time and reassure them of the anonymity of the responses, as explained at the beginning of the interview.

3.1.3 Focus groups

Sampling frame and recruitment

BIT conducted eight focus groups with eight to ten participants in each, particularly from 'hard to reach' groups to get more in-depth learnings about perceptions of media literacy and barriers to engagement with media literacy initiatives. BIT used survey results to identify who were hard to reach (i.e. less likely to engage in learning about media literacy) and the demographic factors that predicted this.

Based on the demographics, BIT created a sampling frame for focus groups that oversampled people who are less likely to have engaged in learning about media literacy in the past (see Table 12). The split of participants in each demographic group was informed by survey results. Specifically, BIT increased the number of participants per demographic group that had less engagement with media literacy principles. For example, survey findings indicated that more women (25%) than men (21%) had not looked for information about any media literacy principle. Thus, BIT chose to increase the ratio of women in the sample to better understand the specific barriers that they experienced. BIT used the same approach for the other demographic criteria.

Next, BIT engaged a recruitment agency to recruit participants as they had the necessary processes, networks and dedicated resources in place to recruit and screen for the target groups BIT identified from Phase 3 within the project time frame. One of the factors found to predict lack of engagement with media literacy was limited internet use - to ensure BIT included individuals with limited online presence in the focus groups, BIT specifically ran two focus groups with people who reported doing fewer than four online activities regularly.

Table 13. Sampling frame

	Primary criteria		Quota per focus group
Focus group 1 to 6	**Gender**	Women	At least 5
		Men	At least 3
	Ethnicity	White	At least 6
		Non-white	At least 2
	Age	18 to 24	At least 2
		25 to 64	At least 3
		65 and over	At least 3
	Socioeconomic status	Low	At least 5
		High	At least 3
	Urbanicity	Suburban/rural areas	At least 6
		Urban areas	At least 2
Focus group 7 and 8	As above but including only people that do very few (<5) online activities.		

There are limitations to adopting a purposive sampling approach, primarily, the findings from our research cannot be generalised to the entire population. Additionally, as focus groups take place online on Google Meet, participants are required to have a device (e.g., a laptop or smartphone) to be able to take part. Thus, excluding those who may not have access to these devices which could be a barrier to engagement with media literacy initiatives.

Data collection

BIT conducted eight online focus groups which lasted for 90 minutes online using Google Meet, each with 8 to 10 participants. Although our aim was to include a maximum of 8 participants in each focus, some focus groups included up to 10 participants because BIT decided to recruit 10 participants for each focus group in case participants did not show up. The focus groups were broadly structured into six sections that covered participant's understanding and perception of media literacy, where they access information and support, barriers and facilitators to engage with support and how in their opinion they best learn about the topic (see Table 13). The full topic guide is in Table 14. Prior to taking part in the focus group, participants were sent information sheets to read and consent forms to complete.

Table 14. Focus group structure

Main topic	Objective or research question covered in section
1. Introductions, background and consent	Introduce the purpose of the focus group, set the ground rules and gain verbal consent
2. Understanding and perception of media literacy	What are citizens' perceptions of the relevance of media literacy to their daily lives?
3. Usage and access	Where do they access information and support in their daily lives? Which of these sources do they trust the most and why?

4. Barriers and facilitators to engagement	Why are they not engaging with existing media literacy initiatives?
5. Educational resources	How best do they learn? What type of educational resources are most useful to them?
6. Close	Thank and close the focus group

Table 15. Focus group topic guide

1. Introductions and background	3 minutes

Introduction:

- Introduce yourself and BIT

Aims of this focus group

- We're here to talk about your thoughts about how you interact online, how you keep yourself safe and how you assess content that you see.
- We also want to hear about how you've learned about these topics in the past, whether you are aware of services that can help you learn about being safe and assessing the content you see online and what type of barriers you have faced to learning.

This focus group:
- Will last 90 mins
- No right or wrong answers - just want to understand your point of view, so please speak freely
- Before we start I'd just like to make sure everyone is comfortable using Google Meets. [MODERATOR: run through the following features]:
  - o Mute / unmute - ask participants to keep mute when not speaking
  - o Camera off / on - [MODERATOR: ask them to keep cameras on if possible]
  - o Raised hand
  - o Chat

Anonymity and privacy:
- We will not use your name anywhere in any reports we write up
- If you feel uncomfortable answering a question you can just skip it
- Just say at any point if you want to stop altogether – no problem. [If a participant wants to stop they can leave the interview and the moderator should carry on with the remaining participants].
- If later you want to withdraw anything you said - let me know

Recording:

- As was shared in the information sheet, we would like to take a video recording of the focus group. This is for the purpose of transcribing and the recording will be deleted after. Responses will be anonymous and combined with others', so you should feel free to speak openly.
- Is that okay? [If a participant doesn't want to be recorded they will have to leave the focus group.]

If yes, begin recording and state focus group number.

2. Understanding and perception of media literacy	15 minutes

1. **Firstly, can we go around the group and introduce yourself**
    1. Your first name
    2. What activities do you enjoy doing in your spare time?
    3. And just to get our creative cogs turning I have an interesting question for you all - what technology has made the most impact on your life and why? [MODERATOR: share their own answer first as an example].

2. **What sort of things do you go online for?**
    1. PROMPT: communicating with friends / family, shopping, applying for government services/benefits, banking

3. **What do you think are the skills you need to have to do these activities online?**
    1. [MODERATOR: Let participants freely discuss, then probe for any of the below skills that weren't mentioned]:
        1. *Understanding the risks of sharing personal data, such as your bank details, phone number, address*
        2. *Knowing how online environment operates, so who runs a website, what they do with the information you input*
        3. *Knowing how online information it is generated, so for example who writes the news articles you read online, where the information in the articles come from, and being able to critically analyse the content*
        4. *Understanding how the online world links with the real world consequences, so for example people being fired for writing tweets that their employers feel are offensive.*
        5. *Knowing how to participate in online engagement and contribute to making the online environment positive*
    2. Which of the skills we've talked about do you think are the most important to be able to engage online in a safe & responsible way?
    3. Which skills do you think would be the hardest to learn?

3. Usage and access	20 minutes

I'd like to now understand a bit more about how you might learn about the skills we've just talked about in your day to day lives.

1. **Let's say you want to learn how to do something new online - e.g., learn some skills or knowledge that might help you be safer or better at judging the content you see online.**
    a. Where would you go to learn about this? [PROBE: family/friends, community members, library, online platform]
    b. Why would you choose to go there specifically?

2. **Has anyone experienced an issue when trying to do something online? - let's say you were stuck or were worried about something?**

    a. What was it? [Prompt: you got a text that you thought was a scam, there was a new service you wanted to sign up for, you saw something online that you weren't sure was true or not]

    b. [MODERATOR: pick 2-3 participants and ask them to share what their issue was, then ask:] Did you go anywhere to get help with this issue?

    c. Has anyone else gone to get help for issues they've experienced online?

        i. [MODERATOR: pick 1-2 participants that answered YES]:

            1. Where did you go for help? Why did you choose to go there specifically?

            2. [PROBE if people mostly mention informal channels for help like family/friends, general google search]: has anyone ever taken a course or used more formal resources or services to develop skills or get help with an issue?

            3. Which service? Why did you choose that particular service?

            4. What type of help were you looking for? [PROBE: Information, support, advice]

        ii. [MODERATOR: then pick 1-2 participants that answered NO]

            1. Are you aware of anywhere you could go for help if you wanted to?

            2. Why do you think you've never used help like this before? [PROBE: understanding, awareness, need]

            3. Where would you go to find help like this? [PROBE: family/friends, community members, library, online platform]

            4. Why would you go to them for help?

[MODERATOR: if there is little response to these questions or few participants have experience of challenges online they've sought help with, provide the following hypothetical scenario and ask these follow-up questions to the participants]:

SCENARIO 1: *I would like you to imagine yourself in the following scenario: You've heard about a new bank that is entirely online. You go to sign-up using an app and notice that they ask for a lot of information from you in order to sign up for an account (like passport, NI number, address, phone number and a video and picture of yourself).*

    1. *The first thing I want to ask is what you think you'd do in this situation. What are some of the things you'd be thinking about?*

    2. *Would you consider getting help to decide whether you sign up for the account?*

        1. *Why would or wouldn't you? [PROBE: Awareness, access, understanding]*

        2. *Where do you think you would get help? Why would you choose to go there?*

        3. *Is there anyone you'd talk to about this?*

SCENARIO 2: *Here's a different scenario: you get a message on Whatsapp from your mum with a link to a news story on a website you haven't heard of before.*

    1. *The first thing I want to ask is what you think you'd do in this situation. What are some of the things you'd be thinking about?*

    2. *Would you check anywhere else to find out more about the story?*

        a. *Why or why not?*

        b. *Where would you check? Why would you check there?*

        c. *How do you assess whether something you see online is good quality?*

4. Barriers and facilitators to engagement	30 minutes

We've just been talking about the different places you might go to learn about skills you use to be safe or better judge the content you see online. [MODERATOR: recap some of the places that people mentioned they'd go for help or to learn new skills]. Now let's talk a little bit about why some people might find it difficult to get help with these things or learn the skills

1. **Let's say you are aware of 1-2 places where you could go for help with a challenge you're having online or to learn about being safe and responsible online. What goes through your mind when you are considering whether or not to actually use a service or resource?**
   a. [MODERATOR: let them discuss freely then probe]

2. **What things would / did you consider if deciding where to get help?**
   [MODERATOR, probe for the following:]
   a. **Helpful:** how helpful it would be or if it could teach you anything.
      i. **Time:** how much time it would take you to use it
      ii. **Trust:** whether or not you trust the provider
      iii. **Logistics:** practicalities/logistics of attending using that service, e.g., whether it's offered online or via other channels, when it's offered
   b. **Communications:** They were motivated by the communications about the service
   c. **Looking for expertise:** whether the services or resources would meet their needs

3. **What makes you more likely to pick a person or organisation to help you with learning these skills? ?** [MODERATOR, probe for the following:]
      i. **Trust:** if the person/organisation was trustworthy
   b. **Benefit:** if you saw how learning the skills would benefit you
      i. **Relevant:** if it's tailored to the things you do online
   c. **Logistics:** if it was available at the right time & format
   d. **Recommendations:** a family member / friend recommended it it

4. **What things do you think would make it difficult to get help or learn a new skill from a person or organisation?**
   a. What factors make it difficult? [MODERATOR: Note down all the challenges mentioned]
      i. [Prompt: if participants mention COST, ask if they've come across resources that weren't free to use that they would have used if they were free]
   b. Let's prioritise these, which of these do you feel make it most difficult to get help?

5. **Let's think of what could be done to address these challenges…**
   [MODERATOR: Go through all the challenges and have participants share ways in which they think these challenges could be addressed/solved]

5. Educational resources	20 minutes

We'd now like to learn a bit about how you've learned to do other new things not related to being online and what you've found worked well or what hasn't worked well for you in the past.

1. **Has anyone here done any training or courses to learn about something new? Can you share what it was for?** [PROBE: training, course or resource, online or in-person, college, recreational course, modular courses or one-off courses, assessed / accredited course, community based or national]

2. **[MODERATOR: choose 1 respondent that indicated they had taken training before and then ask] What made you decide to use / take part in [the resource]?**
   a. How did you find out about it?
      i. Probe: Did anyone find out about their training or course in a different way?
   b. How useful did you find the training or resource?
      i. What did you like about this resource? Probe for: the delivery mechanism (e.g., online/offline), the facilitator (someone trusted), logistics (e.g., time / location)
      ii. What could have been improved about the service / resource?
   c. **[MODERATOR: repeat question 15 for different respondent]**
      i. [MODERATOR: then open the question to the rest of the participants] Did anyone find anything else useful, or have anything else they would improve about the resource they used?

3. **For those of you that haven't used training resources or taken a course before:**
   a. Is there anything you have wanted to learn more about?
   b. What stopped you from accessing training or learning about it?
   c. Where would you go to find training or resources?

6. Close	2 minutes

Do you have any questions on what we have covered in the focus group?

<u>You can round off the focus group by summarising the main points you learned from the focus group, and ask the respondent if they want to comment.</u>

Thank them for their time and reassure them on the anonymity of the responses, as explained at the beginning of the focus group.

Analysis

Interview and focus group transcripts were data managed and analysed using the Framework Approach.[115] This involved summarising transcripts and notes into a matrix organised by themes and sub-themes (columns) as well as by individual cases (rows) determined by the research questions. BIT conducted thematic analysis to focus on providing rich descriptions of participant experiences, whilst looking for explanation and linkages within and across participant groups. One consideration to keep in mind when interpreting the findings from the analysis is that findings should not be generalised across all participants, but rather understood as conveying some of the range and diversity of participant experiences.

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