



Media literacy uptake among 'hard to reach' citizens

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THE
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Executive summary

Project overview

There is no single universal definition of media literacy. It encompasses a broad range of topics and issues and has been interpreted in different ways by various organisations and institutions. The UK government's media literacy Knowledge and Skills Framework¹ highlights five principles that support strong media literacy capabilities online, which state that users should understand:

- 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;
- how the **online environment** operates and use this to inform decisions online;
- how online content is generated, and be able to critically analyse the content they consume (**information consumption**);
- actions online have **consequences offline**, and use this understanding in their online interactions; and
- how to **participate in online engagement** and contribute to making the online environment positive, whilst understanding the risks of engaging with others.

The definition of media literacy that we have adopted for this research project encompasses all these principles and refers specifically to users' capabilities online.

The UK has a higher-than-average rate of media literacy, ranking 11th out of 41 European countries in the 2022 European media literacy Index² and according to the Department of Science, Innovation, and Technology (hereafter, DSIT) 170 organisations deliver or have delivered initiatives in this space. However, DSIT's research and stakeholder engagement has identified that a significant portion of the population lack access or do not engage with media literacy provision. These citizens have been termed '**hard to reach**'.

To address the challenge of a lack of engagement, DSIT has established the Media Literacy Taskforce. The Taskforce is comprised of 18 cross-sector media literacy

In the context of this project, 'hard to reach' citizens include people who:

- are disengaged with the issue of online safety (e.g., do not see its relevance);
- are overconfident in their media literacy capabilities;
- are outside of formal education settings where media literacy education may take place; and
- lack access to media literacy education or have limited awareness of how to access support (e.g., digital exclusion).

¹ [DSIT Online Media Literacy Strategy](#)

² [How It Started, How It is Going: Media literacy Index 2022 | OSIS.BG](#). This index assesses the resilience potential to fake news in 41 European countries, using indicators for media freedom, education and trust in people.

experts who have responsibility for overseeing an ambitious work programme to extend provision of media literacy education to 'hard to reach' citizens. As part of this Taskforce work programme DSIT commissioned the Behavioural Insights Team (BIT) to deliver this research project, which will enable DSIT and the wider sector to better understand which groups are 'hard to reach', what their barriers to engagement with media literacy provision are and where there are opportunities to stimulate this engagement in their daily lives. These findings will inform the development of the Taskforce's work programme in future.

The objectives of this research project were to:

- identify 'hard to reach' citizens' barriers to engaging with media literacy provisions;
- where possible, categorise these citizens into distinct groups that can inform the targeting and tailoring of future interventions;
- identify opportunities and enablers to improve citizens' engagement with media literacy provision in their daily lives.

The main activities undertaken in this project include:

- a review of existing literature and evidence related to engagement rates with media literacy provisions;
- an online survey of a nationally-representative sample of 5,071 respondents, and an additional sample of 197 underrepresented^{3*} adult citizens; and
- qualitative research to gain more detailed insights into barriers to engagement with media literacy opportunities through a combination of focus groups with citizens, and interviews with providers of local- and community-level media literacy and educational initiatives.

Key findings

We split our general population sample into 'engaged' and 'not engaged' based on whether they had engaged with any of the media literacy principles outlined in the survey (which were rewritten to be clear to a layperson without knowledge of what 'media literacy' entails). **23% of the general survey respondents were classed as 'not engaged'** and we found that this group were more likely to do practical tasks such as sending or receiving emails or financial transactions but were less likely to do entertainment activities such as watching TV or films on streaming services, watching videos on sites like YouTube, or listening to music streaming services.

No demographic group stood out as 'not engaged'. Those who were in the 'not engaged' group were more likely to be older, female, White, have low or medium socioeconomic status (SES), live in rural areas, or be unemployed. However, while the 'not engaged' group were more likely to have these demographic characteristics, it was not the case that a majority of people within each characteristic were 'not engaged'.

^{3*} This refers to segments of the population who do less online (typically four or fewer activities out of a list of 17 activities that people do online) and would be less likely to complete an online survey. we conducted landline and mobile telephone interviews with this group.

The findings from the survey and the qualitative research suggest that **media literacy is perceived as relevant to engage with if it aligns with the activities that people perform online rather than as an abstract concept or general skill for people to acquire**. For example, in the survey we found that around 1 in 2 (51%) of the general population thought they would benefit most from understanding how platforms use their data and online activity to personalise what they see online, while only 3 in 10 (28%) thought they would benefit from learning about sharing content and communicating with others online in a safe, responsible, and positive manner. In the focus groups, participants who read the news online described using skills to critically analyse content, whereas participants who used social media described how they used their skills to report unwanted comments and posts on platforms such as Facebook. It appears that people use media literacy skills at the point at which they need it to complete a specific task, or when they encounter potentially-harmful content.

Capability and motivational barriers came across in this work as being important factors influencing the uptake of media literacy information and training. Lack of awareness on where to go for support and information, and participants' perception of their own skills (whether high or low) served as barriers to engagement relating to capability. From a motivational perspective, the notion that online platforms should be responsible for keeping them safe online, and lack of trust in organisations served as barriers to engagement. In terms of enablers, **the trustworthiness of the organisation would be a key factor in increasing engagement**, as well as individualistic motivational factors such as how this initiative would benefit someone or be relevant to their online needs.

Turning to the dissemination of information on media literacy, the survey results suggest that people are aware of media literacy principles but rarely mention or refer to any specific media literacy initiative when asked to name one. Within the general population sample, 77% of people said that they had previously looked for information on media literacy. A further 6% said they knew where to go to find information if they needed it. However, **when it came to looking for information on media literacy, in general people appeared to rely most on general online searches or looked on YouTube for specific queries on how to do something. They relied least on formal educational settings.**

Trust appeared to be a key factor in where people went for information, with people looking to government sources and public-minded websites, as well as friends and family, to be able to filter sources appropriately for them and be incentivised to provide impartial information. 77% of participants said that either not trusting organisations to give them high quality information was a barrier to engaging, or that they would take part in media literacy initiatives if the organisation was reputable and trustworthy. These participants highlighted that local government bodies (39%), independent regulators (39%), libraries (38%), charities (36%) and the UK government (34%) were the most trustworthy organisations to provide courses, training programmes or other resources to help them with their online activities.

When it came to how best people learn, we found that the design of the delivery would be important, including how flexibly it was available and how many sessions it would involve. However, people's preferences were disparate when it came to the timing, number, and length of sessions.

Recommendations

Below we outline our key recommendations based on these findings.

Media literacy initiatives should be tailored to people's specific online activities and needs, rather than adopting a one-size-fits-all approach. People appear to undertake a wide variety of activities online, and tailoring the approaches to meet their needs could help with uptake. For example, for adults who use social media a lot, initiatives that help them engage with social media effectively will likely be more impactful than initiatives designed for people who undertake a lot of practical activities online, who might benefit more from understanding how to stay safe from online scams.

Media literacy initiatives should be marketed and signposted at the point at which people see them as being most pertinent. People appear to seek out information on media literacy at a point of need, such as when they encounter potentially harmful content. This might suggest that initiatives should focus more on meeting people's needs when they need them the most and on the skills they see as most pertinent. However, we argue that to meet and manage risks that have not been conceived of or perceived yet, and participate positively online as a digital citizen, a wider set of skills is required to engage meaningfully and positively online. Rather than narrowing the provision, we suggest that when marketing media literacy initiatives the focus should be on how the initiatives will tangibly meet people's immediate objectives, while still covering broader elements of media literacy in the actual content delivery. For example, if an adult who is concerned about scams engages with media literacy support, the initiative they engage with could also teach them more broadly about building resilience to dis/misinformation.

To engage people, the trustworthiness of the messenger appears to be a key enabler. Building on the findings around how best people learn, we recommend that short informational videos and handouts on media literacy topics are hosted on trustworthy sites (such as gov.uk) and made visible on these sites through promotions so that people have an easy, reliable source of information to go to when they have specific questions. Given that people's preferences are disparate when it comes to the timing, number, and length of sessions, this suggests that there needs to be a number of different types of initiatives to meet people's varying needs.

1. Project overview

Media literacy encompasses a broad range of topics and issues, with no consistent agreed-upon definition. This has been interpreted in different ways by various organisations and institutions. The UK government's media literacy Knowledge and Skills Framework⁴ highlights five principles that support strong media literacy capabilities online, which state that users should understand:

- 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;
- how the **online environment** operates and use this to inform decisions online;
- how online content is generated, and be able to critically analyse the content they consume (**information consumption**);
- actions online have **consequences offline**, and use this understanding in their online interactions; and
- how to **participate in online engagement** and contribute to making the online environment positive, whilst understanding the risks of engaging with others.

The definition of media literacy that we have adopted for this research project encompasses all these principles and refers specifically to users' capabilities online.

Despite the UK ranking 11th out of 41 European countries in the 2022 European media literacy Index⁵ DSIT's research and stakeholder engagement has identified that a significant portion of the population lack access or do not engage with media literacy provision. These citizens have been termed '**hard to reach**'.

In the context of this project, 'hard to reach' citizens include people who:

- are disengaged with the issue of online safety (e.g., do not see its relevance);
- are overconfident in their media literacy capabilities;
- are outside of formal education settings where media literacy education may take place; and
- lack access to media literacy education or have limited awareness of how to access support (e.g., digital exclusion).

To address the challenge of a lack of engagement, DSIT has established the Media Literacy Taskforce comprising 18 cross-sector media literacy experts who have responsibility for overseeing an ambitious work programme to extend provision of media literacy education to 'hard to reach' citizens. As part of this Taskforce work programme DSIT commissioned BIT to deliver this research project, which will enable DSIT and the wider sector to better understand which groups are 'hard to reach', what their barriers to engagement with media literacy provision are and where there are opportunities to stimulate this engagement in their

⁴ [DSIT Online Media Literacy Strategy](#)

⁵ [How It Started, How It is Going: Media literacy Index 2022 | OSIS.BG](#). This index assesses the resilience potential to fake news in 41 European countries, using indicators for media freedom, education, and trust in people.

daily lives. These findings will inform the development of the Taskforce's work programme in future.

As set out in the executive summary this project sought to:

- identify 'hard to reach' citizens' barriers to engaging with media literacy provisions;
- where possible, categorise these citizens into distinct groups that can inform the targeting and tailoring of future interventions; and
- identify opportunities and enablers to improve citizens' engagement with media literacy provision in their daily lives.

1.1 Thematic organisation of research questions

For this project, the following activities were undertaken:

- a review of existing literature and evidence related to engagement rates with media literacy provisions;
- an online survey of a nationally-representative sample of 5,071 respondents, and an additional sample of 197 underrepresented^{6*} adult citizens; and
- qualitative research to gain more detailed insights into barriers to engagement with media literacy opportunities through a combination of focus groups with citizens and interviews with providers of local- and community-level media literacy and educational initiatives.

This report largely focuses on the findings from the surveys and the qualitative research. Where relevant, the evidence review has been integrated into this report. The Technical Appendix that accompanies this report contains details of the methodology used for each of the activities as well as the full findings from the evidence review.

Table 1 below outlines the research questions that informed the design of the survey as well as the qualitative research phase and outlines how these questions fed into the development of the six themes delineated in the report. The objectives and research questions for the evidence review have been outlined in the Technical Appendix on page 4.

^{6*} This refers to segments of the population who do less online (typically four or fewer activities out of a list of 17 activities that people do online) and would be less likely to complete an online survey. We conducted landline and mobile telephone interviews with this group.

Table 1. Thematic organisation of research questions		
Theme	Qn No.	Research question
Current online activity	RQ1a	What do people, including those who do not engage with media literacy, do online and how often do they engage in different activities?
Engagement with media literacy	RQ3a	To what extent do people engage with media literacy principles at present? How useful are they and why?
	RQ3b	What groups use media literacy provisions, are there any groups that do not engage?
Perception of media literacy	RQ1b	Where in their online activities do people think media literacy skills would benefit them/to what extent do they believe these skills to be relevant to them?
	RQ5b	How confident do people feel about their online media literacy skills?
	RQ7	What are citizens' perceptions of the relevance of media literacy to their daily lives?
Barriers and enablers	RQ5a	What are the key barriers and enablers for citizen engagement with media literacy initiatives?
	RQ5c	What are the key barriers and enablers for citizen engagement with media literacy initiatives for specific groups, including 'hard to reach' groups?
	RQ8	Why are people not engaging with existing media literacy initiatives?
Dissemination	RQ2a	How aware of existing media literacy initiatives are people?
	RQ4a	Where and how do people generally source information, seek support, and access learning?
	RQ4b	Where and how do users look for media literacy-related information?
	RQ6	Where do people want to find information on media literacy?
	RQ9	Where do people access information and support in their daily lives? Which of these sources do they trust the most and why?
	RQ10	How best do people learn? What type of educational resources are most useful to them?

1.2 Methodology

1.2.1 Evidence review

In this phase, we reviewed existing evidence and literature related to citizen engagement with media literacy support, including barriers to engagement. The process comprised two stages:

- Collation of evidence: in this stage, we first determined the optimal search terms relating to media literacy provision and then undertook a multi-phase approach to uncovering academic literature, as well as grey literature (such as government reports or reports by relevant think tanks and research organisations) relating to this topic.
- Assessment of evidence: the evidence collated in the first stage was then critically assessed to decide whether it merited inclusion in the evidence review, based on whether the actual topic was relevant enough to warrant inclusion, and based on whether the methodology used in the study was robust enough for it to be included.

Full details of the evidence review, and the methodology used are available in the Technical Appendix.

1.2.2 Survey

Survey design

We worked with DSIT 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. When discussing the survey results in this report, we refer to the five media literacy principles in DSIT's Media Literacy Knowledge and Skills Framework from the government's Online Media Literacy Strategy⁷. 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 2 below outlines how the media literacy principles were rewritten for the purposes of the survey.

⁷ [DSIT Online Media Literacy Strategy](#)

Table 2. 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.	Principles rewritten to make it easy for a layperson to understand in the online survey
Users should understand...	
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

We had two sample groups for the survey. We recruited a general population sample of 5,071 UK adults between 28 November and 6 December 2022. This sample was nationally representative with respect to age, gender, income, region in the UK and ethnicity.

To ensure we captured the experiences of those who do less online and were less likely to complete our online survey, we also recruited a specialist sample of 197 people. Landline and mobile telephone interviews were conducted with this group 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.

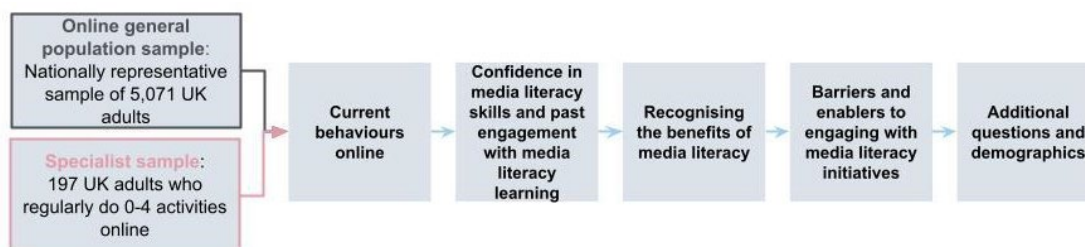


Figure 1. Outline of the survey design.

Survey analysis and reporting

In reporting the survey results, we refer throughout to the full general population sample. Where we are referring to results from a specific subgroup that is specified explicitly. All the subgroups used in the analysis are listed below.

Full General Population sample

N = 5,071. This is the full sample recruited online and is representative of the UK population. The full demographic details of this sample are outlined in the Technical Appendix.

'Engaged' and 'Not Engaged' groups

The Full General Population sample could be divided into subgroups based on whether people had previously looked for information on any of the media literacy principles outlined in Table 2.

Table 3. 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 one of the six media literacy principles.
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 users

Based on trends in the online activities that the general population sample did regularly, we used a latent class analysis to identify six groups of internet users (Table 4). These groups are similar to groups of digital media users identified in previous work by our academic advisor, Professor Simeon Yates⁸.

⁸ 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>

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, have a higher proportion of respondents who are employed 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, have a higher proportion of respondents who are female and who live in rural 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 online.	Compared to the general population, this group tends to be younger, and have a higher proportion of respondents who are female and who 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, have a higher proportion of respondents who are male and who do not live in urban areas.
Entertainment / social limited 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, have a higher proportion of respondents who live in urban areas, who have children aged under 18 and who only use their mobile to access the internet.
Limited users	n = 755	This group does substantially less online compared to the	Compared to the general population, this group

Class name	Class size	Description	Demographic characteristics
		average internet user. Their most frequent activities are connecting with others, shopping online or watching/streaming videos.	tends to be younger, have a higher proportion of respondents who are male, who come from an ethnic minority background and who only use their mobile to access the internet.

Specialist sample

As mentioned above, this sample (N = 197) was recruited through landline and mobile phone interviews to ensure we captured the experiences of those who may otherwise be digitally excluded. To be eligible for this specialist sample, participants indicated that they regularly did four or fewer online activities, from a list of 17. This sample was older, female, had more White respondents, and had more people living in rural areas when compared to the full general population sample.

1.2.3 Qualitative research

The qualitative research phase focused on understanding barriers to engagement and media literacy learning opportunities. More specifically, we conducted a series of:

- 10 interviews with providers of local- and community-level educational initiatives, and
- Eight focus groups with 8-10 participants, 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. We used the survey results to identify those who were hard to reach (i.e., less likely to engage in learning about media literacy) and the demographic factors that predicted this.
 - One of the factors found to predict lack of engagement with media literacy was limited internet use. To ensure we included individuals with limited online presence in the focus groups, we specifically ran two focus groups with people who reported doing fewer than four online activities regularly. These focus groups were termed those with “low internet users” in the findings that follow.

As with the survey above, respondents may not have been familiar with the term “media literacy” so they were asked in layman's terms about the principles outlined in Table 3, and about their activities online. In focus groups where they were asked specifically about media literacy this was defined in advance so that participants understood what was being referred to.

Interview and focus group transcripts were data managed and analysed using the Framework Approach⁹. 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. We conducted thematic analysis to focus on providing rich descriptions of participant experiences, whilst looking for patterns 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 participants' experiences.

In the remainder of this summary report, we cover each of the themes outlined above in Table 1 in turn, drawing on evidence from each of the relevant phases of work to inform the research questions for each theme. This is followed by a concluding section that highlights the recommendations arising from this work.

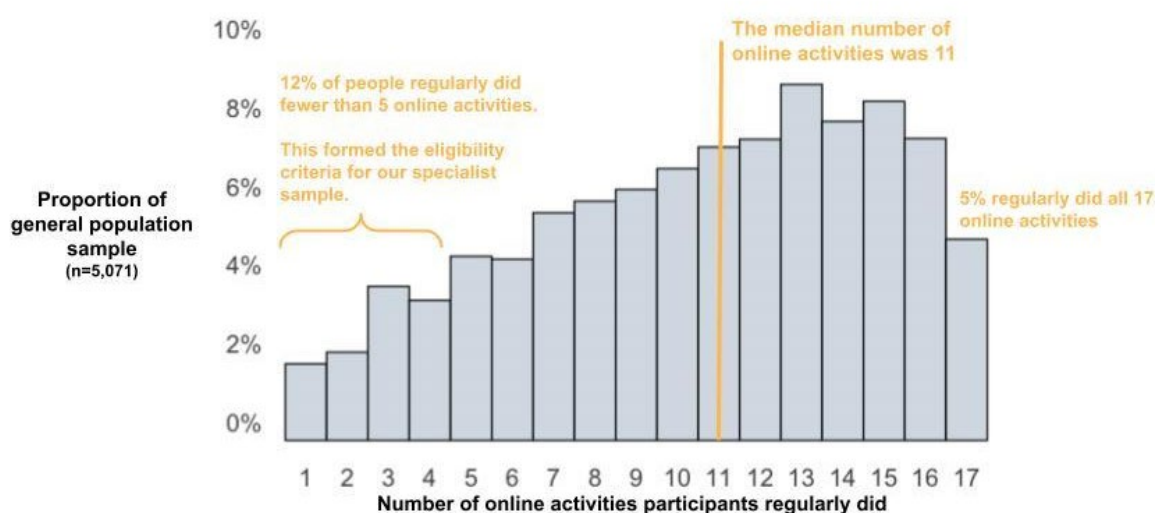
⁹ Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science pupils and researchers*. Sage.

2. Current online activity

In this section, we look at what people do online, including the general population sample as well as specific subgroups to build an understanding of what activities people do most frequently online, and what activities they spend the most time doing online.

RQ1a. What do people, including those who do not engage with media literacy, do online and how often do they engage in different activities?

In the survey we found that on average, the general population sample regularly did 11 of the 17 online activities. One in eight did fewer than five online activities, while one in 20 did all of them, as shown in Figure 2.



Data collected by BIT on 28 November-6 December 2022.

Figure 2. Proportion of respondents in the general population sample and the number of activities they regularly do online.

The activities that the most people regularly did online were specific everyday activities - sending or receiving emails (79%), online shopping (79%), general online searches (75%), using chat or messaging sites (75%) and using social media sites or apps (73%). The activities that people tended to spend the most time doing were more social and entertainment activities, such as using social media sites or apps, watching TV or films on streaming services and using chat or messaging sites.

The activities that the fewest people regularly did online were more specific activities such as signing online petitions (31%), looking for job opportunities (37%) and playing games (45%). The activities that they spent the least time doing were signing petitions, completing government processes, or finding information for leisure activities.

The 'engaged' and 'not engaged' groups tended to do slightly different online activities. We found that the 'not engaged' group were more likely to do practical tasks such as sending or

receiving emails or financial transactions but were less likely to do entertainment activities such as watching TV or films on streaming services, watching videos on sites like YouTube, or listening to music streaming services.

The specialist sample, by definition, regularly did four or fewer online activities. The activities that the most people in the specialist sample did online were more practical tasks rather than social or entertainment activities. The most common activities were sending or receiving emails (54%), online shopping (50%), general online searches (40%), financial transactions (34%) and accessing news content (15%). The activities they were least likely to do were similar to the general population sample, such as looking for job opportunities or signing online petitions. Therefore, we found that the specialist sample also tended to do more practical activities.



Overall, there is wide variety in what kinds of activities different types of users do online. We found that the 'not engaged' group were more likely to do practical tasks such as sending or receiving emails or financial transactions but were less likely to do entertainment activities such as watching TV or films on streaming services, watching videos on sites like YouTube, or listening to music streaming services.

3. Engagement with media literacy

In this section, we look specifically at how people have previously engaged with media literacy, how useful they found it, and who are the people who have not previously engaged with media literacy. The focus of this section is to understand who is in the 'engaged' and 'not engaged' groups. We also look at how the specialist sample and classes of internet users have previously engaged with media literacy.

RQ3a. To what extent do people engage with media literacy at present? How useful are they and why?

In the survey, 77% of the general population sample had previously looked for information on at least one media literacy principle, while 23% had looked for information about all 6 media literacy principles and another 23% had not looked for information about any (see Figure 3).

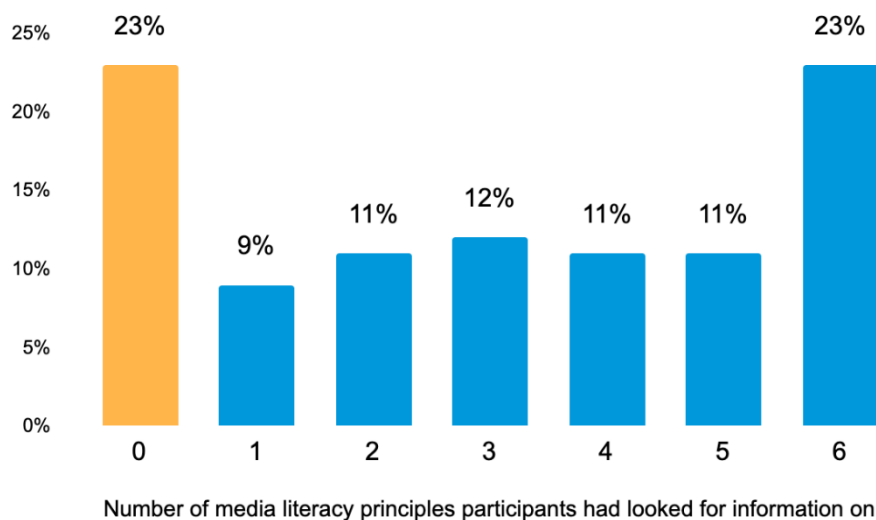


Figure 3. Proportion of respondents from the general population sample who had previously looked for information on 0-6 media literacy principles.

Looking specifically at the media literacy principles that people had previously searched for, no single item stood out. 55% had looked for information about “*sharing content and communicating with others online in a safe, responsible, and positive manner*”, and 52% had looked for information about “*knowing how to find reliable information, what the key signs of false information are and the consequences of spreading false information online*”. Full results are shown in Table 5.

Table 5. % of people that had previously looked for information about...	
...sharing content and communicating with others online in a safe, responsible, and positive manner	55%
...knowing how to find reliable information, what the key signs of false information are and the consequences of spreading false information online	52%
...understanding how platforms use their data and online activity to personalise what they see online, and how this personalisation influences their views	51%
...identifying and respond effectively to unwanted, abusive, or hateful content or behaviours	50%
...recognising when they are seeing paid promotions and sponsored ads online	50%
...understanding the risks of sharing their and others' personal information online and knowing how to protect their privacy online	50%

Of the 77% who had looked for information about at least one media literacy principle, the majority (around 3 in 4) felt that what they learnt was useful, as in Table 6.

Table 6. Of those who said they had learnt about these topics, % thought it was useful to...	
...know how to find reliable information, what the key signs of false information are and the consequences of spreading false information online (n = 2,624)	77%
...identify and respond effectively to unwanted, abusive, or hateful content or behaviours (n = 2,524)	77%
...share content and communicate with others online in a safe, responsible, and positive manner (n = 2,814)	77%
...understand how platforms use your data and online activity to personalise what you see online, and how this personalisation influences your views (n = 2,568)	75%
...understand the risks of sharing your and others' personal information online and knowing how to protect your privacy online (n = 2,549)	74%
...recognise when you are seeing paid promotions and sponsored ads online (n = 2,512)	74%

RQ3b. What groups use media literacy provisions, and are there any groups that do not engage?

Overall, we found that a large portion of the population surveyed, across all levels of online activity, were disengaged (i.e., hard to reach) with respect to learning about media literacy. As shown in Figure 3, 23% of the general population sample had not looked for information on any of the six media literacy principles. We deemed this group to be not engaged with media literacy.

The 'not engaged' group were more likely to be older, female, White, have low or medium socioeconomic status (SES), live in rural areas, or be unemployed. However, while the 'not engaged' group were more likely to have these demographic characteristics, it was not the case that a majority of people within each characteristic were 'not engaged'. Additionally, we 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 were more likely to be younger, male, live in urban areas, have a higher SES or have children aged 18+.

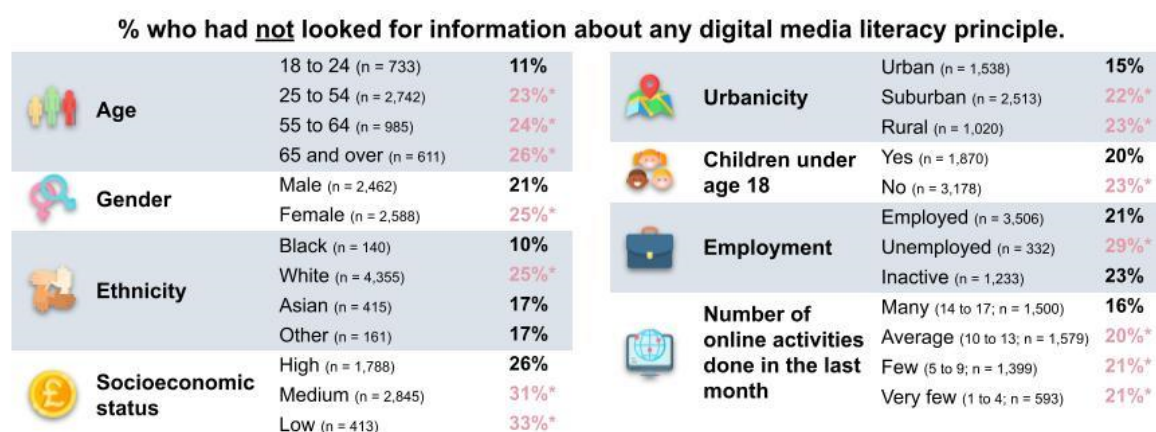


Figure 4. Demographic characteristics for respondents from the general population who had not looked for information about any media literacy principle.^{10*}

We found that practical users, both practical extensive users and practical limited users, were the least likely to have engaged with media literacy in the past. 28% of practical extensive users and 36% of practical limited users had not previously looked for information on any media literacy initiatives. These practical users tend to be older and not live in rural areas.

Amongst our specialist sample, the proportion of participants who had not previously looked for information on any of the media literacy principles was higher, at 40%, than the general population sample (23%). This is not surprising given that this sample tended to do fewer activities online, be older, and were more likely to live in rural areas.

^{10*} Numbers in pink are statistically significantly higher than the reference category, which is the lowest value within each group ($p < 0.05$). For example for age, the reference category is 18-24, and all other age groups were statistically significantly higher than the reference category. Lack of engagement with media literacy was not statistically different for region, education, first language and whether participants only accessed the internet via their mobile



Across the general population sample, 23% of those surveyed had not looked for information on any media literacy principle. This group of people was classed as 'not engaged' in our survey.

No demographic group stood out as 'not engaged'. Those who were in the 'not engaged' group were more likely to be older, female, White, have low or medium socioeconomic status (SES), live in rural areas, or be unemployed.

However, while the 'not engaged' group were more likely to have these demographic characteristics, it was not the case that a majority of people within each characteristic were 'not engaged'.

In our analysis of different types of users, we found that practical users (who go online for practical activities rather than social and entertainment activities) were more likely to be 'not engaged'.

4. Perception of media literacy

In this section, we look at where in their daily lives' citizens perceive media literacy skills to be relevant or useful to them, as well as how confident people reported feeling about their media literacy skills.

RQ1b. Where in their online activities do people think media literacy skills would benefit them/to what extent do they believe these skills to be relevant to them?

In terms of perceived benefits of media literacy, for the general population, we found that around 1 in 2 (51%) thought they would benefit most from knowing more about understanding how platforms use their data and online activity to personalise what they see online, and how this personalisation influences their views, while another 1 in 2 (49%) understood the risks of sharing their and others' personal information online and knowing how to protect their privacy online. Only 3 in 10 (28%) thought they would benefit from sharing content and communicating with others online in a safe, responsible, and positive manner or recognising when they are seeing paid promotions and sponsored ads online. Around 1 in 6 (17%) said that they would not benefit from knowing about any media literacy topic.

Table 7. Percentage of respondents from the general population sample who said they would benefit from knowing more about...

...understanding how platforms use their data and online activity to personalise what they see online, and how this personalisation influences their views	51%
...understanding the risks of sharing their and others' personal information online and knowing how to protect their privacy online	49%
...knowing how to find reliable information, what the key signs of false information are and the consequences of spreading false information online	43%
...identifying and respond effectively to unwanted, abusive, or hateful content or behaviours	34%
...recognising when they are seeing paid promotions and sponsored ads online	28%
...sharing content and communicate with others online in a safe, responsible, and positive manner	28%
% who did not think they would benefit from knowing more about these topics	17%

We found that 'practical but limited' users were most likely to say that they would not benefit from learning about any media literacy topic. 25% of this group said that they would not

benefit from learning about any media literacy principles. This may be because this group tend not to use the internet much generally, but when they do, they tend to focus on quite specific tasks. We found the general ranking of the perceived benefits was similar across all subgroups analysed.

In terms of recognising the benefits of media literacy topics, we found that people were generally aware about what activities would be most useful for their online activities. For example, people knew that the risks of sharing information would be most useful for online shopping and financial transactions, whereas they generally understood that finding reliable information was important on social media and for general searches. Similarly, they understood that knowing how platforms use data was important for social media and online shopping. This suggests a general sophistication of some internet users in their understanding of online content and what they need to know.

Table 8. Percentage of respondents who think they would benefit from learning about media literacy when undertaking this online activity^{11*}.

Risk of sharing information (n = 2,046)		How platforms use data (n = 1,929)		Finding reliable information (n = 1,466)		Identifying hateful content (n = 830)		Recognising paid promotions (n = 655)		Sharing content safely (n = 556)	
36%	Online shopping	34%	Online shopping	29%	Social media	39%	Social media	28%	Online shopping	34%	Chat or messaging
34%	Financial transactions	31%	Social media	27%	General search	29%	Chat or messaging	24%	Social media	32%	Social media
28%	Social media	26%	General search	25%	Online shopping	20%	Email	19%	Watching videos	25%	Email
6% did not think it would be useful		7% did not think it would be useful		5% did not think it would be useful		7% did not think it would be useful		5% did not think it would be useful		7% did not think it would be useful	

^{11*} Participants answered this question if (1) they did the activity and (2) they thought they would benefit from the media literacy principle. Numbers in this table show the proportion of people who thought they would benefit from the media literacy principle for each activity, whether they regularly did that activity. Therefore, numbers in this table should be interpreted as “the proportion of the population who think that they would benefit from the media literacy principle, whether or not they did that activity.”

RQ5b. How confident do people feel about their online media literacy skills?

In the survey, we found that general confidence in media literacy was high for both the general population and specialist sample, although on average the specialist sample was less confident.

We should note that this is self-reported confidence, rather than evaluated skill. Wider evidence shows that only 5 in 10 can correctly identify adverts on Google¹². 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 true¹³.

Turning back to the survey, we found that nearly 1 in 2 of the general population surveyed were confident in their ability to do tasks associated with all the media literacy principles. People were most confident in their ability to share content and communicate with others online in a safe, responsible, and positive manner, while they were least confident in their ability to understand how platforms use their data and online activity to personalise what they see online, and how this personalisation influences their views.

Table 9. Proportion of respondents who said they were confident in their ability to...	General population (n = 5,071)	Specialist sample^{14*} (n = 197)
...share content and communicate with others online in a safe, responsible, and positive manner	80%	79%
...understand the risks of sharing their and others' personal information online and know how to protect their privacy online	76%	72%
...recognise when they are seeing paid promotions and sponsored ads online	77%	76%
...identify and respond effectively to unwanted, abusive, or hateful content or behaviours	74%	64%
...know how to find reliable information, what the key signs of false information are and the consequences of spreading false information online	74%	68%
...understand how platforms use their data and online activity to personalise what they see online, and how this personalisation influences their views	64%	58%
...confident in all the media literacy principles above	45%	37%

We found that the 'engaged' group were around 10 percentage points more confident than the group that were not engaged. This suggests that even though some people were less

¹² [Media Literacy Strategy - Mapping Exercise and Literature Review - Phase 2 Report](#)

¹³ [C4 study reveals only 4% surveyed can identify true or fake news | Channel 4](#)

^{14*} Numbers shaded in red are at least 5 percentage points lower than the general population sample average.

confident in their media literacy abilities, this relative lack of confidence did not make them more likely to engage with media literacy principles.

Extensive internet users were the most confident, while limited users were least confident in their ability to do each of the media literacy principles. This suggests a close relationship between having an online presence and confidence in media literacy skills.

Additionally, of those who say they would not benefit from learning more about media literacy, 47% said "I already understand enough about these topics".

RQ7. What are citizens' perceptions of the relevance of media literacy to their daily lives?

In this subsection we collate the findings from the qualitative research, namely the focus groups and the provider interviews. Below we summarise the key findings from this research on how people reported using media literacy skills, and how they found them to be relevant to their daily lives:

- **Online activity:** the reported use of media literacy skills corresponded to what activities participants said they performed online. Providers also reported using users' needs and interests to facilitate engagement with initiatives. This suggests media literacy is perceived as relevant to engage with if it aligns with what participants perform online rather than as an abstract concept or general skills for people to acquire.
- **Risk perception:** media literacy skills are relevant to engage with if they align with participant perception of risk, because perceived risk led some participants to use skills to actively keep themselves or others safe online. Risk perception may be influenced by previous experience of - or exposure to - a risk, as well as warnings from reputable institutions.

Media literacy skills (and initiatives) are relevant if they align with activities participants perform online. Participants were generally able to recognise the media literacy skills that they used when performing activities online. For example, participants who read the news online described using skills to critically analyse content, whereas participants who used social media described how to report unwanted comments and posts on platforms such as Facebook.

It's all about finding that hook and finding that initial area of interest for people. [...] We do similar things in our training sessions so we talk about understanding people's hobbies and interests and their passions and whatever it is

When trying to engage citizens in their initiatives, providers described identifying their target audiences or an individual's needs or interests to then show how their service can help them with their daily activities. Additionally, a provider mentioned that they tried to get citizens to engage in their initiatives by using 'hooks'. This involved showing people how technology could make a difference to their lives by understanding what they enjoy doing and providing examples of technology that could help them to do that.

Media literacy skills are relevant if they align with participant perception of online risks. Perceived risk led some participants to use skills to actively keep themselves or others safe online. Risks associated with scams, fraud and malware were particularly

pertinent and/or salient. Participants described multiple ways to reduce these risks, such as checking link email addresses which were unfamiliar or unknown, analysing the layout of websites and looking out for suspicious terminology. Considering that these risks can result in monetary losses, this also may suggest that skills that help avert losses may seem more relevant to participants in comparison to those that enhance gains, or that risks that result in losses are more salient than opportunities to enhance gains.

I always make sure to not click on any links or anything that I don't know what it is." **Focus group participant (low internet user)**

I've had to just Google everything that she's using and try and find out how to turn your location off, all this, all the privacy settings, and make sure I know what she's doing, who she's talking to." **Focus group participant (low internet user)**

Some participants acknowledged risks associated with their digital footprint. More specifically, they were concerned about the ability to determine your geographical location from photos posted online and how your digital footprint could negatively impact your reputation in the future through historical posts becoming controversial. As a result, they had taken some measures to minimise these risks such as changing privacy settings or carefully considering what they post online. For example, a parent described learning about privacy settings on a

specific social media app to enhance her daughter's safety on the app. Moreover, participants reported using the skills required and seemed confident in critically analysing content online. Out of the participants who went online to digest media and the news, some reported several ways to critically analyse content online. For example, they reported skills such as checking other platforms to see whether they report similar information or news, using trusted websites like the BBC, and using fact checking sites and analysing who wrote the content.

So, especially for news stories, I always put it into Google to see what other pages are coming up, and if it's reputable news places, then I would believe it, but until I've had checks from somewhere else, I wouldn't probably believe it." **Focus group participant (standard internet user)**

We did not test levels of actual ability in the focus groups and the literature suggests the need to exercise caution around interpreting self-reported media literacy as a proxy for actual skill^{15,16}

Risk perception seemed to be shaped by two aspects. First, risks that participants have experienced themselves or heard about from friends and family were perceived to be more salient, that is participants thought they would be more likely to occur. Some participants described incidents where they themselves or someone they knew had fallen victim to or

¹⁵ [Media Literacy Strategy - Mapping Exercise and Literature Review - Phase 2 Report](#)

¹⁶ [C4 study reveals only 4% surveyed can identify true or fake news | Channel 4](#)

been exposed to a scam, fraud, or malware. For example, a participant explained how they had lost money via a scam on a particular car-selling platform, and another described how they frequently receive phishing emails, so they said they know how to detect and protect themselves from these wrongdoings.

I got this weird message from somebody saying they wanted to buy the car and they said, 'Look, click on this link,' - and the offer was a bit too good, to be honest, but for some reason I clicked it and it was actually a scam. So, I had to, again, report it. I had to go to the police and there's not a lot they can do. I think I did recover my money back in the end, through my bank; but, again, it's just something to be aware of, people, they do all sorts of things to try and scam you out of stuff." **Focus group participant (standard internet user)**

Second, risks may be seen as more salient if they are communicated by reputable institutions. Participants explained that they had been made aware of risks via bank communications, work, or formal education. For example, a participant described how their bank sends out emails including advice on how to identify scam emails and how they now use this in practice.

My bank [...] send out emails [that] help you identify potential scams or phishing emails and stuff like that. I always check the email address that it comes from. If it's from abcdefg@something.com, then I know that's not associated to Natwest because it already looks suspicious. I think definitely checking the email address, checking the layout and design of that email." **Focus group participant (standard internet user)**



In the survey we found that around 1 in 2 (51%) of the general population thought they would benefit most from understanding how platforms use their data and online activity to personalise what they see online, while only 3 in 10 (28%) think they would benefit from learning about sharing content and communicating with others online in a safe, responsible, and positive manner.

In the focus groups, participants who read the news online described using skills to critically analyse content, whereas participants who used social media described how to report unwanted comments and posts on platforms such as Facebook. It appears that people use media literacy skills when confronted by a particular (potential) harm and engage with media literacy to the extent it aligns with the activities they perform online, rather than proactively looking to upskill themselves in this area.

5. Barriers and enablers

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 model¹⁷ 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.

- Some barriers come in the form of limitations in our physical or cognitive **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 finding 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 the young so not asking about what help is available in relation to activities of interest to oneself.

In this section, we used the COM-B model of behaviour change to identify the potential barriers and enablers to engagement with media literacy initiatives and set these out below.

RQ5a. What are the key barriers and enablers for citizen engagement with media literacy initiatives?

Capability and motivational barriers were the most reported for both the general population and the specialist sample, as well as for all subgroups analysed in the survey. The most reported barriers were 'Not willing to pay' (58%) and thinking that they 'should not need to learn anything new...online platforms should be responsible for their content and keeping my data safe' (45%). We note that these are perceived barriers. For example, most media literacy initiatives are free, so paying for them may not be a current barrier faced. Other high-ranked barriers were 'I know what I'm doing' (40%) or 'I'm interested but I don't know what information to look for' (39%). See Figure 5 for full detail.

People's belief that they know what they are doing could be driven by high confidence levels. For example, between 6-8 in every 10 people were confident in their ability to do a wide variety of skills. Nearly half (47%) of the people in all groups that said they would not benefit from learning more about media literacy gave 'I already understand enough about these topics' as the reason.

¹⁷ 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.

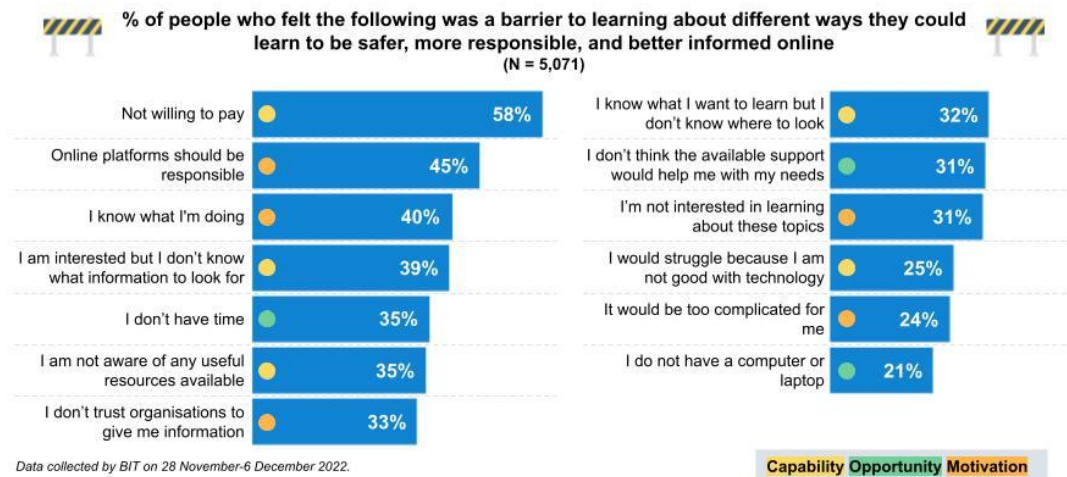


Figure 5. Proportion of respondents who felt these factors were a barrier to learning.

When it came to enablers, among those that had previously engaged with media literacy learning, being safe online was a key motivator. 54% of the general population surveyed said they engaged with media literacy to keep safe online, while 40% said they wanted to know about dangerous content. Other factors that people commonly reported thinking would enable their engagement with media literacy included;

- the trustworthiness of the delivery organisation - governments (local or national), regulators, and charities were seen as most trustworthy;
- how beneficial or relevant the learning would be; and
- how easy it would be to access.

68% of participants said that they would be encouraged to take part in media literacy initiatives if the organisation was reputable and trustworthy, while 66% said they would if it benefited them online and 64% if it were relevant to them. Full results are shown in Figure 6. From these enablers, people primarily identified individual level factors as most important to enabling their engagement with media literacy - i.e., the benefits it would deliver to them (including being safer online) - rather than community or social factors (see Figure 7).

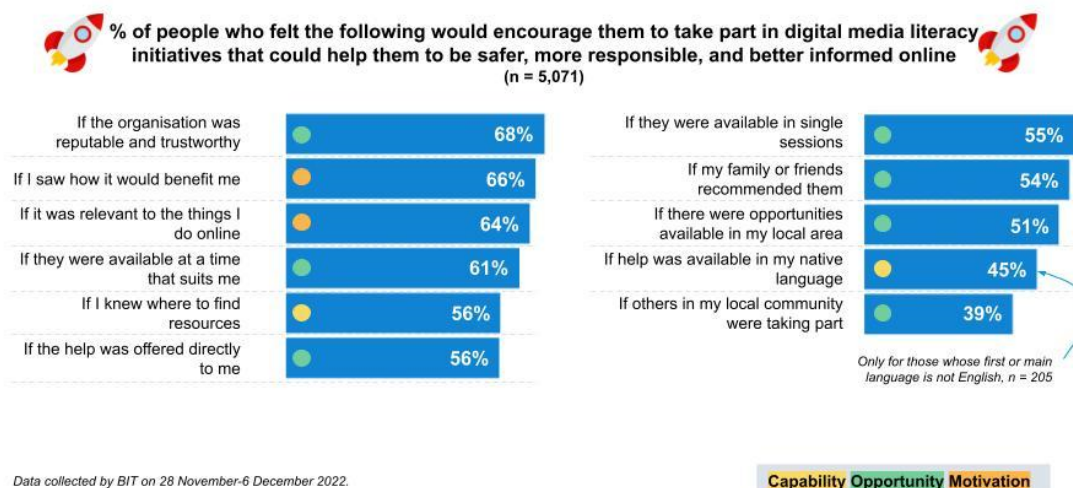


Figure 6. Proportion of respondents who felt that these factors would encourage them to take part in media literacy initiatives.

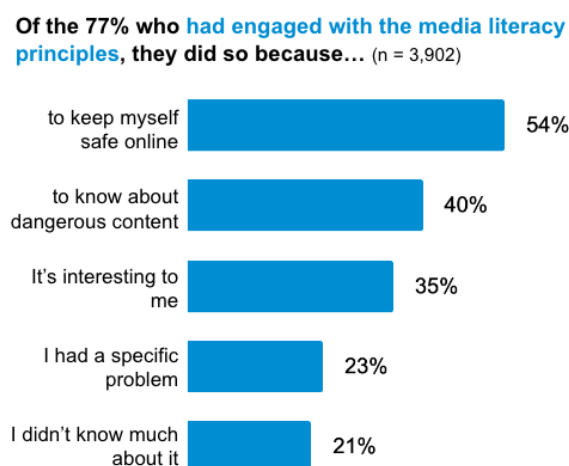


Figure 7. Reasons why respondents engaged with the media literacy principles.

RQ5c. What are the key barriers and enablers for citizen engagement with media literacy initiatives for specific groups, including 'hard to reach' groups?

We investigated how the key barriers affected engagement of the specialist sample, classes of internet users and specific demographic groups surveyed. We found that for all groups and subsamples, 'not willing to pay' and thinking that 'online platforms should be responsible' consistently came out as the top barriers to people's engagement with media literacy principles.

When looking more deeply, we see that the specialist sample tended to face more capability barriers. 43% said '*I would struggle because I am not good with technology*' and 35% said '*it would be too complicated for me*' (compared to 25% and 24% in the general population, respectively). The specialist sample was also less trusting, with 45% saying 'I don't trust organisations to give me information' compared to 33% in the general population. Looking across latent classes, 'limited internet users' say that they experience more barriers to learning about media literacy, stating on average 6.1 barriers, compared to 4.5 in the general population. Similarly, 'social but limited' users experience 5.2 barriers on average. These types of limited users tend to be younger and only use their mobile to access the internet.

When considering specific demographic characteristics, we found that younger people (aged 18-24) tend to experience more barriers to learning more about media literacy (5.6), whereas older people (aged 65+) experienced fewer (3.8), compared to the general population. Ethnic minority respondents also tended to experience more barriers than White respondents (5.1 vs 4.4 barriers). This could help highlight demographic groups who may need more targeted support to help them overcome barriers to engaging with media literacy.

We looked into how the key enablers affected encouragement to take part in media literacy for the specialist sample, classes of internet users and specific demographic groups. We found that for all groups and subsamples, the reputability and trustworthiness of organisations and knowing the individual benefits were consistently the main factors that people identified as the most important.

When looking more deeply, we see that the specialist sample tended to say that fewer enablers could encourage them to take part. On average, the specialist sample selected 4.9 items versus 6.1 in the general population sample. Nevertheless, the ranking of these enablers was the same as the general population.

Looking across latent classes, we see that 'practical but limited internet users' tend to say that fewer items encourage them to take part in media literacy initiatives, stating 4.9 enablers on average, compared to 6.0 in the general population. Nevertheless, the general ranking of enablers across all classes of internet users remained the same.

When considering specific demographic characteristics, we find that older people (aged 65+) tend to say fewer items could encourage them to take part (5.3), compared to the general population (6.0). While we find that the general ranking of enablers was consistent across all age groups, older respondents were less likely to be encouraged by social factors, for example if their local community were taking part (26% vs 39% in the general population), or if family or friends recommended them (46% vs 54%). Ethnic minority respondents tended to say that more enablers could encourage them to take part in media literacy initiatives, compared to White respondents (6.8 vs 5.9 barriers).

Similarly, the general ranking of enablers was similar for White and Ethnic Minority respondents. Ethnic minority respondents were more likely to be influenced by social factors, such as if their friends recommended them (60% vs 54%) or if their local community was taking part (51% vs 39%). Ethnic minority respondents were also more likely to be encouraged by capability factors such as having appointments at times suitable to them (67% vs 61%) or knowing where to find resources (65% vs 56%).

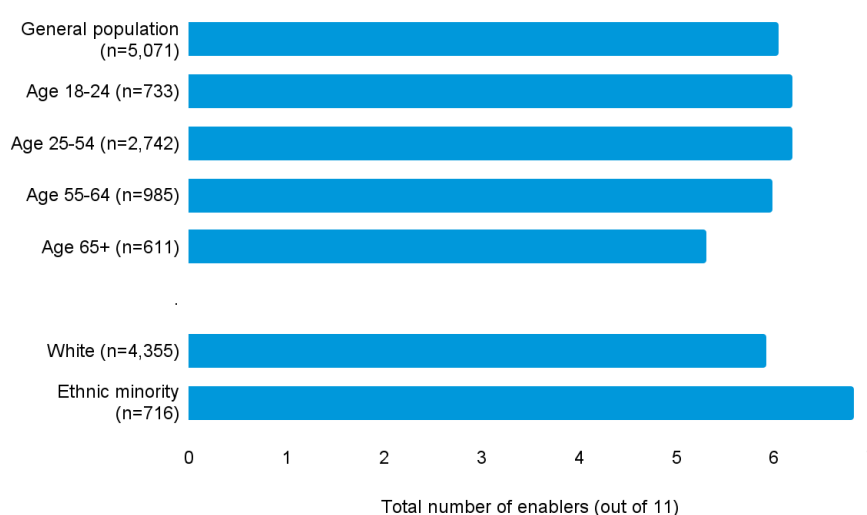


Figure 8. Total number of enablers selected, split by age and ethnicity.

RQ8. Why are people not engaging with existing media literacy initiatives?

This subsection examines the barriers to engagement that came out of the focus groups and provider interviews. However, there are a few limitations to consider in this section. Overall, participants had not engaged with media literacy initiatives. Few engaged with educational resources and information about online safety. However, participants had engaged in courses related to their interests or needs, such as software language learning, fitness and first aid training courses. Considering that participants had not generally engaged with media literacy initiatives, we instead focus on barriers faced by participants in engaging with help, services, courses and seeking support, and use these to draw some tentative conclusions about why participants may not engage with media literacy initiatives. Thus, not all findings may be relevant to media literacy initiatives.

Further, some findings are based solely on provider interviews and, thus, may not accurately reflect what discourages participants from engaging with media literacy initiatives. However, considering participants had not generally engaged with media literacy initiatives, we included themes which emerged as barriers to engagement from the provider perspective. Finally, participants often referred to what might deter them from engaging with a service or initiative in the future rather than drawing on what has deterred them previously. However, self-reported intentions may not accurately reflect how participants would behave in real life.

Key findings

Capability barriers:

- **Perception of own skill:** participants' perception of their own skills, such as low confidence amongst low internet users, may discourage them from participating in media literacy initiatives. The requirement to constantly learn new skills to keep up with technological advancements may also deter some older participants.
- **Lack of awareness:** some participants may not engage with media literacy initiatives because they are unaware that they exist.
- **Literacy and language skills:** people may need to improve their literacy skills or English-speaking capability prior to engaging with initiatives. Alternatively, resources can be translated and provided in other common languages.

Opportunity barriers:

- **Cost and time:** participants would consider costs, time commitment and distance they must travel before committing to a course. They theorised that these factors may discourage them and others.
- **Lack of access to resources:** lack of access to the resources that may facilitate engagement include access to devices, such as laptops or smartphones, and physical infrastructure such as broadband, transport links and data may inhibit engagement.

Motivational barriers:

- **Feeling forced to take part:** Feeling forced to take part in an initiative may contribute to difficulty in engaging participants.

- **Trust towards provider organisations and platforms:** Mistrust towards platforms may deter participants from engaging with them and certain factors contribute to this such as commercial motivation, requesting too much information and platforms which are complicated to use.

Capability barriers

Participants' perception of their own skills varied and, in some cases, seemed to be a barrier to engagement with educational initiatives. On the one hand, some participants were very confident in their skills and expressed that they did not need further help. For example, a participant referred to organisations and courses with digital literacy initiatives that they would trust - like their local council and 'Help the Aged' - but felt that they were for people who were less experienced.

I'm just nervous to press the wrong button, that's my problem, and end up being somewhere. I don't know why, but it's just that nervousness, because we haven't grown up with it." **Focus group participant (low internet user)**

On the other hand, some low internet users lacked the confidence in their own skills and were worried about getting things wrong or fearful of looking stupid in learning environments.

Confidence is massive. People's confidence of actually doing something wrong with that form is immense. That's one of the biggest things; people probably are quite competent to do a lot of things, but just daren't." **Provider**

Similarly, providers also acknowledged that it was hard to engage people with low perceived confidence i.e., those that were worried about being tested or that they would not be able to learn new skills. Additionally, some providers explained that it can be difficult to engage people with previous negative learning experiences.

Some older participants questioned and felt discouraged by having to maintain the skills required to keep up with technological advancements. They described how they have had to adapt to how technology had changed over the course of their lifetime - from books to TVs to computers - and that it was futile to keep up with these changes.

Another factor that may act as a barrier to engagement with media literacy initiatives is **lack of awareness or knowledge of where to seek help**. As mentioned above, in general participants had not attended media literacy courses, however, some were aware of or had attended courses related to digital literacy or online safety. For example, a participant explained how their mother had attended classes with 'Age Concern' which taught her how to use the internet and how to be safe online.

In comparison, some participants conveyed an interest in taking part in initiatives but noted that there was nothing available to them. For example, a participant within our low internet user sample expressed that they would be interested in an online safety course if it was on offer. Similarly, providers explained that some people were unaware of the services that they provide, and used participation in one course to raise awareness of another course that people may be interested in.

Throughout the provider interviews, interviewees reported that both **language and literacy skills** can be an initial barrier to engagement with their initiatives. When English is not someone's first language, resources and courses may be difficult for an individual to use. Thus, to overcome this barrier, either individuals improve their English-speaking capabilities or providers need to translate and offer resources and courses in other languages. Whilst one provider explained that they were trying to translate their resources into other languages which were common in the areas they worked in, another explained that translating materials is sometimes difficult as it is resource-intensive.

Further, providers explained that sometimes their target audience had low literacy levels which needed to be addressed before engaging people with other courses. For example, providers who worked with job centre referrals to upskill their digital skills described how they also offered English and Maths courses to help people who struggle with literacy. Reassuring these individuals and instilling confidence in them was also important to facilitate engagement.

Opportunity barriers

Payment and course duration were factors which participants would consider before committing to a course. It is important to note that these were factors they would contemplate, but not necessarily ones that had put them off attending a previous service or initiative. Participants explained that they may be reluctant to spend their time and money on a course. However, a participant mentioned some circumstances they may prioritise efficiency over cost.

I'd rather pay a little bit of money for a small course where it's all neat and organised; versus spending 200 million hours on YouTube trying to find stuff and piece it together myself." **Focus group participant (standard internet user)**

"I haven't got time to go to courses and while I want the knowledge, [...] but not enough to give up my time to go and sit and do that." **Focus group participant (low internet user)**

Additionally, long, and expensive journeys to in-person courses or services may discourage engagement with initiatives. For example, a participant speculated that it would be pointless to attend a course which is too far away due to the time and cost and that this is likely to be a more substantive barrier for those who live in rural areas.

Lack of access to resources that facilitate learning. Resources that may facilitate engagement include access to devices - such as laptops or smartphones - and physical infrastructure - such as broadband, transport links and data. Providers described how people in their target groups may not have access to some of these. For example, some providers noted that some people do not have access to cars or devices at home, and other providers noted that rural communities lack the physical infrastructure required to access or engage in services, such as functioning broadband. To overcome this, some providers select locations which are easy to get to and offer free devices and/or access to Wi-Fi at their facilities.

When we did our research at the start of this project, there were two community halls, and the whole village didn't even have broadband. Not one person there. They weren't interested. [They] couldn't afford it. They had no mast signals." **Provider**

Motivation barriers

Lack of agency in deciding to take part in an initiative. Providers reported that it was difficult to engage with people who feel like they are forced to take part in an educational initiative i.e. they had no agency in participation. For example, they described how people who were referred from Jobcentres were sometimes difficult to motivate because they felt the Jobcentre had 'forced' them to take part. Desire to take part in a course may therefore be a vital facilitator to engagement.

It is important to note that only providers noted this as a barrier and thus it may not represent a barrier that people in provider target groups face. However, it is also plausible that no people in our focus group sample had been forced to take part in an initiative.

Trust towards provider organisations and platforms.

Mistrust towards a platform or organisation may discourage people from using it. Factors which influenced trust were whether they seemed to be commercially motivated (i.e., they were trying to sell them something), requested too much personal information or were complicated to use. For example, participants described avoiding platforms with lengthy, complicated sign-up processes and ones which ask for too many personal details. Similarly, a provider explained that some of their organisation's target audience were wary of entering personal details on computers provided by their course due to fear of scams.

I think sites where they're wanting to know too much, or they're asking too much. Sites don't need personal details; they don't need to collect information."

**Focus group participant
(standard internet user)**



Capability and motivational barriers came across in this work as being important factors influencing the uptake of media literacy information and training. Lack of awareness and participants' perception of their own skills (whether high or low) served as barriers to engagement relating to capability. From a motivational perspective, the notion that online platforms should be responsible and a lack of trust in organisations served as barriers to engagement.

In the survey, people reported that the trustworthiness of the organisation would be a key factor in increasing engagement, as well as individualistic motivational factors such as how this initiative would benefit someone or be relevant to their online needs.

6. Dissemination

In this section, we review where people find information on media literacy, and where they would *like* to find this information. In the qualitative research, people did not report engaging with any specific media literacy initiatives. People were therefore asked to instead reflect on where they find information and support for general skills they would like to build on.

RQ2a. How aware of existing media literacy initiatives are people? AND RQ4b. Where and how do users look for media literacy-related information?

In this section, we look at how aware people are of media literacy initiatives and media literacy-related information, and where they would look for such information. We found that people are generally unaware about where to look for information, as many tend to 'Google it'.

As we note above, within the general population sample, 77% of people said that they had previously looked for information on media literacy. A further 6% said they knew where to go to find information if they needed it. However, when we asked these participants (82% in total) where they went or where they would go to find information on media literacy, the most reported responses were informal channels such as general online searches, website help pages, gov.uk or family and friends. Very few participants reported using formal educational or community settings such as local community classes (4%), in-person seminars (5%), or training courses, whether offline (5%) or online (6%). Responses for the specialist sample and all classes of internet users were similar. All participants tended to heavily rely on general online searches and rely least on more formal educational settings.

In free text answers to a question about what resources people were aware of, Google, gov.uk (or government more generally), YouTube and Reddit were frequently mentioned. This suggests that even though 82% of respondents indicated that they were aware of where to find media literacy initiatives and 77% said that they had looked for information on media literacy, very few had actually looked for specific media literacy initiatives or could remember the name of the resource they had used.

RQ4a. Where and how do people source information generally, seek support, and access learning?

Similar to looking for media literacy information, people tend to look for general information using informal channels. The general population sample said they would look to learn new skills or for support through informal channels, such as by searching online (51% general online searches, 39% online video tutorials e.g., YouTube) or by asking family and friends (34%). Again, the least common places looked were formal educational settings (5% in person seminars, 7% offline training courses, 9% local community classes, 9% academic institutions). These findings were consistent for the specialist sample and all classes of internet users.

RQ6. Where do people want to find information on media literacy?

We asked the 32% of participants who said that they wanted to learn but did not know where to look, where they would like to find this information. They suggested that this information should be available on the government website (32%), in online video tutorials like on YouTube (32%), and on specific website help pages (28%).

77% of participants said that either not trusting organisations to give them high quality information was a barrier to engaging, or that they would take part in media literacy initiatives if the organisation was reputable and trustworthy. These participants highlighted that local government bodies (39%), independent regulators (39%), libraries (38%), charities (36%) and the UK government (34%) were the most trustworthy organisations to provide courses, training programmes or other resources to help them with their online activities.

In summary we found there was no source of media literacy information that a clear majority of people would find trustworthy, although government and third-sector organisations consistently had the highest scores when it came to trustworthiness.

RQ9. Where do they access information and support in their daily lives? Which of these sources do they trust the most and why?

The following section discusses where individuals in the focus groups accessed information, as well as exploring how and why they access information (to note, this is information in general and not specific to media literacy since in the focus groups no one mentioned looking for information on media literacy). The data indicated that there are six main places citizens access information:

- YouTube
- Search engines (e.g., Google and Bing)
- Directly in person
- Government websites or via government linked services
- Consumer focused platforms (e.g., Money Savings Expert)
- Family and friends

There were five main aspects that influenced where participants accessed information and support:

Medium of support: How people are choosing information to access is largely driven by convenience with individuals preferring to digest information via short video rather than text heavy information. Participants gained technological and online support through a range of sources, the type of support they sought was largely influenced by convenience and the type of problem they were experiencing. For example, participants noted that if they had practical problems and questions about how to do something they would often go to platforms such as YouTube. The ability to watch a video that could be slowed down to match their preferred pace of information delivery was highlighted as a key reason for

If it's trying to work out, how I do this little bit of DIY or how do I do this bit on the laptop, I can normally find that with YouTube and stuff anyway" **Focus group participant (standard internet user)**

preferring YouTube videos. Further, the shorter length of videos (relative to the length of written information and instructions) was mentioned as another reason for seeking information and support via YouTube videos.

To be honest, I'd probably just go for the first one, just because I know there's a thing with websites who they pay to be at the top, or whatever, and I kind of trust them the most, in a sense. I don't know whether that's a good idea or not, but that's what I'd probably do"

Focus group participant (standard internet user)

When it came to which videos they chose to watch, some preferred those with higher views (believing more views meant a better video), while others selected the first one (believing higher position meant it was most relevant). Some participants reported selecting multiple videos until they found the most relevant one.

However, in situations where participants had non-urgent questions, they often searched for information via search engines such as Google and Bing. In such scenarios, participants often wanted to see all of the information that was available on a

specific topic, before selecting which sources to access, assigning a greater amount of time to read and research information. This was particularly the case for standard internet users. This suggests that when people have time and motivation, they are more willing to take their time to ensure they have all the information. However, when they have a pressing need, they are more likely to look for quick answers.

In-person vs virtual support: Another factor that influenced where participants went to access information and support was the preference for receiving in-person support. Some participants explained that although chatbots included on websites could be useful, they found trying to communicate via chatbots frustrating and difficult to navigate. Interviewees reported that they viewed the chat functionality on websites as helpful only if they were talking to a real person as opposed to artificial intelligence (AI). Others explained they felt distrust towards gaining support online from an individual that they were not familiar with and unable to see, instead preferring to go to stores where they initially bought devices to get direct face-to-face support. Similarly, some participants actively looked for customer service numbers on websites to speak to an advisor and found this route to support easier. This was particularly the case for low internet user groups, specifically older internet users who struggled with receiving virtual support, describing that they found it simpler to get support in person.

I tend to try the chat boxes first but tend to find a lot of the time I'll click on it and I don't have the regular questions that I want to ask. So, it'll come up with a list of boxes, do you want this, this, this? I think, well, no, not any of those. Then it doesn't give you an option some of the time to be able to click on something that you want, or it says, 'I don't understand.' I just go back to my failsafe, which is to give them a call. I just tend to pick up the phone." **Focus group participant (low internet user)**

Level of trust in the source of information: Trust seems to be a central factor in help seeking, with people being most concerned with which sources are most credible.

Participants described that they felt comfortable accessing information via government websites as opposed to other websites. It was widely believed that government sites included reliable and accurate information. Responses indicated that interviewees had become more cautious about the authenticity and credibility of information online since the COVID-19 pandemic. Participants were highly aware of the existence of misinformation online, thus choosing to access government websites to minimise their chances of consuming false information.

I feel safer, I just feel like they're [the government] are not going to give me any wrong information, they're the best place for me to go to find the correct information I'm looking for." **Focus group participant (standard internet user)**

Increased trust in government websites was also caused by a belief that the government is not seeking monetary gain, thus information was viewed as being honest. Further, interviewees also reported that they trusted information provided by websites that had official accreditation or ties to the government. For example, those from standard internet user groups tended to actively take precautions to verify information that they viewed online by comparing it to information provided by government websites or government associated

I think I'd be quite wary of a government website that told me what was a safe website or not. I mean, it smacks to me of social control." **Focus group participant (standard internet user)**

websites. A few participants in focus groups mentioned sources such as the Information Commissioner's Office and the National Cyber Security Centre.

However, some participants were less trusting of government websites, instead preferring to access support and information via consumer-focused organisations and charities.

Public focused platforms: Across all user groups, participants mentioned that they trusted advice on how to keep safe online from consumer-focused platforms such as Money Saving Expert (MSE). Such websites were perceived to put public interests first and were favoured because of how up-to-date the information on these websites is. Participants felt confident that websites such as MSE would list the most useful information about the latest scams to be aware of and felt that the information provided was easily comprehensible and applicable to their daily lives. An increased sense of trust in this website was due to multiple reasons, such as the length of time since the website was established causing it to be viewed as a "tried and true" source, and the reputation and familiarity with its founder Martin Lewis.

Similarly, participants also accessed information and guidance via other public review forums such as Trust Pilot and Which. They used these websites to verify the safety of other websites where they might make financial purchases, only trusting sites that had received a high number of reviews. Further, there was an increased sense of trust in these websites because much of the information and reviews were generated by other members of the public. Therefore, interviewees felt that advice available on these forums was balanced since it included both good and bad reviews in comparison to when solely looking at reviews on commercial websites.

Receiving information and support from family members and friends: Finally, another key source for information and advice was gained through personal relationships such as family and friends. Participants in low internet user groups, especially those in older age groups, reported that they favoured getting support from their children. There was a common belief that younger members of the family were more experienced with technology and were viewed as being capable of providing adequate support. Therefore, some participants were less inclined to seek external information or advice online.

The first port of call would be someone I could trust, so maybe family. The kids, who are quite expert in these things, I would always go there first, before I went looking online, because I would trust the family first before I went online." **Focus group participant (standard internet user)**

A key motivation for seeking support from family and friends was how information was delivered. This group of participants felt anxious about going online and reported that they found it difficult to navigate the volume of information available. Interviewees felt that family and friends would only provide them with the most relevant information as well as deliver information in a way that was accessible to them. Additionally, participants believed that friends and family would have their best interest, leading them to have an increased sense of trust in the advice they provided.

RQ10. How best do they learn? What type of educational resources are most useful to them?

The following section outlines what we found in the focus groups and provider interviews when it came to aspects that best support participants to learn, the type of educational resources that are most useful to them and the steps taken by providers to facilitate participant learning. There were four aspects that were highlighted by participants that supported their learning:

It's nice because you can pick it up and put it down as and when you want to, when you've got time, because we all have busy, crazy lives and we would like to spend some more time doing stuff. I think it's much easier to learn and gain qualifications online really." **Focus group participant (standard internet user)**

Flexibility of educational resources: The ability to learn in a flexible manner was of key importance to participants. Interviewees described that they favoured courses that were less structured in their delivery approach, enabling them to learn at their own pace. Thus, some participants highlighted a preference for courses that did not require them to attend every session but instead allowed them to pick out the parts of the course that were most relevant to their needs. Relatedly, participants preferred the convenience of online training or webinars so that they could fit learning around their schedule and commitments.

However, other participants felt that a hybrid delivery model of both online and in person would work best. This was due to the belief that completely independent learning would be

difficult to maintain, with some explaining that they had previously stopped engaging with online courses mid-way through. As a result, they believed that attending some sessions in person would increase their chances of continuing with learning and provide some level of accountability. Those in low internet user groups asserted that they would rather in-person learning primarily because this would allow them to gain access to one-to-one support if they required it.

Providers also acknowledged the importance of ensuring flexibility when offering services, feeding this into how they designed their support courses. When structuring courses, some providers noted that it was essential for them to ensure that service delivery aligned with their target users' responsibilities and lifestyles, believing that this would ensure course uptake. They took multiple steps to make their services flexible such as scheduling sessions at times they knew worked well for their target audience. For example, a service that specifically targeted caregivers was scheduled to take place during school hours when parents would be available to attend. They noted that getting the timing of their support service right was necessary to ensure successful engagement.

It wouldn't be appropriate for me to go, 'No, you need to come to a session that's 11:00 am' because that just doesn't work. That is not part of people's routines and the way that they do it and we need to try and fit into people's routines and their day-to-day activities to be able to really embed it" **Provider**

Additionally, as well as offering set scheduled sessions, some providers maintained flexibility by offering impromptu support when there was an expressed need by a user. This was especially the case for providers that delivered support in public libraries.

Length of training and educational resources: Focus group participants expressed that they would be more inclined to engage with a learning resource if they did not consider it as being too long, i.e., over a few weeks. Participants explained that they would be put off from signing up for a course or accessing a resource that they thought would take up too much of their time. When asked about their preferred length of time for a course, some participants articulated that they would ideally like a one-day course that they could easily fit around other commitments. In terms of educational resources, participants noted that they would rather have shorter resources with less information to help maintain their attention span.

HMRC has created a lot of little videos from certain areas. I love all of that. It makes it so much easier to learn from them that way, rather than having to read through things. You end up skimming and you're missing out quite a bit of information on that website, because you're skim reading." **Focus group participant (standard internet user)**

Similarly, providers were conscious of courses and sessions going on for too long, recognising that course length would affect their service uptake levels. Providers we spoke to had, over time, adapted their delivery approach, shortening their courses from months

down to weeks, with six weeks being viewed as the maximum length of time a course should run. Additionally, some providers deliberately designed their courses to be non-sequential to enable participants to attend the sessions they wanted to without being required to attend all the other sessions.

In our training sessions we talk about understanding people's hobbies and interests and their passions and whatever it is that they've got going on in their personal lives and how technology can be a tool for that." **Provider**

Relevance of

We won't say to people, 'You must come every week', and if they miss it they don't get one. We understand people have got chaotic lives. So, someone might come this week, they might come next week, and we might not see them again for three months."
Provider

educational resources: Participants described that educational resources and training had to be relevant to their daily lives for them to consider engaging with a service. In particular, they explained that they would be more inclined to attend training if it provided them with skills that they could apply to their work. Additionally, participants expressed that

they would be interested in educational resources that provided them with information about how to stay safe online from scams, particularly when doing everyday tasks such as online banking and shopping. This was largely due to the perception amongst participants that there was an increased need for online safety training post-pandemic.

When designing courses and other resources providers took a person-centred approach actively designing content to be relevant to users' lives. Some providers conducted an initial assessment survey or informal phone conversations at the start of a course to assess users' specific needs and to better understand what they wanted to learn from the course. This enabled providers to tailor their content.

Tailoring content to align with skill capacity: Developing a course at the right level for the target user group is of key importance when designing a course. Participants, specifically those from low-internet user groups, stated that they felt worried about participating in a course in case it was too advanced for them. They described that they would ideally like a course that started with the complete basics of how to use technology, with the course gradually progressing in complexity. Further, participants noted that they would feel more comfortable being in a group with similar abilities so that they could feel a sense of shared learning as opposed to being behind in comparison to others.

To best understand users' skill levels, some providers joined up with other organisations to gain a holistic understanding of user needs. Providers strategically reached out to organisations that were likely to already be accessed by their target audience, working with these organisations to understand current barriers being faced by their target group and designing their content around this. For example, one provider worked with the JobCentre to better understand what technological skills for work people were lacking, using that information to inform their course content design.



Of those surveyed, 77% in the general population reported that they had previously looked for information on media literacy. However, when it came to finding information on media literacy and in general people appeared to rely most on general online searches, on YouTube for specific queries on how to do something and rely least on formal educational settings. People in the survey rarely mentioned or referred to any specific media literacy initiative.

Trust appeared to be a key factor in where people went for information. While there was no single source that a majority of people trusted, government and public-minded websites had the highest scores when it came to trustworthiness.

When it came to how best people learn, we found that the design of the delivery would be important, including how flexibly it was available and how many sessions it involved. However, people's preferences are disparate when it comes to the timing, number, length of sessions.

7. Recommendations and conclusions

As our day-to-day activities move increasingly online, having strong media literacy skills will become more critical, both from the perspective of protecting ourselves and to participate fully and positively in online communities. This report sought to understand which groups are 'hard to reach' and where there are opportunities to boost their engagement with media literacy in their daily lives.

This report synthesises findings from a survey conducted online with a general population sample (N=5,071), a telephone survey with an additional sample of underrepresented adults (N=197) who typically do fewer tasks online, as well as interviews with providers of local- and community-level media literacy and educational initiatives, and focus groups with citizens.

We also undertook a review of existing literature and evidence related to media literacy provisions which is integrated into the report where relevant. The full methodology is outlined in the Technical Appendix that accompanies this report.

Key findings

In reporting the results, we organised the research questions thematically as shown in Table 1. The key findings for each theme are outlined below.

Current online activity

Overall, there is wide variety in what kinds of activities different types of users do online. We split our general population sample into 'engaged' and 'not engaged' based on whether they had engaged with any of the media literacy principles outlined in the survey (which were rewritten to be clear to a layperson without knowledge of what 'media literacy' entails). **23% of the general survey respondents were classed as 'not engaged'** and we found that this group were more likely to do practical tasks such as sending or receiving emails or financial transactions but were less likely to do entertainment activities such as watching TV or films on streaming services, watching videos on sites like YouTube, or listening to music streaming services.

Engagement with media literacy

No demographic group as 'a whole' stood out as 'not engaged'. Those who were in the 'not engaged' group are more likely to be older, female, White, have low or medium socioeconomic status (SES), live in rural areas, or be unemployed. However, while the 'not engaged' group were more likely to have these demographic characteristics, it was not the case that a majority of people within each characteristic were 'not engaged'. In our analysis of different types of users, we found that practical users (who go online for practical activities rather than social and entertainment activities) tended to be more likely to be 'not engaged'.

Perception of media literacy

The findings from the survey and the qualitative research suggest that **media literacy is perceived as relevant to engage with if it aligns with the activities that people perform online rather than as an abstract concept or general skill for people to acquire**. For example, in the survey we found that around 1 in 2 (51%) of the general population thought they would benefit most from understanding how platforms use their data and online activity to personalise what they see online, while only 3 in 10 (28%) think they would benefit from learning about sharing content and communicating with others online in a safe, responsible, and positive manner. In the focus groups, participants who read the news online described using skills to critically analyse content whereas participants who used social media described how to report unwanted comments and posts on platforms such as Facebook. It appears that people use media literacy at a point at which they need it to complete a specific task, or when they encounter potentially-harmful content.

Barriers and enablers

Capability and motivational barriers came across in this work as being important factors influencing the uptake of media literacy information and training. Lack of awareness on where to go for support and information, and participants' perception of their own skills (whether high or low) served as barriers to engagement relating to capability. From a motivational perspective, the notion that online platforms should be responsible for keeping them safe online, and lack of trust in organisations served as barriers to engagement. In terms of enablers, **the trustworthiness of the organisation would be a key factor in increasing engagement**, as well as individualistic motivational factors such as how this initiative would benefit someone or be relevant to their online needs.

Dissemination

Turning to the dissemination of information on media literacy, the survey results suggest that people are aware of media literacy principles but rarely mention or refer to any specific media literacy initiative. Within the general population sample, 77% of people said that they had previously looked for information on media literacy. A further 6% said they knew where to go to find information if they needed it. However, **when it came to looking for information on media literacy and in general people appeared to rely most on general online searches, on YouTube for specific queries on how to do something and rely least on formal educational settings**.

Trust appeared to be a key factor in where people went for information, with people looking to government sources and public-minded websites, as well as friends and family to be able to filter sources appropriately for them and be incentivised to provide impartial information. 77% of participants said that either not trusting organisations to give them high quality information was a barrier to engaging, or that they would take part in media literacy initiatives if the organisation was reputable and trustworthy. These participants highlighted that local government bodies (39%), independent regulators (39%), libraries (38%), charities (36%) and the UK government (34%) were the most trustworthy organisations to provide courses, training programmes or other resources to help them with their online activities.

When it came to how best people learn, we found that the design of the delivery would be important, including how flexibly it was available and how many sessions it involved. However, people's preferences were disparate when it came to the timing, number and length of sessions.

Recommendations

Below we outline our key recommendations based on these findings.

Media literacy initiatives should be tailored to people's specific online activities and needs, rather than adopting a one-size-fits-all approach. People appear to undertake a wide variety of activities online, and tailoring the approaches to meet their needs could help with uptake. For example, for adults who use social media a lot, initiatives that help them engage with social media effectively will likely be more impactful than initiatives designed for people who undertake a lot of practical activities online, who might benefit more from understanding how to stay safe from online scams.

Media literacy initiatives should be marketed and signposted at the point at which people see them as being most pertinent. People appear to be seeking out information on media literacy at a point of need, such as when they encounter potentially harmful content. This might suggest that initiatives should focus more on meeting people's needs when they need them the most and on the skills they see as most pertinent. However, we argue that to meet and manage risks that have not been conceived of or perceived yet, and participate positively online as a digital citizen, a wider set of skills is required to engage meaningfully positively online. Rather than narrowing the provision, we suggest that when marketing media literacy initiatives the focus should be on how the initiatives will tangibly meet people's immediate objectives, while still covering broader elements of media literacy in the actual content delivery. For example, if an adult who was concerned about scams engages with media literacy support, the initiative they engage with could also teach them more broadly about building resilience to dis/misinformation.

To engage people the trustworthiness of the messenger appears to be a key enabler. Building on the findings around how best people learn, we recommend that short informational videos and handouts on media literacy topics be hosted on trustworthy sites (such as gov.uk) and made visible on these sites through promotions, so that people have an easy, reliable source of information to go to when they have specific questions. Given that people's preferences were disparate when it came to the timing, number, length of sessions, this suggests that there need to be several different types of initiatives to meet people's varying needs.

Conclusion and future directions

Overall, this report shows that people have a conception of media literacy even if they do not refer to it as such and feel that media literacy is relevant to them when performing specific tasks or safeguarding against specific risks. The concept of meeting and managing risks that have not yet been perceived, and of acquiring a wider set of skills that are required to be a good digital citizen, does not appear to have gained much traction at present.

Communicating the wide range of topics that media literacy encompasses will be a critical challenge for policymakers going forward.

People appear to highly value the trustworthiness and reliability of those signposting them to media literacy resources and those imparting these media literacy skills suggesting that there is a valuable role to be played by governments and independent public-minded organisations.

In terms of future research, below we outline some areas which could be fruitful avenues to progress this work further:

- Doing 'guided tour' interviews to understand how people actually look for help in practice when faced with a specific issue, to explore their barriers and enablers in real-time as well as uncover opportunities for signposting them to resources.
- Applying data science to understand what search terms people use when looking for help and what resources these searches surface.
- Explore how people's media literacy confidence matches up with their actual abilities across different aspects of media literacy.